



Our new school



Watch the video. Write or draw a school word.



In this unit I will:

- 1 Make labels for the classroom.
- 2 Choose a new word to learn.
- 3 Make a class poster.
- 4 Be the teacher.

Unit 1 learning outcomes

In Unit 1, learners learn to:

- talk about school
- describe where objects are using prepositions
- ask questions using *Where is / Where are ... ?*
- ask and answer using *This is / These are*
- read for correct information
- be kind

Materials video, digital poster, coloured pens or pencils, drawing paper

Key Competences



Become familiar with language related to school.



Reflect on their own learning by going through the unit goals.



Write or draw a school word.

Self-assessment

- **SA** Say *Open your Pupil's Books at page 6. Say Look at the picture. Ask Where is it? (A school) Say Where are we? We're in school. Encourage learners to repeat. Say Point to red/blue/yellow/green. Learners point. Point to different objects in the picture, e.g. desks, chairs, clocks and board, and ask What colour is this? Use self-assessment (see Introduction). Say OK. Let's learn.*

Warm-up

- Say *Close your books. Mime closing your book. Learners copy. Ask Can you remember? Mime thinking. Say Hmm ... a green chair.*
- Learners call out what they can remember from the picture.

Pupil's Book, page 6



Watch the video. Write or draw a school word.

- Say *In this unit we're talking about school. Say Let's watch the video. To introduce the topic of the unit, play the video.*
- Say *Look at page 6. Point to the chairs. Point to the desks. Now point to the board. Show the empty board with space to write. Say Let's draw on the board.*
- Mime looking around the classroom, seeing something and deciding to draw it. Start to draw. Tell learners *Find something in the school. Draw it and write the word.* Monitor as learners draw. If it is a word they don't know, you can tell them.

Fast finishers These learners can draw a second item and write the word.

mission Make our classroom English

- Show the digital Mission poster. Say *Let's make our classroom English. Say Hello! We speak English! Wave and encourage the learners to call out Hello! and wave back.*
- Say *Point to number 1. Say We label the classroom. Act out putting labels on things. Learners copy the mime.*
- Say *Point to number 2. Say We learn new words. Act out turning pages in a dictionary. Learners copy.*
- Say *Point to number 3. Say We make a poster. Mime drawing a poster and sticking it on the wall. Learners copy.*
- Say *Point to number 4. Say You'll be the teacher! Point to yourself and encourage the learners to point to you.*
- Say *This is our Mission. Show me the Mission. Encourage the learners to mime the sequence by saying the words again and acting it out while they copy.*
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 6

My unit goals

- Go through the unit goals with the learners. You can read these or if you prefer you can put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say *This is our Mission page.*

Ending the lesson

- Demonstrate the actions *stand up, sit down and shake hands.*
- Go around the class pointing and giving each learner a colour: *red, green, yellow or blue.* If you point and alternate between colours, you should end up with roughly equal groups of each colour.
- Say *Hello ... blues.* Learners who are blue wave to you. Repeat with red/green/yellow.
- Say *Reds stand up!* Red learners do this. Say *Reds sit down.* Repeat with the other colours.
- Say *Greens say hello.* Greens call out hello. Repeat with other colours.
- Say *Yellows shake hands.* Yellows shake hands with each other. Repeat with other colours. Say *Everyone shake hands.* All learners shake hands.
- If you have any very confident learners, invite them to the front to do the instructions. You can whisper these to help them if they need it.

1

Vocabulary 1

Learning outcomes By the end of the lesson, learners will be able to recognise and use school words.

New language *bag, book, chair, classroom, crayon, desk, pen, pencil, pencil case, rubber, teacher*

Recycled language colours, names, numbers

Materials flashcard of living room, classroom objects (pencil, rubber, school bag, crayon, desk, chair, book, pen, pencil case), audio, video

Key Competences



Identify and use school vocabulary.



Chant together as a class.



Recognise and practise the sounds /p/ and /b/.

Warm-up

- Ask *Where are we?* Chant *We're at school, we're at school.* Learners repeat.

Presentation

- Say *Let's talk about school.* Use classroom objects. Point to yourself. Say *Teacher.* Learners repeat. Repeat with the other classroom objects.
- Choose seven learners to come to the front. Give them one classroom object each. One learner holds up their object. The class calls out the word. Continue.
- Learners sit down. Point around the classroom. Learners say the words.

Pupil's Book, page 7



1 Listen and point. Then listen and number.

- Say *Open your Pupil's Books at page 7. Look at the picture.*
- Indicate the caption. Read it.
- Ask *Where's the pencil case?* The class points. Repeat.
- Play Track 1.01. Learners point to the classroom objects.

Tracks 1.01 and 1.02

This morning Jim and Jenny are at their new school.

- (1) Teacher: Hello, Jim. Hello, Jenny. This is your classroom.
 (2) Teacher: I'm Miss Kelly. I'm your teacher.
 Jenny: Hi, Miss Kelly.
 (3) Jenny: Look! I've got my bag. It's green!
 Jim: Hello.
 (4) Teacher: This is your desk, Jenny. It's yellow.
 (5) Teacher: And this is your book.
 Jenny: Ooh. Thank you.
 (6) Jenny: My chair's red. And my book's purple.
 Teacher: Tom and Eva, this is Jenny and this is Jim.
 Tom: Hello, Jenny.
 Eva: Hello, Jim.
 (7) Tom: Look at my pencil, Jim. It's brown.

- (8) Tom: And this is my rubber. It's white.
 (9) Jim: And this is my pen. Look! It's black.
 (10) Eva: Cool! And look at my crayon. It's pink.
 (11) Teacher: Yes, yes, and my pencil case is grey! OK, children. Now, be quiet and sit down, please. Open your books at page 2.

- Say *Look at page 7.* Show the spaces next to the words. Ask *What's number 1? (Classroom)* Point out the example.
- Say *Listen and number.* Play Track 1.02. Learners number the school objects. Monitor.
- Ask, e.g. *What's number 2?* Learners point to the objects around the classroom.
- Ask *Where's the tractor? Can you find it?* Learners find the hidden picture of the tractor in the picture on the Pupil's Book page and point to it (on the cupboard).

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



2 Say the chant.

- Say *Listen and say the chant.* Play the audio or video. Learners point and chant.

Tracks 1.03

Classroom, bag, teacher (x2) Pencil, rubber, pen (x2)
 Desk, chair, book (x2) Crayon and pencil case (x2)



3 Listen, point and say the colour.

- Focus on the picture. Ask questions, e.g. *What's this? (A desk) What colour is it? (Yellow)* Repeat for all items.
- Play the audio and pause after number 1. Learners call out *Yellow.* Play the rest of the audio. Learners respond.

Track 1.04

- Where's Jenny's desk? What colour is it?
- Where's Tom's pencil? What colour is it?
- Where's Jenny's bag? What colour is it?
- Where's Eva's crayon? What colour is it?
- Where's Tom's rubber? What colour is it?
- Where's Jim's pen? What colour is it?
- Where's Jenny's chair? What colour is it?
- Where's the teacher's pencil case? What colour is it?
- Where's Jenny's book? What colour is it?

- Learners play the same game in pairs.

Key: 1 yellow 2 brown 3 green 4 pink 5 white
 6 black 7 red 8 grey 9 purple

Activity Book page 7

See pages TB120–132

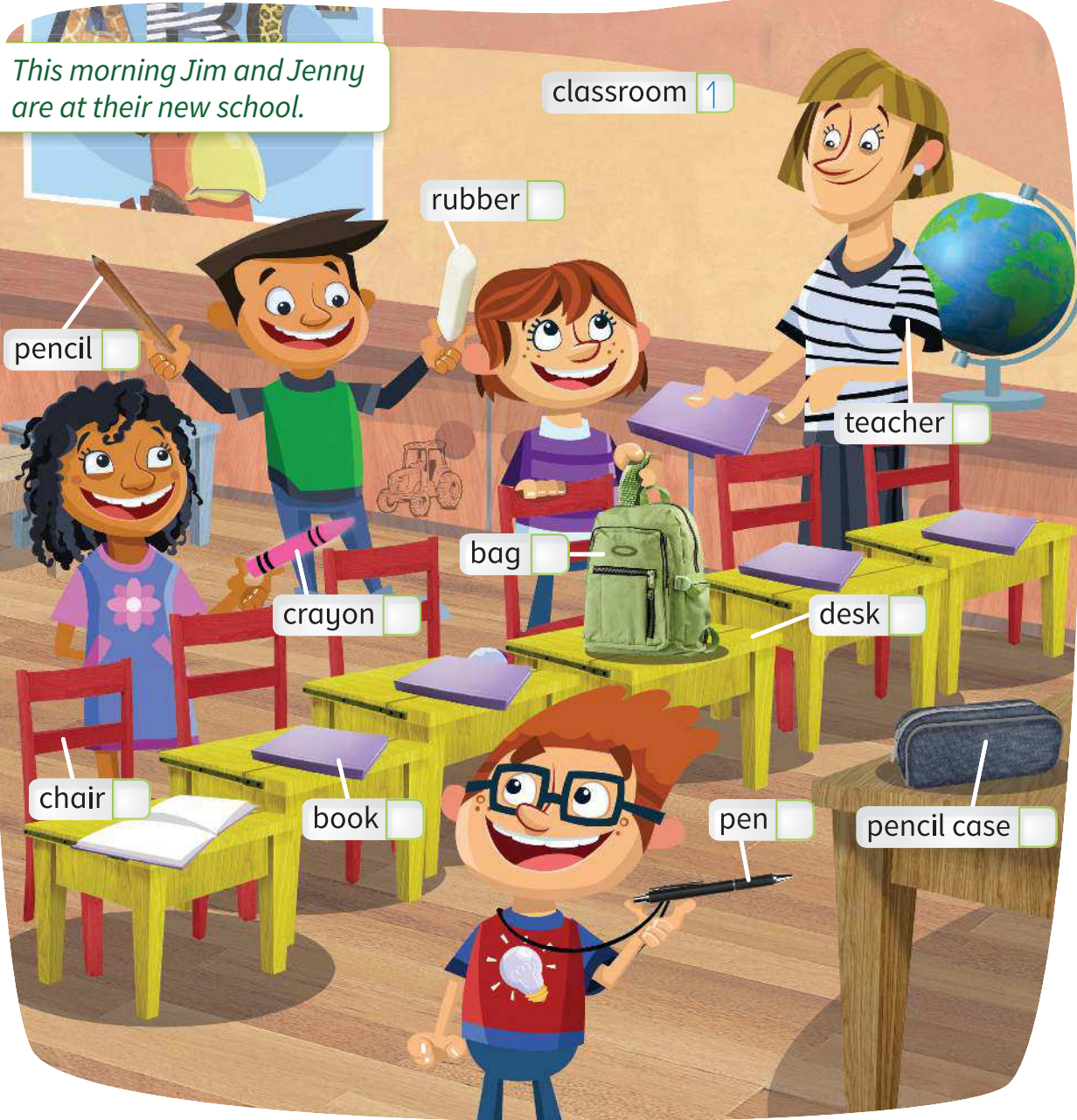
Ending the lesson

- Say *This is our lesson. We learnt about school words.*
- SA** Point to classroom items. Ask *Do you know the words?* Use self-assessment (see Introduction). Learners show how they feel.

Vocabulary 1

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1   Listen and point. Then listen and number.



2   Say the chant.

3   Listen, point and say the colour.

1

The Friendly Farm



1

Look at the bag! Yes, I’m the teacher!

2

Now, this is my classroom. Rocky, where’s the pencil?

It’s under the desk, teacher.

3

Now you, Shelly. Where’s the crayon?

It’s on the desk.

4

Now you, Harry. Where’s the bag?

It isn’t on the desk.

No, it isn’t, Harry. It’s next to the desk!

5

Where’s my bag, Jim?

It’s in the barn.

Be quiet! It’s Jim and Jenny!

6

Where’s the book? It isn’t in the bag.

Oops!

Yes, Gracie! Where’s the book?

The Friendly Farm

1

Learning outcomes By the end of the lesson, learners will be able to ask and say where things are and use prepositions of place.

New language *in, next to, on, under*

Recycled language colours, names, school, *It's / They're, It isn't / They aren't*

Materials classroom objects (pen, pencil, crayon, rubber, pencil case, book, bag), flashcard of Gracie, audio, video, digital poster, a soft toy

Key Competences



Read and listen to a story; Identify expressions used to say where things are.



Role play a story.

Warm-up

- Put a pen, pencil, crayon, rubber, pencil case and book into a bag. Show the bag. Ask *What is it? (It's a bag.)* Ask *What's in the bag?* Learners guess. As learners suggest items in the bag, say *Yes! The (book) is in the bag!*
- SA** Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Show a flashcard of Gracie. Ask *Who is it? (Gracie)* Put it under your desk. Ask *Where's Gracie?* Mime looking. Say *She's under the desk.* Say *under* and indicate 'under' with your hand. Learners repeat.
- Put the flashcard on the desk. Ask *Where's Gracie?* Learners point. Say *She's on the ...* Learners say *desk.* Repeat *on*, demonstrating with your hand on the desk. Say *She's on the desk.* Learners repeat.
- Repeat the sequence with *next to* (put the flashcard next to the desk) and *in* (put the flashcard in a desk drawer).
- Repeat, putting the flashcard in different places (on a chair, in a bag, next to a book, etc.) Ask *Where's Gracie?* Give the flashcard to a learner to put somewhere. If they are a stronger learner, they can ask *Where's Gracie?* If not, ask the question and choose the next learner to answer correctly to put the flashcard in a new place. Repeat a few times.

Pupil's Book, page 8



The Friendly Farm song

- Play the introductory song at the beginning of the cartoon story. Mime a happy face on the first line, do a thumbs up on the second line, and mime waving at the animals on the third line. Learners listen and copy.

Track 1.05

See The Friendly Farm song on page TB5



The Friendly Farm

- Say *Open your Pupil's Books at page 8.* Ask *Who can you see in the pictures?* Learners name the characters. Ask *What's this?* Point to the crayon. Repeat with other objects (pencil, desk, bag).
- Ask *Who is the teacher? Is the book in the bag?* Write the questions on the board. Say *Listen.* Play the audio or video. Learners listen and read.

Track 1.05

The Friendly Farm song + see cartoon on Pupil's Book page 8

- Learners answer the questions in pairs before the class check (*Gracie is the teacher. No, the book isn't in the bag.*)
- Play the audio or video again. Pause after each frame and check comprehension by asking questions:
 Frame 1: *Who has the bag? (Gracie)*
 Frame 2: *Where's the pencil? (It's under the desk.)*
 Frame 3: *Where's the crayon? (It's on the desk.)*
 Frame 4: *Where's the bag? (It's next to the desk.)*
 Frame 5: *Who is coming? (Jim and Jenny)*
 Frame 6: *Where is the book? Say It's in Gracie's mouth! Point to your mouth.*
- Play the audio or video again. Mime as you play it. Learners copy. Dip down and gesture 'under' with your hands for frame 2, stand up and gesture 'on' with flat palms for frame 3, gesture 'next to' by showing the space next to you for frame 4.
- Put the learners into groups of seven and give each group a role from the sketch (Gracie, Rocky, Shelly, Harry, Cameron, Jenny, Jim). They read the speech bubbles. All learners repeat the mimes as they read.

Extension Tell learners to cover the cartoon and to try to remember. Ask questions: *Where's the pencil? (It's under the desk.) Where's the crayon? (It's on the desk.) Where's the bag? (It's next to the desk.)*

Activity Book, page 8

See pages TB120–132

Ending the lesson

- SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Show the class a soft toy. Ask *What's his/her name?* Learners can think of a name.
- Put the soft toy somewhere in the classroom, e.g. on a book. Ask *Where's (name of soft toy)?* Learners answer. Choose a learner to put the soft toy somewhere else. Ask *Where's (name of soft toy)?* Learners answer. Continue, nominating learners to put the soft toy in different places.

Extra support Learners who find answering difficult can move the soft toy.

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Language practice 1

Learning outcomes By the end of the lesson, learners will be able to ask and write sentences about where things are, using prepositions.

New language *Where is/are ... ? It's / They are in / on / next to / under ...*

Recycled language school

Materials In the classroom 1 flashcards, classroom objects, audio, sticky labels (two for each learner), digital Mission poster, Teacher's Resource Book page 14 worksheet

Key Competences



Learn to use prepositions to talk about where things are.



Make labels for the classroom.



Reflect on their own learning.



Interact with the digital poster.

Warm-up

- Go around the room asking *What is it? (It's a desk.) What are they? (They're crayons.)*

Presentation

- Point to the flashcards in various locations, highlighting single objects. Ask *What is it? How many? Where is it?* (e.g. *It's next to the book.*)
- Point to the objects, highlighting plurals. Ask *What are they? How many? Where are they?* (e.g. *They're on the desk.*)

Pupil's Book, page 9



Gracie's Grammar

- Say *Open your Pupil's Books at page 9.* Point to Gracie's Grammar box. Write the same sentences on the board.
- Learners copy the sentences.
- Play the audio. Pause for learners to repeat each sentence.
Track 1.06
See Pupil's Book page 9
- Draw a small square desk next to the sentence *It's on the desk.* In a different colour, draw a crayon on the desk.
- Learners draw a picture to illustrate each sentence in their notebooks. Monitor and check.



1 Listen and stick. Then look, read and write.

- Play the audio. Learners point to the sticker.

Track 1.07

- 1 Gracie: Where's the rubber, Harry?
 Harry: The rubber's on the desk.

Gracie: Very good, Harry.

Shelly: The rubber's on the desk.

- 2 Gracie: Where are the crayons?

Shelly: The crayons are in the pencil case.

Gracie: Good.

- 3 Gracie: Where's the pen?

Shelly: The pen's under the book.

- 4 Gracie: Where are the pencils?

Shelly: The pencils are next to the book.

- Play the audio again. Learners stick in the stickers.
- Say *Look at Activity 1.* Underline *The rubber's* and *The pen's*. Ask *How many? (One)* Underline *The crayons are* and *The pencils are*. Ask *How many crayons? (Three)*
- Say *Read and write the word.* Learners write.

Key: 2 in 3 under 4 next to

mission Stage 1

- Show learners the first stage of the digital Mission poster: 'Labels'. Say *We label the classroom. Let's make labels.* Give out two sticky labels to each learner.
- Learners complete the worksheet task in the Teacher's Resource Book page 14 (see teaching notes on TRB page 7).
- Alternatively, if you do not have the Teacher's Resource Book, give out two sticky labels to each learner.
- Display flashcards of classroom objects. Choose one and ask *What is it?* (e.g. *A pencil case*) Write the word next to it.
- Choose a plural item. Ask *What are they?* (e.g. *Pens*) Write it up.
- Say *Look at the pictures. Choose two. Write two words.*
- Choose five or six stronger learners to come to the front to demonstrate. Ask them *Where is/are (an object)?* If they have this word on their label, they find an example of each object in the room, stick on the sticker and say *Here it is! / Here they are!* The rest of the learners find the object and stick on their label, saying *Here it is!*
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 9

See pages TB120–132

Activity Book, page 6

- Say *Look at page 6 of your Activity Book.* Review *My unit goals.* Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 1.* Monitor.

Ending the lesson

- SA** Go back to Stage 1 on the digital Mission poster. Say *We labelled the classroom. Good work.* Add a tick to the 'Labels' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

Language practice 1

1



Gracie's Grammar

Where's the crayon?

It's **on** the desk.

It's **under** the book.

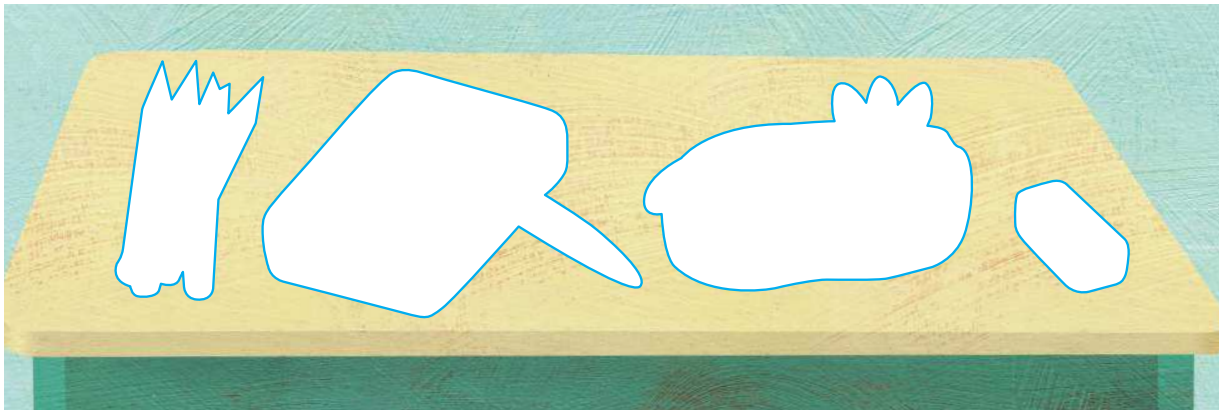
It's **in** the pencil case.

It's **next to** the rubber.

1



Listen and stick. Then look, read and write.



1 The rubber's on the desk.

2 The crayons are _____ the pencil case.

3 The pen's _____ the book.

4 The pencils are _____ the book.



STAGE 1

Make labels for your classroom.

- Write the words. Where are the pencils?
- Find, say and stick. Here they are.



My
mission
diary
Activity Book
page 6

Where ...? and prepositions on, in, under, next to

9

1

Vocabulary 2 and song



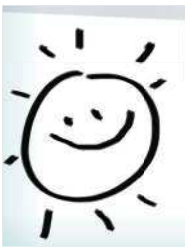
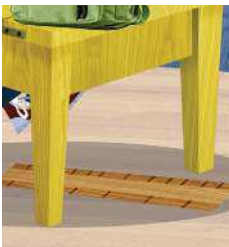
Listen and colour. Then sing the song.

Jim, Jim is in the classroom.
The yellow book is on the bookcase.
The white paper's in the cupboard
and the ruler's under the desk.

Jenny, Jenny's in the playground.
The teacher's next to the window.
The red bag is on the grey wall
and the board's next to the door.
Yes, it is. Yes, it is. Yes, it is.



2 Ask and answer.



Look! Miss Kelly is next to the window. Where's your teacher?

Where's the ruler?

It's under the desk.



Vocabulary 2 and song

1

Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language board, bookcase, cupboard, door, paper, playground, ruler, wall, window

Recycled language classroom, colours, *Where is/are ... ?*, prepositions

Materials In the classroom 2 flashcards, coloured pens or pencils (including yellow, white, red, grey), audio, video

Key Competences



Learn new classroom vocabulary through a song.



Work in pairs to ask and answer about where things are.



Complete a crossword puzzle.

Warm-up

- Ask *Where are we?* (*We're in the classroom.*) Repeat.
 - Ask *Where's (name of learner)?* Learners call out *He/She is in the classroom.*
 - The first learner asks *Where's (name of second learner)?* Learners call out *He/She is in the classroom.*
 - The second learner asks the question about a third learner.
- Extra support** Give learners the sentence to repeat.
- Stronger learners** Learners can add extra information after the class say *In the classroom*, e.g. *And she's next to the desk.*
- **SA** Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 10



1 Listen and colour. Then sing the song.

- Say *Open your Pupil's Books at page 10.* Ask the names of the items in the picture. Alternatively, use the flashcards of the classroom. Point to the items and ask *What is it?* (*board, bookcase, paper, cupboard, playground, window, wall, ruler, door*) Learners repeat each word several times.
- Go through the items again and for each one ask *What colour is it?*
- Draw a picture of a ruler and a small bookcase on the board. Ask two stronger learners to come to the front. Give one a blue board marker and one a red board marker. Say *The ruler is red. Colour it in.* The learner with the red pen colours in the ruler quickly. Say *The bookcase is blue. Colour it in.* The learner with the blue pen colours in the bookcase.
- Say *Let's listen and colour.* Show the learners coloured pens or pencils. Say *Find yellow, find red, find white.* Check they have the right pens or pencils. When the learners are ready, play the audio or video. Learners listen and colour.

Track 1.08

Rocky: I'm Rocky-Doodle-Do and ... here's our song for today:
In the classroom.

See song on Pupil's Book page 10

- Play the audio or video again if necessary.
- Check answers.
- Play the audio or video again. Learners repeat the song. They hold in the air the pen or pencil of the colours as they hear them.
- Divide the class in half. Give each group a different part of the song. They sing again and wave their pens, but only for their part.

Key: book – yellow, paper – white, bag – red



Extension

Once learners are confidently singing along to the song, try singing the karaoke version as a class.

2 Ask and answer.

- Point to the first picture. Learners ask *Where's the ruler?* and answer *It's under the desk.*
- Learners work in pairs to ask and answer about the four pictures. Monitor and check.
- Check answers.
- Show the picture of Rocky in the bottom right-hand corner. Read out the question. Stand next to the board. Learners call out *(Your name) is next to the board.* Stand in a different place. Repeat. Continue around the room.

Key: Where's the paper? It's in the cupboard.
 Where's the yellow book? It's on the bookcase.
 Where's the board? It's on the wall / next to the door.

Activity Book, page 10

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
 - Ask a learner to stand up, e.g. next to the window. Ask *Where's (name)?* Learners answer, e.g. *(next to the window).* Choose another learner. Encourage them to stand somewhere different in the room. Ask *Where's (name)?* Learners answer. Continue with different learners. Show them they can go under things, e.g. a desk, or in things, e.g. the cupboard, to make it fun.
- Extra support** You can choose weaker learners to stand in different places for this activity.
- Stronger learners** You can choose these learners to answer the questions.