

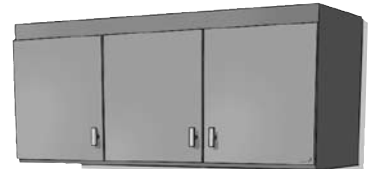
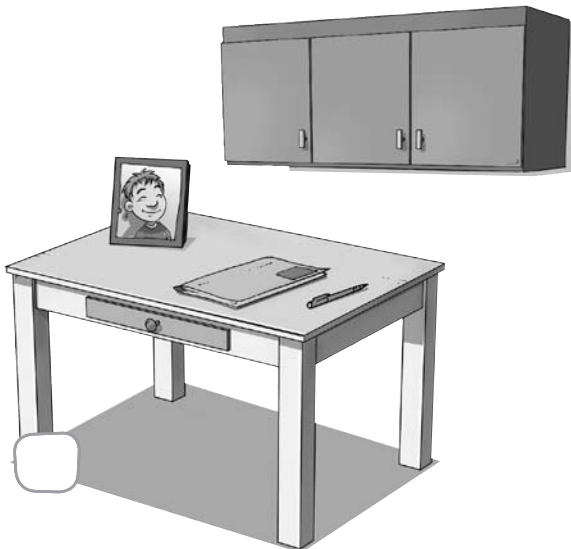
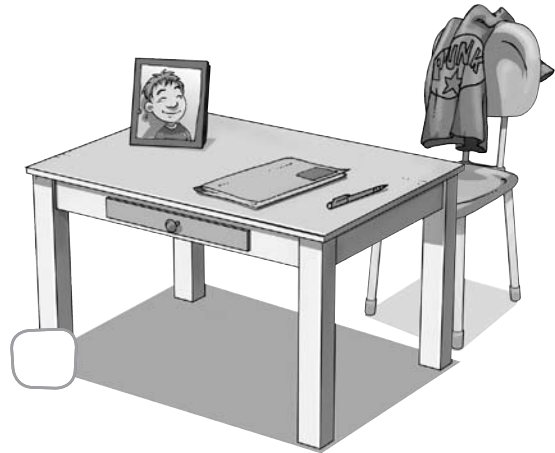
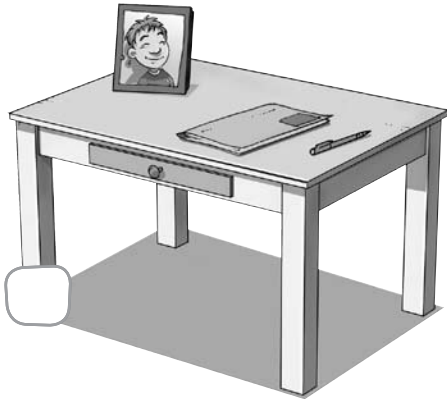
Name:

Class:



Date:

Unit 3

1 Listen and tick  



2 Look and complete.

Next to, under, on or in?  



Name:

Class:

Date:

Hi! I'm Lucy and this is my bedroom.

My school bag is ¹ _____ the

bed. The doll is ² _____ the desk.

My favourite books are ³ _____

the wardrobe. My black and white ball is

⁴ _____ the table.

STORYLINE 2 Photocopiable © Pearson Education

3 Read and tick

Name:

Class:

Date:

Where is Emma?

She's tall.

She's in her bedroom.

Is this her school bag?

No, it is.

No, it isn't.

Are her books on the desk?

What colour is her school bag?

It's huge.

It's purple.

Where is it?

It's in the wardrobe.

It's her school bag.

Yes, it is.

Yes, they are.

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TEACHING NOTES

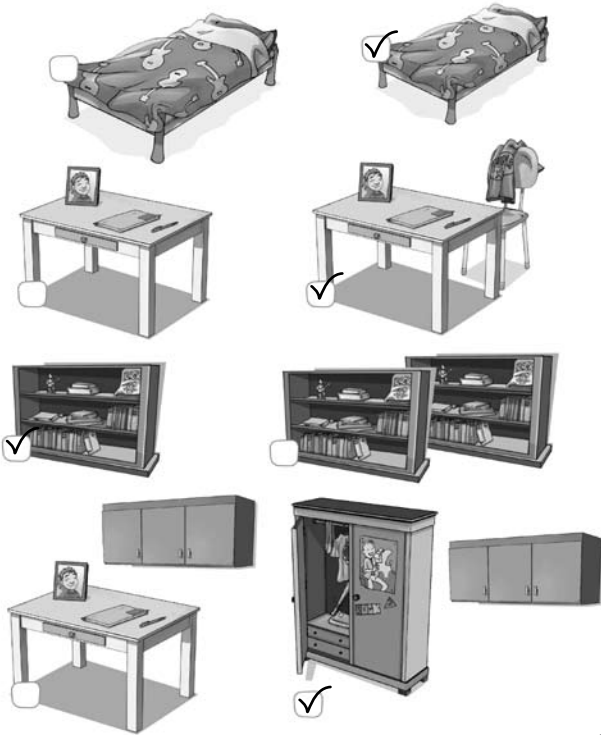
1 Listen and tick

Focus: language awareness, integration of contents

- Ask Ss to look at the instructions and the icons and tell you what they have to do.
- Remind Ss of the rules for listening.
- Play the recording.
- Check the answers on the bb.



1 Listen and tick





2 Look and complete. *Next to, under, on or in?*

Focus: language awareness, prepositions of place

- Ask Ss to look at the instructions and the icons and tell you what they have to do.
- Ask Ss to do the activity orally before they put it in writing.
- When checking the answers on the bb, ask Ss to account for their choices.

2 Look and complete.

Next to, under, on or in?  



Hi! I'm Lucy and this is my bedroom.

My school bag is ¹ on the

bed. The doll is ² next to the desk.

My favourite books are ³ in

the wardrobe. My black and white ball is

⁴ under the table.

3 Read and tick

Focus: Yes / no questions and *Wh-* questions

- Ask Ss to look at the instructions and the icons and tell you what they have to do.
- Ask Ss to do the activity orally before they put it in writing.
- When checking the answers on the bb, ask Ss to account for their choices.

3 Read and tick

