

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 to 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 be either 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: The senses game

Using the worksheet

- This worksheet helps students expand their knowledge of how we use our senses, using key *Think and learn* vocabulary.
- Students work in pairs. They will each need a counter or button.
- In each empty box on the game board, students write one of the five sense words. (Ideally they should write each of the five sense words twice.)
- One student then throws their counter onto the board. If it lands on a sense word, their partner has to say what they can do with that sense, e.g. [board] *smell*, Student: *a flower*. They can use the pictures around the board to help them, or think of their own ideas. If the counter doesn't land on a sense word, they follow the instructions on the board. Students swap roles.

KEY: smell – flower, perfume; taste – ice cream, cough syrup; look – photos, the sea; listen – music, birds; touch – a dog, a cat

Optional follow-up activity: Students play the *Yes/No* game. They take turns to throw their counter on the board and say what they can do with the sense they land on. However, they should sometimes say an incorrect item for their partner to say *Yes* or *No*, e.g. [board] *taste*, Student 1: *a dog*. If they don't land on a sense word, they follow the instructions on the board.

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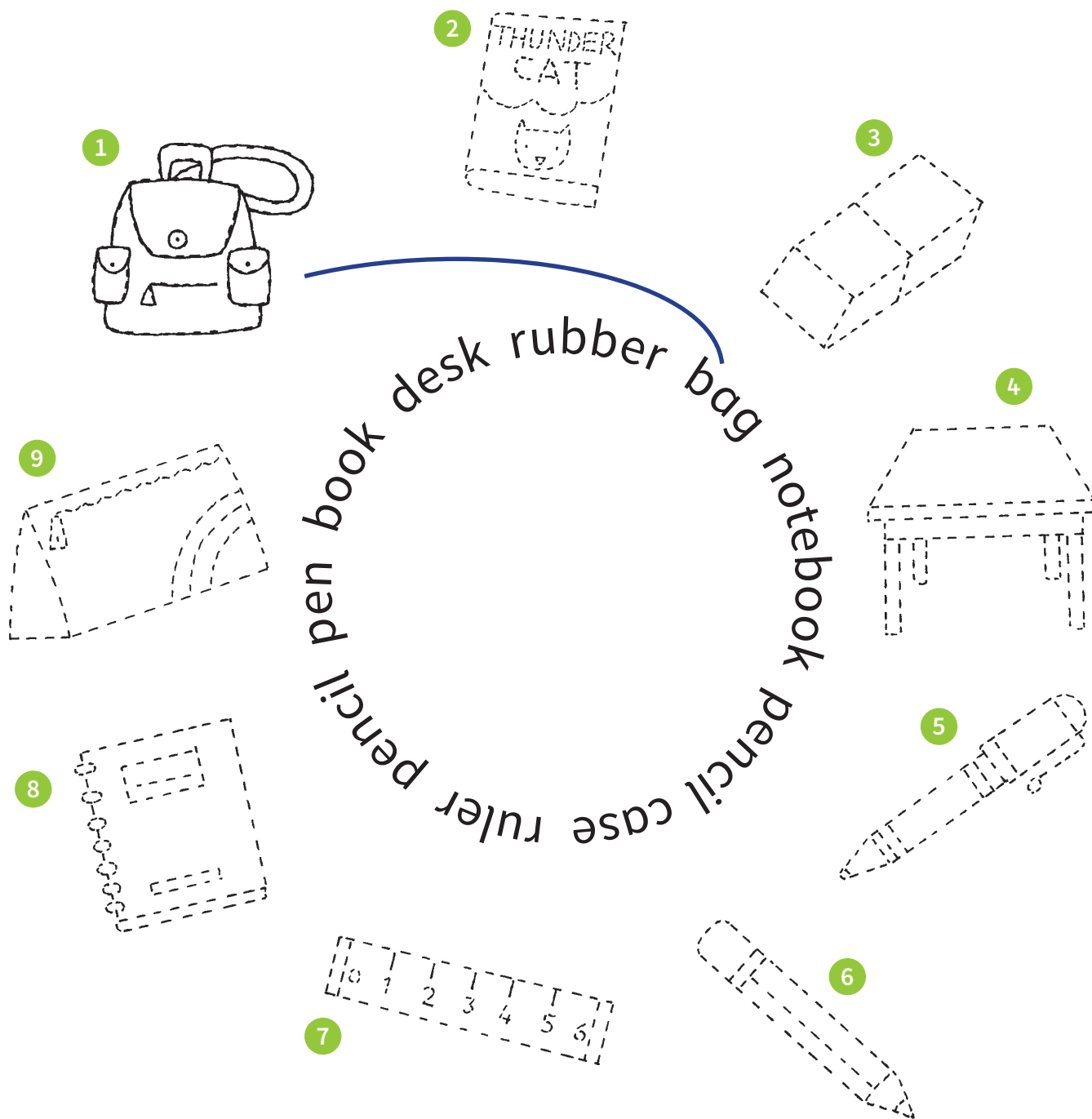
Worksheet 1

Classroom objects

Name:

Class:

1 Complete the pictures. Then match the pictures with the words.



Vocabulary: Classroom objects

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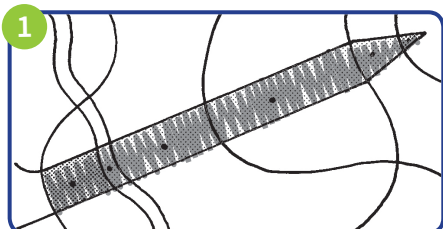
Worksheet 2

What's this? Is it a ... ?

Name:

Class:

1 Colour. Then circle the answer.

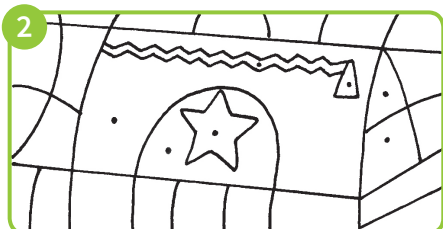


What's this? Is it a ruler?



Yes, it is.

No, it isn't.

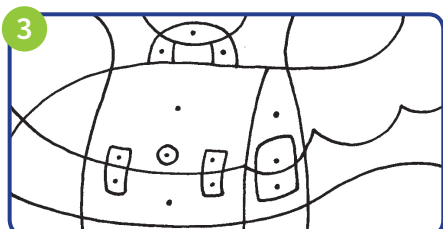


What's this? Is it a notebook?



Yes, it is.

No, it isn't.

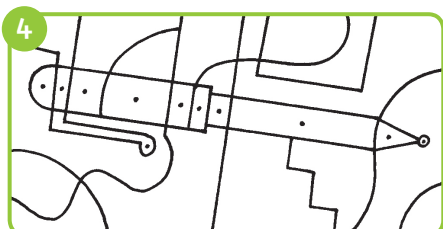


What's this? Is it a bag?



Yes, it is.

No, it isn't.

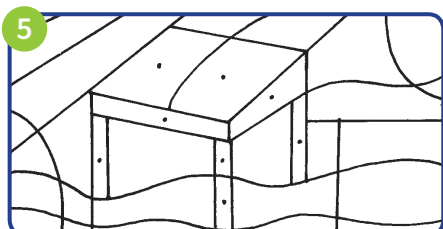


What's this? Is it a pen?



Yes, it is.

No, it isn't.

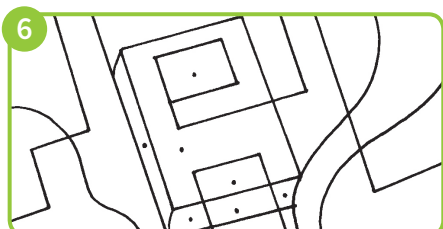


What's this? Is it a rubber?



Yes, it is.

No, it isn't.



What's this? Is it a book?



Yes, it is.

No, it isn't.

Language focus 1: Questions and short answers

1

Worksheet 3

Open your ...

Name:

Class:

1 Cut out the cards and play.

Pass me a	desk	Open your	rubber
Sit at your	book	Close your	ruler
Close your	pencil	Pass me a	pencil case
Pass me a	pen	Open your	bag

Language focus 2: Imperatives

1 Worksheet 4

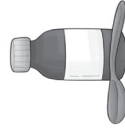
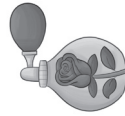
The senses game

Name:

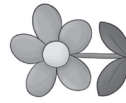
Class:

1 Write the words. Then play.

look listen smell taste touch



		play again 😊		miss a turn 😞	
miss a turn 😞					
			play again 😊		play again 😊



Science: Senses