

Stationery and Things

Verbs and prepositions used to talk about things you use in your office.

1. Warm up

Complete the following with a partner.

1. What things are there on your desk?
2. What do you have in your bag?
3. What things do you need for:
 - a. English class
 - b. maths class
 - c. a meeting
 - d. your job

2. Vocabulary

A. Look at the pictures and read the words.



1. a pen



5. a pencil



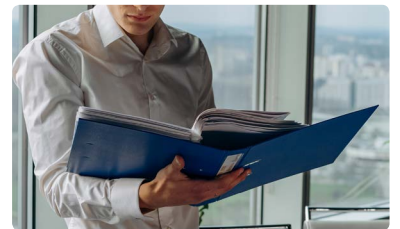
9. a ruler



2. a notepad



6. a notebook



10. a binder



3. sticky tape



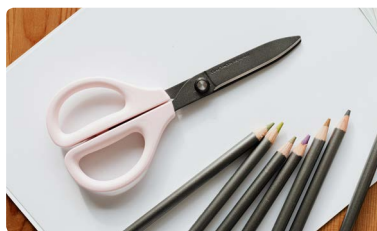
7. a printer



11. a photocopier



4. a desk



8. scissors



12. an eraser

B. Complete the sentences with an object from Part 2A.

1. I cut paper with a pair of _____.
2. I write in a _____ or on a notepad.
3. I print with a _____ and make copies with a _____.
4. I write with a _____ or a _____.
5. I put documents in a _____.
6. I work on my laptop and sit at my _____. I keep my stationery on my _____.
7. I stick paper on my wall with a piece of _____.
8. I erase mistakes with an _____.

C. Write a sentence about a stationery word from Part 2A.

.....
.....

3. Verbs and Prepositions

A. Circle the verbs in Part 2B and write them under the preposition it is used with. One of the verbs works with more than one preposition.

in	on	at	with
.....
.....

B. Read the text and fill the gaps with the correct preposition.

My name is Maxine. I am a graphic designer and I work from home. I worked in an office last year, but recently started my own company. I work ^{1.} _____ my computer a lot and I also sit ^{2.} _____ my desk when I am creating new designs. I have a lot of stationery ^{3.} _____ my desk. I always have a notebook ^{4.} _____ my desk, so I can write my ideas ^{5.} _____ it. I keep a notepad in my bag and write things ^{6.} _____ it when I am not ^{7.} _____ my desk. I like to write ^{8.} _____ a pencil, so if I make a mistake, I can erase it ^{9.} _____ my eraser. I also have a printer and photocopier. I print all my designs ^{10.} _____ my printer and then put them ^{11.} _____ a binder so I can find them easily. I also write ideas on pieces of paper that I cut ^{12.} _____ scissors and stick on my desk ^{13.} _____ tape.

C. Answer the questions about Maxine.

1. What is Maxine's job?
2. Where does she work?
3. How many stationery words from Part 2A can you find in Part 3B?

4. Practice

A. Write a few sentences about where you work and the stationery you use.

.....

.....

.....

B. Ask your partner the following questions.

1. What is your job?
2. Where do you work?
3. What stationery do you use?

C. Your teacher will give you a set of cards and instructions.



a pen



a pencil



a ruler



a notepad



a notebook



a binder



tape



a printer



a photocopier



a desk



scissors



an eraser



a pencil sharpener



a stapler



a pencil case



Stationery and Things



Level:	Beginner: A1
Updated:	Jun 21, 2022
Language:	Function: Describing people, places, or things. Forms: Articles and quantifiers. Prepositions. Present tense.
Teaching time:	90 minutes.
Overview:	Students learn about different types of stationery commonly found in an office and use specific verbs and prepositions to discuss the stationery they have and what they use it for.

0. PREPARATION

Cut out the cards on Page 4 and distribute a pile face down for each students pair in Part 4C.

1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit answers from students.

2. VOCABULARY

- A. Explain to the students that these objects are collectively called stationery and we can say a piece of stationery or some stationary, but not some stationeries or a stationery. Read the stationery words to the class to model pronunciation and syllable stress and have students repeat after you. Answer any questions that arise. Suggest students use dictionaries to help.

You might choose to review some rules about counting and quantifying nouns.

For example:

1. We say **an** eraser not **a** eraser.
 2. We say **a pair** of scissors or **some** scissors not **a** scissor/s and **a piece** of tape or **some** tape not **a** tape.
 3. A notebook is connected in the middle like a traditional book. A notepad is connected at the top.
- B. In pairs, students complete the sentences with the correct object from Part 2A using the verb to help. Suggest students use dictionaries to help with definitions of the verbs if required, e.g. I measure things with a ruler. Tell students that sentence 6 uses the same word in each gap.
1. I **cut** paper with a pair of **scissors**.
 2. I **write** in a **notebook** or on a notepad.
 3. I **print** with a **printer** and **make copies** with a **photocopier**.
 4. I **write** with a **pen/pencil** or a **pencil/pen**.
 5. I **put** documents in a **binder**.
 6. I work on my laptop and **sit** at my **desk**. I **keep** my stationery on my **desk**.
 7. I **stick** paper on my wall with a piece of **tape**.
 8. I **erase** mistakes with an **eraser**.
- C. Individually, students choose a stationery word from Part 2A and write a sentence about it. Monitor and assist if necessary. Students can share their sentences with a partner or the class.

3. VERBS AND PREPOSITIONS

- A. In pairs, students circle the verbs in the sentences in Part 2B. Students then write each verb under the preposition it is used with. Explain that one of the verbs has more than one answer. Check answers with the class. Ask students to say which verb had more than one answer (write).

in write, put

on write, keep, work

at sit

with cut, write, print, make (copies), stick, erase

You might choose to board and explain when to use the prepositions. Ask students to consider **write in**, **write on**, and **write with**. Give higher-level students time to analyze and see if they can see what differences there are.

1. We **write with** an object or implement such as a pen, pencil, pencil crayon, crayon, or felt pen.
 2. We **write on** something 2D or flat such as a folder, notepad, piece of paper, or post-it note.
 3. We **write in** 3D objects or objects that open such as a book, notebook, or diary.
- B. Individually or in pairs, students read the text and fill the gaps with the correct preposition. Students can compare their answers with a partner and discuss any differences or check answers as a class.
1. on
 2. at
 3. on
 4. on
 5. in
 6. in
 7. at
 8. with
 9. with
 10. on
 11. in
 12. with
 13. with
- C. Individually, students answer the questions about Maxine. Students can compare their answers with a partner and discuss any differences or check answers as a class.
1. Maxine is a graphic designer.
 2. She works from home.
 3. There are 15.

4. PRACTICE

- A. Individually, students write a few sentences about where they work and the stationery they use. Monitor and assist if necessary.
- B. In pairs, students ask their partner the questions about their job and the stationery they use. Encourage students to use the information they wrote for Part 4A to help them answer the questions. Students change roles and practice again. If time permits, students could present their questions and answers to the class.
- C. Distribute a pile of cards from Page 4, face down, to each students pair or small group. Students take turns picking a card and depending on level either (a) using the stationery word in a sentence with a preposition, or (b) describing the object without naming it so their partner/group can guess.

Consider making the activity competitive; the first pair/group to complete all their cards wins.