

# UNIT 1. At School. Vocabulary.

## Classroom objects

### Teaching Notes

#### Learning outcomes

- to identify and name common classroom objects
- to match vocabulary with images
- to ask and answer questions about classroom items
- to write and spell key words correctly

#### New language

pencil, pen, ruler, rubber, book, notebook, desk, bag, paper, pencil case

#### Materials

pencils and erasers, flashcards of classroom objects, real classroom items (for demonstration)

#### Warm-up

- Greet the class and play a true/false game to review colours. Point to items and make true or false sentences about colour. Students stand up only when a sentence is true (e.g. point to something green and say *It's red* – students don't stand).
- Say: *Look! What's this?* while pointing to a real classroom object (e.g., a pencil).
- Encourage students to guess and repeat the word.
- Show flashcards of objects (e.g., ruler, notebook, bag) and say each word clearly.
- Students repeat after you and mime using the object.

#### Additional practice:

Workbook p. 10

Cards

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### 1 Match the words with the pictures.

- Revise classroom vocabulary using flashcards or real objects.
- Ask students to name each item aloud: *What's this? – It's a pencil.*
- Students match the words to the correct pictures. Compare answers in pairs. Check answers with the class.
- Ask questions to reinforce vocabulary, e.g.: *What colour is the pencil case? – Green.*
- Write a model sentence on the board: *The pencil case is green.* Highlight use of *is* and article *the*.

### 2 Read and choose the correct picture.

- Remind students to read carefully and choose the correct image.
- Write number 1 on the board and model: *a – It's a pencil.* Ask students to do the activity individually. Check answers together.
- Draw attention to spelling and pronunciation: *rubber – /'rʌbə/, notebook – /'nəʊtbʊk/, ruler – /'ru:lə/.*
- Ask students to read their answers aloud in pairs: *It's a desk.*
- Invite a few students to substitute their own classroom items: *It's my pencil case.*

### 3 What's this? Look and write.

- Point to an image and ask: *What's this?* Students reply: *It's a (object name).*
- Write the word under the picture. Encourage correct spelling and neat writing.
- Ask students to work in pairs and quiz each other: *What's this? – It's a ruler.*
- Then use real objects from the classroom to make the vocabulary more practical. For example, hold up a notebook and say: *Look! What's this? – It's a notebook.* Let students pass it around and repeat.

- Pass around a mystery bag with classroom items inside.
- Students reach in, pull out an item, and say: *It's a (object name)!*
- Then ask a partner: *What's this?* and respond accordingly.

# UNIT 1. At School. Language Focus 1.

## Questions and short answers

### Teaching Notes

#### Learning outcomes

- to ask and answer about classroom objects
- to play a game
- to write and spell key words correctly

#### New language

*What's this?*

*It's a (ruler). Is it a (ruler)? Yes, it is, No, it isn't.*

#### Materials

flashcards of classroom objects, real classroom items (for demonstration)

### 1. Watch the video. Then complete the words. Say.

- Play the video and ask students to watch carefully.
- Pause after each object appears and ask: *What's this? It's a ruler.*
- Write incomplete words on the board (e.g. r\_u\_er) and elicit answers. Students complete the words in their books. Compare answers in pairs. Check answers with the class.
- Ask questions to reinforce vocabulary: *Number 1. Is it a ruler? Yes, it is. Number 2. Is it a notebook? No, it isn't.*
- Model pronunciation and ask students to repeat in chorus. Highlight spelling patterns and syllables: *pen-cil case, note-book.*

### Warm-up

- Greet the class: *Hello, everyone! Let's remember things we use at school.*
- Point to real classroom items or flashcards and ask: *What's this?* Elicit responses: *It's a pencil. / It's a book.* Say each word clearly and ask students to repeat in chorus.
- Play a quick guessing game: hide an object in a bag and say: *Touch and guess! What's this?*
- Use gestures to support understanding (e.g., pretend to write with a pencil).
- Pair students and let them ask each other: Student A: *What's this?* Student B: *It's a ruler.*

### 2 Complete the dialogues.

- Read the first dialogue aloud and ask: *What's missing?*
- Write the full sentence on the board: *What's this? It's a book.*
- Students complete the dialogues individually. Check answers together.
- Draw attention to question structure: *What's this?* Highlight contractions: *What's = What is*
- Ask students to read dialogues in pairs: *What's this? It's a ruler.*
- Invite a few students to substitute their own classroom items: *What's this? It's my pencil case.*

### Additional practice:

Workbook p.11

Video

Cards

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- Students sit in a circle. One picks an item and says: *It's a ruler.*
- Then asks the next person: *What's this?*
- That person answers and passes it on.
- Add music or a timer for extra excitement.

# UNIT 1. At School. Worksheet. Practice 1

## Teaching Notes

### Learning outcomes

- to identify and name classroom objects
- to ask and answer yes/no questions using *Is it a...?*
- to recognize and use short answers: *Yes, it is. / No, it isn't.*
- to unscramble and spell key vocabulary words correctly

### New language

*Is it a (classroom object)?*  
*Yes, it is. / No, it isn't.*  
*ruler, pen, pencil, rubber, bag, notebook, book, desk*

### Materials

flashcards of classroom objects, real classroom items (for demonstration)

### Warm-up

- Greet the class and hold up a classroom item: *Is it a pen?*
- Students respond: *Yes, it is.* or *No, it isn't.* Repeat with several items to build confidence
- Use flashcards or real objects to play a quick guessing game: *Is it a rubber? No, it isn't. Is it a ruler? Yes, it is.*

### Additional practice:

Super Skills Book 2 pp. 12-13

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### 1 Read and answer.

- Go through the first question together: *Is it a ruler?*
- Model both answers: *Yes, it is. / No, it isn't.* Students complete the rest individually or in pairs.
- Check answers as a class, encouraging full-sentence responses.
- Ask follow-up questions: *What colour is the bag? / Do you have a notebook?*

### 2 Unscramble the words. Write.

- Write one scrambled word on the board: *f l u r e*
- Ask: *Can you guess the word? Ruler!* Students complete the rest on their own.
- Check spelling and pronunciation together.
- Reinforce correct letter order and syllables.

### 3 Play the game.

- Use the dialogue from the worksheet as a model: Student A: *Is it a ruler?* Student B: *Yes, it is.*
- Students work in pairs with flashcards or real items.
- Encourage them to swap roles and use different objects.
- Optional: play in a circle with a mystery bag for added fun.

- Hold a flashcard so that students can't see the whole picture. Ask *What's this?* The students guess (*It's a ...* or *Is it a ...?*) Make the game competitive by scoring a point for each incorrect guess.
- Repeat with different flashcards.
- Students can play in pairs, drawing a picture and then covering part of it so their partner can't see and asking *What's this?*

# UNIT 1. At School. Song. What's this?

## Teaching Notes

### Learning outcomes

- to sing a song
- to practise asking and answering questions about classroom objects

### New language

*Please tell me, Come on, Take a look, for my school, Cool*

### Materials

flashcards of classroom objects, real classroom items (for demonstration)

## 1 Listen and sing. Point to the objects in the song.

- Students look at the picture. Elicit what they can see on the desk. Say These are for school.
- Pre-teach tell me, e.g. say to different students Tell me a number. Tell me your name. Use mime to teach take a look and cool.
- Play the audio (14). Students follow the song.

## 2 Colour the school objects and say.

- Students colour each object on the worksheet.
- Encourage them to say the sentence aloud as they finish each one: *It's a ruler. It's yellow. It's a notebook. It's green.*
- Support with sentence starters in speech bubbles or on the board.
- Pair students to ask and answer: Student A: *What's this?* Student B: *It's a pen. It's blue.*
- Stick flashcards of the items in the song on the board in order (pen, book, pencil, notebook).
- Play the song from Activity 1 again. Students join in, pointing to the flashcards.

### Warm-up

- Greet the class and say: *Let's sing a song today!*
- Show flashcards of school items and ask: *What's this?*
- Encourage students to guess and repeat the words.
- Play a short guessing game: *Is it a pen? No, it isn't!*
- Introduce the song title and ask: *Can you hear the word 'pencil' in the song?*

### Additional practice:

Workbook p. 12

Audio

Video

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- Students hide their worksheets.
- Write words for classroom objects on the board with letters missing for students to complete in pairs. Elicit answers by getting students to spell the words aloud in English.

# UNIT 1. At School. Language Focus 2.

## Imperatives

### Teaching Notes

#### Learning outcomes

- to give and respond to classroom instructions
- to play a game

#### New language

*imperatives: Sit (at your desk), Open your (bag), Close your (book), Pass me a (pen), Get a (pen), Write (one to ten), please, Here you are.*

#### Materials

classroom objects

#### 1 Watch the video. Read the words. Then complete the sentences. Say.

- Play the *Penny the penguin* video. Students watch and listen.
- Give students time to look at the picture.
- Ask students to read the words in the box.
- Students read the sentences and choose the correct words to fill the gaps. Students check in pairs. Check answers with the class.
- Students write the words.
- Read and mime each instruction. Students copy the action as you give the instruction. Repeat two or three times.

#### 2 Draw the pictures.

- Read the imperative sentences.
- Draw each action in the picture frames.
- Show one drawing to your partner without saying the sentence.
- Your partner guesses the command.  
If they guess correctly, say *Yes, that's right!*  
If they guess incorrectly, say *Try again!*
- Switch roles and repeat.

#### Warm-up

- Hold up or point to different classroom objects. Ask *What's this?* Write the word. Students write the words in their notebooks.
- Students check answers and spelling in pairs before the class check. Students use the English letter names when they give their answers.

#### Additional practice:

Workbook p. 13

Video

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- Turn drawings into a classroom poster titled "Our Classroom Commands".
- Use drawings for a mini role-play: students act out each command in pairs.
- Create a "silent command" game where students mime the action and others guess the sentence.

# UNIT 1. At School. Worksheet. Practice 2

## Teaching Notes

### Learning outcomes

- to understand and use classroom imperatives
- to identify and name classroom objects
- to match spoken and written instructions to visual cues
- to practice polite classroom language

### New language

imperatives: *Sit (at your desk), Open your (bag), Close your (book), Pass me a (pen), Get a (pen), Write (one to ten), please, Here you are, please*

### Materials

flashcards of classroom objects, real classroom items

### Warm-up

- Use flashcards or real classroom objects.
- Say commands like *Sit at your desk, please* or *Write your name*.
- Students mime the action or respond with *Here you are* and *Thank you*.
- Repeat in pairs or small groups.

### Additional practice:

Super Skills Book 2 pp. 14–19

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### 1 Match the speech bubbles to the pictures.

- Ask students to look at the pictures carefully.
- Read each speech bubble aloud and discuss its meaning.
- Model one example: *Get a pencil case* – point to the matching picture.
- Students work individually or in pairs to match the remaining speech bubbles.
- Walk around and support students who need help. Once finished, check answers as a class.
- Invite volunteers to act out each scene using the speech bubble language. Encourage polite responses: *Here you are. Thank you.*

### 2 Read and choose the correct answer.

- Read each sentence aloud slowly and clearly.
- For each item, ask students to identify the correct word by eliminating the incorrect option. Example: *Close your pen? No, that doesn't make sense. Close your book.*
- Students circle the correct answer.
- After completing all items, review answers together.
- Write the correct sentences on the board and ask students to read them aloud.
- Ask students to write their own imperative sentences using classroom vocabulary.

### 3 Say the sentences from Activity 2.

- Ask students to read each sentence from Activity 2 aloud.
- Model pronunciation and intonation first. Practice as a class, then in pairs.
- Encourage natural rhythm and polite tone.
- Turn it into a mini role-play. One student gives the instruction, the other follows it. Example: Student A: *Pass me a pencil.* Student B: (hands over pencil) *Here you are.* Student A: *Thank you!*

- Arrange students in a circle or small groups.
- One student begins by giving a classroom instruction from the worksheet, e.g.: *Sit at your desk, please.* The next student responds with a polite phrase: *Okay, thank you.* or *Here you are.*
- Then they give a new instruction to the next person: *Pass me a pencil.* Continue the chain around the group.
- Encourage students to use gestures or props (real classroom items or flashcards).
- If someone forgets to use *please* or *thank you*, pause and model the polite version together.



# UNIT 1. At School. Phonics. ee and ea

## Teaching Notes

### Learning outcomes

- to recognise and pronounce the phonics patterns ee and ea
- to identify and spell vocabulary containing ee and ea
- to develop phonemic awareness through visual and auditory cues
- to apply phonics knowledge in reading and writing tasks

### New language

*tree, cheese, sheep, street, tea, cream, leaf, eat, seat, weak, scream*

### Materials

flashcards of phonics

### Warm-up

- Write ee and ea on the board. Say each sound clearly: /i:/.
- Give examples of words with each sound: *tree, cheese, tea, cream*.
- Ask students to repeat the words after you, focusing on pronunciation.
- Show flashcards or pictures to reinforce meaning and visual recognition.
- Play a quick sorting game: say a word aloud and ask students to raise a hand for ee or clap for ea.
- Clap syllables together to build rhythm and phonemic awareness.

### Additional practice:

Super Phonics Book 2 pp. 2–5

Cards

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### 1 Match the words to the correct phonics.

- Read all the words aloud together as a class.
- Ask students to underline the ee or ea in each word.
- Students sort the words into two groups: ee and ea. Check answers together and write the sorted lists on the board.
- Discuss how both patterns produce the same sound but are spelled differently.
- Ask students to choose one word from each group and write a sentence using both (e.g., *I eat cheese*.)

### 2 Write the phonics. Match the words to the pictures.

- Show the pictures on the worksheet and say the corresponding words aloud.
- Students complete the missing letters using ee or ea.  
Example: sh\_\_p → *sheep*, l\_\_f → *leaf*.
- Encourage students to say each word aloud after writing it.
- Check answers together and discuss any tricky spellings.
- Ask students to draw their own picture for one word and label it with the correct spelling.

### 3 Cross the odd words out.

- Read each group of three words aloud.
- Ask students: "Which word is the odd one?"
- Students cross out the odd one in each set.
- Ask students to create their own "odd one out" sets using ee and ea words and explain their choices.

- Prepare 20–30 word cards with ee and ea words.
- Use different colors for each phonics group (e.g., green for ee, blue for ea).
- Hide the cards around the classroom in visible places (on desks, under chairs, near the board).
- Divide students into pairs or small teams.
- Each team searches for cards and reads the word aloud when they find one.
- They decide if the word belongs to the ee or ea group and place it in the correct basket.

# UNIT 1. At School. Skills. Listening

## Teaching Notes

### Learning outcomes

- to listen for specific information
- to read for specific information
- to review classroom objects using *This is my ...*, *There's a ...*

### New language

*Sam, Fred, Kim, Mia, Jane, This is (my desk), There's a (bag).*

### Materials

flashcards of classroom objects, real classroom items

### 1 Listen and match.

- Read out the names of the five children in the pictures. Say Point to (Jane). Students listen and point to practise recognising and reading the names before they listen.
- Tell students to look carefully at the objects on the desks.
- Make sure students know what to do. Read the instructions aloud.
- Play the recording through without stopping.
- Give students time to check their answers with a partner.
- Play the recording through again without stopping.
- Check with the class.
- Describe one of the desks in the pictures using *There's...* Students point to the correct desk and say the name.

### Warm-up

- Display the flashcards on the board. Elicit what the objects are.
- Draw one of the objects in a corner of the board, hiding it so students cannot see.
- Students have three guesses. They ask, e.g. *Is it a bag?* Respond with short answers (*No, it isn't.* / *Yes, it is.*) The student who guesses does the next drawing.
- Repeat four or five times.

### 2 Say.

- Students place several objects of their choice on their desks.
- They say sentences about their picture. Write a model text about your own desk on the board for guidance, e.g. *This is my desk. There's a notebook, a pen, a pencil, a rubber and a ruler.*
- Monitor and check their pronunciation.

### Additional practice:

Workbook p. 16

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- Draw a simple picture of a desk with items on it, but keep your picture hidden from the class.
- Say Listen. Describe the picture you have drawn, using gesture to help with meaning, e.g. In my picture there's a desk. On the desk there's a pencil case, a book and a ruler.
- Say Now listen and draw! Repeat the description, pausing to give students time to draw. You can add colours and let students mark each item with the correct colour (e.g. The pencil case is red.)
- Show your original picture for the class to compare their drawings.
- Ask a volunteer to repeat the description of the picture, pointing to the items in their version.



# UNIT 1. At School. Skills. Speaking, reading and writing

## Teaching Notes

### Learning outcomes

- to ask and answer about pictures
- to read for specific information
- to use *What's this? It's a ...* in a game

### New language

*What's number (1)? Put away your (book), Take out your (ruler).*

### Materials

piece of A4 card for each student (and one for yourself)

### Warm-up

- Give students simple instructions, e.g. *Sit at your desk, please*, building up to more complicated ones, e.g. *Pass your friend a black pen, please*. Students do the actions.

### Additional practice:

Workbook p. 17

### 1 Ask and answer.

- Students take turns to ask and answer about the pictures in pairs.
- Check and give further practice using open pairs.

### 2 Read and match.

- Present *Take out your (ruler)* and *Put away your (ruler)* by demonstrating.
- Students practise the new instructions in pairs, using classroom items. Students can add colours, e.g. *Take out your green pencil. Put away your blue pen*.
- Read the instructions aloud and do the first one as an example.
- Students complete the activity individually writing the answers.
- Students compare answers with their friends. Then check with the class. Students mime the answers.

### 3 Make a question card. Play the guessing game.

- Draw a picture of a 'close-up' of a classroom object on a card. Write the question *What's this?*
- Write the answer on the back of the card (e.g. *It's a ruler*), but don't show this side to the class.
- Show the picture side of the card and ask *What's this?* Students guess. Show the answer and read the sentence when they guess.
- Students make their own cards. Circulate and check spelling.
- Students work in groups and take turns to show the picture on their card and ask *What's this?*

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- Call six students to the front with their cards from Activity 3. They each show the picture and read the sentence on the back. The class repeats. Make sure there are at least four different objects.
- Give the class a minute to memorise the cards. Then ask the volunteers to hide them.
- Students who are not holding the cards try to repeat the items in order, e.g. *It's a pencil case. It's a notebook. It's a bag*. The volunteers holding the cards respond with *Yes, it is* or *No, it isn't*.
- Repeat the game with different volunteers – this time eight or ten.

# UNIT 1. At School. Think and Learn. Senses

## Teaching Notes

### Learning outcomes

- to integrate other areas of the curriculum through English: Science
- to identify senses and how we use them to learn

### New language

*senses, look, listen, smell, taste, touch, story, Eat your lunch, Watch a video.*

### Materials

items to look at, listen to, smell and/or taste (e.g. fruit, salt, sugar) and touch (e.g. toys of different materials) (optional)

### Warm-up

- Write *How do we learn?* on the board.
- Brainstorm verbs (e.g. *watch, listen, write, sing, make, play*) and write them around the question on the board.
- Focus on one activity, e.g. *sing*, and encourage students to think about what we need to do to learn a song (*we need to listen*).

### Additional practice:

Workbook p. 18

Audio

Video

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### 1 Listen and point.

- Play the video.
- Ask students what they remember. They can tell you about the computer, fruit, flower, etc.
- Ask students to watch again and answer *Which senses do you use?* Play the video again and elicit answers.
- Play the recording. Students listen and point to the photos.
- Play the recording again. Students repeat.

### 2 Which senses do you use? Read and choose.

- Read the instruction aloud. Focus students on the words in the first column.
- In small groups, students complete the activity, matching the words and the tasks. Explain that there might be more than one answer for each word.
- Elicit answers. Talk about which tasks apply to what people are doing in the photo in Activity 1.

### 3 Read and draw.

- Make sure students know they need to draw for the missing parts in the pictures. Explain the meaning of something.
- Students draw pictures, then comparing them in pairs.

- Ask *How do we learn about the world? Which senses do we use?* Hand out items for students to look at, touch, smell, listen to and perhaps taste. Ask *Which senses?*

# UNIT 1. At School. Revision

## Teaching Notes

### Learning outcomes

- to review language from the unit by doing a quiz
- to reflect on learning

### Recycled language

vocabulary and grammar from the unit, colours, the alphabet

### Materials

3–4 small pages to make a booklet for each student, flashcards of classroom items

### 1 Read and choose. Write in your notebook.

- Ask students to write numbers from 1 to 8 into their notebooks. Model writing the numbers on the board. Explain to students that they need to choose one option for each sentence, using the picture clues. Do the first item as an example.
- Students do the quiz in pairs. The first time, they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check questions they did not know.
- Check answers with the class.

### 2 Say.

- Ask students what their favourite activity is from the unit (e.g. the song, chant or one of the games) and have a class vote.
- Repeat the most popular activity with the class.

### Warm-up

- Revise pronunciation of the alphabet, if necessary (e.g. play the alphabet song 05).
- Write the colours (*yellow, red, orange, green, blue, purple, black*) in jumbled letter order on the board.
- Students work in pairs and write each colour correctly.
- Choose pairs to spell out each colour word and ask them to find an item of that colour in the classroom.

### Additional practice:

Workbook p. 19

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- Give each student 3–4 small pages to make a booklet.  
Page 1: Draw and label classroom objects (*This is my pencil case.*)  
Page 2: Write 2–3 classroom instructions (*Take out your notebook.*)  
Page 3: Write 2 short dialogues (*Is this a ruler? Yes, it is.*)  
Page 4: Write and draw their favourite activity (*My favourite activity is the song.*)  
• Students present one page to a partner or small group.