



Our new school

Vocabulary 1

Using the worksheet

- Learners complete the drawing of the 11 items. Then they look at the words in the pencil case and circle each word. They draw a matching line from the picture to the correct word.

Key: 2 desk 3 chair 4 classroom 5 pen
6 book 7 pencil case 8 rubber 9 bag
10 teacher 11 crayon

Optional follow-up activity (reinforcement):
Play a memory game with some of the items ('Kim's game'). Put eight of the items on a table so everyone can see. Ask learners to name them all and then tell them they have one minute to remember them. After one minute, cover them up (with a cloth or a lid) and take one item away without the learners seeing which one. Then reveal the items and ask learners to write down which one is missing.

Grammar 1

Using the worksheet

- This worksheet practises the prepositions *in*, *on*, *under*, *next to*. Invite learners to talk about what they can see in the picture and then look at the example answer together. Ask learners to read the other sentences in Activity 1 and write in the missing prepositions.
- Read the first question and answer in Activity 2 together and ask learners what they are going to draw (*a crayon*) and what colour it will be (*red*). They draw a red crayon under the desk. Then tell learners to read about, draw and colour the other three items.

Key: 1 2 in 3 next to 4 on 5 under

Optional follow-up activity (extension):
Ask learners to draw three more classroom items in the picture and to colour them in. Then tell them to write a question about each, as in Activity 1. Next, learners swap worksheets with a partner. Then they read the new questions and write answers according to the picture.

Vocabulary 2

Using the worksheet

- In this activity, learners practise writing the new school words and then look around their own classroom to find the items. Learners need to look at the pictures and write the words, using the dashed lines for support.

- Extra support can be provided using the optional word pool at the bottom of the page. For stronger learners, you can cut off the word pool before using the worksheet.
- Look at the example and read out the question. Look around the classroom and learners give the answer. Show where to write a tick or a cross.

Key: 2 cupboard 3 door 4 playground 5 ruler
6 wall 7 window 8 paper 9 board

Optional follow-up activity (reinforcement):
Learners work in pairs. They write one of the new words from the worksheet on the back of their partner, using their finger. Their partner tries to guess which word it is. Then they swap roles.

Grammar 2

Using the worksheet

- Tell learners to look at the pictures, and ask *What are these? What's this?* whilst pointing to the pictures in numbers 1 and 2. Tell them that they must complete the half-finished drawings to be able to answer the questions. Point out the different questions and answers in the examples and remind learners about when to use *They're* and *It's*.

Key: 3 They're 4 They're 5 It's 6 It's

Optional follow-up activity (extension):
Learners make up two more half-drawings and questions with incomplete answers for their partner. Then they swap notebooks and complete each other's.

Skills 1: Listening

Using the worksheet

- Talk about the picture together and make sure that everyone knows the items which have a number box next to them. The first time you play the audio, ask learners to number the items in the picture in the order that they hear them. Then play the audio again and ask learners to listen out for the colour they will use on each item. You will need to pause the audio each time to allow for numbering and colouring.

Tracks 2 and 3
Teacher: Welcome to your new classroom! This is Class 3A. I'm Miss Peters, your teacher.
Hello, everybody! This is Hugo and this is Alice. Please say 'Hello', everybody.
Class: Hello, Hugo! Hello, Alice!

- 1

Teacher:

Look at this red cupboard next to the door. There are some pens, pencils and paper in the cupboard.
- 2

Teacher:

And here are your books. This is a green book for Hugo.
- 3

Teacher:

And this is an orange book for you, Alice. Here you are, Alice.
- Hugo and Alice:

Thank you.
- 4

Teacher:

Let's sit down now. Hugo, you can sit at the purple desk on the chair next to the cupboard. OK?
- 5

Teacher:

And Alice, please sit on the blue chair over there next to the window. Yes, that's right.
- 6

Teacher:

Good ... Let's start. But ... where's my black pen? Oh, yes! Here it is, on my chair!

Key: 1 red cupboard 2 green book (boy)
3 orange book (girl) 4 purple desk 5 blue chair
6 black pen

Optional follow-up activity (extension):
Ask the learners to work in pairs. One learner in each pair arranges a few of their classroom possessions for their partner to make sentences about, e.g. *The black pen is next to the book. The blue rubber is under the book. The yellow bag is under the chair.*

Skills 2: Speaking

Using the worksheet

- This activity is a paired speaking activity, so the worksheet needs to be cut in half down the middle and learners work in pairs.
- Learners both have the same classroom picture to work with, but some of the objects in their classroom will be different from their partner's classroom. Each learner has to find the location of the four objects shown at the bottom of the classroom picture and draw them in the picture above.
- Learner A starts and asks, e.g. *Where's the rubber?* Learner B finds the rubber in their picture and answers *It's next to the pencil case.* Then Learner A draws the rubber in the correct place. Learner A asks about all four objects on his/her worksheet, and then Learner B has a turn to ask and draw.

Key: A rubber – next to the pencil case, ruler – in the pencil case, bag – under the desk, cupboard – on the wall, next to the board
B book – next to the pencil case, teacher – on the chair, pen – on the bookcase, door – next to the bookcase

Optional follow-up activity (extension):
Ask questions to the whole class about all the objects in the picture. Then ask them to turn their pictures face down and invite a volunteer to come to the front. He/She can look at their picture and ask questions to the rest of the class about it to see who can remember any of the locations.

mission Stage 1:
Make labels for your classroom

Using the worksheet

- In this worksheet, learners review the new words on Pupil's Book page 7. You will need scissors and sticky tack for this activity. Look at the worksheet with the class and call on learners to identify and say the name of the classroom items in the pictures. Then tell the learners that they need to write the name of the object shown on the dashed lines. Learners cut out the words and pictures after writing. Then ask learners to add some sticky tack to the reverse of each piece of paper and walk around the classroom, sticking the words to the correct objects in the classroom.
- Note: You can cut off the last word on the worksheet, if you prefer not to be covered in sticky labels; or you could draw a picture of yourself on the board for labels to be placed on this instead.

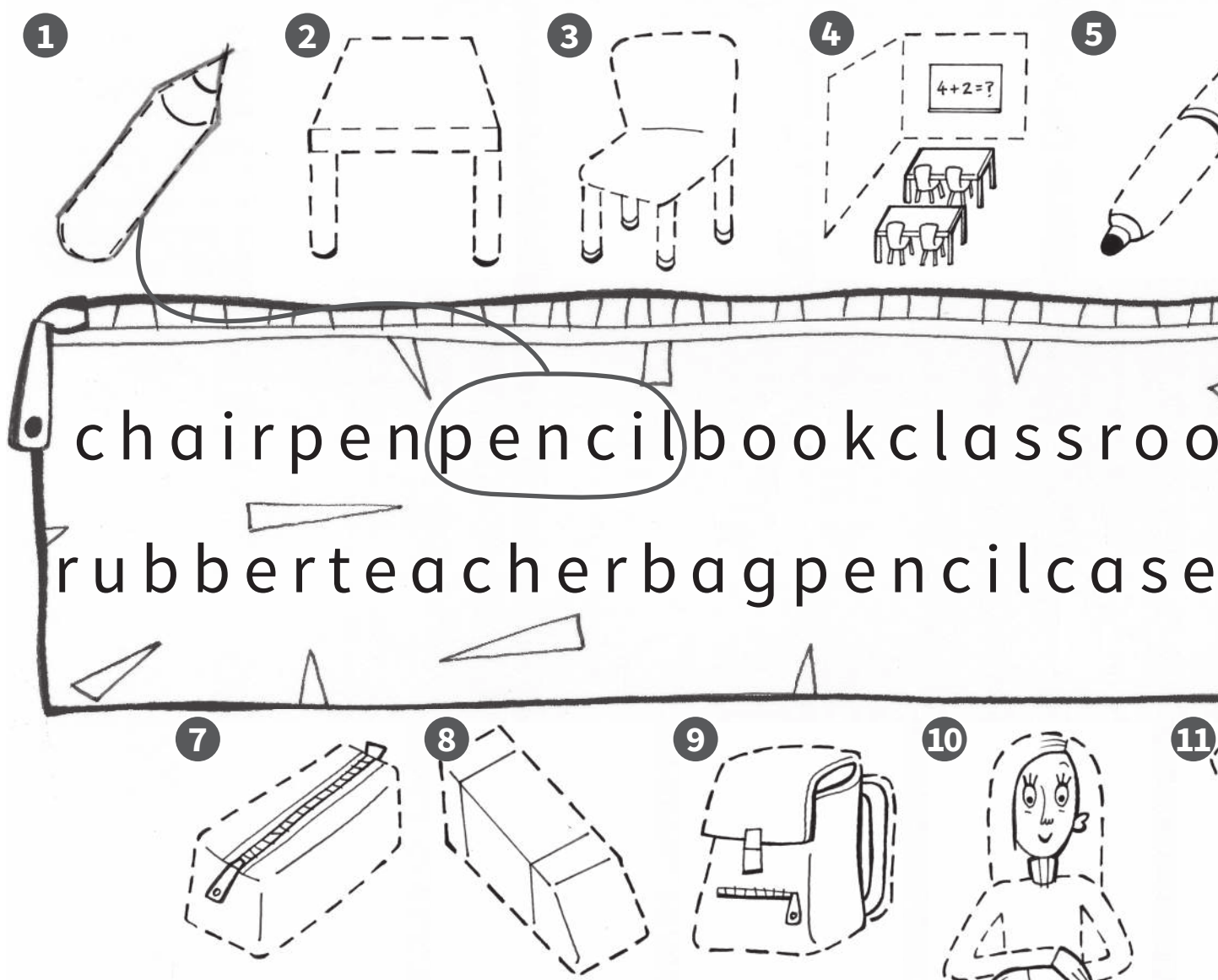
Culture page

Using the worksheet

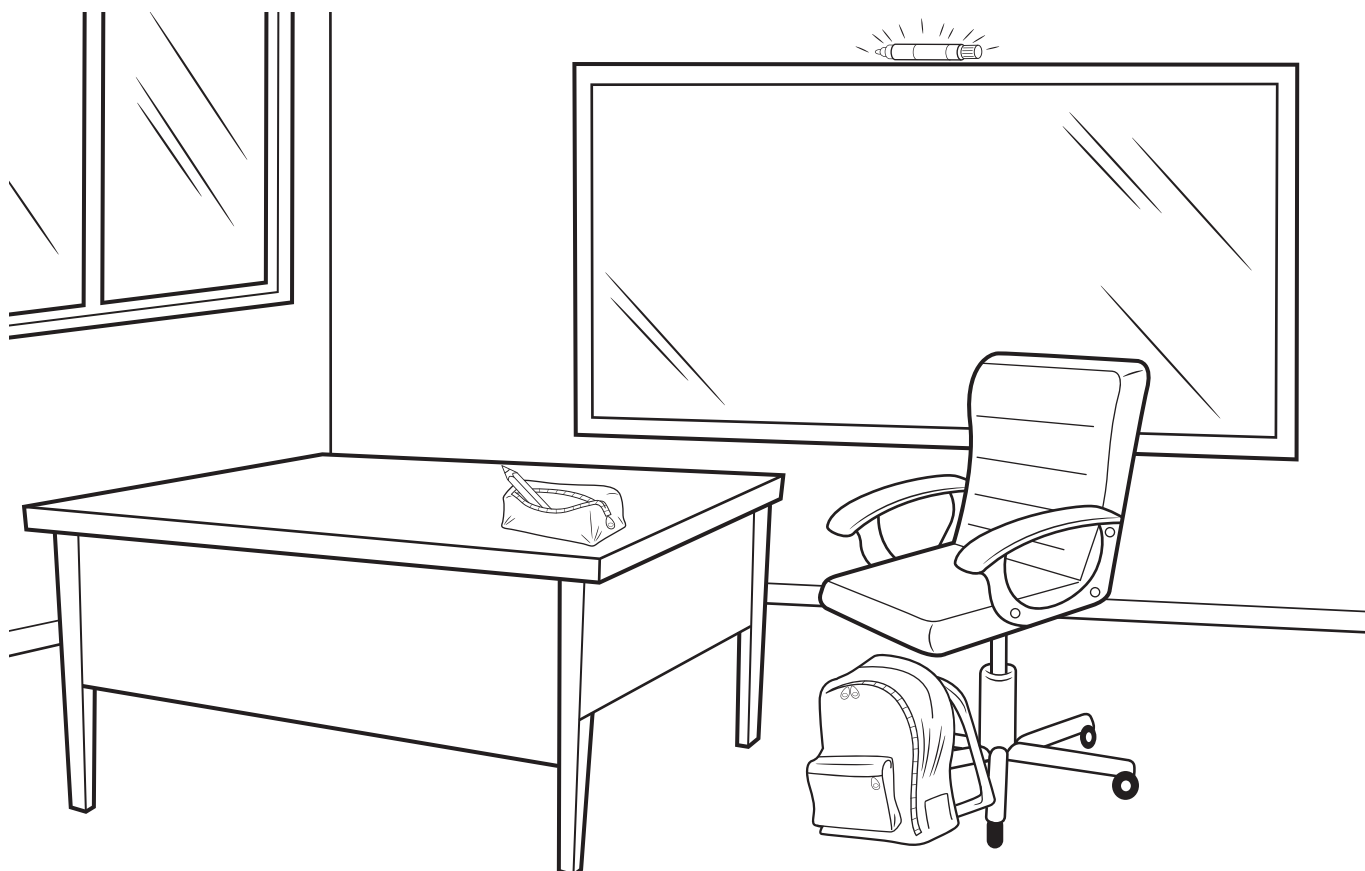
- For Activity 1, tell learners that there are three more classroom objects to find in the word search. Learners work in pairs. Check answers.
- For Activity 2, ask learners for information about what the photo shows. Check or pre-teach the following vocabulary: *walk, start, learn, lunch, read, stories, finish.* Tell learners they are going to read a blog post. Explain (in L1 if necessary) that a *blog* is a website in which someone writes about their life and interests and that what you write on a blog is called a *post*. Learners read the blog post and then complete the activity in pairs.
- For Activity 3, read out the three incomplete sentences. To give learners an example, you could complete the sentences with your own ideas and write the completed sentences on the board. Ask learners to work alone to complete the sentences.

Key: 1 pencil, book, pen
2 2 no 3 yes 4 yes 5 no

8 Complete the pictures. Then circle the words and match.



1 Grammar 1



1 Read and complete.

under on next to in on

- | | |
|----------------------------|-----------------------------|
| 1 Where's the pen? | It's <u>on</u> the board. |
| 2 Where's the pencil? | It's _____ the pencil case. |
| 3 Where's the desk? | It's _____ the chair. |
| 4 Where's the pencil case? | It's _____ the desk. |
| 5 Where's the bag? | It's _____ the chair. |

2 Read and draw in the picture. Then colour.

- | | |
|-----------------------------|-------------------------------|
| 1 Where's the red crayon? | It's under the desk. |
| 2 Where's the green rubber? | It's on the chair. |
| 3 Where's the blue book? | It's next to the pencil case. |
| 4 Where's the yellow pen? | It's under the bag. |

1 Vocabulary 2

Look and write. Then read and tick ✓ or cross X.

1



2



3



4



5



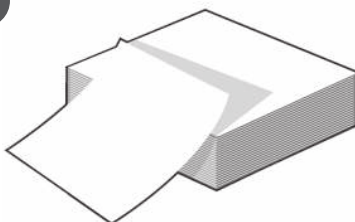
6



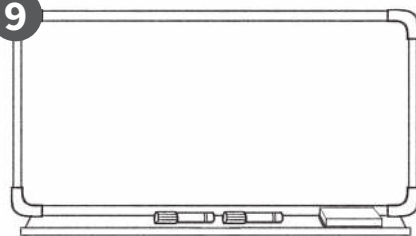
7



8



9



1 Can you see a b o o k c a s e in your classroom?

2 Can you see a _____ in your classroom?

3 Can you see a _____ in your classroom?

4 Can you see a _____ in your classroom?

5 Can you see a _____ in your classroom?

6 Can you see a _____ in your classroom?

7 Can you see a _____ in your classroom?

8 Can you see some _____ in your classroom?

9 Can you see a _____ in your classroom?

☐

☐

☐

☐

☐

☐

☐

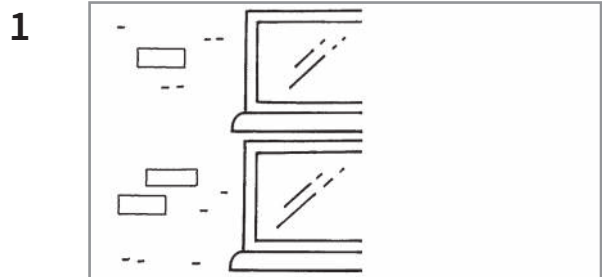
☐

☐

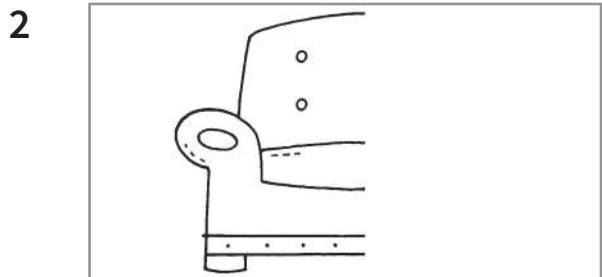
board ~~bookcase~~ cupboard door paper
playground ruler wall window

1 Grammar 2

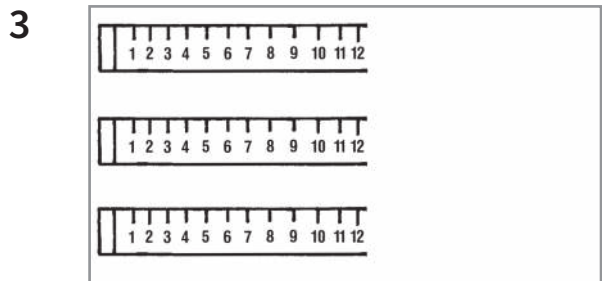
Draw. Then read and complete the answers.



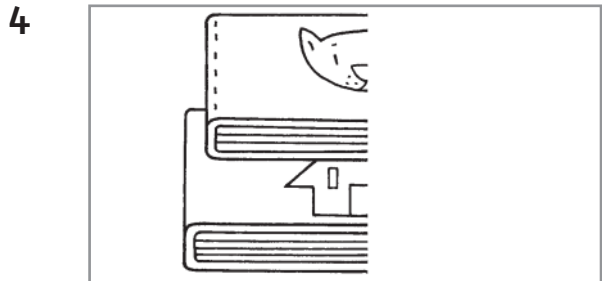
What are these?
_____ They're _____ windows.



What's this?
_____ It's _____ a chair.



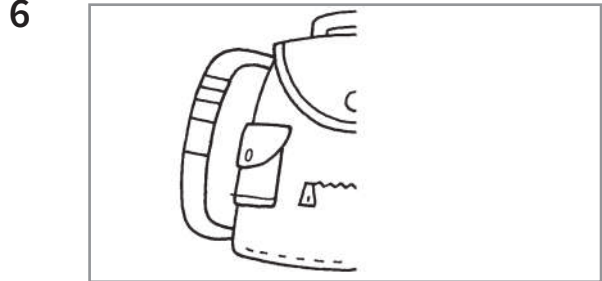
What are these?
_____ rulers.



What are these?
_____ books.

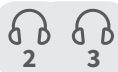


What's this?
_____ a bookcase.



What's this?
_____ a bag.

1 Skills 1: Listening



Listen and number. Listen again and colour.

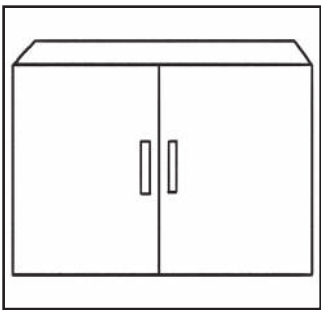
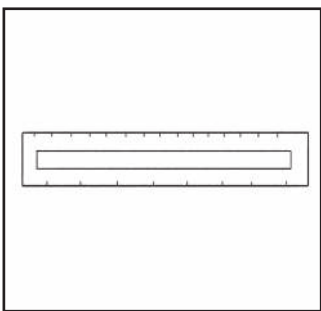
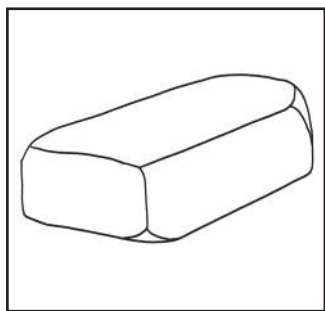


1 Skills 2: Speaking

A Ask and draw.

Where's the rubber?

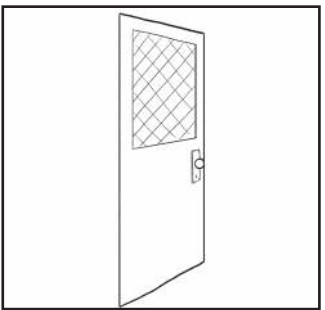
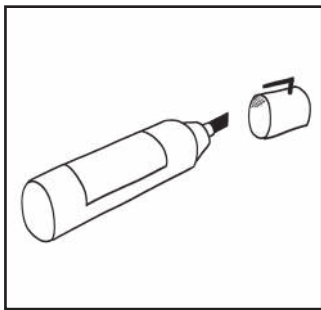
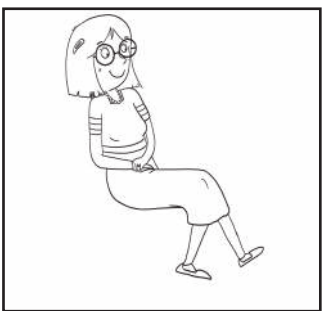
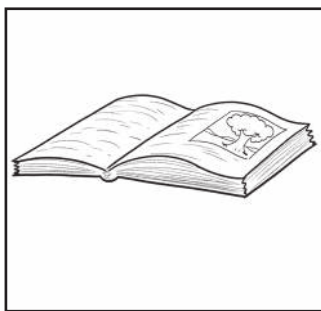
It's next to the pencil case.



B Ask and draw.














Where's the rubber?

It's next to the pencil case.



1 mission Stage 1

Make labels for your classroom.

  b a g	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

1 Culture page

A school day in the UK

1 Find and circle the classroom objects.

r	u	b	b	e	r
v	i	p	q	c	d
c	a	e	y	z	m
p	e	n	c	i	l
w	b	o	o	k	b

2 Read the blog post. Then read the sentences and write *yes* or *no*.

Mila's brilliant blog



Mila and her friends in the playground

My school is called Red Hill Primary School. It's very big! It's in Scotland, in the UK.

I walk to school with my dad. School starts at 9.00. At school I see my friends. We are seven years old.

In my blue school bag there are pencils, pens, books, paper and a rubber.

In the morning we learn about numbers. We play in the playground. After lunch, we read stories.

School finishes at 3.00. Mum and I play in the park — that's my favourite part of the day!

- 1 Mila's school is in the UK.

2 School starts at 8.00.

3 Mila is seven years old.

4 There is paper in Mila's school bag.

5 School finishes at 2.00.
- yes

3 Complete the sentences with your ideas.

- 1 My school is called

2 I go to school with

3 I sit next to
-