

# 1 At school

## Worksheet 1: Classroom objects

### Using the worksheet

- This drawing and matching activity practises the vocabulary for classroom objects *bag, book, rubber, desk, pen, pencil, ruler, pencil case, notebook*.
- Students complete the drawings by tracing round the outlines. They then match the pictures to the correct words.

**KEY:** 2 book, 3 rubber, 4 desk, 5 pen, 6 pencil, 7 ruler, 8 notebook, 9 pencil case

**Optional follow-up activity:** Students use the worksheet for a colour dictation in pairs. They take turns to choose a colour for each object, dictate it to their partner and both, secretly, colour it in appropriately, e.g. *a red pencil case, or pencil case – red*. At the end they compare their worksheets to make sure they match.

## Worksheet 2: What's this? Is it a ... ?

### Using the worksheet

- This colouring activity practises classroom objects, *What's this? Is it a ... ?* and *Yes, it is. / No, it isn't*.
- Students colour the dotted sections in each picture puzzle to find out what the classroom object is. They then answer the *What's this?* question next to each picture by circling the correct answer.
- Students can then play this in pairs as a memory game. Student A asks, e.g. *Number 1. Is it a pencil?* Student B has to try and remember and answer *Yes, it is* or *No, it isn't*.

**KEY:** 2 No, it isn't. 3 Yes, it is. 4 Yes, it is. 5 No, it isn't. 6 Yes, it is.

**Optional follow-up activity:** Students make their own puzzle pictures for their partners to solve.

## Worksheet 3: Open your ...

### Using the worksheet

- This card game practises the imperatives *Pass me a ... , Sit at your ... , Open your ... , Close your ...* and revises classroom object vocabulary *pen, pencil, pencil case, desk, ruler, rubber, bag, book*.
- Students play the game in pairs. They cut out the cards and place them in two piles face down in front of them: one pile for imperatives and one for classroom objects.
- Students take it in turns to turn over a card from each pile and read the resulting instruction, e.g. *Open your book*. If the instruction makes sense, their partner has to do or mime the action. If they follow the instruction correctly, they can keep the pair of cards. If the instruction is impossible, e.g. *Open your rubber*, students replace the cards somewhere into

each pile. The winner of the game is the student who has the most cards when all possible pairs have been matched up.

**Optional follow-up activity:** Students write their own sentences with similar instructions for a class message game. These can either be the instructions in the worksheet or other imperatives they remember. Students write their messages on a slip of paper and put them into a bag or box. Play the game by asking volunteers to come to the front of the class, take a message from the box and act it out for the class to guess what the message is. The first student to guess correctly has the next turn.

## Worksheet 4: Colours

### Using the worksheet

- In this craft activity, students make and use colour spinners to see how different colours mix together.
- Divide the class into three groups. Ask each student to cut out one of their spinner templates. Assign each group two primary colours with which to colour alternate sections of their spinner: one group should use red and yellow, one should use blue and red, and one should use blue and yellow.
- Students then put a pencil through the centre of the spinner. Show them how the alternated colours mix together to make a new colour as the pencil is twirled around. Ask students from each group to demonstrate and say what colours they have used and what colour they can make when they twirl their spinners.

**KEY:** Red and yellow make orange. Blue and red make purple. Blue and yellow make green.

**Optional follow-up activity:** Students cut out and make another spinner to see how other colours mix together. Ask what happens if they use all the six colours together that they have learned in the Student's Book. (They should make brown.) What other colour combinations can they try?

# 1 Worksheet 1: Classroom objects

**Complete the pictures. Then match the pictures and the words.**

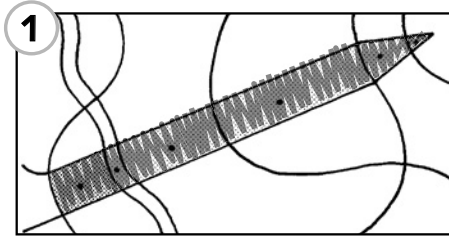
1 2 3 4 5 6 7 8 9

bag notebook pencil case ruler pen book desk rubber

Vocabulary: Classroom objects

# 1 Worksheet 2: What's this? Is it a ... ?

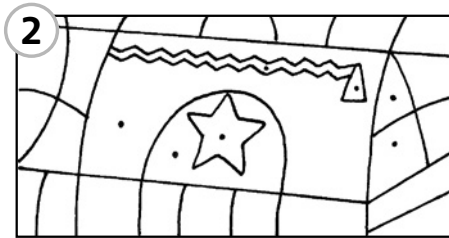
**Colour. Then circle the answer.**



What's this? Is it a ruler?



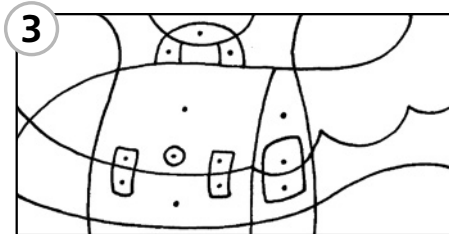
Yes, it is. **No, it isn't.**



What's this? Is it a notebook?



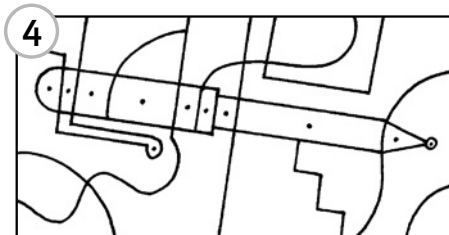
Yes, it is. No, it isn't.



What's this? Is it a bag?



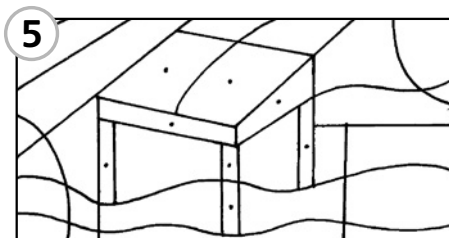
Yes, it is. No, it isn't.



What's this? Is it a pen?



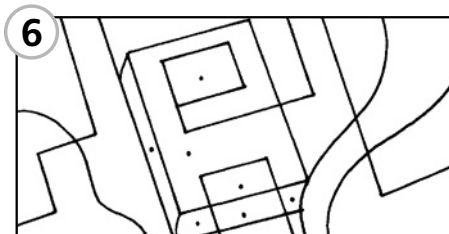
Yes, it is. No, it isn't.



What's this? Is it a rubber?



Yes, it is. No, it isn't.



What's this? Is it a book?

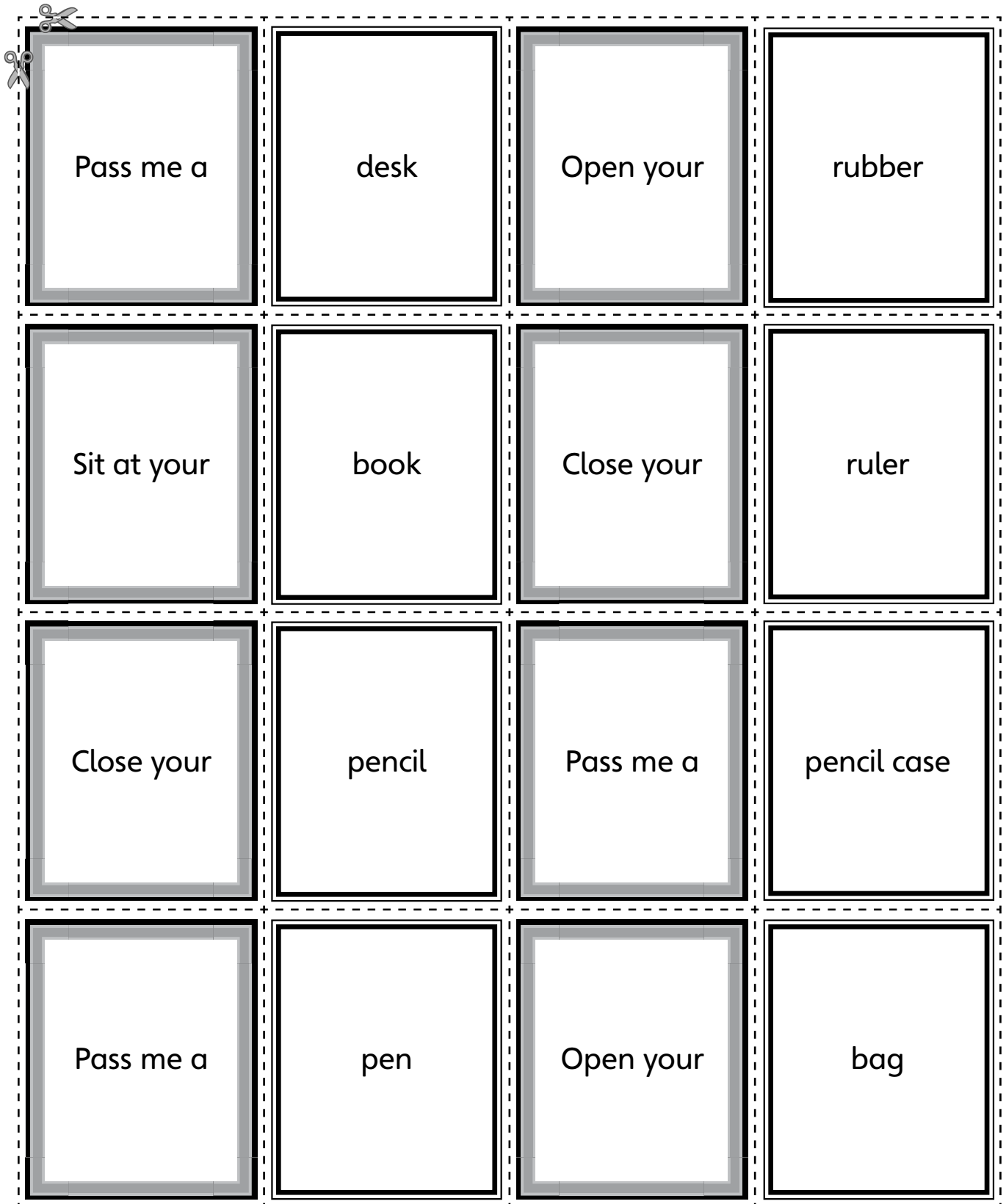


Yes, it is. No, it isn't.

**Grammar 1: Questions and short answers**

# 1 Worksheet 3: Open your ...

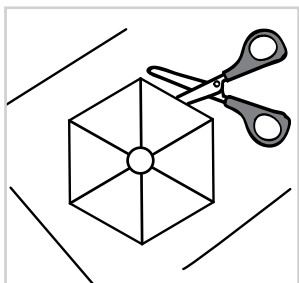
**Cut out the cards and play.**



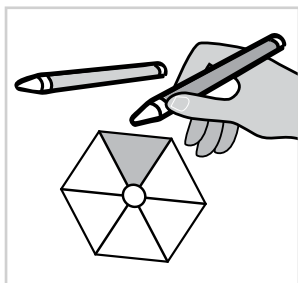
Grammar 2: Imperatives

# 1 Worksheet 4: Colours

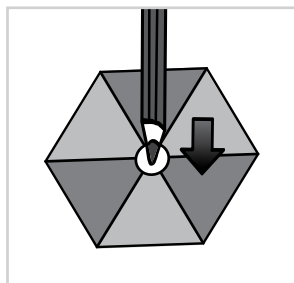
**Make a colour spinner.**



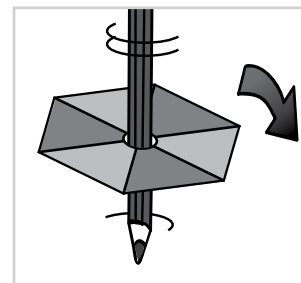
Cut out.



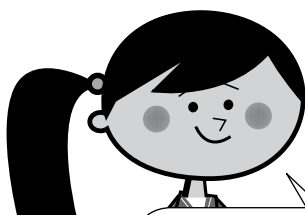
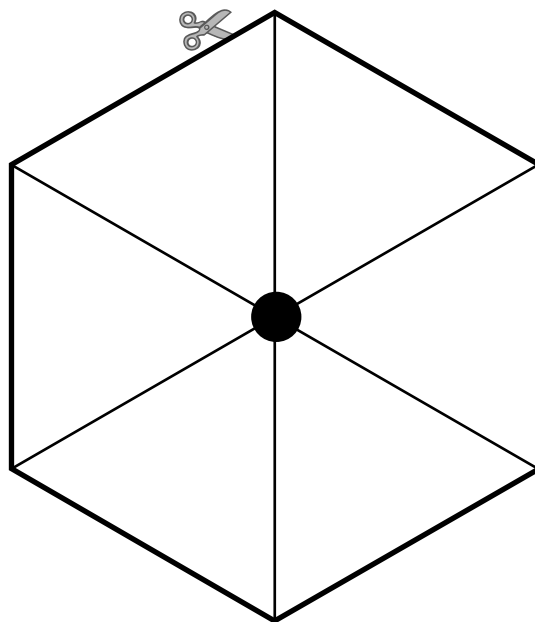
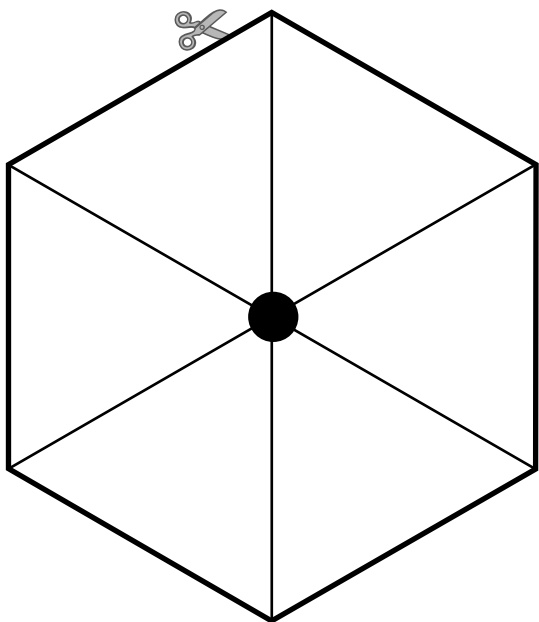
Colour.



Push.



Spin.



What colours can you make?

Art: Colours