

# Back to school

## Worksheet 1: The classroom

### Using the worksheet

- This worksheet practises classroom vocabulary: *door, window, bookcase, wall, board, clock, cupboard, chair, floor, crayon* and revises classroom objects. It also raises awareness of vowels and consonants.
- Students can work individually or in pairs. They look at the picture of the classroom and use it to complete the missing vowels from the classroom words (2–9).
- Students then look at the classroom objects (a–g) on the desks in the classroom and write the words using the words from the box to help them.
- After checking, ask students to take turns to spell out the words on the worksheet for a partner to either say or write down the word they are spelling.

**KEY:** Activity 1: **2** clock, **3** wall, **4** board, **5** cupboard, **6** door, **7** bookcase, **8** chair, **9** floor; Activity 2: **b** pen, **c** pencil, **d** ruler, **e** notebook, **f** pencil case, **g** crayon

**Optional follow-up activity:** Demonstrate how to play I-Spy (see Introduction) by saying, e.g. *I spy with my little eye something beginning with B. (Book)* Students look around the classroom and guess the word. Students play the game in groups.

## Worksheet 2: There's / There are ...

### Using the worksheet

- This worksheet practises *There's a/an ...* and *There are some ...*
- Students can work individually or in pairs. They read the sentences carefully and complete them with the missing word.
- Students then read the sentences again and draw the missing objects on each desk.
- Ask students to read their sentences and show their pictures to another student or pair. Encourage them to try to correct their own work.

**KEY:** Activity 1: **2** an, **3** some, **4** are, **5** a, **6** rulers; Activity 2: Drawings of **2** an apple, **3** some pencils, **4** some books, **5** a pencil case, **6** some more rulers

**Optional follow-up activity:** Demonstrate how to play Kim's game (see Introduction). Put several different classroom objects on a desk. Ask students to gather round the desk and take it in turns to tell you what they can see, e.g. *There's a pencil case. / There are some rubbers.* Students can also count items, e.g. *There are four notebooks.* Ask students to close their eyes or turn round while you remove one or more things from the desk. Elicit what's missing, e.g. *a book / some pencils.* Repeat. Then students play the game in groups.

## Worksheet 3: Imperatives

### Using the worksheet

- This worksheet practises affirmative and negative imperatives.
- Encourage students to look at the pictures in the story and elicit what is happening (the boy is training his dog). Do this in L1 if necessary.
- Students can work individually or in pairs. They complete the story by copying the imperatives into the correct speech bubble.
- Ask students to compare their work and act out the story in pairs.

**KEY:** Activity 1: **2** Don't sit down. Eat! **3** Don't eat. Play!  
**4** Don't stand up. Sit down! **5** Don't play. Sit down!  
**6** Don't close your book. Open it!

**Optional follow-up activity:** Students create their own imperatives story to act out in pairs. Brainstorm the imperatives students know and write them on the board to get students started. Students then plan their story. Less confident students can act out their story through mime. More confident students can say the imperatives in their story. Help with new language as necessary.

Name: .....

Class: .....

### 1 What can you see in the classroom? Complete the words.

a e i o u

1 w i n d o w

2 cl \_ ck

3 w \_ ll

4 b \_ \_ rd

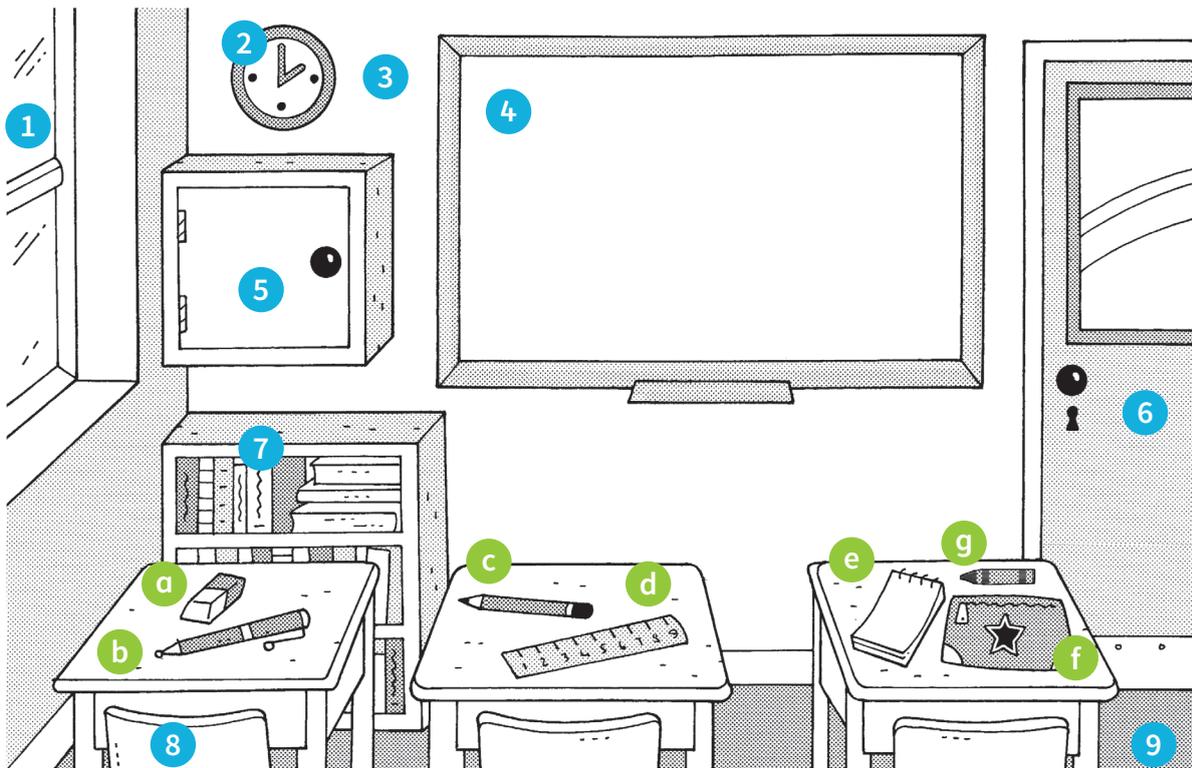
5 c \_ p b \_ \_ rd

6 d \_ \_ r

7 b \_ \_ kc \_ se

8 ch \_ \_ r

9 fl \_ \_ r



### 2 What can you see on the desks? Write the words.

notebook pen pencil ruler crayon pencil case ~~rubber~~

a rubber

c \_\_\_\_\_

e \_\_\_\_\_

g \_\_\_\_\_

b \_\_\_\_\_

d \_\_\_\_\_

f \_\_\_\_\_

**Vocabulary: The classroom**

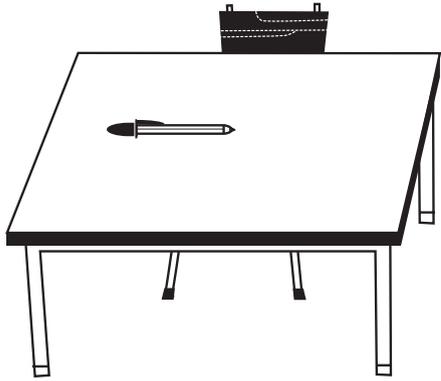
# Worksheet 2

## There's / There are ...

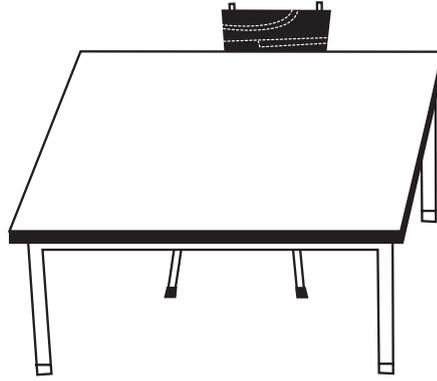
Name: .....

Class: .....

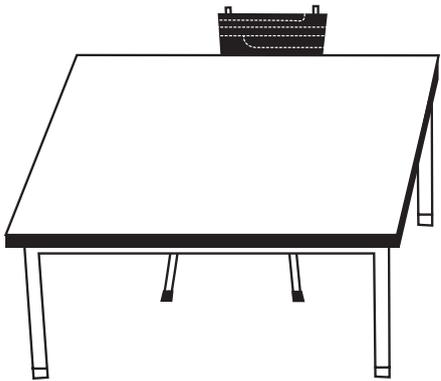
### 1 Read and complete the sentences.



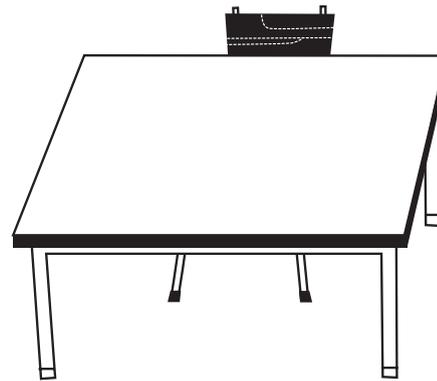
1 There 's a pen.



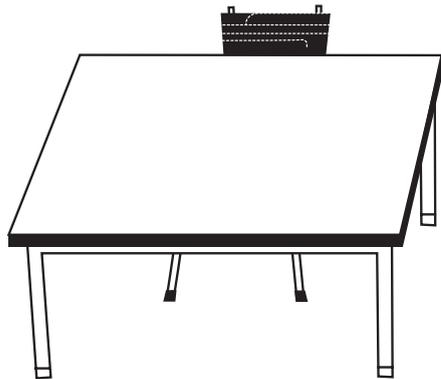
4 There \_\_\_\_\_ some books.



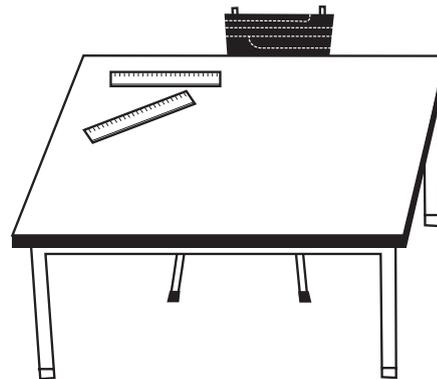
2 There's \_\_\_\_\_ apple.



5 There's \_\_\_\_\_ pencil case.



3 There are \_\_\_\_\_ pencils.



6 There are some \_\_\_\_\_.

### 2 Read the sentences again and draw the pictures.

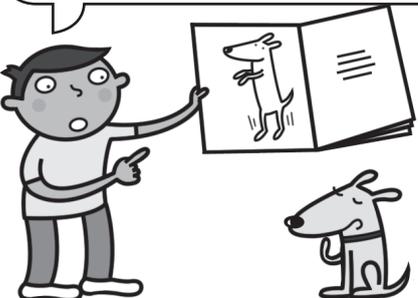
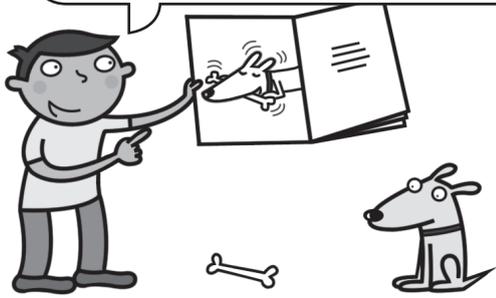
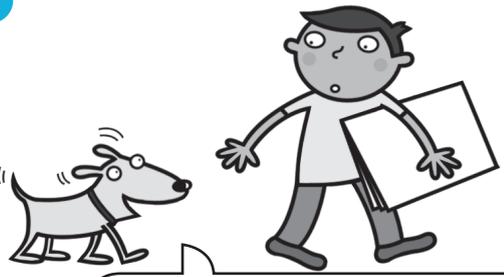
Language focus 1: *There's / There are*

Name: .....

Class: .....

### 1 Look, read and write the sentences in the story.

Don't play. Sit down!    Don't stand up. Sit down!  
~~Don't sit down. Stand up!~~    Don't eat. Play!  
Don't close your book. Open it!    Don't sit down. Eat!

<p>1</p> <p>Don't sit down. Stand up!</p> 	<p>2</p> 
<p>3</p>  <p>_____</p>	<p>4</p>  <p>_____</p>
<p>5</p>  <p>_____</p>	<p>6</p>  <p>_____</p>

### 2 Act out the story.

Language focus 2: Imperatives