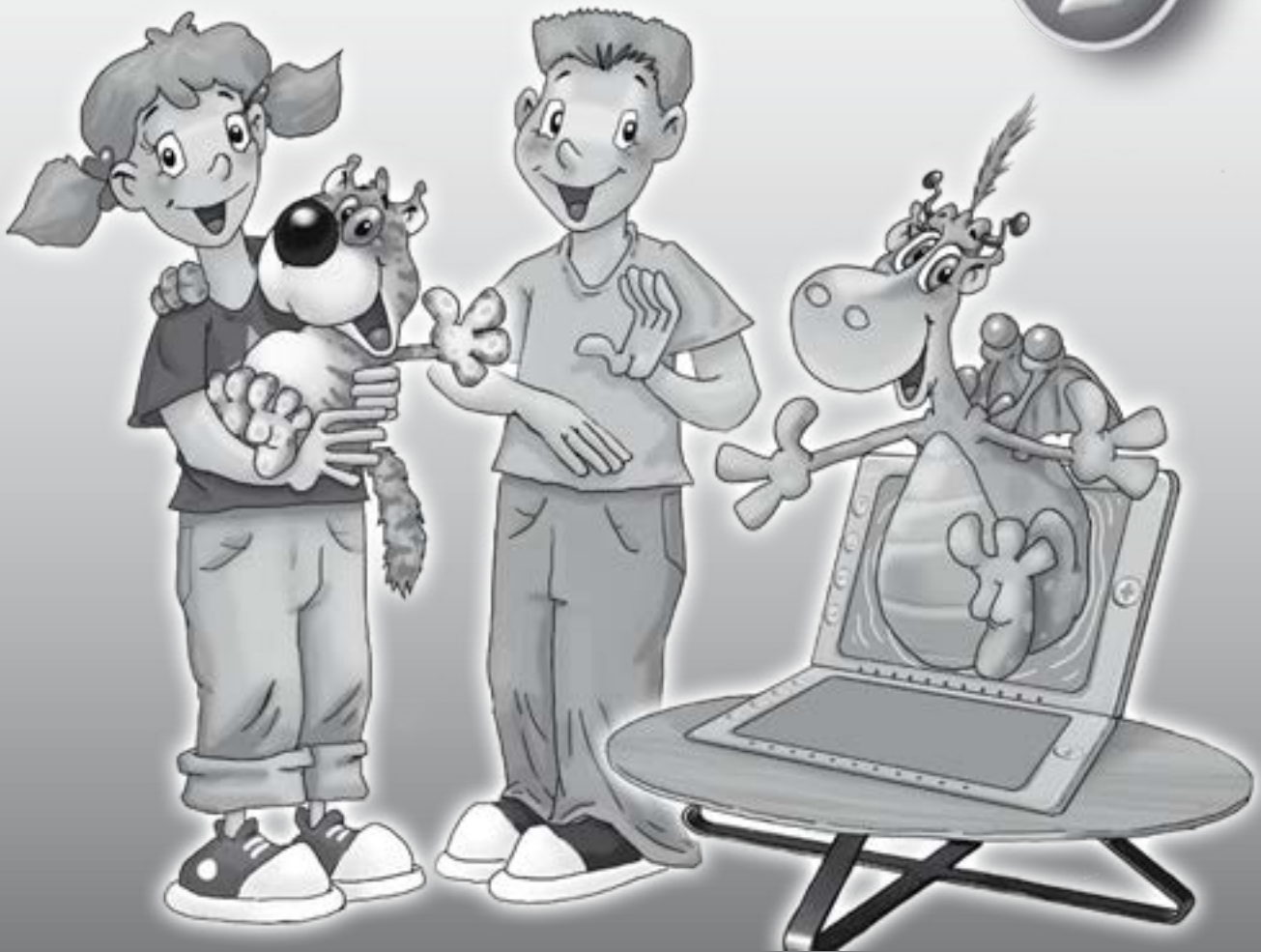


Teacher's Notes

Your Quest 1



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MACMILLAN



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Syllabus

Unit	Learning objectives	Key language	Recycled language	
Starter: Hello!	<ul style="list-style-type: none"> •Greeting people and saying goodbye (C1, C5) •Introducing course characters (C1, C3, C5) •Identifying colours (C1, C3, C7) •Identifying numbers 1–10 (C1, C2, C7) •Asking someone's name and age (C1, C2, C5) •Listening to and saying the rap (C1, C2, C6, C7) •Listening to and singing a song (C1, C6, C7) •Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) •Listening to and understanding the story (C1, C6) •Retelling the story (C1, C6, C7, C8) •Giving an opinion on the story (C1, C8) •Listening to and acting out a short dialogue (C1, C5, C7, C8) •Associating pictures with meaning (C1, C6, C7) 	Vocabulary: <ul style="list-style-type: none"> •Hello. •Goodbye. •red, yellow, green, blue, orange, brown, pink •Numbers 1–10 Structures: <ul style="list-style-type: none"> •What's your name? I'm... •How old are you? I'm... 	<ul style="list-style-type: none"> •(For children who have already started learning English, some language in the column Key language may be recycled.) 	
1 School Zone	<ul style="list-style-type: none"> •Greeting people and saying goodbye (C1, C5) •Introducing course characters (C1, C3, C5) •Identifying classroom objects (C1, C3, C7) •Listening to and saying the raps (C1, C6, C7) •Listening to and singing songs with actions (C1, C6, C7) •Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) •Listening to and understanding the story (C1, C6) •Retelling the story (C1, C6, C7, C8) •Giving an opinion on the story (C1, C8) •Listening to and acting out a role play (C1, C5, C7, C8) •Associating pictures with meaning (C1, C6, C7) •Recognizing key words (C1, C7, C8) 	Vocabulary: <ul style="list-style-type: none"> •pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener •Stand up! Sit down! Be quiet, please! Put your hand up! Put away your things! Structures: <ul style="list-style-type: none"> •How are you? I'm fine, thank you. •Can I have a..., please? Here you are. Thank you! 	<ul style="list-style-type: none"> •Numbers 1–10 •Colours •Hello. I'm... •Goodbye. •What is it/this? It's... •Is it...? Yes, it is./No, it isn't. 	
2 Family Zone	<ul style="list-style-type: none"> •Identifying family members (C1, C3, C5, C7) •Listening to and saying the raps (C1, C6, C7) •Listening to and singing songs with actions (C1, C6, C7) •Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) •Asking and answering questions about their family (C1, C5, C6, C7, C8) •Listening to and understanding the story (C1, C6) •Retelling the story (C1, C6, C7, C8) •Giving an opinion on the story (C1, C8) •Listening to and acting out a role play (C1, C5, C7, C8) •Associating pictures with meaning (C1, C6, C7) •Recognizing key words (C1, C7, C8) 	Vocabulary: <ul style="list-style-type: none"> •grandpa, grandma, mummy, daddy, brother, sister, baby, family •make my bed, tidy up, clean the floor, lay the table Structures: <ul style="list-style-type: none"> •Who's this? It's my... •This is my... •Can you help me...? Yes, I can./No, I can't. 	<ul style="list-style-type: none"> •Numbers 1–10 •Colours •Hello. Goodbye. •What is it/this? It's... •Is it a...? Yes, it is./No, it isn't. 	

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • <i>brother, sister, mummy, daddy</i> • <i>Is it...? Who's this?</i> • <i>What colour/number is it?</i> • <i>Can you...? Look at...</i> • <i>Let's listen/sing/colour/point/count/repeat etc.</i> • <i>Cut out.</i> • <i>Find page (number). Open your books at page (number).</i> 		<ul style="list-style-type: none"> • Interest in learning English • Willingness to share • Interest in learning about birthdays • Positive attitude towards own ability to participate in class activities • Pleasure in the story introducing Digi • Respect for others in the group • Willingness to follow simple instructions • Willingness to review and reflect on own learning 	
	<ul style="list-style-type: none"> • <i>Let's listen/sing/number/play/say/point to/match, etc.</i> • <i>Find page (number). Open your books at page (number).</i> • <i>What colour/number is it?</i> • <i>How are you? I'm OK. I'm fine. I'm tired. I'm not so good.</i> 	<ul style="list-style-type: none"> • Practising the /p/ sound 	<ul style="list-style-type: none"> • Interest in learning English • Interest in learning about school in the UK • Awareness of good classroom behaviour • Willingness to share • Positive attitude towards own ability to participate in class activities • Pleasure in the story about classroom objects • Respect for others in the group • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> • Social science: Classroom behaviour
	<ul style="list-style-type: none"> • <i>Let's listen/sing/number/play/say/point to/match, etc.</i> • <i>Find page (number). Open your books at page (number).</i> • <i>What colour/number is it?</i> • <i>How are you? I'm OK. I'm fine. I'm tired. I'm not so good.</i> 	<ul style="list-style-type: none"> • Practising the /g/ sound 	<ul style="list-style-type: none"> • Interest in learning about families in the UK • Awareness of the importance of helping your family at home • Willingness to share • Positive attitude towards own ability to participate in class activities • Pleasure in the story about Benny's family • Respect for others in the group • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> • Social science: Helping at home

Unit	Learning objectives	Key language	Recycled language	
Digi Zone 1	<ul style="list-style-type: none"> Identifying classroom objects (C1, C3, C7) Identifying family members (C1, C3, C5, C7) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Following instructions (C5, C7, C8) Reviewing and reflecting on learning (C7, C8) 	Vocabulary: <ul style="list-style-type: none"> pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener grandpa, grandma, mummy, daddy, brother, sister, baby, family Structures: <ul style="list-style-type: none"> How are you? I'm fine, thank you. 	<ul style="list-style-type: none"> Numbers 1–10 Colours Hello. I'm... Goodbye. What is it/this? It's... Who's this? It's my... This is my... What number/colour is it? 	
3 Body Zone	<ul style="list-style-type: none"> Identifying different parts of the body (C1, C3, C7) Listening to and saying the raps (C1, C6, C7) Listening to and singing songs with actions (C1, C6, C7) Asking and answering questions about parts of the body (C1, C3, C7, C8) Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Listening to and acting out a role play (C1, C5, C7, C8) Relating parts of the body to your senses (C3, C7) Associating pictures with meaning (C1, C6, C7) Recognizing key words (C1, C7, C8) 	Vocabulary: <ul style="list-style-type: none"> eyes, ears, mouth, nose, hands, fingers, feet, toes (the five senses) see, listen, taste, smell, touch Structures: <ul style="list-style-type: none"> I've got/You've got... Have you got...? Yes, I have./No, I haven't. 	<ul style="list-style-type: none"> Numbers 1–10 Colours Hello. I'm... Goodbye. What is it/this? It's... Is it a...? Yes, it is./No, it isn't. Can I have..., please? Here you are. Thank you. 	
4 Food Zone	<ul style="list-style-type: none"> Identifying different items of food (C1, C3, C6, C7) Listening to and saying the raps (C1, C6, C7) Listening to and singing songs with actions (C1, C6, C7) Asking and answering questions about items of food (C1, C5, C6, C7, C8) Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Identifying numbers 11–20 (C1, C2, C7) Listening to and acting out a role play (C1, C5, C7, C8) Classifying food items to create 'five-a-day' (C3, C5, C6, C7) Associating pictures with meaning (C1, C6, C7) Recognizing key words (C1, C7, C8) 	Vocabulary: <ul style="list-style-type: none"> apples, bananas, strawberries, fish, chips, carrots, broccoli, cake (five-a-day) orange juice, spinach, peas, melon, tomatoes Structures: <ul style="list-style-type: none"> Do you like...? Yes, I do./No, I don't. I like... Five-a-day is good for me. 	<ul style="list-style-type: none"> Numbers 1–10 Colours, family Hello. I'm... Goodbye. What is it/this? It's... Is it a...? Yes, it is./No, it isn't. Can I have..., please? Here you are. Thank you. 	

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • <i>Let's listen/sing/number/play/say/ point to/match, etc.</i> • <i>Find page (number). Open your books at page (number).</i> • <i>What number/colour is it?</i> • <i>Who's missing?</i> 		<ul style="list-style-type: none"> • Pleasure in the story about Digi's family • Positive attitude towards own ability to participate in class activities • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Enjoyment in completing activities in the book 	
	<ul style="list-style-type: none"> • <i>Let's listen/sing/number/play/say/ point to/match, etc.</i> • <i>Find page (number). Open your books at page (number).</i> • <i>What number/colour is it?</i> • <i>sunny, raining, cloudy, snowing</i> 	<ul style="list-style-type: none"> • Practising the /i/ sound 	<ul style="list-style-type: none"> • Interest in learning about parts of the body • Willingness to share • Interest in the five senses • Interest in learning about UK culture • Positive attitude towards own ability to participate in class activities • Pleasure in a traditional story • Respect for others in the group • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> • Science: The five senses
	<ul style="list-style-type: none"> • <i>Let's listen/sing/number/play/say/ point to/match, etc</i> • <i>Find page (number). Open your books at page (number).</i> • <i>What number/colour is it?</i> 	<ul style="list-style-type: none"> • Practising the /k/ sound 	<ul style="list-style-type: none"> • Interest in learning about the importance of a balanced diet • Interest in learning about 'five-a-day' in the UK • Positive attitude towards own ability to participate in class activities • Pleasure in a story about food • Respect for others in the group • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> • Science: Food

Unit	Learning objectives	Key language	Recycled language	
Digi Zone 2	<ul style="list-style-type: none"> Identifying different parts of the body (C1, C3, C7) Identifying different items of food (C1, C3, C5, C7) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Following instructions (C5, C7, C8) Reviewing and reflecting on learning (C7, C8) 	Vocabulary: <ul style="list-style-type: none"> eyes, ears, mouth, nose, hands, fingers, feet, toes apples, bananas, strawberries, fish, chips, carrots, broccoli, cake Structures: <ul style="list-style-type: none"> Have you got...? Yes, I have./No, I haven't. I've got... Do you like...? Yes, I do./No, I don't. I like... 	<ul style="list-style-type: none"> Numbers 1–20 Colours Hello, I'm... Goodbye. What is it/this? It's... What number/colour is it? Can I have a..., please? Yes, here you are. Thank you. Is it a...? Yes, it is./No, it isn't. 	
5 Animal Zone	<ul style="list-style-type: none"> Identifying different animals (C1, C3, C7) Listening to and saying the raps (C1, C6, C7) Listening to and singing songs with actions (C1, C6, C7) Asking and answering questions about animals (C1, C3, C7, C8) Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Listening to and acting out a role play (C1, C5, C7, C8) Associating pictures with meaning (C1, C6, C7) Recognizing key words and letters (C1, C7, C8) 	Vocabulary: <ul style="list-style-type: none"> rabbit, peacock, cat, dog, snail, duck, tortoise, owl feathers, fur, shell, parrot, crab, squirrel Structures: <ul style="list-style-type: none"> Where's...? There! It's in.../under.../on... 	<ul style="list-style-type: none"> Numbers 1–20 Colours Hello, I'm... Goodbye. It's... Is it...? Yes, it is./No, it isn't. What is it/this? It's... I've got... Thank you. 	
6 Fun Zone	<ul style="list-style-type: none"> Identifying different activities (C1, C3, C5, C6, C7) Listening to and saying the raps (C1, C6, C7) Listening to and singing songs with actions (C1, C6, C7) Asking and answering questions about activities (C1, C3, C7, C8) Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Listening to and acting out a role play (C1, C5, C7, C8) Associating pictures with meaning (C1, C6, C7) Recognizing key words and letters (C1, C7, C8) 	Vocabulary: <ul style="list-style-type: none"> play football, play basketball, skip, run, dance, fly a kite, sing, paint read a book, play a computer game, swim, play tennis Structures: <ul style="list-style-type: none"> Can you...? Yes, I can./No, I can't. I can... It's (good) exercise. It's relaxing. 	<ul style="list-style-type: none"> Numbers 1–20 Colours, family Hello, I'm... Goodbye. Is it...? Yes, it is./No, it isn't. What is it/this? It's... Have you got...? I've got... 	

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). •What's missing? 		<ul style="list-style-type: none"> •Pleasure in the story about a picnic •Positive attitude towards own ability to participate in class activities •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Enjoyment in completing activities in the book 	
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). •What number/colour is it? 	<ul style="list-style-type: none"> •Practising the /æ/ sound 	<ul style="list-style-type: none"> •Interest in learning about different animals •Awareness of the characteristics of different animals •Interest in learning about animals in the UK •Positive attitude towards own ability to participate in class activities •Pleasure in a story about animals •Respect for others in the group •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> •Natural Science: Animals
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). •What's this activity? 	<ul style="list-style-type: none"> •Practising the /s/ sound 	<ul style="list-style-type: none"> •Interest in learning about different types of activities •Positive attitude towards own ability to participate in class activities •Pleasure in a story about indoor activities •Respect for others in the group •Willingness to follow simple instructions •Interest in learning about activities in the UK •Willingness to review and reflect on own learning •Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> •P.E.: Activities

Unit	Learning objectives	Key language	Recycled language	
Digi Zone 3	<ul style="list-style-type: none"> Identifying different animals (C1, C3, C7) Identifying different activities (C1, C3, C5, C6, C7) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Following instructions (C5, C7, C8) Reviewing and reflecting on learning (C7, C8) 	Vocabulary: <ul style="list-style-type: none"> <i>rabbit, peacock, cat, dog, snail, duck, tortoise, owl</i> <i>play football, play basketball, skip, run, dance, fly a kite, sing, paint</i> Structures: <ul style="list-style-type: none"> <i>Can you...? Yes, I can./No, I can't.</i> <i>I can...</i> 	<ul style="list-style-type: none"> Numbers 1–20 Colours, family <i>Hello. I'm... Goodbye.</i> <i>Look...</i> 	
Easter	<ul style="list-style-type: none"> Listening to and singing a song with actions (C1, C6, C7) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Following instructions (C5, C7, C8) Reviewing and reflecting on learning (C7, C8) 	Vocabulary: <ul style="list-style-type: none"> <i>Happy Easter, Easter Bunny, egg, chick, basket</i> Structures: <ul style="list-style-type: none"> <i>I've got an egg/a purple egg.</i> 	<ul style="list-style-type: none"> Numbers Colours <i>Hello. I'm... Goodbye.</i> <i>What number/colour is it?</i> <i>Can I have...?</i> <i>Yes, here you are.</i> 	
Christmas	<ul style="list-style-type: none"> Listening to and singing a song with actions (C1, C6, C7) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Following instructions (C5, C7, C8) Reviewing and reflecting on learning (C7, C8) 	Vocabulary: <ul style="list-style-type: none"> <i>Happy Christmas, Santa Claus, reindeer, present, star, tree, stocking, sleigh</i> Structures: <ul style="list-style-type: none"> <i>It's my present.</i> <i>Is it a...? Yes, it is./No, it isn't.</i> <i>Here you are. Thank you.</i> 	<ul style="list-style-type: none"> Numbers Colours <i>Hello. I'm... Goodbye.</i> <i>big, small</i> 	

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). •What's missing? 		<ul style="list-style-type: none"> •Pleasure in the story about the funfair •Positive attitude towards own ability to participate in class activities •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Enjoyment in completing activities in the book 	
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). 		<ul style="list-style-type: none"> •Pleasure in celebrating Easter in English •Awareness of the world around you and cultural differences •Enjoyment in singing and acting out a song for Easter 	
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). 		<ul style="list-style-type: none"> •Pleasure in celebrating Christmas in English •Enjoyment in becoming familiar with traditional Christmas characters •Awareness of the importance of giving at Christmas •Awareness of the world around you and cultural differences 	

Introduction

1 What is *Your Quest*?

Your Quest is a story-based course for primary school children who have initial or no previous knowledge of English. The course takes children over a period of six school years. The aim of the course is to allow students to maximize their learning potential by working through six topic-based units, each in the context of a computer game, that motivate and interest them and which are presented in a way that allows easy transfer to their own world. Its aim is to develop their competence in using English in a series of 'building blocks' and to provide solid foundations in language skills for future learning.

The main aims of *Your Quest*

Listening: to participate in and understand messages through a variety of auditory forms (songs, raps, dialogues, news broadcasts and announcements). Also to develop techniques and strategies which will enable them to respond to what they hear.

Speaking: to ask and respond in the correct manner in a variety of situations (role plays, group work); to observe the norms of turn-taking and customs of speaking (please, thank you).

Writing: to produce and learn about different texts which have a transferable value from their own world (diary, emails, posters, web pages, invitations, menus); to evaluate and reflect on their writing at the end of each unit.

Reading: to understand different texts related to their interests; to develop techniques and strategies to respond to English texts.

Learning to learn and reflect: to develop strategies and techniques through which they are able to show their autonomy as learners and are able to evaluate their own learning.

Different cultures: to learn about different cultural aspects of the language as a means of communicating with people from different backgrounds and cultures; to develop respect for different cultures.

CLIL: to learn and apply aspects of other school subjects to their language learning, and to appreciate the benefits of CLIL.

Pronunciation: to identify and understand sound and phoneme rhythm and intonation, in songs, questions, chants and dialogues; to discriminate between different sounds and show an awareness of English pronunciation.

Communication strategies: to identify and understand linguistic structures and lexical aspects of English and use them to communicate effectively.

Eliciting meaning through context: to develop strategies to understand structures or lexis not seen before, but which can be understood from context and clues given.

2 The main aims of *Your Quest 1*

The objectives of this level have been written in accordance with the requirements of the Council of Europe. The main focus in this cycle is on the development of oral and aural skills (listening and speaking), in addition to developing a positive attitude to learning a foreign language and respect for classmates.

Listening: to participate in and understand simple messages from songs, raps, the teacher and other students.

Speaking: to learn to communicate in basic messages, using linguistic or non-linguistic means.

Writing: to produce words by means of copying; to complete a dossier of work. Note that some of these activities are optional.

Reading: to understand and respond to information at word level, using visual clues as a strategy to further understanding.

Learning to learn and reflect: to give an opinion of their own learning by participating in team games and employing a basic evaluation strategy.

Language comparison: to learn about the differences between English and their own language.

CLIL: to learn about other school subjects through the medium of English so their development in the foreign language is more natural and integrated.

Teamwork: to respect classmates and work in pairs or groups with a positive attitude.

Pronunciation: to reproduce songs, raps and nursery chants with the appropriate rhythm and intonation.

3 The course components of *Your Quest 1*

Pupil's Book

This consists of 88 full-colour pages containing six units of work based on different computer game topics, three review units (*Digi Zones*) and material for two festivals (Easter and Christmas).

There are also mini-flashcard cut-outs and **English Dossier** cut-outs for each unit which include a vocabulary page with picture and word stickers as well as a personalized dossier page. Note that from Unit 1 to 4, activities that involve working with word stickers are optional. Each unit consists of eight lessons, including a double-page story and six pages of activities. There are two activities on each of the activity pages, with simple instructions and corresponding icons. At the bottom of the page the focus of the activity is listed with the details of the vocabulary presentation or language input.

The Pupil's Book uses the following icons:



Listen



Sing



Point



Play



Look



Write/Draw/Number



Colour



Say/Do the role play



Find



Cut



Stick

Class CDs

All the stories, songs, pronunciation chants and other listening activities in ***Your Quest 1*** are on the Class CD. Each song and chant has a karaoke version which can be used when the children are familiar with the lyrics for recycling and follow-up activities.

Flashcards

There is a Visual Aids Booklet with cut-out flashcards which correspond to the key vocabulary of the course. Each flashcard is numbered and an index is also provided. They can be used for vocabulary presentation, practice and recycling. Teachers should refer to the teacher's notes which provide activities and ideas on how to use the cards in each unit.

Word cards

There are 48 word cards which correspond to the key vocabulary of the course. These word cards are provided as a PDF file on this Teacher's CD to be printed out if needed. Like the flashcards each word card is numbered and an index is provided. They can be used for vocabulary presentation, practice and recycling. Teachers should refer to the teacher's notes which provide activities and ideas on how to use the word cards in each unit. Teachers should also decide whether to use them or not according to the class level.

Teacher's Notes

The Teacher's Notes provide all the information and guidance for teaching ***Your Quest 1***. The Syllabus at the beginning of the book is detailed and gives the teacher a clear overview of how the book and each unit is structured.

Basic competences key

- Competence in linguistic communication
- Mathematical competence
- Competence in knowledge of and interaction with the physical world
- Competence in processing information and use of ICT
- Competence in social skills and citizenship
- Artistic and cultural competence
- Learning to learn



Autonomy and personal initiative

After the Introduction, there is an Activity Bank with ideas for games and activities using the flashcards and word cards. Then material is organized by unit and set out in a format which is easy to use.

Each unit of the Teacher's Notes includes:

- **Unit overview:** This page outlines the main objectives of the unit. It focuses on unit objectives, key vocabulary and structures, pronunciation, cross-curricular content and socio-cultural aspects. In addition, there is a summary outlining what the children will learn in that unit.
- **Teacher's notes:** These provide the teacher with a guide to each lesson. Here you will find reproductions of the corresponding Pupil's Book pages. The teacher's notes outline the main objectives of the lesson and materials required, and a short lesson plan (**At-a-glance lesson plan**). The teacher's notes give suggestions on how to begin and end each lesson using a game or activity from the Activity Bank. They also include instructions on conducting the lesson, they give practical suggestions (**Tips**) as well as further ideas to expand or adapt activities (**Options**). In addition, there are suggested activities for fast finishers (**Fast finishers**) and extra activities at the end of each lesson (**Extra activities**). The teacher's notes also include transcripts of all the material on the CD, including suggested miming actions to help the children understand and participate in the song/chant. At the end of each unit there is also a transcript of the corresponding unit on the DVD.
- **Photocopiable materials/cut-outs:** At the back of the book, additional photocopiable materials/cut-outs are included. These are referred to in the description of the relevant lesson.

Multi-ROM

This accompanies the Teacher's Notes and provides all the additional worksheets that a teacher may wish to use. The sections are:

- 1 Classroom practice worksheets: fast finishers, reading and writing, Macmillan Children's Readers worksheets
- 2 Tests: diagnostic, unit tests, term tests, end-of-year test
- 3 Phonics worksheets
- 4 Assessment: Teacher assessment of unit and of class
- 5 Letters to the parents: Intro letter introducing the course then one per unit including the main song lyrics
- 6 DVD worksheets

Activity Book

This book contains 48 pages of activities aimed at developing reading and basic writing in English. The activities focus on language and vocabulary that children have seen in their Pupil's Book. In addition the children can find Digi's secret words on each page – a fun way of revising vocabulary. This book can be used with the class to support and provide extra practice of the Pupil's Book. At the back there is a Picture Dictionary for children to colour and use as a reference.

Songs CD

This is a CD packaged with the Pupil's Book and Activity Book, which includes the songs and chants in **Your Quest 1**. The CD enables children to listen at home to the songs and chants that have been introduced in class.

Animated Stories CD-ROM

This is a CD-ROM, packaged with the Pupil's Book and Activity Book, which features animated versions of the stories in **Your Quest 1**, together with activities related to the stories and the vocabulary and structures covered in each unit. The CD-ROM enables children to watch the stories, that have been introduced in class, at home and enjoy completing the related activities.

DVD

The DVD includes a wealth of animated and live action material to support the Pupil's Book. The DVD has four basic sections: the unit songs performed by real children, the animated story for each unit, a sketch for each unit and a CLIL section for each unit. The DVD adds another dimension to the course, using the language taught in an authentic UK context. There are worksheets to accompany the DVD which can be found on the Teacher's Multi-ROM.

4 The aspects of the course

4.1 The *Your Quest* characters

In *Your Quest 1*, the children are introduced to four main course characters: twins, Holly and Harry, their cat Leo and a magical digital dragon, called Digi. Holly and Harry are the same age as children in your class and live with their parents and baby sister. At the beginning of the book, they receive a computer game console for their birthday, from which Digi the Dragon appears. He is on a 'quest' to find out about the real world and collect Quest items on his digital tablet. During the course, Holly, Harry and Leo help Digi with his Quest, looking for the Quest items in their computer game stories and revealing their world to him. After every two units the characters visit Digi's home, Digiworld, where they see things that are very different from their world. The context of Digi's Quest and the characters' comical adventures in Digiworld stimulate children to make comparisons between the real world and what they see in that imaginary land.

4.2 The *Your Quest* stories

The stories in *Your Quest 1* are all original, with a small reference to the traditional tale of *Little Red Riding Hood* in Unit 3. They provide a clear and entertaining context for the target language of each unit, as well as providing a clear link to the CLIL topic, which the children will be formally introduced to later in each unit. The stories vary between real world and fantasy contexts, but all with storylines that young learners of English can easily follow.

The varied contexts and storylines:

- provide ample opportunity to consolidate the target language of each unit, with repetition and building on course language as a whole.
- create opportunities for children to relate the stories to their own experiences and knowledge of the world around them.
- motivate children to speculate about real world content and the unit CLIL focus.

The stories continue the concept of computers and computer games, with each tale being presented as a computer game story on Holly and Harry's computer game console. The visual context of the stories is important in order to help understanding and provide clear clues for the children to associate what they hear with what they see. The images and language aim to:

- stimulate the imagination of young learners.
- expose them to useful, everyday language in a clear context.
- stimulate curiosity with the introduction of the CLIL theme as part of each storyline.
- promote autonomous discovery by involving the children in Digi's Quest, encouraging them to look for a Quest item in each story.

Recycling of language is supported by review unit stories after Units 2, 4 and 6. In these stories the characters visit Digiworld and their adventures there provide an opportunity for children to recycle language by comparing their world to the fantastic images of Digiworld.

4.3 Selection and treatment of language

In *Your Quest 1* children are provided with many opportunities to experience and experiment with the language in a variety of activities and contexts. From the first level, they are encouraged to take an active role in the learning process, through enquiring, reflecting, and manipulating the language, thus developing increasing competence and confidence through the six levels.

Your Quest 1 provides children with a careful balance of vocabulary and structures, which is practised and consolidated in a carefully staged and integrated manner.

Introduction

The language of the course has been selected with the following criteria in mind:

- level of frequency.
- communicative purpose and usefulness outside the classroom setting.
- natural choice for recycling and reinforcing previously learnt language.
- support for the learning process through its utility as a classroom management resource.
- its support for the understanding of cross-curricular themes

4.4 The teaching programme

Your Quest is designed to accommodate different teaching situations and is very flexible due to the extensive supplementary material described above.

5 Organization and key competences

Each unit is introduced with a map to provide teachers with an overview of the contents and direction of the unit. This resource assists teachers in their planning for the unit as a whole as well as providing a quick comparison tool, which can aid in the pre-teaching and recycling of language. Each lesson starts with an at-a-glance lesson plan which provides the teacher with a quick overview of the content of each lesson and the materials needed.

In **Your Quest 1**, there is coverage of all the key competences. In both the unit map and the at-a-glance lesson plan, the key competences for the activities are listed, so that the teacher can easily see which competences are being worked on.

5.1 The organization of the Pupil's Book units by lesson

The Pupil's Book contains 6 units, each consisting of eight lessons, and three review units (*Digi Zones*), one every two units, including a story and practice activities. The six main units follow the same general structure.

Lesson 1 The theme for the unit is introduced, along with a new lexical set, using the flashcards. A simple game is played with the flashcards to help the children remember the new words, they listen to the word rap

and repeat the words to help them with the pronunciation. The children then look at an illustration in the book showing the course characters in a familiar, humorous setting linked to the theme. The children listen to a song which presents the new vocabulary through simple grammatical structures. The context of the song clearly establishes the communicative purpose of the language. The children then sing the song and point to the items on the Pupil's Book page. They then play a word game, Digi's Maze, which encourages more individual practice of the new vocabulary.

Lesson 2 The lesson begins with the children being reminded of the new vocabulary in a flashcard game. The topic language is revisited and reinforced and more active recognition is encouraged as children match the word cards to the flashcards. Note that activities with word cards are optional. After this, they sing the song from Lesson 1 again to reinforce the vocabulary in a grammatical context. The children then prepare their mini-flashcards, allowing them to reflect on the lexical items in a hands-on activity. Once they have cut out their mini-flashcards, they play a simple game using them, with children taking turns at reproducing the target language, thus providing practice on a more individual level. Clear instructions for the demonstration and setting up of the game are provided.

Lesson 3 In this lesson the children listen to a story which is loaded into Holly and Harry's computer game console. The stories are all original (with reference to the traditional tale of *Little Red Riding Hood* in Unit 3) and contain characters other than the course characters. The aim of the story is to reinforce the new language in context and introduce the cross-curricular content of the unit in an entertaining way. The story is repeated several times. The first time the children listen whilst looking at the story. Afterwards the teacher asks comprehension questions to establish understanding of the storyline. The children then listen again and follow the story in their Pupil's Book. At the end of the story, they are more involved in the idea of Digi's Quest, searching the story frames to find

Digi's Quest item, an image of which is shown in a frame at the end of each story. The children then complete two activities in the Pupil's Book based on the story. The first reinforces understanding of the sequence and events of the story, while the second allows for further related language practice.

Lesson 4 The children begin the lesson by focusing on Digi's phonics, with a humorous image and phoneme-rich chant to draw the children's attention to, and give them practice of, the targeted sound. They then listen to the story again and they are encouraged to mime. Children then do a role play based on one of the frames of the story. The role play may involve using mini-flashcards or props.

Lesson 5 This lesson introduces a cross-curricular element related to the unit topic and story. There is a recording of Digi highlighting the key features and vocabulary. The children listen and repeat, and then play a game to help with active recognition of the language. In the Pupil's Book, they complete two activities designed to reinforce understanding of the content concept and the language.

Lesson 6 The cross-curricular theme is revisited in this lesson with a review of the language. The language and concept are then reinforced through a rap. The children listen to and sing the rap, pointing to the different features in a representative image of the course characters in their Pupil's Book. Afterwards they trace and complete the picture in their Pupil's Books. The cross-curricular theme is then extended to incorporate an insight into UK culture. Photographs in the Pupil's Book, show children from the UK in three different settings. Children listen to the children speaking and identify the photo.

Lesson 7 The aim of this lesson is to revise what the children have learnt during the unit. They begin by singing the topic song from Lesson 1 and then complete a listening activity in the Pupil's Book, focusing on the core vocabulary. Afterwards they match the words to pictures. Next, the cross-curricular theme

is reviewed by playing a game to help children remember the vocabulary. They then complete an activity in their Pupil's Book to consolidate the language and concept.

Lesson 8 The final lesson aims at consolidating the language and cross-curricular content of the unit while providing children with an opportunity to evaluate their own learning through the unit. First, they play a game to review the vocabulary and then they complete the sticker page in their **English Dossier**. There are both picture and word stickers. Note that from Unit 1 to 4, activities that involve working with word stickers are optional. Having placed all the stickers, the children then draw the Quest item for the unit. On the following page, cross-curricular content is reviewed, with the children completing a picture illustrating the cross-curricular theme. The children then personalize their **English Dossier**. First, they listen to Digi talking about his picture and then they draw their own personalized version of the picture. Afterwards, they are encouraged to talk about their picture with a partner, identifying key topic features. As a closing activity, the children express their personal opinion of the unit by completing a 'smiley face' which represents their view. Finally, they evaluate their work and understanding of the unit by colouring one of three images of Digi, representing their own view of their progress across the unit.

Review lessons There are three review lessons (*Digi Zones* 1, 2 and 3), which come after every two units, reviewing the language of the previous two units. Each review lesson follows the same format. A game is played with the flashcards to revise the lexical sets of the units. Then a short story takes the children to Digiworld where the language of the two previous units is embedded in the plot and children are encouraged to observe differences between the real world and Digi's world. Afterwards, the children complete two activities which cover the language of the two units being reviewed.

5.2 The organization of the lesson in the Pupil's Book

The lessons in **Your Quest 1** have been carefully designed to engage the children and have been planned to ensure that children can easily follow the different stages throughout each lesson. Every activity has a clear linguistic goal and each activity flows naturally to the next. Each lesson follows the same general format.

Opening activities

The opening activities have multiple purposes: to signal the start of the lesson, to introduce useful language for simple information exchanges as well as for classroom management and to review language from previous units.

Opening song/chant

A song or chant is the starting point of the lesson, introducing and practising useful language for short personal information exchanges and simple dialogues or language that can be integrated into the general running of the class. The children are encouraged to sing the song/chant with actions.

Main activities

Each lesson comprises a variety of main activities, with a balance of pace and skill focus. The activities are designed to engage and motivate the children and promote the development of communicative confidence in a carefully staged and integrated manner.

The combination of main activities is dependent on the goal for each lesson. For the most part, however, the main section of the lesson is dedicated to the development of oral and aural skills using a range of teacher-led flashcard games, action games, Total Physical Response (TPR) and mime. Children are also encouraged to work in smaller groups and pairs to optimize opportunities of experimenting with the language. The Pupil's Book is later used to give children a further opportunity to work more independently, reflecting on the language as they complete activities in the book. This period of the lesson also gives the teacher a chance to move around

the class and assess children's progress on an individual level, providing support where necessary. There are also ideas provided for accommodating fast finishers.

Closing activities

There is a song or chant to signal the end of each lesson. As at the beginning of the lesson, the song/chant exposes children to useful interactive exchanges and classroom language. Teachers are also provided with ideas for extra activities for use in longer classes.

5.3 The organization of the Activity Book

The Activity Book contains 48 pages of activities aimed at promoting early basic reading and writing in English. The activities support the language that the children have practised aurally and orally in the Pupil's Book. There are seven pages of activities per unit of work, a page for each of the festivals (Easter and Christmas), and a double-page Picture Dictionary for children to colour.

6 Methodology

6.1 Child-centred learning

Children are naturally curious and **Your Quest 1** aims to utilize this curiosity to maximize learning. They are encouraged and supported on their quest to investigate the English language and the world around them. The course content generates a fun-filled environment in which children can freely experiment with the language and communicate their ideas and opinions to their peers and their teacher. There is a focus on working with language visually; children are encouraged to find lexical items in Lesson 1, find the Quest item in Lesson 2, and use visual prompts to communicate in Lesson 4. Different learning styles are catered to with a variety of tasks and learning is active and child-centred.

6.2 The development of communicative skills

In all six levels of **Your Quest** communicative competence is the central goal and communicative skills are built on in a systematic and integrated way. The main features of **Your Quest 1** are as follows:

Listening: Listening activities are varied with multiple aims. In the first lesson, a song provides a memorable introduction to the language of the unit, promoting a sense of rhythm, stress and intonation. Later in the unit, the word rap develops further awareness of good pronunciation, while a good ear for specific English sounds is nurtured in Digi's phonics. Dialogues, throughout the units, provide ample practice of listening to, understanding and responding to language in simple, familiar contexts, while the stories maximize the children's interest in narration and provide a context for more global understanding.

Speaking: The oral activities in **Your Quest 1** are carefully designed and staged to give children the courage and confidence to express themselves in English. Children are provided with models which can easily be mimicked, which allow for extension and personalization, providing an opportunity for them to demonstrate their understanding. In Lesson 2 they make their mini-flashcards and play communicative games with them, for which the teacher is provided with clear instructions. The modern and appealing songs and chants, in Lessons 1 and 6, invite them to practise the language and supra-segmental features of pronunciation, such as stress and intonation, while Lesson 4 looks more closely at a specific sound to provide the children with more focused pronunciation practice, which is then followed by a role play to provide further speaking practice and an opportunity to consolidate the new language.

Vocabulary: A child-friendly lexical set is presented in the first lesson of each unit. The children first see the words on flashcards, followed by a word chant (recorded on the Class CD) to model and aid pronunciation. Children then listen to a song including the words in simple grammatical structures. This is supported by a stimulating visual including the course characters, and Digi's Maze to provide individual practice. In Lesson 5 the children are introduced to a new set of vocabulary items that are related to the cross-curricular content of the unit, although they will have seen the topic in the story.

There are many opportunities for children to practise and develop key lexical items in each unit, and in Lesson 8 the children are exposed to the written form of the lexical sets. Vocabulary is systematically revised and recycled in blocks within a unit, and children will be able to remember the words easily.

Reading and writing: There are opportunities in both the Pupil's Book and Activity Book to develop the children's basic reading and writing skills, but it is dependent on their knowledge of English, the number of classes they have attended and their reading and writing ability in their first language or languages. The Pupil's Book provides exposure to the written word in Lesson 8 of each unit. In this lesson they develop their **English Dossier**; from Unit 1 to 4 they read and match key vocabulary stickers. Teachers should decide whether to carry out this activity or not according to the class level. These skills can also be supplemented by the Activity Book. This course component provides 48 pages of activities to develop early basic reading and writing in English, using language they have already been exposed to. This material can be used individually or in the classroom.

6.3 A focus on meaning

The language in **Your Quest 1** is presented in a child-friendly context, enabling children to make connections with it and the world around them. Throughout a unit, language is recycled in various lessons, to consolidate the children's learning. The topics included are interesting and relate to their world. Communicative activities in **Your Quest 1** promote practising language in a real world context, which is therefore easily transferable to contexts outside the classroom.

6.4 Cross-curricular content (CLIL)

An objective of **Your Quest 1** is to link learning English with other primary subjects. However, when working in English with topics from another subject, it is important to have a context to aid understanding and help learning. With this in mind, in **Your Quest 1** the CLIL topic of each unit is first introduced in the story through the actions of a character or the message at the end of the story.

Introduction

In the lessons which follow, the vocabulary is presented through a recording and then practised in the Pupil's Book and consolidated in a rap.

6.5 Phonics

In **Your Quest 1** children's understanding and usage of key aspects of pronunciation such as rhythm, stress and intonation are incorporated in a natural way through exposure to songs, stories, raps and chants. In Lesson 4 there is a specific feature on phonics – Digi's phonics. Using a chant, children listen to and sing a fun rhyme through which they are made aware of how a particular sound is correctly pronounced. Finally, the children do a differentiation activity to demonstrate their understanding of the featured sound. The objective is to develop the children's awareness of a sound, and provide a foundation from which they can learn to speak.

6.6 Developing learner autonomy

It is important for children to develop strategies for future learning – a skill which is transferable to all subjects. In **Your Quest 1** these are:

- answering questions about songs.
- predicting the content of the story from the pictures.
- predicting the CLIL topic from the story.
- recording vocabulary in their English Dossier.

In **Your Quest 1** activities in both the Pupil's Book and the Activity Book encourage a degree of autonomy. Children are also encouraged to evaluate their progress at the end of each unit.

6.7 Learning how to learn

One of the objectives of **Your Quest** is to guide children to becoming responsible, independent, reflective learners, which will help them in later years. In **Your Quest 1** there are a number of ways in which learning how to learn is integrated into the course:

At-a-glance lesson plan: This can be written on the board, so the children can see what they will achieve in class that day.

Lesson organization: Through the clear organization of lessons, children feel secure and confident in the way they approach their learning.

Instructions and picture symbols: Through the use of picture symbols next to simple instructions in the Pupil's Book, children can understand what is required of them in order to complete tasks.

English Dossier: On completing the sticker dictionary and personalization task in Lesson 8 at the end of each unit, children colour in a face to show that they have successfully completed the unit.

Digi Zones (Review units): Children review their language knowledge by listening to and reading a story, then completing two tasks, first in a group and then individually.

Fast finishers, reading and writing activities and Activity Book: Children can use these materials to work independently.

6.8 Managing diversity in the classroom

Not all children learn in the same way or at the same pace. In **Your Quest 1**, this difference in learning is approached in a number of ways:

Extra activities: At the end of every lesson, in the teacher's notes, an extra activity is included for optional use with groups who work faster or who have more time.

Ideas for extra mini-flashcard games: A bank of extra ideas to use with the flashcards and word cards which children make in Lesson 2 of each unit can be found on pages 24 and 25 of the Teacher's Book. The games are intended to be used for extra practice, for revision or for fast finishers to play in pairs.

Fast finishers: In the teacher's notes there are several activities per unit for fast finishers. They can be used when children finish work in the Pupil's Book ahead of others in the class or for further consolidation of work which has been done.

Activity Book: This book contains activities related to the language of a unit and provides extra practice for children when required.

6.9 Integration of socio-cultural aspects

The integration of socio-cultural aspects of learning is an important part of the **Your Quest 1** syllabus, and is highlighted in the opening page for each unit. The main socio-cultural objective is to nurture interest, and positive attitudes towards a language, people and culture which is different from the children's own. In the UK culture section, children are able to develop an understanding of other children's lives while comparing them to their own.

Another objective is to develop a positive belief in children in their own ability to learn a foreign language. In **Your Quest 1** this is achieved through the use of games, stories and communicative activities which relate to the children's lives and experiences. This develops a positive attitude towards learning English.

7 Classroom management

7.1 Classroom organization

Your Quest 1 is a course which incorporates routines in the teacher's notes and activities, which in turn support the teacher in his/her classes. Each lesson begins and ends with an opening and closing routine. Other key parts of lessons, such as the story, cross-curricular content, review and the **English Dossier** are introduced by a chant or questions to predict the topic or activity. The teacher's notes provide concise instructions on how to set up and monitor the activities.

7.2 Classroom language

Teachers are encouraged to use English in the classroom wherever possible in **Your Quest 1**. Classroom language is introduced through the songs in the opening and closing routines, and in the course material. Essential classroom language is scripted in the teacher's notes for the teacher and children to use. However, it is also anticipated that children will use their own language (L1) at different times during a lesson.

8 Involving parents and carers

For this age group it is important to involve the family in the learning process. Language which is learnt at school can be reviewed and reinforced at home. **Your Quest 1** aims to involve parents or carers in children's learning in a number of ways. The Pupil's Book is accompanied by an animated stories CD-ROM which enables the children to listen to and watch the story at home with their family. There is also a songs CD and children can perform the songs with actions.

9 Evaluation

Evaluation in **Your Quest** is developed appropriately at each stage of the course. The evaluation material is designed to check achievements in teaching and learning, identify pupils' needs and provide the opportunity for self-assessment.

9.1 Informal evaluation

Record sheets for teacher's observations and informal ongoing evaluation are provided on the Teacher's Multi-ROM. These give the teacher the opportunity to record and measure the progress of the individual child and the whole class. A teacher's evaluation of the unit sheet is also provided to allow teachers to reflect on and assess the effectiveness of the material provided.

9.2 Formal evaluation

More formal evaluation material is also provided on the Teacher's Multi-ROM. The diagnostic test at the start of the course can be used to assess the children's level at the start of the academic year. The end-of-unit tests enable the teacher to chart the children's progress through the book. The end-of-term tests enable the teacher to see how well the children have assimilated the material taught that term and the end-of-year test provides a record of the children's progress at the end of the academic year.

9.3 Self-evaluation

Self-evaluation is an important part of the learning process in **Your Quest 1**. This is provided in the **English Dossier**.

9.4 English Dossier

The **English Dossier** enables children to review their progress in each unit. The Dossier is the basis of Lesson 8 at the end of each unit. First, the children demonstrate their understanding of the first lexical set by reading and matching key vocabulary stickers. Note that from Unit 1 to 4, activities that involve working with word stickers are optional. Then the CLIL topic is reviewed in the form of a picture. Finally, the children create a personalized dossier page based on Digi's picture. This allows the teacher to assess their topic knowledge, as they are encouraged to talk about their work using simple sentences.

At the bottom of the dossier there are three small pictures of Digi's face. Children colour the face that best represents how well they feel they have worked across the unit.

Activity bank

These 5-minute activities can be used to practise or recycle language. To recycle items from the previous lesson use an activity after the Opening activities. Although activities have been allocated to specific lessons, choose the activities that work best with your class.

Flash the card

- Shuffle a set of flashcards and hold one card facing you.
- Ask the children to hold up their hands quietly if they think they know what the card is. **Say 3, 2, 1! Look!** and quickly turn the card to face the children. Invite a child who has raised their hand to answer.
- Say **Yes, it's a (book)**, and stick the card on the board.
- Repeat with the other flashcards.

Find the match

- Hold up a pile of flashcards, facing the class and choose one flashcard. Say **(pencil)**, and stick it on the board.
- Repeat with the other cards, giving the children an opportunity to look and tell you the word before you say it.
- Say **Let's match the words**. Take the word cards and show them to the children in a fan, then hold them face down. Invite a volunteer to select a card. Ask your volunteer to stick the word card next to the flashcard, and say the word.
- Repeat with the other word cards and different volunteers. This activity can be carried out when the children have already been trained in reading and writing.

Guess the picture

- Place the flashcards face down in a pile on your desk. Take the top one, and mime that image without making a sound. Ask **What is it?**
- Invite different children to the front to take a card and mime.
- Repeat with the other flashcards.

What's this...?

- Hold up a pile of flashcards and shuffle them with the pictures facing the class. Turn the flashcards towards you.
- Take a card from the back of the pile and move it slowly upwards, revealing the picture. Invite a child to guess the answer and stick the card on the board. Children may answer in L1.

- Repeat with the other flashcards.
- Point to the flashcards and encourage the children to repeat the words.

Disappearing words

- Hold up the pile of flashcards and shuffle them, revealing the images.
- Ask **Can you remember any (animals)?** and listen to children's responses.
- Stick the cards on the board face up, in two rows of four.
- Ask **Can you say the words?** Point to the first row, and encourage the children to chant the words. While they chant, take away one card from the top row.
- Encourage the children to continue chanting, including the word which is now missing.
- Continue, taking away one card each time.
- When the first row of cards has disappeared, invite a child to say the names of the cards.
- Continue with the second row.

Word whispers

- First, hold up a pile of flashcards. Show one, and ask the children to say the word. Stick it on the board.
- Repeat with the other flashcards.
- Invite a group of four or five children to come to the front, and ask them to stand in a row facing the class. Ask the first child to choose a flashcard on the board. Explain that he/she should whisper the word for this flashcard to the second child. The word is passed along the line. The last child in the row should go and touch the correct flashcard, and the class says the word.
- Repeat with the other words, inviting a different child to the front of the row each time.
- Alternatively, put the word cards on your desk, and ask the last child in the row to select the correct word card and match it to its flashcard on the board.

Hot or cold

- Hold up a pile of flashcards. Face the class and show them one by one. Ask the children to say the words. Shuffle the cards and place them in a pile, face down, on your desk.
- Invite four children to come to the front. Ask two of the children to close their eyes. While they have their eyes closed, the other two children take a flashcard each, and hide it somewhere in the room.

Activity Bank

- The two children open their eyes and move around the room looking for one card each. The other children can say *Hot!* when they are close or *Cold!* when they are not. The children must say the word when they find the card, and give it to the teacher.
- Repeat with the other flashcards, inviting different groups of children to the front.

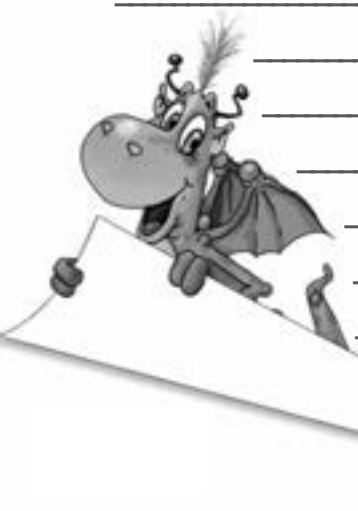
Word race

- Divide the class into two groups: Harry and Holly's teams, those on the left and right of the classroom. Stick the Harry and Holly flashcards on the board.
- Put the flashcards in a pile on your desk. Take the first card and hold it facing you. Ask one of the teams **What's this word?** and mouth the word without making a sound, exaggerating the way you move your mouth.
- Ask a child from Harry's team to answer. If he/she says the word correctly, give the team the flashcard. If the answer is incorrect, invite a member of Holly's team to answer. If neither team is correct, put the card at the bottom of the pile.
- Take another card, repeat the same process, but ask the Holly's team **What's this word?** and say the word silently. Repeat the same process with each flashcard, asking each team in turn.

Notes:



Notes:



Unit objectives

- Greeting people and saying goodbye C1 C5
- Introducing course characters C1 C3 C5
- Identifying colours C1 C3 C7
- Identifying numbers 1–10 C1 C2 C7
- Asking someone's name and age C1 C2 C5
- Listening to and saying the rap C1 C2 C6 C7
- Listening to and singing a song C1 C6 C7
- Making mini-flashcards to play communicative games C1 C3 C6 C7 C8
- Listening to and understanding the story C1 C6
- Retelling the story C1 C6 C7 C8
- Giving an opinion on the story C1 C8
- Listening to and acting out a short dialogue C1 C5 C7 C8
- Associating pictures with meaning C1 C6 C7

Key language**Vocabulary**

- *Hello.*
- *Goodbye.*
- *red, yellow, green, blue, orange, brown, pink*
- Numbers 1–10

Structures

- *What's your name? I'm...*
- *How old are you? I'm...*

Recycled language

(For children who have already started learning English, some of the language in this box may be recycled.)

Receptive language

- *brother, sister, mummy, daddy*
- *Is it...? Who's this?*
- *What colour/number is it?*
- *Can you...? Look at...*
- *Let's listen/sing/colour/point/count/repeat etc.*
- *Cut out.*
- *Find page (number). Open your books at page (number).*

Socio-cultural aspects

- Interest in learning English
- Willingness to share
- Interest in learning about birthdays
- Positive attitude towards own ability to participate in class activities
- Pleasure in the story introducing Digi
- Respect for others in the group
- Willingness to follow simple instructions
- Willingness to review and reflect on own learning

Summary

In this unit you will introduce the pupils to the characters and storyline of the course and will have the opportunity to evaluate your pupils' knowledge of English. You will introduce or review colours and numbers. Pupils will learn how to ask for someone's name and age, and give the correct response. With you they will create an envelope in preparation for storing the mini-flashcards they will make in each unit.

Basic competences key

- C1 Competence in linguistic communication
- C2 Mathematical competence
- C3 Competence in knowledge of and interaction with the physical world
- C4 Competence in processing information and use of ICT
- C5 Competence in social skills and citizenship
- C6 Artistic and cultural competence
- C7 Learning to learn
- C8 Autonomy and personal initiative

Lesson 1

Learning objectives

- Learn how to say *Hello* and *Goodbye*
- Learn how to ask for names
- Review or learn colours

Language focus

- *Hello, Goodbye*
- *What's your name? I'm...*
- *It's red/yellow/green/blue/orange/brown/pink*

Materials

- Crayons
- Flashcards: *Harry, Holly, Leo*
- Class audio CD



At-a-glance lesson plan (PB pages 2 and 3)

Opening activities

- Introductions. Introduce the characters.

Main activities

- Listen and mime to the *Hello!* song and point to characters/character flashcards (CD 1 track 2).
- **Vocabulary activities** Listen, sing and point (CD 1 track 2).
- **Vocabulary game** *Can you see...?*
- **Vocabulary activity** Answer questions about colours.
- **Listening practice** Listen, point and colour (CD 1 track 4).

Closing activities

- Say *Goodbye!*

Opening activities

- Greet the children by waving your hand and saying **Hello**. Encourage them to wave their hands and say *Hello* to you.
- Introduce yourself, saying *I'm...* and then ask **What's your name?** If necessary, prompt by asking **Are you Maria? Are you David?** Help with L1, if appropriate.
- When the children respond with their names ask different children the question again, encouraging them to repeat *I'm...*

Say *Hello* to Harry, Holly and Leo.

- Pick up the character flashcards and create interest in them by holding them facing yourself. Hold up the flashcard of Holly and say **Look!**

This is Holly. Say **Hello, Holly!** as you stick the flashcard on the left side of the board. Point to the flashcard and encourage the children to say *Hello, Holly!*

• Hold up the flashcard of Harry and say **Look! This is Harry.** Stick it on the right side of the board, encouraging the children to say *Hello, Harry!*

• Point to both flashcards and explain that Harry and Holly are brother and sister. Use L1, if necessary.

• Hold up the flashcard of Leo. **Look! This is Leo. He's a cat.** Stick the flashcard in the centre of the board, while encouraging the children to say *Hello, Leo!*

• Point to the Leo flashcard and say **Leo is Harry and Holly's cat**, indicating the Harry and Holly flashcards.

• Point to each character and say **Hello, Holly/Leo/Harry!** Encourage the children to repeat with you.

Main activities

Listen to the *Hello!* song.

- Point to the CD player and, cupping your hand to your ear, say **Let's listen to the *Hello!* song, and point to the different character flashcards.**
- Play CD 1 track 2 and encourage the children to point to the character flashcards on the board. Mime to the words.



Hello! song

Children: *Hello! Hello!* (wave your hands)
What's your name? (point to flashcard, and make question sign)

Hello! Hello! What's your name?

Holly: *I'm Holly.* (point to Holly and then put your hand on your chest)

Children: *Hi, Holly!* (wave your hand at Holly flashcard)

Holly: *Hello! Hello!*

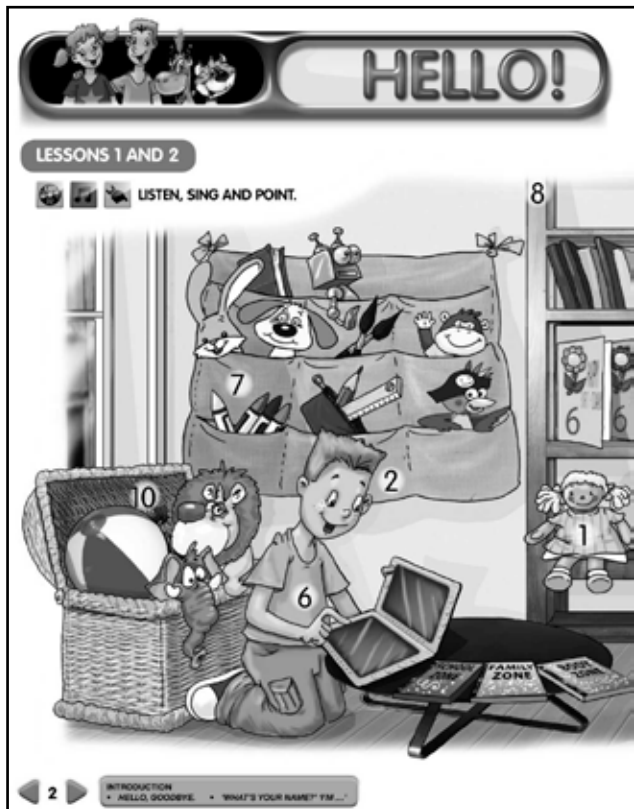
Children: *Hello! Hello!* (wave your hands)
What's your name? (point to flashcard, and make question sign)

Hello! Hello! What's your name?

Harry: *I'm Harry.* (point to Harry and then put your hand on your chest)

Children: *Hi, Harry!* (wave your hand at Harry flashcard)

Harry: *Hello! Hello!*



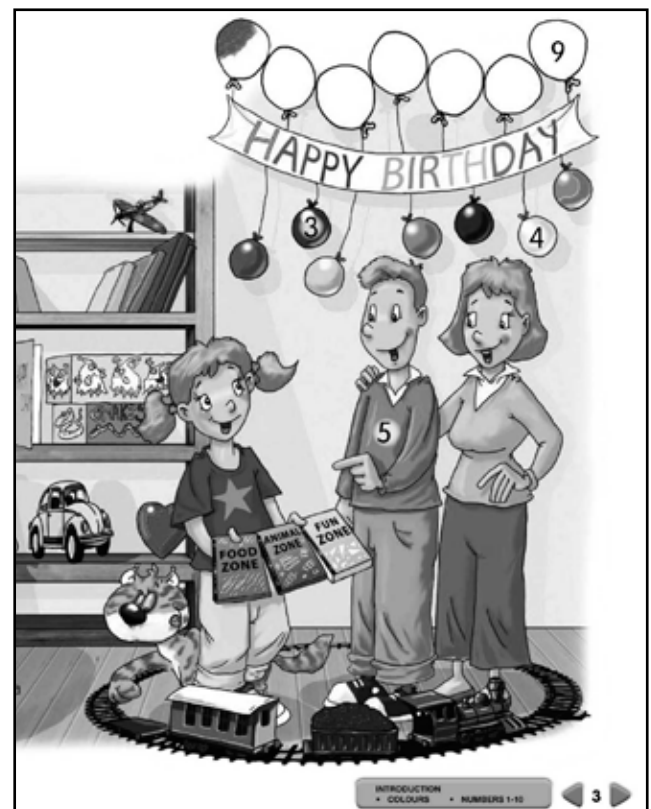
Children: *Hello! Hello!* (wave your hands)
What's your name? (point to flashcard, and make question sign)
Hello! Hello! What's your name?
Holly and Harry: *That's Leo.* (point to Leo and then put your hand on your chest)
Leo: *Miaow.*
Children: *Hi, Leo!* (wave your hand at Leo flashcard)
Leo: *Miaow.*
Holly and Harry: *Hello! Hello!*
Holly and Harry and children: *Hello!*

- Repeat, this time encouraging the children to copy your actions as they hear the characters' names.
- Alternatively, play the karaoke version of the song (CD 1 track 3). The children sing their names.



Listen, sing and point.

- Hold up your Pupil Book (PB) and point to it.
- Say **Open your books at page 2.**
- Point to the different characters, encouraging the children to look at the picture. Ask **Who's this?** responding, **Yes, that's Holly/Harry/Leo.**
- Explain to the class that Harry and Holly are at home and it is their birthday. Ask the children what presents they have got. Use L1, if necessary.



- Say **Let's sing the Hello! song**, and play CD 1 track 2. The children sing and point to the characters in their PB.

Play Can you see...?

- Say **Let's play Can you see...?** Hold your PB open at pages 2 and 3. Explain that you will say an object in Harry and Holly's playroom. The pupils should find it in their book, and say **Yes!** *Here it is*, holding up their book and pointing to it.
- The items in the room are words that the children may have learnt before. Here are some suggestions. *Toys:* toy box, ball, train, doll, car. *Clothes:* T-shirt, trousers, jeans, shirt, shoes. *Animals:* rabbit, cat, dog, monkey, elephant, parrot, lion. *Classroom objects:* book, paint brushes, pencil case, ruler, crayons.
- You may wish to test the children's understanding by asking about items which are not in the picture.
- As a further option you could divide the class into two teams. Invite different children from the teams to answer the question **Can you see...?**, and award a point to the first child to show you the correct item.

Answer questions about colours.

- The children look at and say the colour of items on PB pages 2 and 3.
- Hold up your PB. Point to the organizer on the wall on PB page 2, and the book in the top pocket. Ask **What colour is it?**

- Give the children time to respond. If the children seem unsure, ask **Is it red?** and encourage them to repeat with you, *Red*. Point to something in the classroom that is red and encourage the children to find and point to other red items.
- Point to something blue in the classroom to invite the response, *Blue!* Pupils may respond in L1, in which case, encourage them to repeat *Blue* after you. Again, ask **What colour is it?**, encouraging the children to respond with a simple structure, *It's blue*.
- Ask **Can you find something blue?** and encourage pupils to point to different blue items in the picture.
- Repeat this last step with yellow, green, orange, brown and pink, encouraging the children to find different-coloured items.
- Point to specific items and ask **What colour is it?** Encourage the children to respond *It's (green)*.
- Alternatively, invite different children to the front to answer your question. Ask **What colour is it?** as you point to an item on the PB pages.
- If your class seems confident, you can invite a pair of children to come to the front, one child to ask the question and the other to answer it.

Listen, point and colour.

- Point to the balloons at the top of PB page 3, below the birthday banner, and to the fact that Harry and Holly are getting computer games as presents.
- Say **Look at the balloons!** Say **Let's listen and point.** Point to the bottom part of the birthday banner and explain that the children should point to the different coloured balloons as they listen.
- Play CD 1 track 4 and encourage the children to point in their PB.



Mum and Dad: Happy birthday, Harry! Happy birthday, Holly!

Holly: Thank you, Daddy!

Harry: Thank you, Mummy!

Harry and Holly: Wow!

Harry: Look at the balloons! Red! My favourite! And blue and pink!

Holly: Yes! And orange, brown, yellow and green!

- Now point to the uncoloured balloons at the top of the banner. Say **Look at the balloons!**

- Check the children have got crayons. Explain that they are going to colour the balloons in the same order that they hear on the CD. Take out your red crayon and mime colouring the first balloon.
- Play CD 1 track 4 again. Press the pause button between the colours and ask the children to colour the correct balloon as Harry and Holly say the colours.
- Move around the classroom and look at the children's work. Ask individual children to identify different colours.
- When the children have finished, ask them **What colour is it?** while pointing at different balloons. Encourage the children to say *It's red*, etc.

Option: As an alternative to playing the CD track again, you can call out the colours in a different order of your own choosing, starting with the colour red.

Fast finishers:

Ask the children to test their partner (who should be a fast finisher, too) by saying a colour, for example *Blue*, and their partner should point to something in the picture that colour.

Closing activities

Say Goodbye!

- Say **It's time to say Goodbye. Let's say Goodbye.** Pick up the pile of character flashcards and shuffle them in front of the children. Hold up the first flashcard and say **Goodbye, (Harry)!** Encourage the children to do the same. Repeat with the other character flashcards.

Extra activity: Hello...

Invite three children to come to the front. Give a character flashcard (Harry/Holly/Leo) to each child and ask them to look at it without showing it to anyone else. Explain that they are 'playing the part' of that character. Ask one of the children to step forward. Ask a member of the class to guess who the child is by waving and saying *Hello, Harry* or *Hello, Holly* or *Hello, Leo*. If they guess correctly, the child holding the card should show it to the class and say *Hello, (Maria)*. If it isn't correct, the child holding the card must not answer. Continue the game, inviting different groups of children to the front.

Lesson 2

Learning objectives

- Identify and say numbers 1–10
- Review colours
- Make a mini-flashcard envelope

Language focus

- *What's your name? I'm...*
- *It's red/yellow/green/blue/orange/brown/pink*
- *Hello, Goodbye*
- *one, two, three, four, five, six, seven, eight, nine, ten*

Materials

- Pencils, crayons, scissors, glue for each child
- Flashcards: *Harry, Holly, Leo*
- Photocopiables (1–10 number cards and mini-flashcard envelope template) for each child
- Class audio CD



At-a-glance lesson plan (PB pages 2 and 3)

Opening activities

- Say *Hello*. C1
- **Vocabulary game** *What colour is it?* C1 C3 C7 C8

Main activities

- **Song (karaoke)** *Hello!* (CD 1 track 3). C1 C6 C7
- **Vocabulary activities** Say and count numbers. Say the *Numbers* rap. Find and circle numbers. C1 C2 C7 C8
- **Cut-out activity** Make a mini-flashcard envelope. C1 C3 C6 C7 C8

Closing activities

- Say *Goodbye!* C1 C3

Opening activities

- Say **Hello!** and wave your hand. Have the children do the same.
- Ask **What's your name?** Encourage the children to repeat *I'm...* If the children are confident, tell them to ask their classmates.

Play *What colour is it?*

- Say **Let's play *What colour is it?*** Point to something red in the classroom and ask **What colour is it?** Encourage the children to respond, saying *It's red*.
- Repeat the question with the other colours (blue, green, pink, yellow, orange, brown).

- Alternatively, use crayons. Select one, hold it up and ask **What colour is it?** Encourage the children to respond, saying *It's...* Invite different children to the front to select a crayon.

Main activities

Sing the *Hello!* song (karaoke version).

- Pick up the character flashcards and select one. Ask **Who's this?** Listen to pupils' responses, saying **Yes, this is Holly/Harry/Leo**. Stick the flashcard on the board, then repeat the question with the other character flashcards.
- Point to the CD player and, cupping your hand to your ear, say **Let's sing the *Hello!* song** (For lyrics see TN page 28).
- Play CD 1 track 3 and encourage the children to copy your actions as they sing.

Say and count numbers.

- Hold up the number flashcards with the pictures facing the class, ordered 1 to 10.
- Turn the cards towards you and ask **What number is it?** Show the top card, number 1. Invite a child to give you the answer, and stick the card to the board. Say **Yes, that's right. One!**
- Repeat with the other flashcards, sticking them on the board in order.
- Say **Let's count**. Move your hand over the flashcards and encourage the children to repeat the numbers in sequence until they are confident.

Option: You can expand the counting activity by asking the children to count the numbers in different forms: quickly, slowly, quietly, in reverse, etc. Or you might invite different children to the front to direct the counting by pointing to different numbers.

Say the *Numbers* rap.

- Say **Let's say the *Numbers* rap**. Use the chant below to count with the children.
- Have the children chant with you while holding up the right number of fingers.
- Repeat with the children, chanting and holding up their fingers.

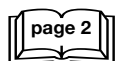
Numbers rap

Let's count to ten! (hold up your fingers and pretend to count)
One, two, three! (as above)
One, two, three!



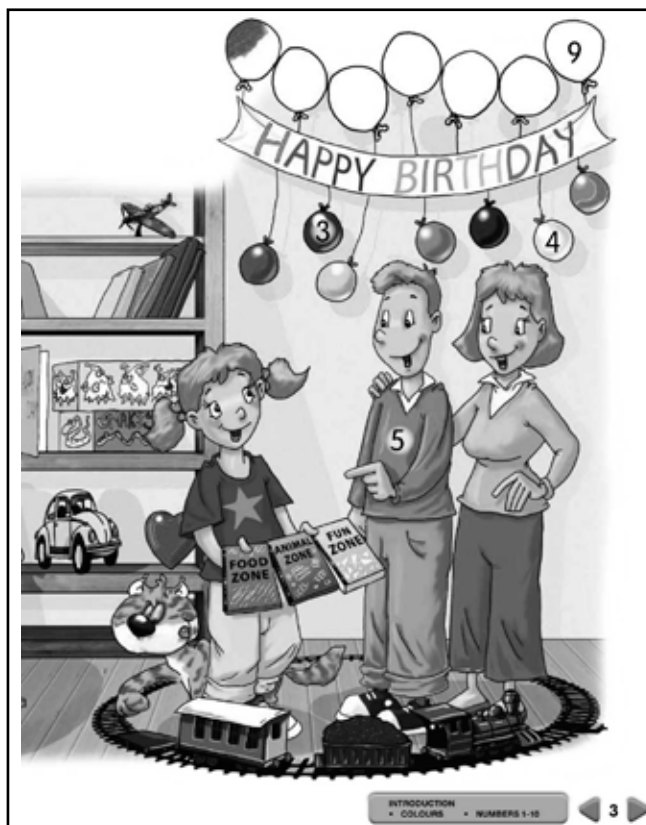
Four, five, six! (as above)
 Four, five, six!
 Seven, eight! (as above)
 Seven, eight!
 Nine, ten! (as above)
 Nine, ten!

One, two, three! (as above)
 One, two, three!
 Four, five, six! (as above)
 Four, five, six!
 Seven, eight! (as above)
 Seven, eight!
 Nine, ten! (as above)
 Nine, ten!



Find and circle numbers.

- Hold up your PB and point to it. Say **Open your books at page 2.**
- Move your finger over the picture and say **Find number 1.** Encourage the children to raise their hands when they have found it. (Answer: on the doll)
- Check that the children have got pencils and tell them to circle the number.
- Repeat with the other numbers, saying **Find...**, giving the children time to find the numbers and circle them. (Answers: 2 in the middle pocket of the organizer, 3 and 4 on balloons, 5 on the father's shirt, 6 on Harry's T-shirt, 7 on the organizer pocket near the crayons, 8 on the



shelf, 9 on a balloon, 10 on the inside of the toy box lid)

- You may wish to chant the *Numbers rap* again and encourage the children to say the numbers while pointing at the circled numbers in their books.
- Say **Let's count.** Using your PB, point first at number 1, and encourage the children to repeat the numbers with you while pointing in their books.

Make a mini-flashcard envelope.

- Give a photocopy of the mini-flashcard envelope template (TN page 229) to each child. Explain that they are going to make an envelope for their mini-flashcards.
- Check that the children have got scissors. Point to the broken cutting line and explain that children should cut out their envelope, following the cutting line.
- Point to the character pictures on the envelope and ask the children to colour them.
- As they are colouring, move around the room, and show the children how to fold the envelope and where to glue it.
- Ask the children to write their names on the front of the envelope and give it in to you.

Tip: Store the children's envelopes in a special *Your Quest* box. Then you can hand out the envelopes when the children need to use their mini-flashcards (Lessons 2 and 4 of each unit).

Closing activities

Say Goodbye!

- Say **It's time to say Goodbye. Let's say Goodbye** (See TN page 30).

Extra activities: Numbers on your back

- Place the number flashcards on the board at a height that the children can reach. Invite eight children to come to the front and divide them into two lines facing the board. Say a number quietly, for example, **One**, to the first child of each team and ask him/her to trace the number with his/her finger on the second child's back. The number is passed down the line of children in the same way. The fourth child in the line must go to the board and touch the correct flashcard, saying the number aloud. Invite another group of children to the front and continue the game until all the numbers have been said.
- Alternatively, you could divide the children into pairs. One child traces the number on the other's back. The other child should say the number aloud. Then ask the children to swap roles.

Lesson 3

Learning objectives

- Listen to and understand a story
- Review numbers and colours
- Practise a short dialogue

Language focus

- *What's your name? I'm...*
- *How old are you? I'm...*
- *red, yellow, green, blue, orange, brown, pink*
- *Hello, Goodbye*
- *one, two, three, four, five, six, seven, eight, nine, ten*

Materials

- Crayons, scissors for each child
- Flashcards: *Harry, Holly, Leo, Digi*, numbers 1–10
- Mini-flashcard envelopes
- Photocopiables TN page 230 for each child
- Class audio CD



At-a-glance lesson plan (PB page 4)

Opening activities

- Say *Hello*. (C1 C5)
- **Vocabulary game** *How many fingers?* (C1 C2 C7 C8)

Main activities

- **Story** Listen to the story (CD 1 track 5). Tell the story and ask questions. (C1 C6 C7)
- **Listening practice** Listen and repeat (CD 1 track 6). (C1 C2)
- **Cut-out activity** Make mini-flashcards of the characters. (C1 C3 C6 C7 C8)
- **Vocabulary game** *Ask two questions.* (C1 C7 C8)

Closing activities

- Say *Goodbye!* (C1 C5)

Opening activities

- Say **Hello!** and wave your hand and have the children return the greeting.
- Ask **What's your name?** Encourage the children to repeat *I'm...* If the children are confident, ask them to ask their classmates the question.

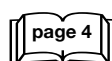
Play *How many fingers?*

- Say **Look at me**, hold up one finger and say **One**. Encourage the children to hold up a finger and repeat *One*. Repeat up to ten.



- Dramatically throw your fists behind your back and get the children to copy you. Say **One** and hold up a finger in front of you and encourage the class to do the same. Repeat for numbers from 1 to 10.
- If your children seem quite confident with numbers, say the numbers out of sequence, e.g. **One, three, six**. Invite different children to say a number while the rest of the class hold up the correct number of fingers.

Main activities



Listen to the story.

- Pick up the character flashcards and select one. Ask **Who's this?** Listen to pupils' responses and respond, **Yes, this is Holly/Harry/Leo**. Stick the flashcards on the board.
- Slowly reveal the final card, and say **This is Digi**. Say **Hello, Digi!** as you stick the flashcard on the board. Point to the flashcard and encourage the children to say *Hello, Digi!*
- Ask **Who is he? Where is he from?** Children may answer in L1. Encourage their answers to generate interest in the story.
- Say **Open your books at page 4.**
- Say **Let's listen to the story.** Play CD 1 track 5 and encourage the children to point to the pictures as they listen to the story.



Frame 1 Storyteller: Harry and Holly are playing with their computer game. They are playing a colour-maze game.

Computer voice: Orange. Pink. Green. What number is it?

Holly: It's number 4.

Harry: Great! Well done, Holly!

Digi: Pink, green, brown, blue...

Holly: Shh! Listen, Harry. What is it?

Frame 2 Storyteller: Suddenly, a dragon comes out of the computer game!

Harry and Holly: Wow!

Leo: Miaow!

Harry and Holly: Hello! Who are you?

Digi: I'm Digi. I'm from Digiworld. What's your name?

Holly: I'm Holly.

Harry: And I'm Harry and this is Leo, our cat.

Leo: Hiss!

Frame 3 Harry: Today it's my birthday!

Holly: It's my birthday, too.

Digi: Oh! Happy Birthday! Happy Birthday! How old are you?

Holly: I'm six.

Harry: Me, too!

Digi: I'm seven.

Frame 4 Holly: What's that, Digi?

Digi: It's my Quest tablet.

Harry and Holly: Wow!

Holly: Err Digi... What's a Quest?

Digi: My Quest is... to find out about your world. I have to collect six things. Look!

Frame 5 Mummy: Harry! Holly! It's time for lunch!

Digi: Ohhh. Who is it?

Harry and Holly: It's Mummy!

Digi: It's time for me to go back to my world.

Goodbye, Harry! Goodbye, Holly!

Holly: Digi! Your Quest tablet!

Frame 6 Storyteller: Mummy comes into the room and Digi disappears into the game.

Mummy: What's that noise?

Harry and Holly: It's our computer game.

Leo: Miaow! Miaow!

Harry: Shhh, Leo!

Mummy: Come on! Lunch is ready!

Harry and Holly: Goodbye, Digi!

Holly: See you again!

Tell the story and ask questions.

- Say **Let's listen to the story again.**
- Play the CD track again and have the children point to the pictures as they listen to the story.

- When you have finished, ask **Do you like the story?** and encourage the pupils to say Yes or No.
- Check the children's understanding of the story by asking questions about each frame. Children may answer in L1.

Frame 1

Who's this? (Holly)

Who's this? (Harry)

Frame 2

What is it? (a dragon)

What colour is he? (green)

What's his name? (Digi)

Is he magic? (yes)

Frame 3

How old is Harry/Holly? (six)

How old is Digi? (seven)

Frame 4

Has Digi got a Quest tablet? (yes)

What is Digi's Quest? (to collect six things from our world)

Frame 5

Where does Digi go? (into the computer/Digiworld)

Does he take his Quest tablet? (no)

Frame 6

Can Mummy see Digi? (no)

Listen and repeat.

- Pick up the number flashcards and select numbers 5, 6 and 7. Stick the numbers under the character flashcards on the board: 6 for Harry and Holly, and 7 for Digi. You may wish to add 5 for Leo.
- Play CD 1 track 6 and have the children point to the flashcards.



Storyteller: What's your name?

Holly: I'm Holly.

Storyteller: How old are you?

Holly: I'm six.

Storyteller: What's your name?

Harry: I'm Harry.

Storyteller: How old are you?

Harry: I'm six.

Storyteller: What's your name?

Digi: I'm Digi.

Storyteller: How old are you?

Digi: I'm seven.

- Say **Let's repeat.** Play the CD again. This time the children repeat the words. Repeat the dialogue again.

- Alternatively, divide the class into two groups. Group 1 repeats with the Storyteller and group 2 with Harry, Holly and Digi. Then, with the second listening, the groups can change roles.

Make mini-flashcards of the characters.

- Give a photocopy of Photocopiables TN page 230 (mini character flashcards) to each child. Explain that they are going to make their own mini-flashcards of the characters.
- Check that the children have got scissors. Say **Cut out the cards here**, pointing to the cut line.
- Invite a child to give out the mini-flashcard envelopes and ask the pupils to put their mini character flashcards inside for the next activity.

Fast finishers:

Ask children to colour their cards.

Extra activity: Number rush

Place the number flashcards on the board, at a height that the children can reach. Invite two children to come to the front. Say a number, for example, **One**, and encourage the children to touch the correct card. Invite another pair of children to the front and continue the game until you have said all the numbers.

Play *Ask two questions*.

- Say **Let's play *Ask two questions***. Hold your mini-flashcard envelope in front of you, take one card out, look at it quickly and make a show of hiding it behind your back.
- Explain that you are a character and the class should ask you two questions. Encourage the pupils to say the full questions *What's your name? How old are you?* Answer their questions as if you are a character by saying **I'm (Holly)**.
- When a child asks the first question correctly, reveal the picture, saying **I'm (Holly)**. Encourage the children to take that character's picture out of their envelopes, and place it face up on their desk. Then invite a child to ask the next question *How old are you?*
- Repeat with the other mini-flashcards.
- Invite different children to the front to take turns, using their envelopes.
- If your class is confident with the questions, you can divide them into pairs and ask them to ask each other the questions, using their mini-flashcards and envelopes as props.

Closing activities

Say *Goodbye!*

- Say **It's time to say *Goodbye*. Let's say *Goodbye!*** (See TN page 30).

Unit objectives

- Greeting people and saying goodbye C1 C5
- Introducing course characters C1 C3 C5
- Identifying classroom objects C1 C3 C7
- Listening to and saying the raps C1 C6 C7
- Listening to and singing songs with actions C1 C6 C7
- Making mini-flashcards to play communicative games C1 C3 C6 C7 C8
- Listening to and understanding the story C1 C6
- Retelling the story C1 C6 C7 C8
- Giving an opinion on the story C1 C8
- Listening to and acting out a role play C1 C5 C7 C8
- Associating pictures with meaning C1 C6 C7
- Recognizing key words C1 C7 C8

Pronunciation

Practising the /p/ sound

Cross-curricular content

Social science: Classroom behaviour

Socio-cultural aspects

- Interest in learning English
- Interest in learning about school in the UK
- Awareness of good classroom behaviour
- Willingness to share
- Positive attitude towards own ability to participate in class activities
- Pleasure in the story about classroom objects
- Respect for others in the group
- Willingness to follow simple instructions
- Willingness to review and reflect on own learning
- Pleasure in completing their English Dossier

Key language**Vocabulary**

- *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- *Stand up! Sit down! Be quiet, please! Put your hand up! Put away your things!*

Structures

- *How are you? I'm fine, thank you.*
- *Can I have a..., please? Here you are. Thank you!*

Recycled language

- Numbers 1–10
- Colours
- *Hello. I'm...*
- *Goodbye.*
- *What is it/this? It's...*
- *Is it...? Yes, it is./No, it isn't.*

Receptive language

- *Let's listen/sing/number/play/say/point to/match, etc.*
- *Find page (number). Open your books at page (number).*
- *What colour/number is it?*
- *How are you? I'm OK. I'm fine. I'm tired. I'm not so good.*

Summary

Your pupils have now learnt to talk about colours and numbers. In Unit 1 you will introduce and practise vocabulary for school things and classroom behaviour. Pupils will learn how to ask for something, give the correct response and say *Thank you*.

Basic competences key

- C1 Competence in linguistic communication
- C2 Mathematical competence
- C3 Competence in knowledge of and interaction with the physical world
- C4 Competence in processing information and use of ICT
- C5 Competence in social skills and citizenship
- C6 Artistic and cultural competence
- C7 Learning to learn
- C8 Autonomy and personal initiative

Lesson 1

Learning objectives

- Identify and say words for different school things
- Listen to and sing the *My school bag* song
- Learn a song for the opening routine

Language focus

- *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener,*
- *Can I have a..., please? Yes, here you are. Thank you.*

Materials

- Flashcards: *Holly, Harry, pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- Class audio CD



At-a-glance lesson plan (PB page 5)

Opening activities

- Learn the *How are you?* song (CD 1 track 7).
C1 C6 C7

Main activities

- **Vocabulary game** *What's in the school bag?*
C1 C7 C8
- **Vocabulary activities** *Word rap* (CD 1 track 9). Listen, point and say the words. Listen and point. **C1 C6 C7**
- **Song** *My school bag* (CD 1 track 10). Listen, sing and point. Mime. **C1 C6 C7**
- **Vocabulary activity** Look and answer questions. **C1 C7 C8**
- **Vocabulary game** *Digi's Maze* (CD 1 track 12).
C1 C7 C8

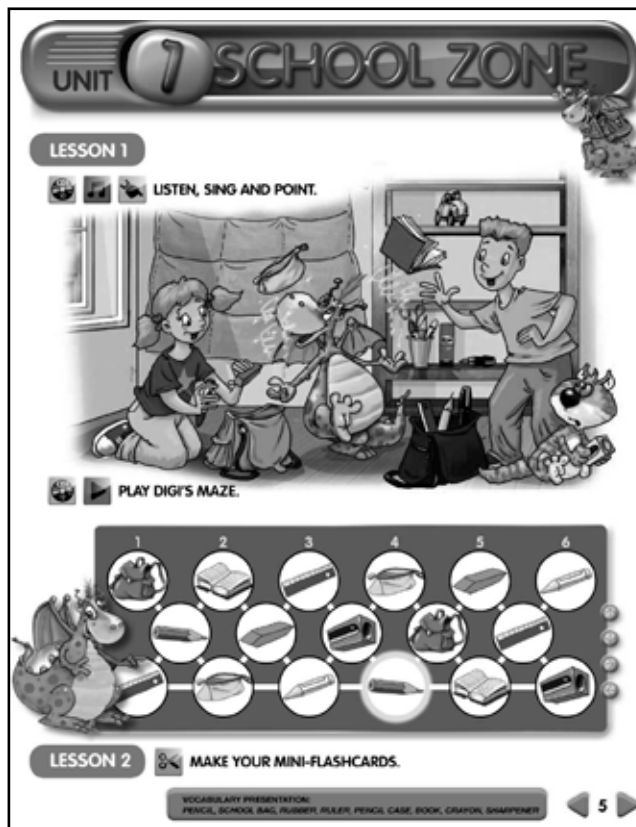
Closing activities

- Say *Goodbye!* **C1 C5**

Opening activities

Learn the *How are you?* song.

- Say **Hello!** and wave your hand. Have the children do the same.
- Ask **How are you?** Answer **I'm fine, thank you**, and make a thumbs-up sign. Have the children repeat and mime the action.
- Stick the flashcards of Holly and Harry on the board and say **Let's listen and mime**. Play the *How are you?* song (CD 1 track 7) and mime the actions to the song. Have the children sing and do the actions with you.

**How are you?** song

Holly: *Hello, Harry. Hello, Harry.* (wave at the flashcard of Harry on the board)

How are you? How are you?

Harry: *I'm fine, thank you.* (make a thumbs-up sign, and a big smile)

I'm fine, thank you. (as above)

How about you?

Holly: *I'm fine, too.* (as above)

Harry: *Hello, Holly. Hello, Holly.* (as above)

How are you? How are you?

Holly: *I'm fine, thank you.*

I'm fine, thank you. (as above)

How about you?

Harry: *I'm fine, too.*

Main activities

Play *What's in the school bag?*

- Draw a large school-bag outline on the board. Ask **What is it?** Listen to pupils' answers and say **Yes, it's a school bag**.
- Say **Let's play *What's in the school bag?***
- Take a card from the school things flashcards and reveal it slowly. Invite a child to guess the answer, and stick the card on the board inside the school bag outline you have drawn. Children may answer in L1. Respond, **Yes, it's a pencil**, etc.
- Repeat with the other flashcards.

Listen, point and say the words.

- Say **Let's listen and say the Word rap**. Play CD 1 track 9. Point to the different flashcards, as they are heard on the CD, and encourage the children to repeat the words as they hear them.



Word rap

Everybody clap, clap, clap.

Let's say the school word rap.

Pencil... School bag... Rubber... Ruler...

Pencil case... Book... Crayon... Sharpener.

Everybody clap, clap, clap.

That's the end of the school word rap.

- Play the track again. Get the children to say the words while you point to the flashcards. Or you could point to each flashcard in turn, say the word and encourage the children to repeat it two or three times. Repeat this procedure with the other flashcards.



Listen and point.

- Say **Open your books at page 5**.
- Point to the characters and school things. Ask **Who's/What's this? Where are Harry and Holly?** (at home) **What are they doing?** (preparing their school bags) **What is Digi doing?** (helping them using magic) Children may answer in L1.
- Point to the top part of the page and explain that the children should point to the school things as they hear them in the *Word rap*. Say **Let's listen and point**.
- Play the *Word rap* again and encourage the children to point in their PB.



Listen, sing and point.

- Say **Let's listen to the song and point**. Play the *My school bag* song (CD 1 track 10) and point in your PB. Encourage the children to do the same.
- Say **Let's sing the My school bag song**. Play the track again. Sing the song and mime to the lyrics, point to the flashcards and encourage the children to copy you.



My school bag song

Harry: *Can I have a ruler and a pencil, please?* (point to your chest, at your pencil, and ruler)

Digi: *A ruler, a pencil.* (hold up the items) *Here you are.*

Harry: *Thank you!* (mime giving this to someone, saying *thank you*)

Harry and Holly: *All my school things... go in my school bag.* (mime putting things into a bag)

Holly: *Can I have a rubber and a crayon, please?* (as above)

Digi: *A rubber, a crayon. Here you are.*

Holly: *Thank you!* (as above)

Harry and Holly: *All my school things... go in my school bag.* (as above)

Harry: *Can I have a sharpener and a book, please?* (as above)

Digi: *A sharpener, a book. Here you are.*

Harry: *Thank you!* (as above)

Harry and Holly: *All my school things... go in my school bag.* (as above)

Holly: *Can I have a yellow pencil case, please?* (as above)

Digi: *A yellow pencil case. Here you are.*

Holly: *Thank you!* (as above)

Harry and Holly: *All my school things... go in my school bag.* (as above)

Look and answer questions.

- Ask the children to look again at the picture at the top of the page. Say **Look and answer questions**.
- Hold up your PB and point to one of the school bags in the picture. Ask **What is it?**
- Keep asking questions about the various items in the picture. This is a good opportunity to revise numbers and colours, too.
- Possible questions: **Can you see a brown/blue/pink crayon? Can you see a green/yellow pencil case? Can you see two rulers? Can you see four pencils?**



Play Digi's Maze.

- Point to the word maze on PB page 5 and ask **What is it?** Allow pupils to answer in L1. Say **Yes, it's a computer game. It's Digi's school maze. Let's play Digi's school maze.**
- Hold up your PB and place your finger on Digi. Have the children do the same.
- Play CD 1 track 12 maze 1 and mime to the words.



Maze 1

Digi: *Let's play!* (move your finger up and down on Digi)

Let's play my maze game! (move your finger in a circular movement around the screen)

Press the button. (move your finger decisively to the highlighted button (pencil) and mime pressing it)

Pencil. (mime listening to the word)

School bag. (move your finger, following the line to the picture of a school bag)

Rubber. (as above)

What number is it? (mime listening to Digi, making an expression that you know the answer, and move your finger from the rubber picture to the number above)

- At the end of maze 1 press 'pause' and repeat Digi's question **What number is it?** Point to the number. Invite a child to answer. (Answer: 5) If the children seem unsure, repeat and have them say the words with you.

- Press 'pause' to play maze 2. Say the words, and use the actions above to help the children follow the route through the maze. (Answer: 2)



Maze 2

Digi: Let's play!

Let's play my maze game!

Press the button.

Ruler... Pencil case... Crayon...

Rubber... Book...

What number is it?

- Create a route of your own through the maze which is different from what you heard on the CD, and arriving at a different number. You can only move across the items in the bottom row to an item in the middle and then to the top row.
- Invite one of your pupils to come to the front to guide the rest of the class through the maze.
- For more practice, you could divide the children into small groups or pairs to play together.

Closing activities

Say Goodbye!

- Say **It's time to say Goodbye!** Say **Goodbye, (Ana)!** and wave to a particular child. Have the child do the same. Repeat with other children. Have the children turn to their partner and say **Goodbye, (David)!**

Extra activity: I spy (school things)

Stick the school flashcards on the board. Point to the first flashcard, for example, *pencil*, and ask **How many pencils can you see? Count the pencils in the classroom.** Explain that pupils should count as many pencils as they can see in the classroom. Give them at least 10 seconds to count, and then say **Stop counting.** Invite a child to answer. Have him/her say *I can see (five) pencils* and write the number on the board next to the flashcard. Repeat with the other flashcards.

Tip: In Unit 4 there is the option of introducing numbers 11 to 20. If the children count more than 10 of an item, say the number to them in English and encourage them to repeat it.

Activity Book activity

Do activity 1 in *Your Quest 1* Activity Book page 2.

Notes:



Lesson 2

Learning objectives

- Sing and mime the *My school bag* song
- Follow instructions to make mini-flashcards to play communicative games
- Recognize words for different school things
- Learn a new song for the closing routine

Language focus

- *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- *Can I have a..., please? Yes, here you are. Thank you.*

Materials

- Scissors for each child
- Flashcards and word cards: *Holly, Harry, pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- Class audio CD



At-a-glance lesson plan (PB pages 5 and 65)

Opening activities

- *How are you?* song (CD 1 track 7). **C1 C6 C7**
- **Vocabulary game** *Flash the card.* **C1 C7 C8**

Main activities

- **Vocabulary activity** Match the pictures and words (optional). **C1 C7 C8**
- **Song** *My school bag* (CD 1 track 10) (karaoke CD 1 track 11). Listen, sing and mime. **C1 C6 C7**
- **Cut-out activity** Make mini-flashcards. Sing (CD 1 track 10). **C1 C3 C6 C7 C8**
- **Vocabulary game** *Snap!* **C1 C7 C8**

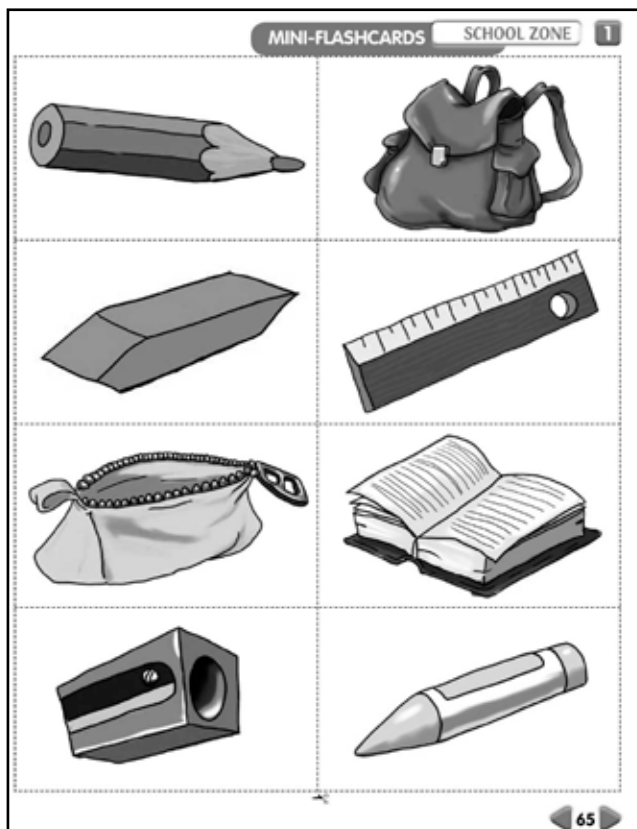
Closing activities

Learn the *Goodbye!* song (CD 1 track 13).

C1 C6

Opening activities

- Say **Hello!** and have the children return the greeting.
- Ask **How are you?** and encourage the children to do the same. Answer **I'm fine, thank you.** Have the children do the same. Stick the *Holly* and *Harry* flashcards on the board.
- Say **Let's sing the How are you? song** (For lyrics see TN page 38), and play CD 1 track 7.

Play *Flash the card*.

- Play *Flash the card* using the school things flashcards, or any other game from the *Activity Bank* (TN page 23), to recycle the vocabulary.

Main activities

Match the pictures and words.

- **NB:** Carry out this activity only if the children know how to read and write.
- Stick the school things flashcards on the board. Say **Look at my school things**, and point to the flashcards.
- Hold up the pile of school things word cards, facing the class. Say **pencil** and get the children to repeat with you. Stick the word card next to the flashcard. Repeat with the other word cards, giving the children an opportunity to read and tell you the word before you say it.
- Move your hand slowly over the words, saying each in turn. Encourage the children to repeat with you, until they are confident.

Listen, sing and mime.

- Say **Let's sing the My School bag song** (For lyrics see TN page 39). Play CD 1 track 10. Encourage the children to point to the flashcards and to sing along with you as you mime.

- When the song has finished, invite different children to the front to point to the flashcards and say the words aloud.
- You could play the karaoke version of the *My school bag* song, CD 1 track 11.



Make your mini-flashcards.

- Say **Open your books at page 65.**
- Check that the children have got scissors. Say **Cut out the cards here**, pointing to the cut line in your PB.
- Move around the classroom as the children cut out the mini-flashcards, pointing to different items and asking individuals **What is it?**
- Say **Put your cards on the desk like this**, and show pupils how to lay out their cards, face up on their desks.
- Say **Let's sing the *My School bag* song again** (For lyrics see TN page 39). Explain to the children that when they hear a school item in the song, they should wave the correct mini-flashcard in the air.
- Play CD 1 track 10.
- Invite a child to give out the mini-flashcard envelopes (see TN page 32), and ask the children to put their mini-flashcards inside for the next activity.

Play a mini-flashcard game: *Snap!*

- Check that the children have their cards face down on their desks. Invite a volunteer to come to the front with their mini-flashcards to play against you.
- Say **Let's play *Snap!***
- You and your volunteer each turn over your top card, and together say a whole sentence: *It's a (pencil)*. If the cards match you both say *Snap!*
- The first to say *Snap!* wins the cards. Repeat with different volunteers. You may wish to divide the class into two teams. Invite different children from both teams to the front to play against each other.
- The two volunteers sit down. The children then play the game in pairs.
- See the *Activity Bank* on TN page 23 for more language ideas with the mini-flashcards.

Tip: The children could use a paper-clip to put their mini-flashcards together. Tell the children to tick '1' on their mini-flashcard envelope and store their cards inside it.

Closing activities

Learn the *Goodbye!* song.

- Say **It's time to say *Goodbye***. Tell the children that they are going to learn a new song to sing at the end of the lesson.
- Stick the character flashcards on the board.
- Say **It's time to say *Goodbye*. Let's sing the *Goodbye!* song**. Play CD 1 track 13 and mime the actions to the song. Have the children sing and do the actions with you.



Goodbye! song

It's time to say goodbye. (point to your watch, and wave your hand)

Holly: *Goodbye, Harry.* (look at the flashcard and wave goodbye)

Harry: *Goodbye. Goodbye, Holly.* (as above)

Holly: *Goodbye.*

Holly and Harry: *Goodbye, everyone* (wave to all the children)

Holly: *Goodbye, Digi.* (as above)

Digi: *Goodbye.*

Harry: *Goodbye, Leo.* (as above)

Leo: *Miaow!*

Holly and Harry: *Goodbye, everyone.* (as above)

Extra activity: Colour clues

Show the school things flashcards to the children quickly. Shuffle them and place them in a pile, face down on your desk. Take the top one. Look at it and say **It's green. What is it?** Invite the children to answer, *It's a (pencil)*, etc. When they have guessed a card, select a new card and continue until the children are confident. Invite a volunteer to the front to select and give colour clues. As an extension, divide the class into pairs, and encourage the children to play together, using their mini-flashcards.

Activity Book activity

Do activities 2 and 3 in *Your Quest 1* Activity Book pages 3 and 4.

Lesson 3

Learning objectives

- Listen to, understand and explain the story
- Show understanding of the story by numbering
- Personalize the story by designing a school bag
- Give their opinion of the story

Language focus

- *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- *Can I have a..., please? Yes, here you are. Thank you.*

Materials

- Pencil, rubber, crayons
- Flashcards and word cards: *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- Class audio CD



At-a-glance lesson plan (PB pages 6, 7 and 8)

Opening activities

- *How are you?* song (CD 1 track 7).
- **Vocabulary games** *Find the match. Colour game.*

Main activities

- **Story** Listen to the story (CD 1 track 14). Tell the story and ask questions. Find the Quest item. Express an opinion about the story.
- **Story activities** Look and number. Draw and colour.

Closing activities

- *Goodbye!* song (CD 1 track 13).

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38). Ask the children to stand up, and sing and do the actions with you. Play CD 1 track 7, or use the karaoke version, CD 1 track 8, if you prefer.

Play *Find the match.*

- Play *Find the match* with the school things flashcards if the children know how to read and write, or any other game from the *Activity Bank* (TN page 23) to recycle the vocabulary.

Play the *Colour game*.

- Hold up the pencil flashcard and ask **Is it green?** Nod your head and have the children answer *Yes, it is*. Have them repeat the question and answer.
- Show them the crayon flashcard, and ask **Is it white?** Shake your head and have them say *No, it isn't. It's...* Repeat with the other flashcards.

Main activities



Listen to the story.

The colour white has a special focus in the story. It is therefore important that the children understand this colour.

- Say **Open your books at page 6**. Invite children to speculate about the first picture. **Who can you see?** (Harry, Holly and Digi) **What are they doing?** (Digi is choosing a game to play) **Why do they want to play?** (to help Digi with his Quest). Children may respond in L1.
- Say **Let's listen to the story**. Tell the story either by reading the text or by playing CD 1 track 14. Point to different things in the frames as the story is being told.



Frame 1 Storyteller: Holly, Harry and Digi are playing on the computer.

Digi: Can you help me with my Quest?

Harry: OK. Let's look at School Zone.

Holly: Good idea!

Frame 2 Tom: Come on, Suzie. Hurry up! School starts tomorrow. We need to buy our school things.

Suzie: Oh yes! I need a school bag and a pencil case.

Tom: And I want a ruler and a sharpener.

Suzie: That's a nice shop, Tom.

Tom: Let's go inside.

Frame 3 Shopkeeper: Hello! Can I help you?

Tom: Yes! Can I have a ruler, please?

Shopkeeper: Here you are.

Tom: Thank you.

Suzie: Can I have a pencil case, please?

Shopkeeper: Here you are.

Suzie: Oh thank you.

Frame 4 Shopkeeper: Anything else?

Suzie: Can I have a rubber, please?

Shopkeeper: A rubber. OK. Here you are.

Tom: Oh yes! And a sharpener for me, please.

Shopkeeper: A sharpener. Here you are.



Tom: Thank you. Oh it's white. Can I have a blue sharpener, please?

Suzie: My rubber is white, too. Can I have a pink rubber, please?

Frame 5 Shopkeeper: A blue sharpener and a pink rubber. Here you are.

Tom and Suzie: Wow!

Suzie: Magic crayons!

Tom: Can you change my ruler, please?

Shopkeeper: What colour?

Tom: Yellow.

Suzie: Can I have an orange pencil case, please?

Tom: Fantastic! Thank you.

Frame 6 Suzie: Tom, what about school bags?

Tom: Oh yes! Can we have two school bags, please?

Shopkeeper: OK! One for you... and one for you.

Suzie: Thank you.

Tom: Thank you... Errr... can I colour my school bag, please?

Suzie: And me, too!

Shopkeeper: Of course. Here are the crayons.

Frame 7 Tom: Suzie, your bag looks great!

Suzie: Thanks!

Tom: Here are your magic crayons. Thank you very much.

Shopkeeper: You're welcome.

Tom: Put your things away in your bag, Suzie.

Suzie: OK.

Tom: Let's go home.

Tom and Suzie: Goodbye!

Shopkeeper: Goodbye!

Frame 8 Harry: I like that story.

Holly: Me too! What school bag do you like?

Harry: I like the green school bag.

Holly: Oh Digi! The Quest!

Digi: I've got it!

Harry: Where is it in the story?

Digi: Ah! Look again!

Tell the story and ask questions.

- Say **Let's listen to the story again.**
- Play CD 1 track 14 and have the children point to the pictures as they listen to the story.
- Play the track again and have the children repeat key phrases and vocabulary items (see 'Language focus' on TN page 44).
- After the story ask **What's the Quest item?**
- Point to the Quest frame at the bottom of PB page 7. (Answer: a green pencil)
- Ask **Can you find the Quest item in the story?** (Answer: frame 5)
- Check the children's understanding of the story by asking questions about each frame. Children may answer in L1.

**Frame 1**

What does Digi want help with? (his Quest)
 What does Harry suggest? (looking at School Zone)

Frame 2

What is this? (School Zone/a computer game/
 a story on Harry and Holly's computer)

Frame 3

Who's this? (Tom/Suzie)
 What does Tom want? (a ruler)
 What does Suzie want? (a pencil case)

Frame 4

What colour is the sharpener/rubber? (white)
 Is Tom/Suzie happy? (no)

Frame 5

Are the crayons magic? (yes)
 What colour is the sharpener/rubber/ruler/pencil
 case now? (blue, pink, yellow, orange)
 Is Tom/Suzie happy? (yes)

Frame 6

What does Tom/Suzie want? (a school bag)
 Can Tom colour with the crayons? (yes)

Frame 7

Are they happy? (yes)

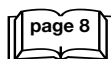
Frame 8

Has Digi got his Quest item? (yes)
 Is Digi happy? (yes)
 Which school bag does Harry like? (the green
 school bag)
 Which school bag do you like?

Express an opinion about the story.

- Draw the outlines of two round faces on the board. Open your PB at page 7 and point to story frame 8.
- Ask **Does Harry like the story?** Listen to children's answers (which can be in L1), and say **Yes!**
- Point to the first face, draw an enormous smile on the face, saying **Yes, it's brilliant!** Draw a small smile on the other face, repeat the question and say **Yes, it's OK!**
- Point to the faces, saying **Yes, it's brilliant** and **Yes, it's OK.** Have the children do the same.
- Ask children individually **Do you like the story?** Have them answer using the phrases.

Note: It is important for the children to give their opinion. If their opinion doesn't match the faces (brilliant, OK), listen to what they say in L1. Draw a different type of smile on the board, and say the word in English, **Yes, it's (funny).** Encourage the child to repeat with you.

**Look and number.**

- Say **Open your books at page 8.**
- Point to the school things at the top of the page. Say **Look and number**, and explain that pupils should number the pictures in the order they appear in the story. The first item (the ruler) has been numbered as an example.
- When pupils have finished say **Let's listen to the story to check.** Play CD 1 track 14, pausing after each item as it is mentioned in the story and encouraging the children to say the number and item. (Answers: 1 a ruler, 2 a pencil case, 3 a rubber, 4 a sharpener, 5 two school bags)

**Draw and colour.**

- Point to the bottom of the page. Say **We're going to draw a school bag.** Explain that the children should complete the school bag with any design/colours they like.
- Look at the children's work. Ask them about the colours they are using.

Fast finishers:

You could ask the children to draw things they would put in their school bag.

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Guess the story frame

Invite a child to select a frame from the story. Explain to the children you are going to guess the frame by asking questions. **Is it number 2?**

They should answer *Yes, it is.* or *No, it isn't.*

When you guess it correctly, invite a different child to select a new frame. When the children are confident, invite a volunteer to the front to guess the story frame.

As an extension, divide the class into pairs, and encourage the children to play together, pointing to the different story frames on PB pages 6 and 7.

Activity Book activity

Do activity 4 in *Your Quest 1* Activity Book page 5.

Lesson 4

Learning objectives

- Review the story by miming
- Practise the sound /p/ in the form of a chant
- Listen to and perform a short role play

Language focus

- *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- *Can I have a..., please? Yes, here you are. Thank you.*

Materials

- Pencil, rubber, scissors for each child
- Flashcards: *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- Mini-flashcard envelopes
- Photocopiables TN page 230 (name badge)
- Props for role plays (school things)
- Class audio CD



At-a-glance lesson plan (PB page 9)

Opening activities

- *How are you?* song (CD 1 track 7). **C1 C6 C7**
- **Vocabulary game** *Guess the picture.* **C1 C7**

Main activities

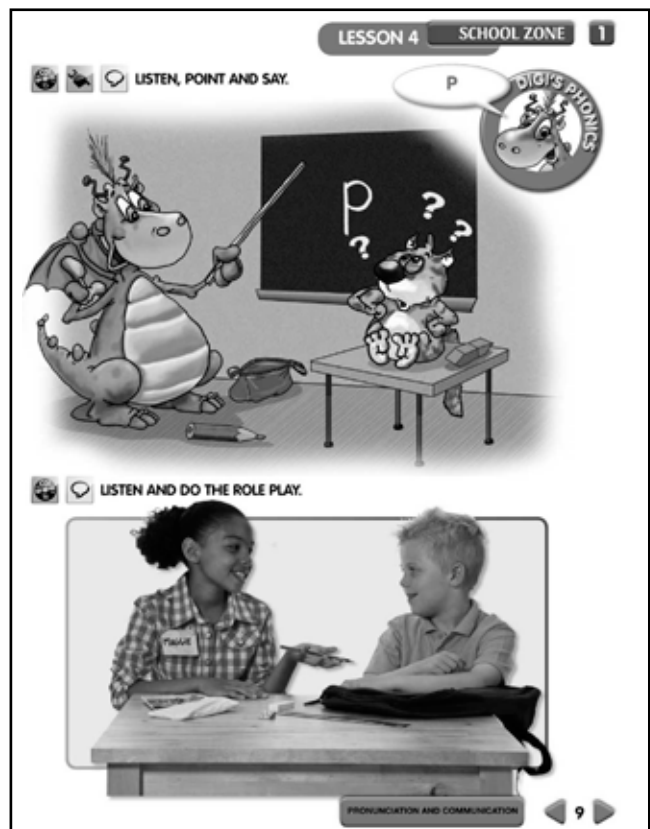
- **Pronunciation** /p/ Listen, point and say. (CD 1 track 15). **C1**
- **Story review** Listen and mime (CD 1 track 14). **C1 C7 C8**
- **Role play** Buying things in a shop. Listen and do the role play (CD 1 track 16). Dialogues with mini-flashcards. **C1 C5 C7 C8**

Closing activities

- *Goodbye!* song (CD 1 track 13). **C1 C6**

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38), and play CD 1 track 7.
- If the children are confident, you could teach them another feeling, for example, **I'm tired**. Invite a child to ask you *How are you?* Respond, **I'm tired**, and mime a tired expression. Children repeat. Ask children individually, **How are you?** and encourage them to reply *I'm fine* or *I'm tired*.

Play *Guess the picture*.

- Play *Guess the picture*, or another game from the *Activity Bank* (TN page 23) using the school things flashcards, to recycle the vocabulary.

Main activities



Listen, point and say.

- Say **Open your books at page 9**. Say **Look at Digi!** and point to Digi in the top right-hand corner.
- Ask **What's Digi saying?** and point to the speech bubble. Encourage the children to look at you. Point to your mouth, and make the /p/ sound repeatedly: /p/, /p/, /p/, /p/, /p/. Have the children repeat the sound with you.
- Point to the pencil and pencil case in the picture and ask **What is it?** Listen to the children's answers and say **Yes, it's a pencil/ a pencil case**.
- Point to the pencil and your mouth. Say /p/ /p/ /p/ **pencil**, and encourage the children to repeat with you. Repeat with **pencil case**.
- Say **Let's listen to the rhyme**. Play CD 1 track 15, and have the children point to the items as they hear them. Play the track a couple of times, until the children are confident enough to repeat the rhyme.



Digi's phonics

Digi's phonics

Digi's phonics

Digi's phonics p, p, p

Put the pencil in the pink pencil case.

Put the pencil.

Put the pencil.

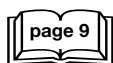
Put the pencil in the pink pencil case.

Put the pencil in the pink pencil case.

- Point to different items in the picture and ask **What's/Who's this? Does this have a /p/ sound?** (Items with /p/ sound: pencil, pencil case. Distractors: rubber, Digi, Leo, cat.)

Listen and mime.

- Say **Open your books at page 6**, and ask **Do you remember the story?**
- Say **Stand up, please. Let's tell and mime the story.**
- Either read the story from TN page 44 or play CD 1 track 14. Act out the story with the children and say key phrases and lexical items together.



Listen and do the role play.

Tip: To make the role plays as authentic as possible place real school objects on the desk in front of the child pretending to be the shopkeeper. You may wish to give a copy of Photocopiables TN page 230 (name badge) to each child. Give the children time to write their name, and encourage them to wear their badge while performing their role play.

- Point to the photo on PB page 9. Explain that the children are acting out a frame from the story, and point to frame 3 on PB page 6.
- Say **Let's listen to the children.** Explain that pupils should listen out for what the children buy in the shop.
- Play CD 1 track 16.



Girl: Hello! Can I help you?

Boy: Yes! Can I have a pencil, please?

Girl: Here you are.

Boy: Thank you.

Girl: Can I have a pencil case, please?

Boy: Here you are.

Girl: Thank you.

- Show the school things flashcards and ask **What things do the children get?** Listen to pupils' answers and respond **Yes, a pencil and a pencil case.**
- Invite two volunteers to come to the front. Explain that they will act out the frame, and allocate them roles (shopkeeper and customer). Have them position themselves according to their roles. Place school objects on the desk in front of the shopkeeper. Alternatively, you can give the pair the school things flashcards.
- Say **Let's listen and do the role play.** Play the CD track again. The children listen and repeat the words.
- Invite different volunteers to come to the front to act out the roles of shopkeeper and customer, but asking for different things. Ask the pupils to listen for the items requested. Support them by prompting them with the first couple of lines.
- Repeat the dialogue two or three more times, with different pairs. If your class are confident, you may wish to ask your volunteers to say the dialogue without any help.
- Alternatively, divide the class into two groups. Play the CD track again. Group 1 repeats with the boy and group 2 with the girl. Then the groups can change roles.
- Move around the classroom to check the children's speaking, and ensure they are taking turns in the different roles.

Dialogues with mini-flashcards.

- Divide the children into pairs. Ask a volunteer to give out the mini-flashcard envelopes.
- Ask the children to take their school things mini-flashcards (see TN page 43) out of the envelope, and arrange them as if they are in a shop.
- The children do the role play in pairs, using the mini-flashcards and name badge as props.

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say *Goodbye*. Let's sing the *Goodbye!* song** (For lyrics see TN page 43), and play CD 1 track 13.

Activity Book activity

Do activity 5 in *Your Quest 1* Activity Book page 6.

Notes:



Lesson 5

Learning objectives

- Identify and say classroom behaviour phrases
- Learn about classroom behaviour

Language focus

- *Stand up! Sit down! Be quiet, please! Put your hand up! Put away your things!*
- *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*

Materials

- Pencil, rubber, crayons and (optional) drawing paper and large piece of card for project
- Class audio CD



At-a-glance lesson plan (PB page 10)

Opening activities

- *How are you?* song (CD 1 track 7). **C1 C6 C7**
- **Vocabulary game** *Disappearing words*. **C1 C7 C8**

Main activities

- **Vocabulary activity** *Classroom behaviour* (CD 1 track 17). Listen and repeat. **C1 C7 C8**
- **Listening practice** Listen and number (CD 1 track 18). Listen and circle (CD 1 track 19). **C1 C2 C7 C8**

Closing activities

- *Goodbye!* song (CD 1 track 13). **C1 C6**

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38), and play CD 1 track 7.
- Ask children individually, **How are you?** Encourage them to answer *I'm fine* or *I'm tired*.

Play *Disappearing words*.

- Play *Disappearing words* with the school things flashcards, or any other game from the *Activity Bank* (TN page 23), to recycle the vocabulary.

Main activities

Let's learn about *Classroom behaviour*.

- Say **Let's listen to Digi. Today let's learn about...** Play the CLIL jingle, CD 1 track 17.



- Press 'pause'.
- Say **Open your books at page 7 and look at story frame 7.**
- Ask the children questions: **Who's this?** (*point to the shopkeeper*) (the shopkeeper) **Who's this?** (*point to Tom/Suzie*) (Tom/Suzie) **What is Tom/Suzie doing?** (*point to the crayons and pot*). Elicit the answer: *Tom and Suzie are putting their things away.* Children may answer in L1.
- Say **Open your books at page 10.** Ask the children to look at the photos and point out the photo that shows a child putting their things away.
- Ask **What can you see in the photos?** Elicit *Stand up! Sit down! Be quiet, please! Put your hand up! Put away your things!* Children may answer in L1.

Listen and repeat.

- Elicit that all the activities on PB page 10 demonstrate good classroom behaviour.
- Say **Let's listen to Digi.** Press 'pause' to continue the track and point to the different children on the page.



Digi: Look at our classroom. Let's learn about classroom behaviour.

Stand up!

Children: Stand up!

Digi: Sit down!

Children: Sit down!

Digi: Be quiet, please!

Children: Be quiet, please!

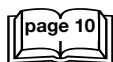
Digi: Put your hand up!

Children: Put your hand up!

Digi: Put away your things!

Children: Put away your things!

- Say **Let's say the words.** Play the CD track again. Pause after Digi says a phrase and encourage the children to repeat it with you.
- Instead of using the CD track you could point, say the phrase and encourage the children to repeat the words with you for each action.
- Invite different children to the front of the classroom. Ask them to point at or touch the correct photo on the page. Say **Find... Stand up!**
- You can ask different children to carry out the activities, too.
- Ask questions to check the children's understanding of the new language and to personalize. **Is this Stand up or Tidy up? Do you put your hand up in class?** etc (Yes, I do./ No, I don't.)



Listen and number.

- Point to the numbered example and explain that pupils should listen for the classroom behaviour phrase and write the correct number.
- Say **Let's listen and number.** Play CD 1 track 18. (For answers see audioscript below.)



OK, children. Listen to me, please.

1 Stand up, please!

2 Shhh! Be quiet, please!

3 Put away your things!

4 Sit down, please!

5 Put your hand up, please!



Listen and circle.

- Say **Look at the children. They're in the classroom,** and point to the pictures on the second half of the page.
- Point to the first pair of children and explain that pupils should listen and circle the action that they hear for each pair of illustrations.
- Say **Let's listen and circle.** Play CD 1 track 19. (For answers see audioscript.)



1 Sit down, children!

2 Put your hand up, please!

3 Shhh! Be quiet!

- The children work individually, circling the classroom behaviour illustrations as they listen.
- Move around the classroom, checking the children's work and asking them to repeat the phrases.

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Classroom contract (class project)

Before class prepare an outline of a 'contract' on a large piece of card and stick it on the board. At the top write *In our class we...*

Divide the class into small groups, and give each group a piece of paper. Allocate a classroom behaviour action to each group and ask the groups to draw it. When a group finishes their drawing, invite them to stick their picture on the poster.

When the poster is complete, say **Look at the poster,** and explain the words along the top. Ask the children to repeat the words with you. They could sign their names at the bottom of the poster, as an agreement to respect their classroom. You could stick the poster on the wall as a display for School Zone.

Lesson 6

Learning objectives

- Learn the *Classroom* rap
- Listen and draw school things
- Learn about school in the UK

Language focus

- *Stand up! Sit down! Be quiet, please! Put your hand up! Put away your things!*
- *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*

Materials

- Pencil, rubber, crayons, small piece of paper for each child, an outline of a school on a large piece of card, glue
- Flashcards: *Harry, Holly, Digi, Leo*
- Class audio CD



At-a-glance lesson plan (PB page 11)

Opening activities

- *How are you?* song (CD 1 track 7).

Main activities

- **Vocabulary activity** *Classroom behaviour* review.
- **Listening practice** *Classroom* rap (CD 1 track 20). Listen and point to the pictures. Sing and mime. Sing, trace and colour.
- **UK culture** *School in the UK*. Listen, point and say the number (CD 1 track 22). Listen and say the number (CD 1 track 23).
- **Our culture** *School*. Draw yourself and one of your school things.

Closing activities

- *Goodbye!* song (CD 1 track 13).

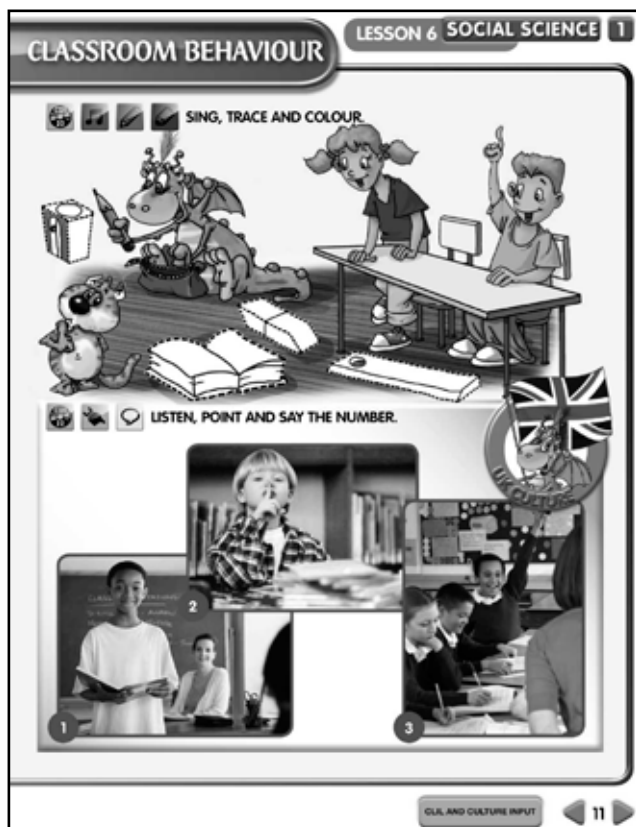
Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38), and play CD 1 track 7.
- Ask the children individually, **How are you?** and encourage them to answer *I'm fine* or *I'm tired*.

Main activities

Classroom behaviour review.

- Invite different children to the front to



ask questions about the different items on PB pages 10 and 11. Have them ask *What is it?* and point to a classroom instruction. Encourage the other children to answer, saying *Stand up!*

Listen and point to the photos.

- Say **Open your books at page 11. Let's listen and point.** Play the *Classroom* rap (CD 1 track 20), while pointing to the pictures with the children.

**Classroom rap**

*Stand up, stand up.
Be quiet, please!
Sit down, sit down.
Put your hand up, please!
Sit down, stand up.
Put your things away.
That's the end of class today!*

Sing and mime.

- Say **Stand up, please.** Say **Let's sing the *Classroom* rap.**
- Play the CD track again. Sing and mime to the lyrics, and encourage the children to copy you.

**Sing, trace and colour.**

- Say **Look at Harry, Digi and Holly in the classroom,** and point to the picture on PB page 11.

- Ask **What is Harry/Digi/Holly doing?** Encourage the children to answer using the action phrases. Stick the character flashcards on the board.
- Say **Let's sing and point.** Play the rap track again and encourage the children to point.
- Point to the sharpener. Say **Trace and colour the sharpener.** Repeat with the book, ruler and rubber. The children work individually.

UK culture: *School in the UK*



Listen, point and say the number.

- Point to the three photos on the second half of the page. Say **Let's learn about school in the UK.**
- Ask questions: **Where is he?** (*point to the different photos*) (in the classroom, in the library, in the classroom) **What's this?** (*point to the school things in the photos*) (book, pencil) **What colour is this?** (*point to the different objects*) Children may answer in L1.
- Say **Listen and point.** Play CD 1 track 22 and ask children to point to the correct photo as they listen. (For answers see audioscript below.)



1 David: Hello! I'm David. This is my classroom. That is my teacher. Stand up, now. It's your turn. (photo 1)

2 Rob: Hello! I'm Rob. This is my classroom. It's time for the lesson. Be quiet! Shhh! (photo 2)

3 Tim: Hello! I'm Tim. The teacher always asks questions. I know the answer so I put up my hand. (photo 3)

- Say **Listen and say the number.** Play CD 1 track 23. (For answers see audioscript below.)



Tim: Hello! I'm Tim. The teacher always asks questions. I know the answer so I put up my hand. (photo 3)

David: Hello! I'm David. This is my classroom. That is my teacher. Stand up, now. It's your turn. (photo 1)

Rob: Hello! I'm Rob. This is my classroom. It's time for the lesson. Be quiet! Shhh! (photo 2)

- Invite a child to answer. Encourage him/her to say *It's number (three).*
- Point to the photos and ask **Which is your favourite?** Point to photo 1 and say **Number 1 is my favourite.** Repeat the question and invite children to answer.

Our culture: *School*

- Stick the pre-prepared outline of a school on the board. At the top write *At our school.* Give a small piece of paper to each child.
- Say **Draw yourself and one of your school things,** and point to the photos on PB page 11.
- When the children have finished, invite different children to the front to stick their picture in the school outline and talk about it.
- Ask questions: **What's this? What colour is it?**
- You could ask the children to show their pictures to their partner. Encourage them to say *This is my (rubber). It's (blue).*
- Display the poster in your classroom.

Option: If you are unable to bring craft materials to class, you could play *In my country, too!* Ask the children to look at PB page 11. Point to a photo and say simple sentences using the vocabulary. Encourage the children to point to the same feature, and say *In my country, too!* if it is the same in their country. Sentences could include: *The school has desks. There's a blackboard in the classroom. The children sometimes wear uniforms.*

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Our favourite English words

Before class, prepare some small pieces of paper. Ask a pupil to give one to each child. Explain to the children they should think about the words they have learnt in English. Say **Draw your favourite word.** If the children seem unsure, point to different pictures in the book, and ask the children **What is it?** and listen to their answers. When the children have finished drawing, invite different children to the front in small groups with their pictures. Say **Tell the class your word,** and encourage them to say *My favourite word is (sharpener).* Encourage children who have drawn the same word to hold up their picture and say *It's my favourite word, too!*

Activity Book activity

Do activity 6 in *Your Quest 1* Activity Book page 7.

Lesson 7

Learning objectives

- Listen and show understanding by numbering
- Listen and show understanding of CLIL items by numbering and drawing

Language focus

- *pencil, school bag, rubber, ruler, pencil case, book, sharpener, crayon*
- *Can I have a..., please? Yes, here you are. Thank you.*
- *Stand up! Sit down! Be quiet, please! Put your hand up! Put away your things!*

Materials

- Pencil, rubber, crayons
- Flashcards: *pencil, school bag, rubber, ruler, pencil case, book, sharpener, crayon*
- Class audio CD



At-a-glance lesson plan (PB page 12)

Opening activities

- *How are you?* song (CD 1 track 7).
- **Vocabulary game** *Word whispers*.

Main activities

- **Song (karaoke)** *My school bag* (CD 1 track 11). Sing and mime.
- **Listening practice** Listen and number (CD 1 track 24).
- **Vocabulary review** *Whisper game*.
- **Listening practice** Listen, number and count (CD 1 track 25).

Closing activities

- *Goodbye!* song (CD 1 track 13).

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38), and play CD 1 track 7.
- You may have begun teaching a variety of answers to the question **How are you?** Remind the children of the answers by saying **I'm fine/tired**. Encourage the children to repeat with you.
- Invite a child to ask you *How are you?* Respond, saying **I'm not so good**, and mime a sad expression on your face. Encourage the children to repeat with you.

1
SCHOOL ZONE
LESSON 7

LESSON 8
MAKE YOUR ENGLISH DOSSIER.

12
CONSOLIDATION AND REVIEW

- Ask the children individually, **How are you?** and encourage them to reply *I'm fine*, etc.

Play *Word whispers*.

- Play *Word whispers* using the school things flashcards, or any other game from the *Activity Bank* (TN page 23), to recycle the vocabulary.

Main activities

Sing and mime (karaoke version).

- Stick the school things flashcards on the board, in the order that they are heard in the song.
- Say **Let's sing the *My school bag* song** (For lyrics see TN page 39), and play CD 1 track 11 (karaoke version).
- Sing the lyrics and mime, using the actions from Lesson 1 (TN page 39), and encourage the children to sing and mime along with you.
- Invite different children to the front to take down the flashcards. Say to each child **Find a pencil**, etc.



Listen and number.

- Say **Open your books at page 12**. Say **Look at the jigsaw activity**.

- Point to the numbered example and explain that children should listen for the school things and write the number next to the correct picture. (For answers see audioscript below.)

- Say **Let's listen and number**. Play CD 1 track 24.



1 Boy: Can I have a pencil, please?

Girl: Yes, here you are.

Boy: Thank you.

2 Boy 1: Can I have a rubber, please?

Boy 2: Yes, here you are.

Boy 1: Thank you.

3 Boy: Can I have a ruler, please?

Girl: Yes, here you are.

Boy: Thank you.

4 Boy: Can I have a book, please?

Girl: Yes, here you are.

Boy: Thank you.

5 Girl 1: Can I have a sharpener, please?

Girl 2: Yes, here you are.

Girl 1: Thank you.

6 Boy: Can I have a school bag, please?

Girl: Yes, here you are.

Boy: Thank you.

7 Girl 1: Can I have a crayon, please?

Girl 2: Yes, here you are.

Girl 1: Thank you.

8 Girl: Can I have a pencil case, please?

Boy: Yes, here you are.

Girl: Thank you.

- Stick the school flashcards on the board and point to each item. Ask **What number is it?** Listen to pupils' answers and write the number next to the flashcard.

Vocabulary review: *Whisper game*.

- Say **Open your books at page 10**, and ask **What's this?** pointing to different classroom instructions to check if the children remember the vocabulary.
- Invite five children to come to the front. Ask them to stand in a line. Invite the first child to look choose a classroom instruction to whisper. Encourage the children to whisper it along the line. The final child should mime it to the class, who have to guess what it is.
- Ask the children to change places in the line, and repeat the activity.
- Invite a different set of children to the front to play the game.



Listen and number.

- Say **Open your books at page 12**. Say **Look at the classroom!**

- Point to the numbered example and explain that pupils should listen and number the children and teacher performing the actions. (For answers see audioscript below.)

- Say **Let's listen and number**. Play CD 1 track 25.



- 1 Put away your ruler, please.
- 2 Stand up, please.
- 3 Be quiet, please.
- 4 Sit down, please.
- 5 Put up your hand.
- 6 Put away your sharpener, please.

- When the children have finished, check their answers. Ask **What's number 1?** and encourage the children to say the phrase.
- Move around the classroom, and evaluate the children's understanding.
- Ask **Can you see Digi? What is Digi/Harry/Holly doing?** Children may answer in L1.
- Ask the children to look at the picture again and count the number of sharpeners, pencils, rubbers and rulers they can see. (Answers: sharpeners – 2, pencils – 4, rubbers – 6, ruler – 1)

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Point to the wall

Draw a line down the centre of the board. On the left draw a tick and on the right a cross. Stand in front of the line. Ask the children to stand up. Hold up the school things flashcards. Ask the children to look at the flashcards and listen to your words. If what you say matches the pictures, they point to the left side of the classroom. If not, they point to the right side. When you have finished, show the flashcards quickly. Invite children to come to the front to say the words. Repeat the game.

Activity Book activity

Do activity 7 in *Your Quest 1* Activity Book page 8.

Lesson 8

Learning objectives

- Review vocabulary
- Listen and show understanding by sticking picture and word stickers (optional)
- Create a personalized title page for the Dossier

Language focus

- *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- *Can I have a..., please? Yes, here you are. Thank you.*
- *Stand up! Sit down! Be quiet, please! Put your hand up! Put away your things!*

Materials

- Pencil, rubber, crayons
- Flashcards and word cards: *pencil, school bag, rubber, ruler, pencil case, book, sharpener, crayon, Digi*
- (optional) Photocopiables TN page 231 (dossier page) for each child

At-a-glance lesson plan
(PB pages 12, 67 and 68)

Opening activities

- *How are you?* song (CD 1 track 7). C1 C6 C7
- **Vocabulary game** *Hot or cold*. C1 C7 C8

Main activities

- **Vocabulary game** *Musical questions*. Match pictures and words (optional). C1 C7 C8
- **Song** *My English Dossier* (CD 1 track 26). C1 C6 C7
- **Cut-out activity** Create the Dossier cover. Stick picture and word stickers (optional). Draw the Quest item. C6 C7 C8
- **Photocopiable activity** Personalize the Dossier. (CD 1 track 27). Talk about your picture. C1 C6 C7 C8

Closing activities

- Draw a face to express an opinion. Self assessment. C7 C8
- *Goodbye!* song (CD 1 track 13). C1 C6

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38), and play CD 1 track 13.
- Ask children individually, **How are you?** Encourage them to answer *I'm fine/tired/not so good*.

Play *Hot or cold*.

- Play *Hot or cold* using the school things flashcards or any other game from the *Activity Bank* (TN page 23), to recycle the vocabulary.

Main activities

Play *Musical questions*.

- Hold up the pile of school things flashcards. Shuffle the cards, revealing the images. Ask **Can you remember any school things?** and listen to children's responses. Remind the children of the question **Can I have a pencil, please?** and have them repeat it with you.
- Divide the class into two groups, left and right of the classroom. Each group should sit in a circle.
- Say **Let's play *Musical questions***. Give the first child in each group a flashcard, face down. The children should keep passing the card around the circle in their teams, face down, while the music is playing.
- Play some music, and stop it after a while. Signal to the two children in each group holding the cards to turn them over. They ask the child next to them *Can I have a (ruler), please?* Allocate a point to the child (group) who asks the question first.
- Ask the children to return their flashcards, and give each group a new flashcard.
- Repeat the same process with the new flashcard.
- Repeat with the other flashcards.

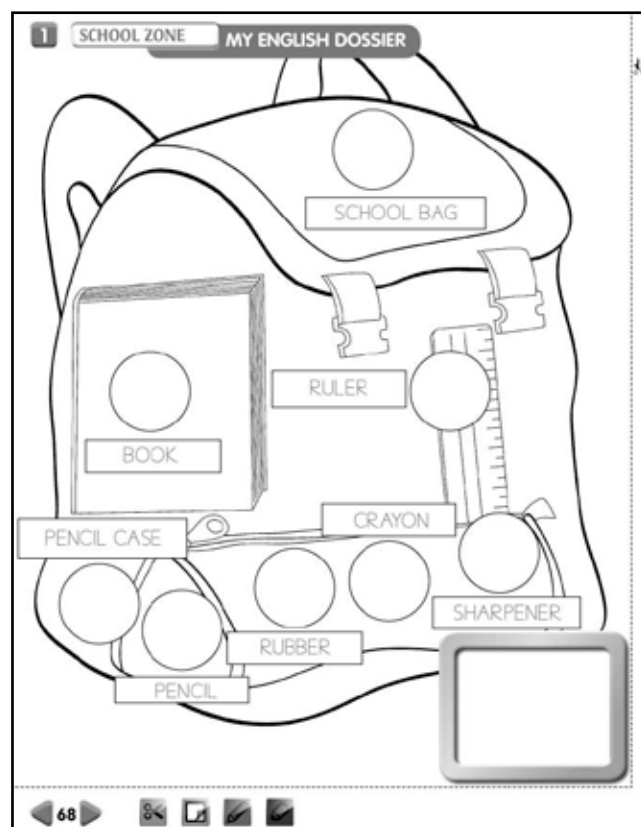
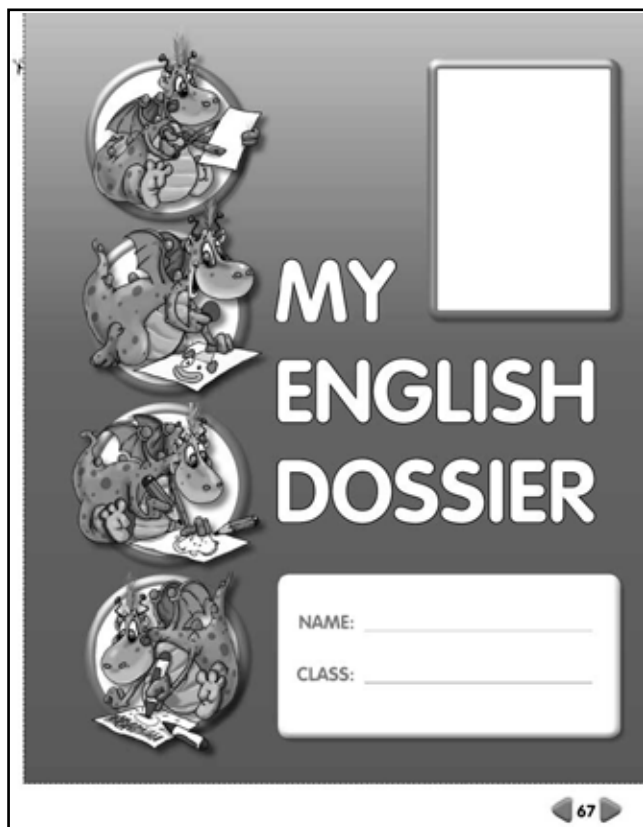
Option: Invite the child who asks the question first to the front, then he/she can control the music.

Match pictures and words.

- **NB:** Carry out this activity only if the children know how to read and write.
- Hold up the school flashcards and, as you stick them on the board, encourage the children to say the words.
- Hold up the word cards, and invite different children to the front to choose a card. Have them say the word aloud, and match it to the correct flashcard. Repeat with different children matching different words.
- Point to the word cards and ask the children to read and say the word aloud.

Listen to the *My English Dossier* song.

- Stick the Digi flashcard on the board. Ask **Who is it?** Say **Yes, it's Digi**. Say **Let's listen to the *My English Dossier* song**.
- Play CD 1 track 26 and encourage the children to mime the actions with you.



My English Dossier song

Digi: Hello, everybody.

Children: Hello, Digi!

Digi: Are you ready?

Children: Yeah!

Digi: Scissors! (mime cutting)

Children: Scissors!

Digi: Stickers! (mime sticking stickers)

Children: Stickers!

Digi: Pencil! (mime writing)

Children: Pencil!

Digi: Crayons! (mime colouring)

Children: Crayons!

Digi and children: Hey! Hey!

My English dossier!

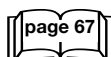
Let's cut. (mime cutting)

Let's stick. (mime sticking)

Let's draw and colour. (mime colouring)

Hey! Hey!

My English dossier! (point to your chest, mime a book)



Create the Dossier cover.

• Check the children have a pencil each. Say **Open your books at page 67.**

• Say **Look at Digi!** and point to the different pictures of Digi.

• Say **Let's sing the song**, and play the CD track again.

• Encourage the children to point in their books, and sing along.

• Point to the title on the page and say **My English Dossier**, encouraging the children to repeat.

• Say **Look! Name! Class! Picture!** Point to the picture on the left. Explain that they should write their name and class. The children work individually, drawing a picture of themselves.

• Explain to the children that at the end of each unit they will complete two pages of their English Dossier, the first being vocabulary stickers, the second a personalized page.

Fast finishers:

Point to the titles and ask the children to colour them in.



Make your English Dossier.

Stick picture and word stickers.

• **NB:** Carry out this activity only if the children know how to read and write.

• Say **Open your books at page 68.**

• Point to the school bag and ask **What is it?** (**Yes, a school bag.**) Ask the children **What's in the school bag?** point to the different school words and encourage the children to answer. (pointing to the ruler: **Yes, a ruler.**)

• Say **It's sticker time**, and point to the sticker icon at the bottom of the page. Say **Look! What's this?** (pointing to the ruler.) **Yes, it's a ruler.**

- Open your PB to the sticker page (PB centre fold). Mime taking the sticker for *ruler* and sticking it in the correct gap on PB page 68. Encourage the children to do the same.
- Repeat with the other picture stickers.
- Say **Let's stick the words**. Turn to PB page 68. Point to *rubber* in traced form and ask **What word is this?** Respond **Yes, rubber**.
- Turn again to the sticker page and mime taking the correct word sticker and placing it over the printed word.
- The children work individually, placing their stickers.

Tip: If the children seem unsure about where to place the stickers, place flashcards on the board and point to the correct ones to help the children decide where to place their stickers.

Draw the Quest item.

- Check the children have a pencil each.
- Point to Digi's Quest frame at the bottom of PB page 68. Ask **What's Digi's Quest in the School Zone?** Respond **Yes, a green pencil**.
- Explain that pupils should draw and colour the pencil in the space.
- The children work individually.

Personalize the Dossier.

- In Unit 2 the children will create a personalized Dossier page. You may wish to take the opportunity of making one for Unit 1 also.
- Give a photocopy of the Dossier page (TN page 231) to each child.
- Remind them of the *Classroom behaviour* phrases. Explain that they should draw what's missing (a hand and a chair). Encourage the children to remember the correct phrases, *Put your hand up!* and *Sit down!*
- Focus their attention on the activity at the bottom of the page. Ask them questions about Digi's picture, and play CD 1 track 27. Encourage pupils to point to the picture.



Digi: Hello, everybody. Look at my pencil case. It's blue with yellow stars.

- Point to the blank frame and ask the children to draw a picture of their pencil case.

Closing activities

Draw a face to express an opinion.

- Say **Open your books at page 12**.
- Draw two circle faces on the board. Point to the post-it note at the bottom of PB page 12. and ask **Do you enjoy School Zone?** Listen to pupils' answers, which may be in L1, and say **Yes!**
- Point to the left face, draw an enormous smile on the face, saying **Yes, School Zone is brilliant!** Point to the other face, repeat the question as if asking yourself, and say **Yes, it's OK!** Draw a small smile on the face.
- Point to the two different faces, saying the words **Yes, it's brilliant** and **Yes, it's OK**. Encourage the children to repeat with you. Finally, ask some children individually **Do you like School Zone?** Encourage them to answer using the phrases.
- Point to the post-it note at the bottom of PB page 12 as well as at the two smiley faces on the board. Explain that the children should draw a smile on the post-it note which matches their opinion, in order to complete the smiley face.
- Move around the classroom and look at the children's opinions. Ask **Do you like School Zone?** and have them answer, giving their opinion.

Self assessment.

- Praise the children's work over the unit.
- Have the children look back at their work for the whole of the unit, including the Dossier, and think about what they have achieved. Using the copy of the Dossier page point to the three Digi faces at the bottom of the page. Encourage the children to colour the face which matches their work for Unit 1. The first face represents very good, the second is good and the third is ok.
- Move around the classroom, and comment on pupils' self evaluation.

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Five questions

Point to the school things on PB page 12. Explain to the children you are thinking of one and they must guess which it is. They can only ask five questions, using *Is it (yellow)?* or *Is it a (crayon)?* You answer **Yes, it is.** or **No, it isn't.** Invite different children to the front to choose school things and the class asks them questions.

As an extension, you could divide the children into pairs and they can play the game together using the book as a guide.

Activity Book activity

Do activity 8 in *Your Quest 1* Activity Book page 8 and Unit 1 of the Picture dictionary page 46.

For the *My School Bag* song lyrics see TN page 39.

For the *School Zone* animated story script see TN pages 44–45.



Getting ready for school

Max: Grandpa!

Grandpa: Hi, Max!

Minnie: Grandpa!

Grandpa: Hi, Minnie!

Mum: Hi, Grandpa!

Grandpa: Hi!

Dad: Hi, everyone! Ooops!
Goodbye, everyone!

Mum: Your school bags! Let's get ready for school.

Minnie: We're late. Can you help us, Grandpa?

Grandpa: Yes, of course.

Max: Can I have my pencil, please?

Grandpa: Here you are.

Max: Thank you.

Minnie: Can I have my pencil case and my book, please?

Grandpa: Yes, here you are.

Minnie: Thank you.



CLIL – Let's learn about classroom behaviour

Grandpa: Let's see what the children are doing in school today.

Max: The children are in class.
The teacher says 'Sit down please!'

Grandpa: They're talking.

Minnie: Be quiet please.

Grandpa: The teacher asks questions.
He knows the answer so he puts up his hand.

Max: Put your hand up please.

Grandpa: What good children!

Max: The teacher says:

Minnie: Stand up please.

Max: Put your things away.

Grandpa: Yes, stand up and put your things away.

Max & Minnie: That's the end of class today!

Unit objectives

- Identifying family members (C1 C3 C5 C7)
- Listening to and saying the raps (C1 C6 C7)
- Listening to and singing songs with actions (C1 C6 C7)
- Making mini-flashcards to play communicative games (C1 C3 C6 C7 C8)
- Asking and answering questions about their family (C1 C5 C6 C7 C8)
- Listening to and understanding the story (C1 C6)
- Retelling the story (C1 C6 C7 C8)
- Giving an opinion on the story (C1 C8)
- Listening to and acting out a role play (C1 C5 C7 C8)
- Associating pictures with meaning (C1 C6 C7)
- Recognizing key words (C1 C7 C8)

Pronunciation

Practising the /g/ sound

Cross-curricular content

- Social science: Helping at home

Socio-cultural aspects

- Interest in learning about families in the UK
- Awareness of the importance of helping your family at home
- Willingness to share
- Positive attitude towards own ability to participate in class activities
- Pleasure in the story about Benny's family
- Willingness to follow simple instructions
- Willingness to review and reflect on own learning
- Pleasure in completing their English Dossier

Key language**Vocabulary**

- *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- *make my bed, tidy up, clean the floor, lay the table*

Structures

- *Who's this? It's my...*
- *This is my...*
- *Can you help me...? Yes, I can./No, I can't.*

Recycled language

- Numbers 1–10
- Colours
- *Hello, Goodbye*
- *What is it/this? It's...*
- *Is it a...? Yes, it is./No, it isn't.*

Receptive language

- *Let's listen/sing/number/play/say/point to/ match, etc.*
- *Find page (number). Open your books at page (number).*
- *What number/colour is it?*
- *How are you? I'm OK. I'm fine. I'm tired. I'm not so good.*

Summary

In Unit 2 you will introduce and practise vocabulary for members of a family, and helping at home. Your pupils will learn how to ask about someone, and the correct response.

Basic competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

Lesson 1

Learning objectives

- Identify and say words for different family members
- Listen to and sing the *This is my family* song

Language focus

- *Who's this? Is it...? It's... This is...*
- *grandpa, grandma, mummy, daddy, brother, sister, baby, family*

Materials

- Flashcards: *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- Class audio CD



At-a-glance lesson plan (PB page 13)

Opening activities

- *How are you?* song (CD 1 track 7). **C1 C6 C7**

Main activities

- **Vocabulary game** *Who's this?* **C1 C7 C8**
- **Vocabulary activities** *Word rap* (CD 1 track 28). Listen and repeat. Listen and point. **C1 C6 C7**
- **Song** *This is my family* (CD 1 track 29). Listen, sing and point. **C1 C6 C7**
- **Vocabulary activity** Look and answer questions. **C1 C7 C8**
- **Vocabulary game** *Digi's Maze* (CD 1 track 31). **C1 C7 C8**

Closing activities

- *Goodbye!* song (CD 1 track 13). **C1 C6**

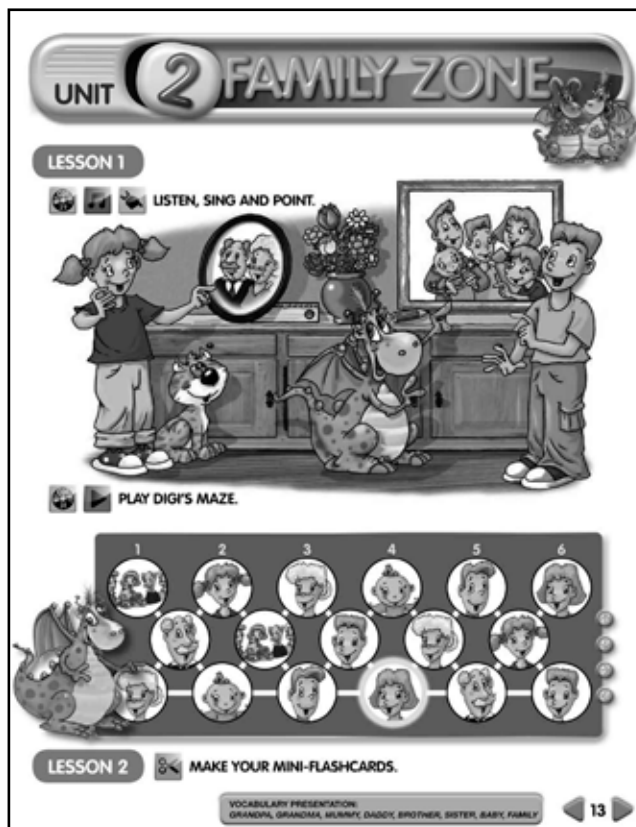
Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38). Play CD 1 track 7, or use the karaoke version CD 1 track 8, if you prefer.
- Ask the children individually, **How are you?** and encourage them to answer *I'm fine*, etc.

Main activities

Play *Who's this?*

- Draw a large square on the board, similar to a page in a photo album, big enough to fit the family flashcards. Say **It's a photo album**.
- Now shuffle the pile of family flashcards with the pictures facing the class.

• Say **Let's play *Who's this?***

- Put a card at the back of the pile and slowly move it upwards, revealing a part of the picture, little by little. Invite a child to guess the answer (in L1, if necessary), and stick the card on the board.
- Repeat with the other flashcards.

Listen and repeat.

- Say **Let's listen and say the *Word rap***. Play CD 1 track 28. Point to the different flashcards, as the words are heard on the CD, and encourage the children to repeat the words as they hear them.

**Word rap**

Everybody clap, clap, clap.

Let's say the family word rap.

Grandpa... Grandma... Mummy... Daddy...

Brother... Sister... Baby... Family...

Everybody clap, clap, clap.

That's the end of the family word rap.

- Play the track again. Get the children to say the words while you point to the flashcards. Or you could point to each word in turn, say the word and encourage the children to repeat it two or three times.
- Point to the mummy flashcard and ask **Is it Mummy?** Answer **Yes, it is**. Next, point to the

brother flashcard and ask **Is it Daddy?** Shake your head, encouraging the pupils to say *No, it isn't*.

- Repeat with the other flashcards, balancing correct and incorrect information.



Listen and point.

- Say **Open your books at page 13.**
- Point to the different characters and family members. Ask **Where are Harry and Holly?** (in their living room) **What are they doing?** (showing Digi family photos) Children may answer in L1.
- Point to the top part of the page and explain that the children should point to the family members as they hear them in the *Word* rap. Say **Let's listen and point.**
- Play the *Word* rap again and encourage the children to point in their PB.



Listen, sing and point.

- Say **Let's listen to the song and point.** Play the *This is my family* song (CD 1 track 29) and point in your PB. Encourage the children to do the same.
- Say **Let's sing the *This is my family* song.** Play the track again. Point to the flashcards and encourage the children to copy you.



***This is my family* song**

Digi: *Who's this?*

Holly: *It's my mummy.*

Digi: *Who's this?*

Holly: *It's my daddy.*

Digi: *Who's this?*

Holly: *It's my brother, Harry.*

And my baby sister, Carrie.

Digi: *Who's this?*

Harry: *It's my grandma.*

Digi: *Who's this?*

Harry: *It's my grandpa.*

Digi: *Who's this?*

Harry: *It's me!*

This is my family!

Look and answer questions.

- Ask the children to look again at the picture at the top of PB page 13. Say **Look and answer questions.**
- Hold up your PB and point to one of the family photos in the picture. Ask **What is it?**

- Keep asking questions about the various items in the picture. This is a good opportunity to revise numbers and colours, as well as vocabulary items from previous units.

- Possible questions: **Can you see a green/yellow/brown ruler? Can you see a red/green pencil? Can you see two family photos? Can you see a baby?**



Play *Digi's Maze*.

- Point to the word maze on PB page 13 and ask **What is it?** Allow pupils to answer in L1. Say **Yes, it's Digi's family maze. Let's play Digi's family maze.**
- Hold up your PB and place your finger on Digi. Have the children do the same.
- Play CD 1 track 31 maze 1 and mime to the words. (See TN page 39).



Maze 1

Digi: Let's play!

Let's play my maze game!

Press the button.

Mummy... Daddy... Brother... Baby...

What number is it?

- At the end of maze 1 press 'pause' and repeat Digi's question **What number is it?** Point to the number. Invite a child to say the number they have arrived at. (Answer: 4) If the children seem unsure, repeat and have them say the words with you.

- Press 'pause' to play maze 2. Say the words, and use the actions to help the children follow the route through the maze. (Answer: 2)



Maze 2

Digi: Let's play!

Let's play my maze game!

Press the button.

Grandma... Baby... Daddy... Family... Sister...

What number is it?

- Create a route of your own through the maze which is different from what you heard on the CD.

- Invite children to come to the front to guide the class through the maze.

- For more practice, you could divide the children into small groups or pairs to play together.

Extra activity:

If you feel the children can produce more language, you can ask them to say *It's* (*Mummy*), as they move through the maze.

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Shark attack

Hold up the family flashcards and say **Let's play Shark attack**. On the board draw 8 steps going downwards. At the edge of the bottom step, draw the outline of the sea and, in the sea, a hungry-looking shark. Point to it and ask **What is it?** Listen to children's answers and respond **Yes, a shark**.

Divide the class into two teams, shuffle the family flashcards cards and stick one on each step, facing the board. Move your hand to the first card. Ask the children **Who's this?** Encourage them to say *It's...* Take a peep at the card. Turn the card over and give it to the team if they have guessed correctly. When a team answers incorrectly, say **No, it isn't**, and invite children from the other team to guess. Continue the process until the children have guessed all the cards.

You can vary the game by drawing an octopus, crocodile or whale instead of a shark.

Activity Book activity

Do activity 1 in *Your Quest 1* Activity Book page 9.

Notes:



Lesson 2

Learning objectives

- Sing the *This is my family* song
- Follow instructions to make mini-flashcards to play communicative games
- Recognize words for members of the family

Language focus

- *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- *Who's this? It's... This is...*

Materials

- Scissors for each child
- Flashcards and word cards: *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- Class audio CD



At-a-glance lesson plan (PB pages 13 and 69)

Opening activities

- *How are you?* song (CD 1 track 7). **C1 C6 C7**
- **Vocabulary game** *Flash the card.* **C1 C7 C8**

Main activities

- **Vocabulary activity** Match the pictures and words (optional). **C1 C7 C8**
- **Song** *This is my family* (CD 1 track 29) (karaoke CD 1 track 30). Listen and sing. **C1 C6 C7**
- **Cut-out activity** Make mini-flashcards. Sing (CD 1 track 29). **C1 C3 C6 C7 C8**
- **Vocabulary game** *Pairs.* **C1 C6 C7**

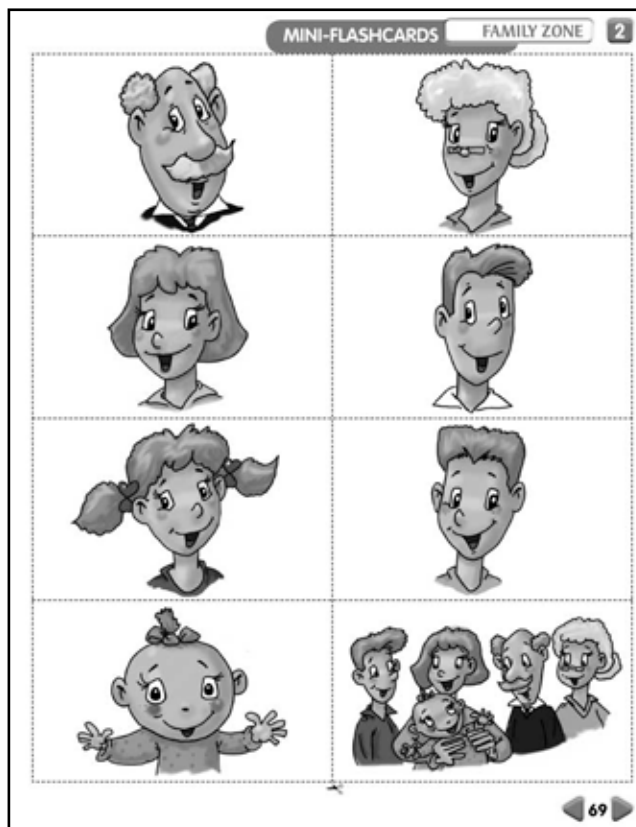
Closing activities

- *Goodbye!* song (CD 1 track 13). **C1 C6**

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38), and play CD 1 track 7.
- Ask the children the question individually **How are you?** Encourage them to answer *I'm fine/tired/not so good.*

Option: You may have begun the routine of teaching the children additional answers to the question **How are you?** Remind the children of answers. Invite a child to ask you *How are you?* Respond, saying **I'm great!** and mime an extra big smile expression on your face. Encourage the children to repeat with you. Ask children individually, **How are you?** And encourage them to reply *I'm fine*, etc.

Play *Flash the card.*

- Play *Flash the card* using the family flashcards, or any other game from the *Activity Bank* (TN page 23), to recycle the vocabulary.

Main activities

Match the pictures and words.

- **NB:** Carry out this activity only if the children know how to read and write.
- Stick the family flashcards on the board.
- Say **Look at the family**, and point to the flashcards.
- Hold up the pile of word cards, facing the class. Say **Mummy**, and get the children to repeat with you. Stick the word card next to the flashcard on the board. Repeat with the other word cards, giving the children an opportunity to read and tell you the word before you say it.
- Move your hand slowly over the words, saying each in turn. Encourage the children to repeat with you, until they are confident.

Listen and sing.

- Say **Let's sing the *This is my family* song** (For lyrics see TN page 65). Play CD 1 track 29. Encourage the children to point to the flashcards and to sing with you.
- When the song has finished, invite different children to the front to point to the flashcards and say the words aloud.

- You could play the karaoke version of the *This is my family* song CD 1 track 30.



Make your mini-flashcards.

- Say **Open your book at page 69.**
- Check the children have got scissors. Say **Cut out the cards here**, pointing to the cut line in your PB.
- Move around the classroom as the children cut out the mini-flashcards, pointing to different family members and asking individuals **Who's this?**
- Tell the children to lay out their cards, face up, on their desks.
- Say **Let's sing the *This is my family* song** (For lyrics see TN page 65). Explain that when they hear a family member in the song they must wave the correct mini-flashcard.
- Play CD 1 track 29.

Play a mini-flashcard game: *Pairs*.

- Put your mini-flashcards face down on the desk. Invite a volunteer to come to the front with their mini-flashcards to play against you. They also place their cards face down.
- Say **Let's play *Pairs*.**
- Turn over one of your cards, and say **It's (Mummy)**. Turn over one of your volunteer's cards, and say a sentence to describe it. As you play, hold up the cards so that the rest of the class can see them. If the cards match, you win the cards. If not, you should return them to the same position on the desk.
- Invite your volunteer to choose two cards and say the sentences. Repeat with different volunteers coming to the front to play against you.
- Alternatively, divide the class into pairs. Invite each pair to the front to play the game.
- Invite a child to give out the mini-flashcard envelopes (see TN page 32), and tell the children to put their mini-flashcards away.
- See the *Activity Bank* (TN page 23) for more language ideas with the mini-flashcards.

Tip: Tell the children to tick '2' on their envelopes and store their cards in the mini-flashcard envelope (TN page 32).

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say *Goodbye*. Let's sing the *Goodbye!* song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Family bingo

Say **Let's play *Family bingo***, and ask the children to place six of their mini-flashcards face up on their desks. Take one of your flashcards, for example mummy, and hold it facing you. Say **Mummy**. The children turn over the correct card. Repeat until a child with six cards face down says *Bingo!* When the children are confident, invite volunteers up to the front to give instructions.

Activity Book activity

Do activities 2 and 3 in *Your Quest 1* Activity Book pages 10 and 11.

Lesson 3

Learning objectives

- Listen to, understand and explain the story
- Show understanding of the story by circling
- Personalize the story by drawing their favourite gnome
- Give their opinion of the story

Language focus

- *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- *Who's this? It's my... This is my...*

Materials

- Pencil, rubber
- Flashcards and word cards: *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- Class audio CD



At-a-glance lesson plan (PB pages 14, 15 and 16)

Opening activities

- *How are you?* song (CD 1 track 7).
- **Vocabulary game** *Find the match.*

Main activities

- **Story** Listen to the story (CD 1 track 32). Tell the story and ask questions. Find the Quest item. Express an opinion about the story.
- **Story activities** Look and tick. Look and count.

Closing activities

- *Goodbye!* song (CD 1 track 13).

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38). Ask the children to stand up, and sing and do the actions with you. Play CD 1 track 7, or use the karaoke version CD 1 track 8, if you prefer.
- Ask the children the question individually **How are you?** Encourage them to answer *I'm fine*, etc.

Play *Find the match.*

- Play *Find the match* using the family flashcards if the children know how to read and write, or any other game from the *Activity Bank* (TN page 23), to recycle the vocabulary.

Main activities



Listen to the story.

In Unit 2 the story is about a family of forest gnomes – small, magical beings who mainly live in rural areas. They have a strong sense of community, are hard-working and love wearing brightly-coloured clothes to match their happy spirit. Beards are common among the male members, to show their age.

- Say **Open your books at page 14.** Invite the children to speculate about the first picture.

What can you see? (two small gnomes, a tree, ferns) **Where are they?** (in front of tree/door, in a forest). Explain that the gnomes are Benny (boy) and his friend Freda (girl). Children may respond in L1.

- Say **Let's listen to the story.** Tell the story either by reading the text or by playing CD 1 track 32. Point to different things in the frames as the story is being told.



Introduction

Harry: Let's help Digi with his Quest. Let's look in Family Zone today.

Digi and Holly: Yes!

Leo: Miaow!

Frame 1 Storyteller: It's a sunny day. Two gnome friends, Benny and Freda, go to Benny's house.

Benny: Let's play in my house. Come and meet my family.

Freda: Great!

Frame 2 Storyteller: Benny and Freda open the door. Benny's brother, Luke, is helping Grandma gnome.

Benny: Hello, Grandma! Hi, Luke!

Grandma: Hello, Benny! And who's this?

Benny: This is my friend, Freda.

Freda: Hello!

Grandma: Hello, Freda!

Benny: Can I help you, Grandma?

Grandma: Oh thank you. Come and clean the floor!

Frame 3 Storyteller: Grandpa gnome is cleaning the window. Benny's sister, Anna, is helping Grandpa.

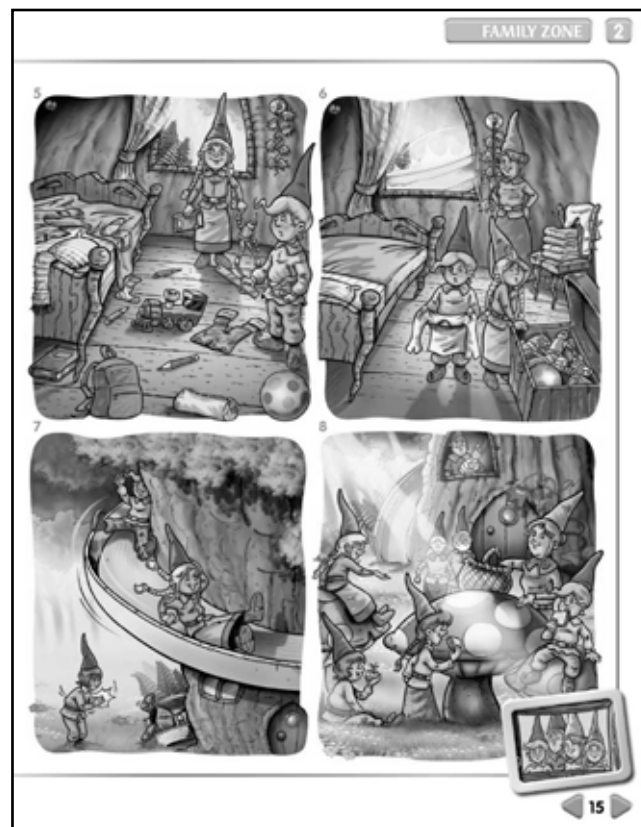
Grandpa: Hey! Who's this?

Freda: Hello, I'm Freda.

Grandpa: I'm Benny's grandpa. Can you help, Benny?

Benny: Yes, of course.

Freda: I can help, too.



Grandpa: Thank you. You're very good.

Frame 4 Storyteller: Daddy gnome is with the baby. Benny and Freda are very quiet.

Benny: Shhh!

Freda: Who's this?

Benny: Shhh! It's my daddy and my baby sister.

Daddy: Ah, Benny! Is this your friend, Freda?

Benny: Yes.

Daddy: Come and help me make sandwiches!

Benny: OK!

Freda: Can I help, too?

Daddy: Yes, of course.

Frame 5 Benny: Now, let's play... Oh no! Look at the mess!

Freda: No problem, Benny. Let's tidy up.

Frame 6 Storyteller: Benny and Freda finish tidying up.

Freda: Phew! I'm tired.

Benny: Me, too!

Mummy: Oh what a tidy room! You're very good children. Well done! Now you can have fun.

Frame 7 Storyteller: Suddenly, a slide appears.

Benny: Wow!

Freda: Great!

Storyteller: Benny, Freda, Luke and Anna all go down the slide.

Benny: This is great!

Freda: Yahoo!

Frame 8 Storyteller: Mummy gnome has got a picnic basket.

Luke: What's in the basket, Mummy?

Benny: I know! Sandwiches!

Anna: They're delicious.

Benny: Yum, yum!

Conclusion

Harry: Great story!

Holly: Yeah! I like Mummy gnome. She's fantastic!

Harry: Digi, have you got your Quest item?

Digi: Yes. Look! Can you find it in the story?

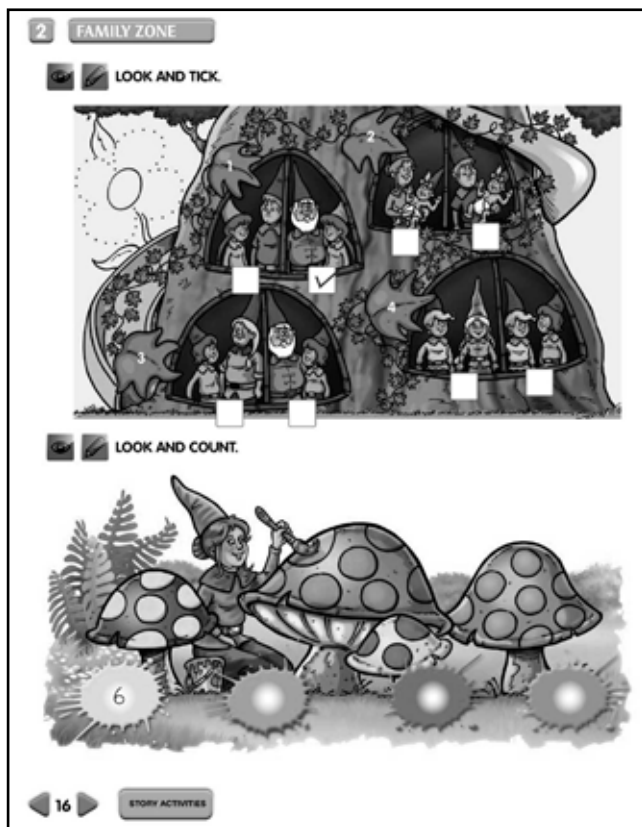
Tell the story and ask questions.

- Say **Let's listen to the story again.**
- Play CD 1 track 32 and have the children point to the pictures as they listen to the story.
- Play the track again and have the children repeat the key structures and lexical items (see 'Language focus' TN page 70).
- After listening to the story ask the pupils **What's the Quest item?** Point to the Quest frame at the bottom of PB page 15. (Answer: a family photo)
- Ask **Can you find the Quest item in the story?** (Answer: frame 3)
- Check the children's understanding of the story by asking questions about each frame. Children may answer in L1.

Frame 1

Who's this? (Benny/Freda)

Whose house is this? (Benny's)

**Frame 2**

Who's this? (Luke/Grandma)

Does Benny help Grandma? (yes)

Frame 3

Who's this? (Grandpa/Anna)

Does Benny/Freda help Grandpa? (yes)

Frame 4

Who's this? (baby sister/Daddy)

Does Benny/Freda help Daddy? (yes)

Frame 5

Does Benny tidy up? (yes)

Who helps Benny? (Freda)

Frame 6

Is Mummy happy? (yes)

Why? (Benny and Freda have tidied up the room)

Frame 7

What appears? (a magic slide)

Is the slide fun? (yes)

Frame 8

What does the family do? (have a picnic)

Are the family happy? (yes)

Conclusion

Who's Holly's favourite gnome? (Mummy because she's fantastic)

Who's your favourite gnome?

Express an opinion about the story.

- Draw the outlines of two round faces on the board.
- Open your PB at page 15 and point to story frame 8.

- Ask **Does Holly like the story?** Listen to children's answers (which can be in L1), and say **Yes!**

- Point to the left face, draw an enormous smile on the face, saying **Yes, it's brilliant!** Draw a small smile on the other face, repeat the question and say **Yes, it's OK.**

- Point to the faces, saying **Yes, it's brilliant** and **Yes, it's OK.** Have the children do the same.

- Ask them individually **Do you like the story?** Have them answer using the phrases.

**Look and tick.**

- Stick the family flashcards on the board.
- Say **Open your books at page 16.**
- Point to the ticked example at the top of the page. Say **Look and tick**, and explain that pupils should tick the family pairs as they appear in the story.
- When the pupils have finished, check their answers. Ask **Who's the pair in number 2?** and encourage the children to say the family pair, *Daddy and baby*. As the children say the pairs, re-group the flashcards on the board. (Answers: 1 Grandpa and Anna, 2 Daddy and baby, 3 Grandma and Luke, 4 Benny and Freda)
- Tell the children that they should trace the outline of the flower.

**Look and count.**

- Say **Look and count.** Say **Here is Mummy gnome. Let's count the colours.**
- Point to the numbered example on the yellow paint blot, and explain the children should count the coloured spots and write the number. (Answers: blue – 7, green – 3, orange – 8)
- Move around the classroom and check the children's work.

Fast finishers:

Ask them to draw their favourite gnome in the story.

Closing activities**Sing the Goodbye! song.**

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Activity Book activity

Do activity 4 in *Your Quest 1* Activity Book page 12.

Notes:



Lesson 4

Learning objectives

- Review the story by miming
- Practise the sound /g/ in the form of a chant
- Listen to and perform a short dialogue

Language focus

- *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- *Who's this? It's my... This is my...*

Materials

- Flashcards: *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- Mini-flashcard envelopes
- Photos of children's families (optional)
- Class audio CD



At-a-glance lesson plan (PB page 17)

Opening activities

- *How are you?* song (CD 1 track 7). C1 C6 C7
- **Vocabulary game** *Guess the picture.* C1 C6 C7

Main activities

- **Pronunciation** /g/ Listen, point and say (CD 1 track 33). C1
- **Story review** Listen and mime (CD 1 track 32). C1 C7 C8
- **Role play** Talking about your family. Listen and do the role play (CD 1 track 34). Dialogues with mini-flashcards. C1 C5 C7 C8

Closing activities

- *Goodbye!* song (CD 1 track 13). C1 C6

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38), and play CD 1 track 7.
- Ask the children individually, **How are you?** and encourage them to answer *I'm fine*, etc.

Play *Guess the picture.*

- Play *Guess the picture* using the family flashcards, or any other game from the *Activity Bank* (TN page 23), to recycle the vocabulary.

LESSON 4 FAMILY ZONE 2

LISTEN, POINT AND SAY.

G DIGI'S PHONICS

LISTEN AND ACT OUT THE DIALOGUE.

PRONUNCIATION AND COMMUNICATION 17

Main activities



Listen, point and say.

- Say **Open your books at page 17.** Say **Look at Digi!** and point to Digi in the top right-hand corner.
- Ask **What's Digi saying?** and point to the speech bubble. Encourage the children to look at you. Point to your mouth, and make the /g/ sound repeatedly: /g/, /g/, /g/, /g/, /g/. Have the children repeat the sound with you.
- Point to Grandpa and Grandma in the picture and ask **Who's this?** Listen to the children's answers and say **Yes, it's Grandpa/Grandma.**
- Point to Grandpa, and your mouth. Say /g/ /g/ /g/ **Grandpa**, and encourage the children to repeat with you. Repeat with **Grandma.**
- Say **Let's listen to the rhyme.** Play CD 1 track 33 and have the children point to the family members as they hear them. Play the track a couple of times, until the children are confident enough to repeat the rhyme.



Digi's phonics

Digi's phonics

Digi's phonics

Digi's phonics g, g, g

Goodbye, Grandpa! Goodbye, Grandma!
Off we go!
Goodbye, Grandpa!
Goodbye, Grandma!
Off we go!
Off we go!

- Point to different people and items in the picture and say **What's/Who's this? Does this have a /g/ sound?** (Items/people with /g/ sound: grandpa, grandma. Distractors: Holly, Harry, Digi, Leo, ball.)

Listen and mime.

- Say **Open your books at page 14**, and ask **Do you remember the story?**
- Say **Stand up, please. Let's tell and mime the story.**
- Either tell the story by reading from TN page 70 or play CD 1 track 32. Mime the actions with the children and say key phrases and lexical items together.



Listen and do the role play.

Tip: To make the dialogues as authentic as possible children can bring in pictures of their families.

- Point to the photo on PB page 17 and explain that the children are acting out a dialogue.
- Say **Let's listen to the children.** Explain that pupils should listen out for who is in the photograph.
- Play CD 1 track 34.



Girl 1: Who's this?

Girl 2: It's my mummy.

Girl 1: And who's this?

Girl 2: It's my baby sister, Lisa.

- Show the family flashcards and ask **Who's this?** Listen to pupils' answers and respond **Yes, Daddy and baby sister.**
- Invite two volunteers to come to the front. Explain that they will act out the dialogue. Place the family flashcards on the desk or allow children to place a family photo on the desk if they've brought one in.
- Say **Let's listen and do the role play.** Play the CD track again. The children listen and repeat the words.

- Invite volunteers to come to the front to act out the roles, asking about different members of the family. Ask the pupils to listen for the names of the family members. Support them by prompting them with the first couple of lines.
- Repeat the dialogue two or three more times, with different pairs. If your class are confident, you may wish to ask your volunteers to say the dialogue without any help.
- Move around the classroom to check the children's speaking and ensure they are taking turns in the different roles.

Dialogues with mini-flashcards.

- Ask the children to take out a family photo that they have brought from home. Encourage them to ask each other about their photographs.
- Divide the children into pairs. Ask a volunteer to give out the mini-flashcard envelopes.
- Ask the children to take their family mini-flashcards (TN page 69) out of the envelope and arrange them, as if they are in their family photo album. It is important that the children imagine that the mini-flashcards are photos of their family.
- The children act out the dialogue in pairs, using the flashcards as props.

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Beat the teacher

Show the family flashcards to the class. Say **This is my mummy**, and point to the correct flashcard. Signal to the children to repeat the phrase. Point to another flashcard, for example, daddy. Say **This is my mummy**, and signal that the children should not repeat by putting a finger to your lips. Point to different flashcards, saying true/false sentences. When the children are confident, invite a volunteer up to the front to do the same activity.

Activity Book activity

Do activity 5 in *Your Quest 1* Activity Book page 13.

Lesson 5

Learning objectives

- Identify and say household chores
- Learn about household chores

Language focus

- *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- *make my bed, tidy up, clean the floor, lay the table*

Materials

- Pencil, rubber, crayons and (optional) drawing paper and large piece of card for project
- Flashcards: *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- Class audio CD



At-a-glance lesson plan (PB page 18)

Opening activities

- *How are you?* song (CD 1 track 7). C1 C6 C7
- **Vocabulary game** *Disappearing words*. C1 C7 C8

Main activities

- **Vocabulary activity** *Helping at home* (CD 1 track 35). Listen and repeat C1 C7 C8
- **Listening practice** Listen and number (CD 1 track 36). C1 C2 C6 C7
- **Vocabulary activity** Look and match. C1 C7 C8

Closing activities

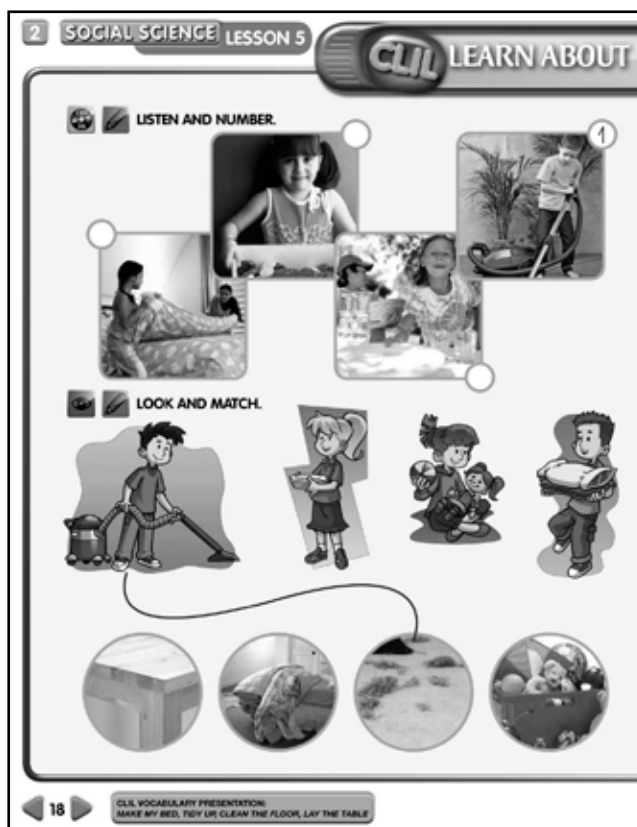
- *Goodbye!* song (CD 1 track 13). C1 C6

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38), and play CD 1 track 7.
- Ask children individually, **How are you?** Encourage them to answer *I'm fine*, etc.

Play *Disappearing words*.

Play *Disappearing words* with the family flashcards, or any other game from the *Activity Bank* (TN page 23), to recycle the vocabulary.



Main activities

Let's learn about *Helping at home*.

- Say **Let's listen to Digi. Today let's learn about...** Play the CLIL jingle, CD 1 track 35.
- Say **Open your books at page 14 and look at story frame 2.**
- Ask the children questions: **Who's this?** (point to Benny) (Benny) **Where is Benny?** (at home) **Who's this?** (point to Grandma/Luke) (Grandma/Luke) **Does Benny help Grandma?** (no) **What is Grandma doing?** (point to Grandma cleaning the floor) Elicit the answer: *Grandma is cleaning the floor*. Children may answer in L1.
- Say **Open your books at page 18**, and point out the photo that shows a child cleaning the floor.
- Ask **What can you see in the photos?** Elicit *make my bed, clean the floor, tidy up, lay the table*. Children may answer in L1.

Listen and repeat.

- Elicit that all the activities on PB page 18 demonstrate helping at home.
- Say **Let's listen to Digi.** Play CD 1 track 35, and point to the different children on the poster.



Digi: Look at our home. Let's learn about helping at home.

I help at home.

Children: I help at home.

Digi: Tidy up!

Children: Tidy up!

Digi: Clean the floor!

Children: Clean the floor!

Digi: Lay the table!

Children: Lay the table!

Digi: Make my bed!

Children: Make my bed!

- Say **Let's say the words**. Play the CD track again. Pause after Digi says a phrase and encourage the children to repeat it with you.
- Instead of using the CD track you could point at the photos on the page and ask the children to repeat. Say the phrase and encourage the children to repeat the words with you for each action.
- Invite different children to the front of the classroom. Ask them to point at or touch the correct visual. Say **Find... make my bed!**
- You can ask different children to mime the activities, too.
- Ask questions to check the children's understanding of the new language and to personalize. **How do you help at home? I... Do you make your bed?** etc (*Yes, I do./No, I don't.*)



Listen and number.

- Point to the numbered example and explain that pupils should listen for the household chore and write the correct number.
- Say **Let's listen and number**. Play CD 1 track 36. (For answers see audioscript below.)



1 Boy 1: At home I help, too. I clean the floor.

2 Girl 1: My brother and I help. We lay the table.

3 Girl 2: I help at home. I tidy up my things.

4 Girl 3: I help my sister make the bed.



Look and match.

- Say **Look at the children helping at home!** and point to the pictures on the second half of the page.

- Point to the picture of the child with a vacuum cleaner and say **Clean the floor**. Point to the photos at the bottom of the page and explain that pupils should match the pictures to the photos.

- The children work individually, matching the chores to the objects.

- Move around the classroom to check the children's work. Ask them to repeat the household chores.

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: *Helping at home* poster (class project)

Before class prepare an outline of a big house, with different rooms on a large piece of card and stick it on the board. Give each child a small piece of paper. Ask the children to draw a chore from PB page 18. When a child finishes his/her drawing, invite them to stick their picture in the correct room of the house. For example, *clean the floor* could be in the kitchen or living room. When it is complete, say **Look at the house**, and ask pupils to say the names of the chores, as you point to them. Display the poster in your classroom.

Lesson 6

Learning objectives

- Learn the *Helping at home* rap
- Listen and draw household chores
- Learn about families in the UK

Language focus

- *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- *make my bed, tidy up, clean the floor, lay the table*

Materials

- Pencil, rubber, crayons, small piece of paper for each child, an outline of a house on a large piece of card, glue
- Flashcards: *Harry, Holly, Digi, grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- Class audio CD



At-a-glance lesson plan (PB page 19)

Opening activities

- *How are you?* song (CD 1 track 7). **C1 C6 C7**

Main activities

- **Vocabulary activity** *Helping at home* review. **C1 C7 C8**
- **Listening practice** *Helping at home* rap (CD 1 track 37). Listen and point to the pictures. Sing and mime. Sing, trace and colour. **C1 C6 C7**
- **UK culture** *Helping at home*. Listen, point and say the number (CD 1 track 39). Listen and say the number (CD 1 track 40). **C1 C5 C6 C7**
- **Our culture** *Helping your family*. Draw yourself doing a chore for your favourite relative. **C5 C6 C7**

Closing activities

- *Goodbye!* song (CD 1 track 13). **C1 C6**

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38), and play CD 1 track 7.)
- Ask the children the question individually **How are you?** Encourage them to answer *I'm fine*, etc.



Main activities

Helping at home review.

- Invite different children to the front to ask questions about the different items on PB page 18. Have them ask *What is it?* and point to a household chore. Encourage the other children to answer, saying *Clean the floor*.

Listen and point to the pictures.

- Say **Open your books at page 19. Let's listen and point.** Play the *Helping at home* rap (CD 1 track 37), while pointing to the pictures on the page.

**Helping at home** rap**Harry:**

*I help at home.
I clean the floor. I clean the floor. I clean the floor.
I help at home.
I clean the floor. I clean the floor.
It's fun!*

Digi:

*Do you help at home?
Do you help at home?
Come on, everyone!*

Holly:

*I help at home.
I tidy up. I tidy up. I tidy up.
I help at home.
I tidy up. I tidy up.
It's fun!*

Everyone:

*Do you help at home?
Do you help at home?
Come on, everyone!
Come on, it's fun!*

Sing and mime.

- Say **Stand up, please.** Say **Let's sing the Helping at home rap.**
- Play the CD track again. Mime to the lyrics, and encourage the children to copy you.

**Sing, trace and colour.**

- Say **Look at Holly and Harry helping at home!** and point to the picture on PB page 19.
- Ask **What is Harry/Digi/Holly doing?** Encourage the children to answer saying the different household chores. Stick the character flashcards on the board.
- Say **Let's sing and point.** Play the rap track again and encourage the children to point. Repeat.
- Point to the table and Leo's ball. Say **Trace and colour the table and ball.**
- The children work individually.

UK culture: Helping at home**Listen, point and say the number.**

- Point to the three photos on the second half of the page. Say **Let's learn about helping your family in the UK.**
- Ask questions: **Where is he/she?** (*point to the different photos*) (at home/in the kitchen, in the bedroom, in the street) **Who's this?** (*point to the different family members*) (various answers are possible) **How are they helping?** (*point to the different jobs*) (help in the kitchen, lay the table, tidy up, clean the car) Children may answer in L1.
- Say **Listen and point.** Play CD 1 track 39 and ask children to point to the correct photo as they listen. (For answers see audioscript.)



1 Raji: Hello I'm Raji. This is my daddy, my mummy and my sister, Sangita. We help in the kitchen. Sangita lays the table and I make the salad. (photo 1)

2 Nick: Hello! I'm Nick and this is my mum. I help mummy tidy up. (photo 2)

3 Alison: Hi! I'm Alison. I help my mummy clean the car. (photo 3)

- Say **Listen and say the number.** Play CD 1 track 40. (For answers see audioscript below.)



Nick: Hello! I'm Nick and this is my mum. I help mummy tidy up. (photo 2)

Alison: Hi! I'm Alison. I help my mummy clean the car. (photo 3)

Raji: Hello I'm Raji. This is my daddy, my mummy and my sister, Sangita. We help in the kitchen. Sangita lays the table and I make the salad. (photo 1)

- Invite a child to answer. Encourage him/her to say *It's number (two).*
- Point to the photos and ask **Which is your favourite?** Point to photo 1 and say **Number 1 is my favourite.** Repeat the question and invite children to answer.

Our culture: Helping your family

- Stick the pre-prepared outline of a house on the board. At the top write *Our favourite relatives.* Give some small pieces of paper to one of the children and ask him/her to hand them out to all the children.
- Draw a picture of yourself on the board doing a chore. Select one of the family flashcards, for example, grandma. Stick it next to you on the board. Say **This is my grandma and me. I tidy up for my grandma,** while pointing to the board.
- Say **Draw yourself doing a chore for your favourite relative.**
- When the children have finished, invite different children to the front to stick their picture in the house and talk about it.
- You could ask the children to show their pictures to their partner. Encourage them to say *This is my (grandpa). I... for my...*
- Ask them questions **Who's this? What's his/her name? What do you do?**
- Display the poster in your classroom.

Option: If you are unable to bring craft materials to class, you could play *In my home, too*. Ask the children to look at PB page 19. Point to the photos and ask questions: **Do you tidy your room?** Encourage the children to point to the same feature, and say *I (tidy my room) for Mummy, too!* if they do the same activity at home.

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Helping at home survey

Invite four children to come to the front with their books open on page 20. Ask the first child to point to a chore and ask the class **Do you (clean the floor)?** Signal to the class to raise their hand, and say Yes. Encourage the child to count the number of raised hands and write the number on the board under a drawing or picture which identifies the chore, for example, a broom. Encourage the other children to ask questions, and repeat the same process. Point to the picture with the highest number and say **We...** and encourage the children to repeat with you.

Activity Book activity

Do activity 6 in *Your Quest 1* Activity Book page 14.

Notes:



Lesson 7

Learning objectives

- Listen and show understanding by numbering
- Listen and show understanding of CLIL items by circling and drawing

Language focus

- *mummy, daddy, brother, sister, grandma, grandpa, baby, family*
- *Who's this? It's my... This is my...*
- *make my bed, tidy up, clean the floor, lay the table*

Materials

- Pencil, rubber, crayons
- Flashcards: *mummy, daddy, brother, sister, grandma, grandpa, baby, family*
- Class audio CD



At-a-glance lesson plan (PB page 20)

Opening activities

- *How are you?* song (CD 1 track 7).
- **Vocabulary game** *Word whispers*.

Main activities

- **Song (karaoke)** *This is my family* (CD 1 track 30).
- **Listening practice** Listen and number (CD 1 track 41). Draw.
- **Vocabulary review** *Helping at home Memory game*.
- **Listening practice** Trace and colour. Listen and number (CD 1 track 42).

Closing activities

- *Goodbye!* song (CD 1 track 13).

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the How are you? song** (For lyrics see TN page 38), and play CD 1 track 7.
- Ask the children the question individually **How are you?** Encourage them to answer *I'm fine*, etc.

Play *Word whispers*.

- Play *Word whispers* using the family flashcards or any other game from the *Activity Bank* (TN page 23), to recycle the vocabulary.

2 FAMILY ZONE LESSON 7

LISTEN AND NUMBER, THEN DRAW.

TRACE AND COLOUR. LISTEN AND NUMBER.

LESSON 8 **MAKE YOUR ENGLISH DOSSIER.**

20 **CONSOLIDATION AND REVIEW**

Main activities

Sing (karaoke version).

- Invite children to the front of the classroom and give them each a family flashcard.
- Say **Let's sing the This is my family song** (For lyrics see TN page 65). Play CD 1 track 30. Ask children to step forward as they hear their family member in the song.



Listen and number. Then draw.

- Say **Open your books at page 20**. Say **Look at the jigsaw activity**.
- Point to the numbered example and explain that children should listen for the family members and write the number next to the correct picture. (For answers see audioscript.)
- Say **Let's listen and number**. Play CD 1 track 41.



1 Girl: Look at my photo. This is my family.

2 Boy: Who's this?

Girl: It's my mummy.

3 Boy: Who's this?

Girl: It's my grandma.

4 Boy: Who's this?

Girl: It's my daddy.

5 Boy: Who's this?

Girl: It's my sister.

6 Boy: Who's this?

Girl: It's my grandpa.

7 Boy: Who's this?

Girl: It's my baby sister.

8 Boy: Who's this?

Girl: It's my brother.

- Stick the family flashcards on the board and point to each item. Ask **What number is it?** Listen to the pupil's answers and write the number next to the flashcard.
- Invite the children to draw a member of their family and show it to the class.

Vocabulary review: *Helping at home Memory game.*

- Divide the children into three teams.
- Ask the children to look at PB page 18 and explain that they must try and memorize all the household chores. Count to fifteen, then ask them to close their books.
- Invite different children, selecting equally from each team, to name the chores they remember.
- Ask the children to open their books again and prompt them to find the ones they didn't say. Point and ask **What is it?**



Trace and colour. Listen and number.

- Point to the picture on PB page 20 and say **Look at the family!**
- Point to the numbered example and explain that pupils should listen for each character describing their chore and write the correct number. (For answers see audioscript below.)
- Say **Let's listen and number.** Play CD 1 track 42.



- 1 **Dad:** I lay the table.
- 2 **Mum:** I clean the floor.
- 3 **Harry:** I make the bed.
- 4 **Holly:** I tidy up. Here's my toys.

- When the children have finished, check their answers. Ask **What's number 1?** and encourage the children to say the phrase.
- Move around the classroom, and evaluate the children's understanding.
- Ask **Can you see Digi? What is Digi/Harry/Holly/Mummy/Daddy doing?** Children may answer in L1.
- Point to the broom. Say **Trace and colour the broom.**
- Point to the toy car. Say **Colour the car.** Repeat with pillow and plates. The children work individually.

- Ask the children to look at the picture again and count the number of plates and toys they can see. (Answers: plates – 7, toys – 4)

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Conveyor belt

Show the family flashcards to the children and say **Let's play Conveyor belt.** Shuffle the cards and select three. Now make a sound to show that the belt is starting, take the first card and hold it to your right with the image facing you. Remind the children to look and memorize. Turn the image towards the class, and move it along in front of you. Repeat with the next two cards. Invite a child to remember the family members in the order they saw them.

Option for next lesson: In Lesson 8 the children will create a personalized Dossier page. You could ask the children to bring in a photo of themselves and members of their family. Also bring in a photo of your own to use.

Activity Book activity

Do activity 7 in *Your Quest 1* Activity Book page 15.

Lesson 8

Learning objectives

- Review vocabulary
- Listen and show understanding by sticking picture and word stickers (optional)
- Create a personalized Dossier page

Language focus

- *grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- *Who's this? It's my... This is my...*
- *make my bed, tidy up, clean the floor, lay the table*

Materials

- Scissors, pencil, rubber, crayons
- Flashcards and word cards: *Harry, Holly, mummy, daddy, brother, sister, grandma, grandpa, baby, family*
- Class audio CD
- A photo of children's/your families

At-a-glance lesson plan
(PB pages 20, 71 and 72)

Opening activities

- *How are you?* song (CD 1 track 7). C1 C6 C7
- **Vocabulary game** *Hot or cold*. C1 C6 C7

Main activities

- **Vocabulary game** *Word race*. C1 C6 C7
- **Vocabulary activity** Match pictures and words (optional). C1 C6 C7
- **Vocabulary activities** Make your English Dossier. *My English Dossier* song (CD 1 track 26). Stick picture and word stickers (optional). Draw the Quest item. C6 C7 C8
- **Cut-out activity** Personalize the Dossier. (CD 1 track 43). Talk about your picture. C1 C6 C7 C8

Closing activities

- Draw a face to express an opinion. Self assessment. C7 C8
- *Goodbye!* song (CD 1 track 13). C1 C6

Tip: Before class, you may wish to draw or stick your family photo in the blank frame box on PB page 72. Show it to the class, so they can see clearly what they have to do (see TN page 85).

Opening activities

- Say **Hello!** and have the children return the greeting.

- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38), and play CD 1 track 7.

- Ask children individually, **How are you?** Encourage them to answer *I'm fine/tired*, etc.

Play *Hot or cold*.

- Play *Hot or cold* using the family flashcards or any other game from the *Activity Bank* (TN page 24), to recycle the vocabulary.

Main activities

Play *Word race*.

- Divide the class into two groups and play *Word race* (see TB page 25).

Match pictures and words.

- **NB:** Carry out this activity only if the children know how to read and write.
- Hold up the family flashcards and as you stick them on the board, encourage the children to say the words for the family members.
- Hold up the word cards, and invite different children to the front to choose a card. Have them say the word aloud, and match it to the correct flashcard. Repeat with different children matching different words.
- Point to the word cards and ask the children to read and say the word aloud.



Make your English Dossier.

Stick picture and word stickers.

- **NB:** Carry out this activity only if the children know how to read and write.
- Say **Let's listen to the *My English Dossier* song** (For lyrics see TN page 59). Play CD 1 track 26 and encourage the children to mime the actions with you.
- Say **Open your books at page 71**.
- Say **It's sticker time**, and point to the sticker icon at the bottom of the page. Point to the picture of Grandpa and ask **Who's this?** Respond **Yes, it's Grandpa**.
- Repeat with the other pictures.
- Open your PB to the sticker page. Mime taking the Grandpa sticker and sticking it in the correct gap on PB page 71. Encourage the children to do the same.
- Say **Let's stick the words**. Turn to PB page 71. Point to *Grandpa* in traced form and ask **What word is this?** Respond **Yes, 'Grandpa'**.



- Turn again to the sticker page, and mime taking the correct word sticker and placing it over the printed word.
- The children work individually, placing their stickers.

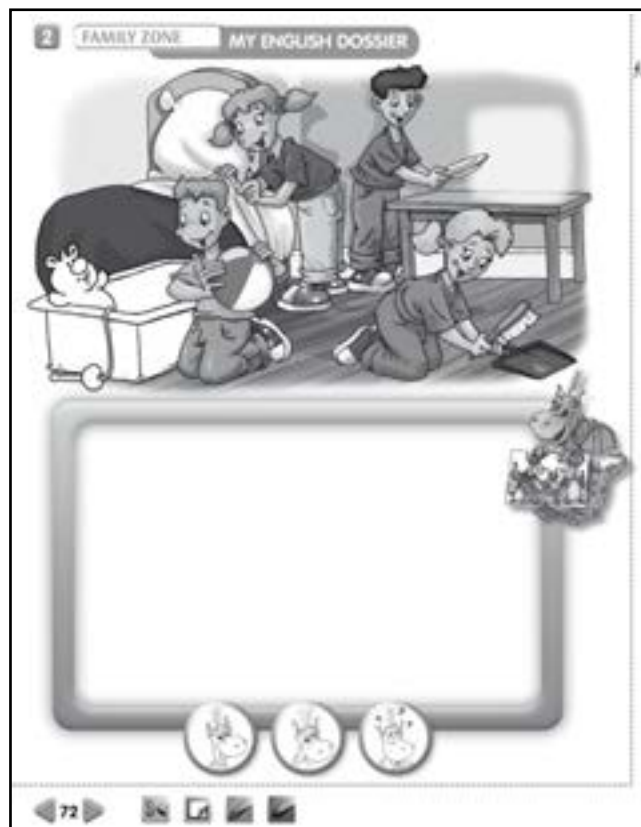
Draw the Quest item.

- Point to Digi's Quest frame at the bottom of PB page 71. Ask **What's Digi's Quest in the Family Zone?** (a family photo)
- Explain that pupils draw and colour the family photo in the space.
- The children work individually.
- Invite children to the front to talk about their picture.



Personalize the Dossier.

- Say **Open your books at page 72.** Point to the characters and ask **What are they doing?** Remind the children of the household chores, and explain that they should draw more toys and more plates and glasses on the table.
- Point to Digi and ask **Who's in Digi's picture?** (Digi's family). Say **Let's listen to Digi talking about his family.**
- Play CD 1 track 43 and encourage the children to point to the different family members as they listen.



Digi: Hello, everybody. Look at my family. This is my mummy and my daddy. This is my sister and me!

- Point to the frame and explain that the children should draw a picture of themselves and some members of their family. Alternatively, the children could cut out and stick a photograph that they have brought from home.
- The children work individually.
- Move around the classroom checking their work.
- When the children have finished, ask them to write their name at the top of the page.

Fast finishers:

Ask children to write the names of the family members in their picture. They can test their partner. Encourage them to point to the family members in their picture. Ask **Who's this?** and have them answer *It's...*

Talk about your picture.

- Stick a photo of your family on the board, or hold up your open PB, and point to the frame on page 72. Say **Look! This is my family.** Point to different members and say **This is my (mummy),** etc.
- Invite different children to come to the front and talk about their pictures. If the children seem unsure, point to different people in their

pictures and ask **Who's this?** And have them answer saying *This is my (brother).*

- Divide the children into pairs. Ask the children to show their picture to their partner and talk about it.
- Move around the classroom to check the children's speaking and ensure they are taking turns to talk about their picture. You may wish to use this activity to evaluate the children's spoken language.

Closing activities

Draw a face to express an opinion.

- Draw the outlines of two round faces on the board. Ask the children **Do you enjoy Family Zone?**
- Listen to their answers, which may be in L1, and say **Yes!**
- Point to the left face, draw an enormous smile on the face, saying **Yes, Family Zone is brilliant!** Point to the other face, repeat the question as if asking yourself, and say **Yes, it's OK!** Draw a small smile on the face.
- Point to the two different faces, saying the words **Yes, it's brilliant** and **Yes, it's OK.** Encourage the children to repeat with you. Finally, ask some children individually **Do you like Family Zone?** Encourage them to answer using the phrases.
- Say **Open your books at page 20.**
- Point to the post-it note at the bottom of the page as well as at the two smiley faces on the board. Explain that the children should draw a smile on the post-it note which corresponds to their opinion, in order to complete the smiley face.
- Move around the classroom and look at the children's opinions. Ask **Do you like Family Zone?** and have them answer, giving their opinion.

Self assessment.

- Praise the children's work over the unit.
- Have the children look back at their work for the whole of the unit, including the Dossier, and think about what they have achieved. Point to the three Digi faces at the bottom of PB page 72. Encourage the children to colour the face which matches their work for Unit 2. The first face represents very good, the second is good and the third is OK.
- Move around the classroom, and comment on their self evaluation.

Sing the **Goodbye!** song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TB page 43), and play CD 1 track 13.

Extra activity: Five questions

Invite the children to open their books at page 20. Show the children the family flashcards and point to the chores on the page. Explain to the children you are thinking of a family member and they must guess which it is. They can only ask five questions, using *Is it (mummy/clean the floor)?* You answer **Yes, it is** or **No, it isn't.** Invite different children to the front and the class ask them questions to try and find out their choice of family member and chore. You could also divide the children into pairs and they could play the game together, using the book as a guide.

Dossier art and craft options: The Dossier is an opportunity for the children to personalize their work in the blank frame. Here are some suggestions:

- Bring in old magazines and the children can cut out pictures for the frame, or use the magazine to create their own picture collage.
- Encourage the children to bring in a photograph from home.
- Bring in different coloured paper and let the children cut out shapes to represent the content of the frame.

Activity Book activity

Do activity 8 in *Your Quest 1* Activity Book page 15 and Unit 2 from the Picture dictionary on page 46.

For the *This is my family* song lyrics see TN page 65.

For the Family Zone animated story script see TN pages 70–71.



Meet my family

Minnie: Grandpa, can you help with my school project? It's about my family.
Grandpa: Yes, I can... 'Minnie's TV interview'. Let's go.
Minnie: Come and meet my family.
Grandpa: Who's this?
Minnie: It's my mummy.
Mum: Hello!
Grandpa: Who's this?
Minnie: It's my daddy.
Dad: Hello!
Grandpa: And who's this?
Minnie: It's my brother, Max.
Max: Hi!
Grandpa: And Max... Who's this?
Max: It's my sister, Minnie.
Grandpa: And who's this?
Minnie: It's my grandma.
Grandpa: And who's this, Minnie?
Minnie: It's my grandpa.
 I'm Minnie Brown and that's my family.
 Great camerawork, Grandpa!



CLIL – Let's learn about helping at home

Minnie: I like to help around the house.
Grandpa: That's right. We all help around the house.
Max: She makes the bed. I make the bed, too.
Minnie: I tidy up. She tidies up, too!
Grandpa: I lay the table.
 Look! The children are laying the table.
 Do you clean the floor?
Max: Yes, I clean the floor.
Minnie: Me too. And she does, too.
Max: Grandpa, do you clean the floor?
Grandpa: Yes, I do. It's good to help at home.

Notes:



Digi Zone 1

Unit objectives

- Identifying classroom objects C1 C3 C7
- Identifying family members C1 C3 C5 C7
- Listening to and understanding the story C1 C6
- Retelling the story C1 C6 C7 C8
- Giving an opinion on the story C1 C6
- Following instructions C5 C7 C8
- Reviewing and reflecting on learning C7 C8

Summary

In this unit the target vocabulary and language from Units 1 and 2 is reviewed in the form of a story, a sequencing activity, and a picture-recognition game.

Key language

Vocabulary

- *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- *grandpa, grandma, mummy, daddy, brother, sister, baby, family*

Structures

- *How are you? I'm fine, thank you.*

Recycled language

- Numbers 1–10
- Colours
- *Hello. I'm... Goodbye.*
- *What is it/this? It's...*
- *Who's this? It's my...*
- *This is my...*
- *What number/colour is it?*

Receptive language

- *Let's listen/sing/number/play/say/point to/ match, etc.*
- *Find page (number). Open your books at page (number).*
- *What number/colour is it?*
- *Who's missing?*

Socio-cultural aspects

- Pleasure in the story about Digi's family
- Positive attitude towards own ability to participate in class activities
- Willingness to follow simple instructions
- Willingness to review and reflect on own learning
- Enjoyment in completing activities in the book

Basic competences key

- C1 Competence in linguistic communication
- C2 Mathematical competence
- C3 Competence in knowledge of and interaction with the physical world
- C4 Competence in processing information and use of ICT
- C5 Competence in social skills and citizenship
- C6 Artistic and cultural competence
- C7 Learning to learn
- C8 Autonomy and personal initiative

Lesson 1

Learning objectives

- Revise and correctly pronounce words for different school things and family members
- Listen to, understand and explain the story
- Listen and show understanding by pointing and saying the words
- Show understanding by colouring and matching

Language focus

- *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener*
- *grandpa, grandma, mummy, daddy, brother, sister, baby, family*

Materials

- Flashcards and word cards: *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener, grandpa, grandma, mummy, daddy, brother, sister, baby, family*
- Crayons for each child
- Class audio CD



At-a-glance lesson plan (PB pages 21 and 22)

Opening activities

- *How are you?* song (CD 1 track 7).

Main activities

- **Vocabulary game** *Find your partner* (optional).
- **Story** Listen to the story (CD 1 track 44). Tell the story and ask questions.
- **Listening practice** Listen, point and say. Listen and colour (CD 1 track 45).
- **Vocabulary activity** Find and colour.

Closing activities

- *Goodbye!* song (CD 1 track 13).

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TN page 38) and play CD 1 track 7.
- Ask the children the question individually **How are you?** and they answer *I'm fine*, etc.

Main activities

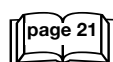
Play *Find your partner*.

- **NB:** Carry out this activity only if the children know how to read and write.

- Hold up the pile of school flashcards, facing the class. Shuffle the cards and reveal the images.

Ask **Can you remember any school things?**

- Hold the flashcards face down in a fan, and invite eight children to select a card and hold it without showing anyone. Repeat the same process with the word cards.
- Ask the children holding the flashcards to stand up. Explain that they should move around the room asking each other *Have you got a...?* until they find the pupil with the word card which matches their picture flashcard.
- When they have found their partner, invite them to the front to stick the flashcard and word card on the board.
- Alternatively, you could play the game with the family flashcards and word cards.



Listen to the story.

- Hold up the flashcard of Digi. Ask **Who is he? Where is he from? What's his Quest?** Children may respond in L1.
- Say **Open your books at page 21.** Invite the children to speculate about the first picture. **Who can you see?** (Digi). **What is this?** (a computer) **What's happening?** (magic!/going in the computer) Children may answer in L1.
- Say **Let's listen to the story.** Play CD 1 track 44 and encourage the children to point to the pictures as they listen to the story.



Frame 1 Digi: Come on! I have two Quest items now. Let's go to Digiworld!

Storyteller: Digi takes Holly, Harry and Leo into Digiworld.

Frame 2 Harry and Holly: Wow!

Holly: Where are we?

Digi: We're in Digiworld, at my house.

Harry and Holly: Fantastic!

Leo: Miaow!!

Frame 3 Digi: Hi, Techna!

Techna: Hi, Digi!

Holly: Who's this?

Digi: This is my sister. Her name's Techna.

Holly: Hello, Techna. I'm Holly, and this is my brother, Harry.

Techna: Hello, Holly! Hello, Harry!

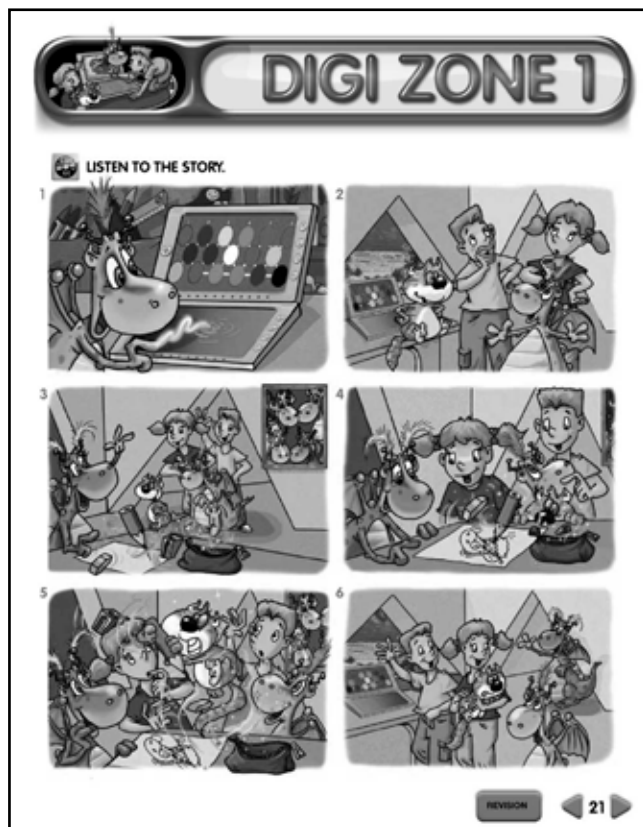
Leo: Miaow!

Harry: And this is Leo, our cat.

Leo: Miaow.

Frame 4 Storyteller: Techna is drawing a picture. She's got a magic pencil case.

Holly: Wow! What's that?



Leo: Miaow.

Techna: It's my pencil.

Harry: Is it a magic pencil?

Techna: Yes.

Harry: Wow!

Holly: And this is a magic rubber! And a magic sharpener!

Harry: Is that a picture of your grandma?

Holly: Leo, STOP!

Leo: Miaoooooow!

Frame 5 Storyteller: Leo has got a big problem!

Harry and Holly: Oh Leo.

Leo: Miaoooooow.

Digi: Oh no!

Techna: Pencil STOP!

Leo: Miaooooow! Miaow!

Holly: Are you ok, Leo? Come on! It's time to go home.

Leo: Miaow!

Frame 6 Storyteller: Digi, Harry, Holly and Leo say goodbye to Techna.

Harry and Holly: Goodbye, Techna.

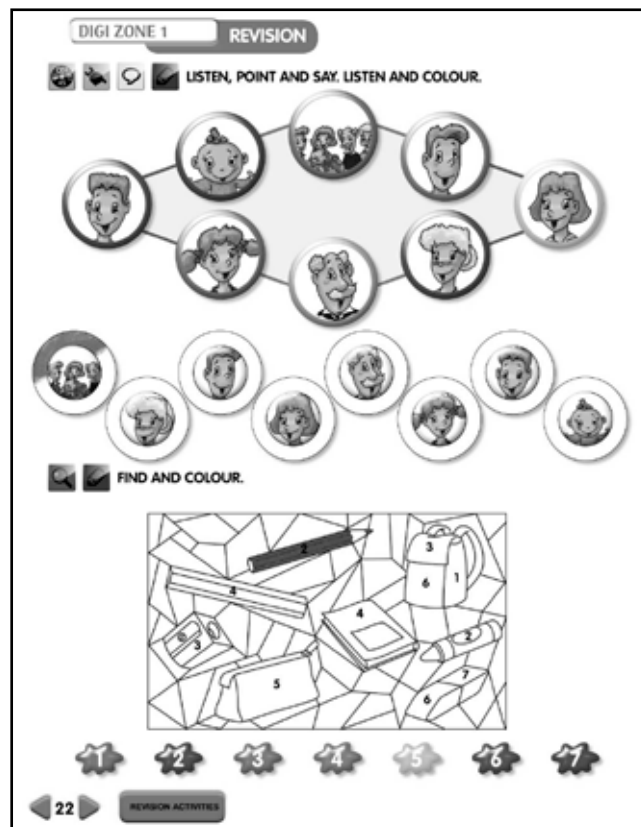
Techna: Goodbye. See you another day.

Digi: Are you ready?

Harry and Holly: Yes!

Harry: Come on, Leo!

Digi: Let's go!



Tell the story and ask questions.

- Check the children's understanding of the story by asking questions about each frame. Children may answer in L1.

Frame 1

What is it? (*point to computer screen*) (a computer)

Is it magic? (yes)

Where can Harry, Holly, Digi and Leo go? (to Digiworld)

How many Quest items has Digi got? (two)

Frame 2

What is this? (Digiworld)

Frame 3

Who's this? (Techna)

Is she Digi's brother? (no, sister)

Frame 4

Is the pencil case magic? (yes)

Is the pencil magic? (yes)

Frame 5

Is Leo happy? (no)

Who makes the pencil stop? (Techna)

Frame 6

Where is Harry? (in the computer game)

- When you have finished, ask **Do you like the story?** and encourage the pupils to answer Yes or No.

Option: Use the story frames to recycle vocabulary from the previous units. Say **Find a pencil case** and invite a child to answer *It's here, in picture 4*. You may wish to divide the class into teams and get them to compete against each other.



Listen, point and say. Listen and colour.

- Say **Open your books at page 22**. Point to *Daddy* and ask **Who's this?**
- Call out the family names in order, going clockwise, starting from *Daddy*. The pupils repeat and point.
- Repeat the activity, starting from a different family member.
- Divide the children into pairs. The children take turns to call out the names and point.
- Say **Listen, point and say**. Explain to pupils that they should listen and point in their books, and say the missing item. Play CD 1 track 45 and pause after the first sequence of words. Ask **Who's missing?** Invite a child to answer, and say **Yes, Mummy**.



- 1 Who's missing? Daddy, _____, Grandma.
- 2 Who's missing? Daddy, Mummy, Grandma, _____, Sister.
- 3 Who's missing? Daddy, Mummy, Grandma, Grandpa, Sister, _____, Baby, _____.

- Play the rest of the sequences of words, pausing after each one to give the children time to reply.
- Continue with the game, making up your own sequence of family members in a different order. As the children become more confident, miss out more and more family members.
- Invite different children to the front to say a sequence of family members, and ask the pupils to point and say the missing family members.
- Divide the children into pairs. The children take turns to say a sequence of family members, missing out items.
- Say **Look at the pictures below the diamond shape. Listen and colour**. Call out five family members, one at a time. Encourage the children to find the people in the diamond shape above and colour the circular frames the same colour.



Find and colour.

- Point to the bottom of the page. Say **Colour the hidden school things!**
- Point out the colours along the bottom of the page and say **Look at the colour code**. Ask **What colour is number 1?** Respond **Yes, it's blue**.
- Check that the children have crayons. Explain that they should find the numbers in the picture, and colour the items according to the colour code. The children work individually, colouring the picture.

Closing activities

Sing the Goodbye! song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Unit objectives

- Identifying different parts of the body C1 C3 C7
- Listening to and saying the raps C1 C6 C7
- Listening to and singing songs with actions C1 C6 C7
- Asking and answering questions about parts of the body C1 C3 C7 C8
- Making mini-flashcards to play communicative games C1 C3 C6 C7 C8
- Listening to and understanding the story C1 C6
- Retelling the story C1 C6 C7 C8
- Giving an opinion on the story C1 C8
- Listening to and acting out a role play C1 C5 C7 C8
- Relating parts of the body to your senses C3 C7
- Associating pictures with meaning C1 C6 C7
- Recognizing key words C1 C7 C8

Pronunciation

Practising the /ɪ/ sound

Cross-curricular content

Science: The five senses

Socio-cultural aspects

- Interest in learning about parts of the body
- Willingness to share
- Interest in the five senses
- Interest in learning about UK culture
- Positive attitude towards own ability to participate in class activities
- Pleasure in a traditional story
- Respect for others in the group
- Willingness to follow simple instructions
- Willingness to review and reflect on own learning
- Pleasure in completing their English Dossier

Key language**Vocabulary**

- eyes, ears, mouth, nose, hands, fingers, feet, toes
- (the five senses) see, listen, taste, smell, touch

Structures

- I've got/You've got...
- Have you got...? Yes, I have./No, I haven't.

Recycled language

- Numbers 1–10
- Colours
- Hello. I'm... Goodbye.
- What is it/this? It's...
- Is it a...? Yes, it is./No, it isn't.
- Can I have..., please? Here you are. Thank you.

Receptive language

- Let's listen/sing/number/play/say/point to/ match, etc.
- Find page (number). Open your books at page (number).
- What number/colour is it?
- sunny, raining, cloudy, snowing

Summary

In Unit 3 you will introduce and practise vocabulary for parts of the body and the five senses. Pupils will learn how to describe someone using basic adjectives, *big* and *small*.

Basic competences key

- C1 Competence in linguistic communication
- C2 Mathematical competence
- C3 Competence in knowledge of and interaction with the physical world
- C4 Competence in processing information and use of ICT
- C5 Competence in social skills and citizenship
- C6 Artistic and cultural competence
- C7 Learning to learn
- C8 Autonomy and personal initiative

Lesson 1

Learning objectives

- Identify and say words for different parts of the body
- Listen to and sing the *How many fingers?* song
- Learn a new song for the opening routine

Language focus

- *eyes, ears, mouth, nose, hands, fingers, feet, toes*

Materials

- Flashcards: *eyes, ears, mouth, nose, hands, fingers, feet, toes*
- Class audio CD



At-a-glance lesson plan (PB page 23)

Opening activities

- Learn *The Weather* song (CD 1 track 46). C1 C6 C7

Main activities

- **Vocabulary game** *What's this...?* C1 C7 C8
- **Vocabulary activities** *Word rap* (CD 2 track 1). Listen, point and say the words. Listen and point. C1 C7 C8
- **Song** *How many fingers?* (CD 2 track 2). Listen, sing and point. Mime. C1 C6 C7
- **Vocabulary activity** Look and answer questions. C1 C7 C8
- **Vocabulary game** *Digi's Maze* (CD 2 track 4). C1 C7 C8

Closing activities

- *Goodbye!* song (CD 1 track 13). C1 C6

Opening activities

Learn *The Weather* song.

- Say **Hello!** and have the children return the greeting.
- Tell the children that they are going to learn a new song about the weather.
- Say **Stand up, please.**
- On the board draw four pictures: the sun, rain, clouds, snow. Point to the first picture, say **sunny**, and move your hands in a large circle. Say **raining**, pointing at the rain picture. Move your hands and wiggle fingers downwards. Encourage the children to copy your mimes.
- Point to the third picture, saying **cloudy**, and outline a cloud in the air. Say **snowing**, pointing to the snow picture. Use the same mime as 'rain' but also cross your arms and mime feeling cold. Encourage the children to copy your mimes.



- Say **Let's listen and mime.** Play CD 1 track 46 and mime the actions to the song. Have the children sing and do the actions with you.

**The Weather song**

What's the weather like? (point to the window or sky)

What's the weather like? (as above)

Is it sunny? (move your hands in a large circle)

Is it raining? (move your hands and wiggle fingers downwards)

What's the weather like? (as above)

What's the weather like? (as above)

Is it cloudy? (outline a cloud in the air)

Is it snowing? (the same mime as rain but also cross your arms and shiver)

What's the weather like? (as above)

What's the weather like? (as above)

It's... (say the correct weather)

Main activities

Play *What's this...?*

- Draw a large stick person on the board with a blank face, big enough to fit flashcards in. Ask **Who is it?** Listen to their answers (which can be in L1) and say **Yes, a friend.**

- Shuffle the pile of body flashcards with the pictures facing the class. Turn the flashcards to face you and say **Let's play What's this body word?** (see TN page 23).

Listen, point and say the words.

- Say **Let's listen and say the Word rap.** Play CD 2 track 1. Point to the different flashcards, as they are heard on the CD, and encourage the children to repeat the words as they hear them.



Word rap

Everybody clap, clap, clap.

Let's say the body word rap.

Eyes... Ears... Mouth... Nose... Hands...

Fingers... Feet... Toes.

Everybody clap, clap, clap.

That's the end of the body word rap.

- Play the track again. Get the children to say the words while you point to the flashcards. Or you could point to each word in turn, say the word and encourage the children to repeat it two or three times.
- Repeat this procedure with the other items.
- Point to the eyes flashcard and ask **What is it?** and have the children say *Eyes*. Say **Touch your eyes** and mime touching your eyes. Encourage the children to touch their eyes while saying the word.
- Repeat with the other flashcards.



Listen and point.

- Say **Open your books at page 23.**
- Point to the characters and different parts of the body on the page. Ask **Who/What's this? Where are Harry and Holly? (in the living room) What are they doing? (dancing and singing) What is Digi doing? (dancing and singing)** Children may respond in L1.
- Point to the top part of the page and explain that the children should point to the parts of the body as they hear them in the song. Say **Let's listen and point.**
- Play the *Word rap* again and encourage the children to point in their PB.



Listen, sing and point.

- Say **Let's listen to the song and point.** Play the *How many fingers?* song (CD 2 track 2) and point in your PB. Encourage the children to do the same.
- Say **Let's sing the How many fingers? song.**

- Play the track again. Mime to the lyrics, point to the flashcards and encourage the children to copy you.



How many fingers? song

Harry:

I've got two eyes. (point to/touch your eyes)

I've got two ears. (point to/touch your ears)

I've got one mouth. (point to/touch your mouth)

I've got one nose. (point to/touch your nose)

Holly:

I've got two hands. (put your hands together)

I've got ten fingers. (wiggle your fingers and hold up 10)

I've got two feet. (point to/touch your feet)

I've got ten toes. (point to/touch your toes)

Digi:

I've got two eyes. (as above)

I've got two ears. (as above)

I've got one mouth. (as above)

I've got one nose. (as above)

I've got two hands. (as above)

I've got six fingers. (wiggle your fingers and hold up 6)

I've got two feet. (as above)

I've got six toes. (point to/touch your toes)

Look and answer questions.

- Ask the children to look again at the picture at the top of the page. Say **Look and answer questions.**
- Hold up your PB and point to Leo's nose in the picture. Ask **What is it?**
- Keep asking questions about the various items in the picture. This is a good opportunity to revise numbers and colours, as well as vocabulary items from previous units.
- Possible questions: **Can you see a family photo? Can you see a red/yellow/green book? Can you see a blue/pink rubber? Can you see three rubbers? Can you see Digi's toes? Can you see Holly's hands?**



Play Digi's Maze.

- Point to the word maze on PB page 23 and ask **What is it?** Allow pupils to answer in L1. Say **Yes, it's Digi's body maze. Let's play Digi's body maze.**
- Hold up your PB and place your finger on Digi. Have the children do the same.
- Play CD 2 track 4 maze 1 and mime to the words (See TN page 39).



Maze 1

Digi: Let's play.
Let's play my maze game!
Press the button.
Hands... Nose... Toes...
What number is it?

- At end of maze 1 press 'pause' and repeat Digi's question **What number is it?** Point to the number. Invite a child to answer. (Answer: number 4) If the children seem unsure have them say the words with you.
- Press 'pause' to play maze 2. say the words, and use the actions to help the children follow the route through the maze. (Answer: number 4)



Maze 2

Digi: Let's play!
Let's play my maze game!
Press the button.
Feet... Ears... Hands... Fingers... Toes...
What number is it?

- Create a route of your own through the maze which is different from what you heard on the CD, and arriving at a different number. Remember you can only move across the items in the bottom row to an item in the middle and then to the top row.
- Invite children to come to the front to guide the class through the maze.
- For more practice, you could divide the children into small groups or pairs to play together.

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TN page 43), and play CD 1 track 13.

Extra activity: Digi says...

Stick the flashcard of Digi on the board, and stick the body flashcards around it. Say **Stand up, please!** Explain to the children that they should listen and touch the correct parts of the body. Say **Digi says Touch your eyes**, etc.

Activity Book activity

Do activity 1 in *Your Quest 1* Activity Book page 16.

Notes:



Lesson 2

Learning objectives

- Sing and mime the *How many fingers?* song
- Follow instructions to make mini-flashcards to play communicative games
- Recognize words for different parts of the body
- Learn a new song for the closing routine

Language focus

- *eyes, ears, mouth, nose, hands, fingers, feet, toes*
- *I've got... Have you got...?*
Yes, I have./No, I haven't.

Materials

- Scissors for each child
- Flashcards and word cards: *eyes, ears, mouth, nose, hands, fingers, feet, toes*
- Class audio CD



At-a-glance lesson plan (PB pages 23 and 73)

Opening activities

- *The Weather* song (CD 1 track 46). **C1 C6 C7**
- **Vocabulary game** *Flash the card.* **C1 C7 C8**

Main activities

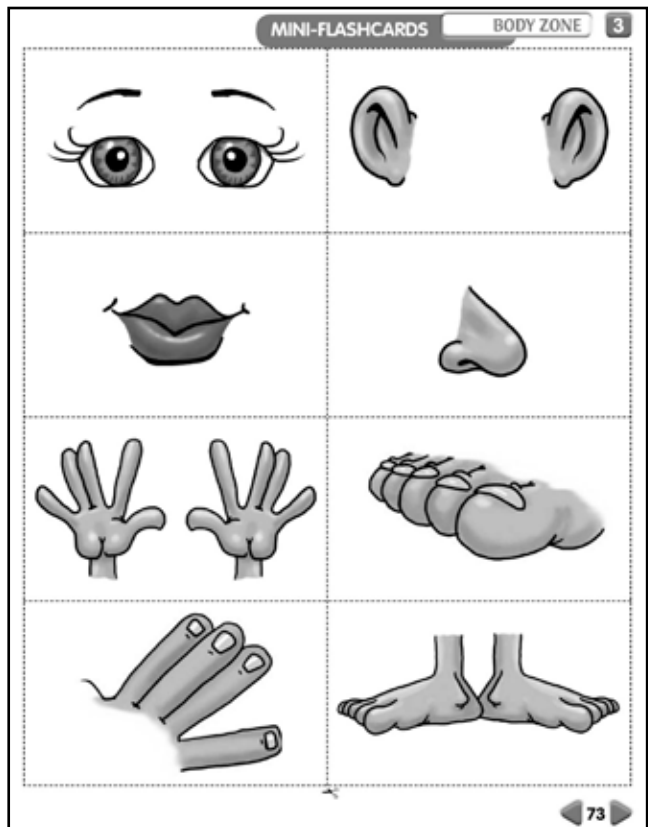
- **Vocabulary activity** Match the pictures and words (optional). **C1 C7 C8**
- **Song** *How many fingers?* (CD 2 track 2) (karaoke CD 2 track 3) Listen, sing and mime. **C1 C6 C7**
- **Cut-out activity** Make mini-flashcards. Sing (CD 2 track 2). **C1 C3 C6 C7 C8**
- **Vocabulary game** *Find the card.* **C1 C7 C8**

Closing activities

- Learn the *Everybody finish!* song (CD 2 track 5). **C1 C6**

Opening activities

- Say **Hello!** and have the children return the greeting.
- Ask **What's the weather like?** and point to the window. Listen to their answers, and say **Yes, it's (sunny).**
- Say **sunny**, and have them repeat the word and mime with you. Repeat with other weather vocabulary.
- Say the weather words and the children do the actions.
- Say **Let's sing The Weather song** (For lyrics see TN page 94), and play CD 1 track 46.



Play Flash the card.

- Play *Flash the card* using the body flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

Main activities

Match the pictures and words.

- **NB:** Carry out this activity only if the children know how to read and write.
- Stick the body flashcards on the board.
- Say **Look at the parts of the body**, and point to the flashcards.
- Hold up the pile of word cards, facing the class. Say **eyes** and get the children to repeat with you. Stick the word card next to the flashcard. Repeat with the other word cards, giving the children an opportunity to read and tell you the word before you say it.
- Move your hand slowly over the words, saying each in turn. Encourage the children to repeat with you until they are confident.

Listen, sing and mime.

- Say **Let's sing the How many fingers? song** (For lyrics see TN page 95). Play CD 2 track 2. Encourage the children to point to the flashcards and to sing with you as you mime.
- When the song has finished, invite different children to the front to point to the flashcards and say the words aloud.

- You could also play the karaoke version of the *How many fingers?* song, CD 2 track 3.



Make your mini-flashcards.

- Say **Open your books at page 73.**
- Check that the children have got scissors. Say **Cut out the cards here**, pointing to the cut line in your PB.
- Move around the classroom as the children cut out the mini-flashcards, pointing to different items and asking individuals **What is it?**
- Tell the children to lay out their cards, face up on their desks.
- Say **Let's sing the *How many fingers?* song** (For lyrics see TN page 95). Explain that when they hear a part of the body in the song they must wave the correct mini-flashcard.
- Play CD 2 track 2.
- Invite a child to give out the mini-flashcard envelopes (see TN page 32), and ask the children to put their mini-flashcards inside for the next activity.

Play a mini-flashcard game: *Find the card.*

- Check that the children have their cards face down on their desks. Shuffle your cards and place them in a pile face down.
- Say **Let's play *Find the card!***
- Take your top card, look at it, and say **Find (eyes)**. Encourage the children to turn over their cards to find it. The first child to hold the card above their head and say *I've got (eyes)* is the winner.
- Take your second card and continue the game.
- Invite volunteers to the front to take a card and call out the words.
- Alternatively, divide the class into pairs.
- Move around the classroom to check the children's speaking.

Tip: Tell the children to tick '3' on their mini-flashcard envelope (TN page 32) and store their cards inside it.

Closing activities

Learn the *Everybody finish!* song.

- Tell the children that they are going to learn a new song to sing at the end of the lesson.

- Say **Put away your books**, and mime closing and putting away your books. Encourage the children to do the same.
- Say **Put away your things**, and mime putting things in a pencil case and closing it. Encourage the children to do the action.
- Say **Let's sing the *Everybody finish!* song**, and play CD 2 track 5. Have the children sing and do the actions with you.



Everybody finish! song

*Everybody finish now,
Finish now, finish now.
Put away your books and things.
It's time to say goodbye.*

Extra activity: Body snap

Show your mini-flashcards to the class. Say **Copy me**. Shuffle your cards and place them in a pile face down. Explain to the children that they should turn over a card at the same time as you do. If their card is the same as the word you say, they can say **Snap!** Turn over your first card (eyes) and say **Eyes!** Continue until a child says **Snap!** When the children are confident, invite volunteers up to the front to give instructions. You could also divide the class into pairs, and encourage the children to play together.

Activity Book activity

Do activities 2 and 3 in *Your Quest 1* Activity Book pages 17 and 18.

Lesson 3

Learning objectives

- Listen to, understand and explain the story
- Show understanding of the story by numbering
- Personalize the story by drawing their favourite shadow
- Give their opinion of the story

Language focus

- *eyes, ears, mouth, nose, hands, fingers, feet, toes*
- *I've/You've got...*
- *Have you got...? Yes, I have./No, I haven't.*

Materials

- Pencil, rubber, crayons
- Flashcards and word cards: *eyes, ears, mouth, nose, hands, fingers, feet, toes*
- Class audio CD



At-a-glance lesson plan (PB pages 24, 25 and 26)

Opening activities

- *The Weather* song (CD 1 track 46).
- **Vocabulary game** *Find the match.*

Main activities

- **Story** Listen to the story (CD 2 track 6). Tell the story and ask questions. Find the Quest item. Express an opinion about the story.
- **Story activities** Look and number. Look, draw and colour.

Closing activities

- *Everybody finish!* song (CD 2 track 5).

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Ask the children to stand up, and sing and do the actions with you. Play CD 1 track 46.

Play *Find the match.*

- Play *Find the match* using the body flashcards if the children know how to read and write, or any other game from the *Activity Bank*, to recycle the vocabulary.

Main activities



Listen to the story.

- Say **Open your books at page 24.** Invite children to speculate about the first picture.

Who can you see? (children, teacher) **Where are they?** (in a classroom) **What are they doing?** (listening to a story) **What is the story?** (*Little Red Riding Hood*) Children may respond in L1.

- Say **Let's listen to the story.** Tell the story either by reading the text or by playing CD 2 track 6. Point to different things in the frames as the story is being told.

Tip: This story features some children in a classroom, listening to the story of *Little Red Riding Hood*. You may wish to remind the children of the story, and the different characters: Little Red Riding Hood, the Wolf and Grandma.



Introduction

Holly: Let's help Digi with his Quest. Let's look in Body Zone today.

Digi and Harry: Yes!

Leo: Miaow!

Frame 1 Storyteller: It's story time at school. The children are listening to the teacher.

Teacher: OK, children. Today the story is *Little Red Riding Hood*. Now who's this?

Child: It's Little Red Riding Hood.

Frame 2 Teacher: That's right. Very good! And who's this?

Children: The Big Bad Wolf!

Teacher: And Little Red Riding Hood says *Grandma, you've got big ears!* And the wolf says... *Yes, I've got BIG ears to listen to you.* Little Red Riding Hood says... *Oh I've got small ears!*

Frame 3 Teacher: And Little Red Riding Hood says... *Grandma, you've got a big nose!* And the wolf says... *Yes, I've got a BIG nose to smell you.*

Little Red Riding Hood says... *Oh I've got a small nose!*

Boy: Look, a big nose!

Frame 4 Teacher: And Little Red Riding Hood says... *Grandma, you've got big hands!* The wolf says... *Yes, I've got BIG hands.*

Teacher: Little Red Riding Hood says...

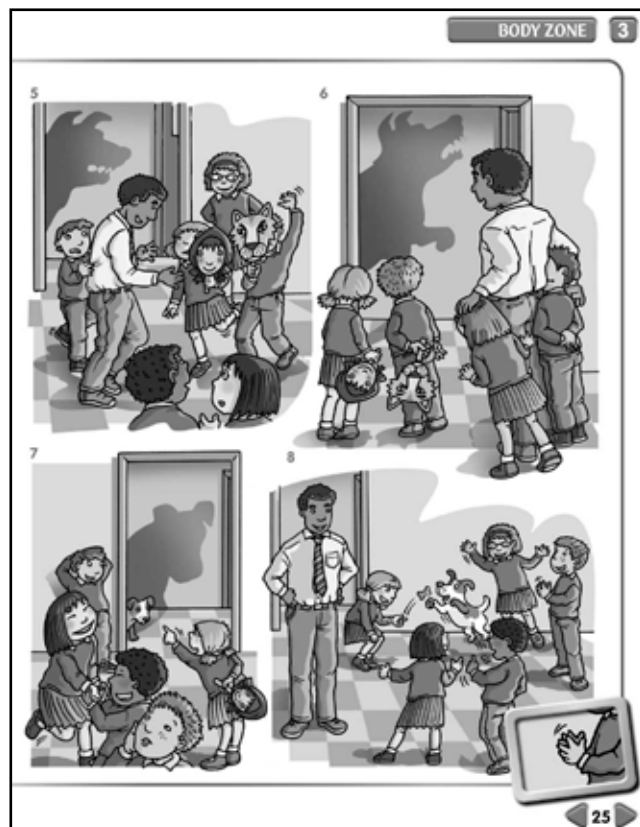
Some children: *Oh I've got small hands!*

Boy: Look! A big nose and big ears!

Frame 5 Teacher: And Little Red Riding Hood says... *You've got big eyes, Grandma.* And the wolf says... *Yes, I've got BIG eyes and I've got a BIG mouth.*

Boy: Oh no! Look! A BIG mouth! Teacher! Teacher! Help!

Frame 6 Children: Ooohhhh! It's scary! What is it?



Teacher: It's OK, children.

Girl: It's the Big Bad Wolf!

Teacher: No, it isn't!

Frame 7 Girl: Look! It's Jack!

Children: It's our dog. It isn't the Big Bad Wolf.

Frame 8 Teacher: Come here, Jack!

Girl: Here, Jackie! Jump!

Boy: Let's take Jack for a walk.

Conclusion

Holly and Harry: Fantastic!

Holly: Harry, look! Which mask do you like?

Harry: I like this one. The Big Bad Wolf!

Holly: Digi, have you got your Quest item?

Digi: Yes. Look! Can you find it in the story?

Tell the story and ask questions.

- Say **Let's listen to the story again.**
- Play CD 2 track 6 and have the children point to the pictures as they listen to the story.
- Play the track again and have the children repeat the key structures and lexical items (see TN page 100 'Language focus').
- After the story ask **What's the Quest item?** Point to the Quest frame at the bottom of PB page 25. (Answer: a pair of hands)
- Ask **Can you find the Quest item in the story?** (Answer: frame 8; the children may suggest other frames, also)

Frame 1

What's the story? (*Little Red Riding Hood*)

Frame 2

Has Grandma got big ears? (yes)

Frame 3

Who has got a big nose? (Grandma/Wolf)

Who has got a small nose? (Little Red Riding Hood)

Frame 4

What can the children see? (a big nose, big ears and a shadow)

Frame 5

Who has got big eyes? (Grandma)

Can the children see a big mouth? (yes/a shadow)

Frame 6

Are the children happy? (no)

Is the shadow scary? (yes)

Frame 7

Is Jack a wolf? (no)

Is Jack a dog? (yes)

Frame 8

Are the children happy? (yes)

Conclusion

Which is Harry's favourite mask? (The Big Bad Wolf)

Which is your favourite mask?

Express an opinion about the story.

- Draw the outlines of two round faces on the board. Stick story card 8 on the board.



• Ask **Does Harry like the story?** Listen to their answers (which can be in L1), and say **Yes, it's brilliant!**

• Point to the left face, draw an enormous smile on the face, saying **Yes, it's brilliant!** Draw a small smile on the other face, repeat the question and say **Yes, it's OK!**

• Point to the faces, saying **Yes, it's brilliant** and **Yes, it's OK.** Have the children do the same.

• Ask them individually **Do you like the story?** Have them answer using the phrases.



Look and number.

• Say **Open your books at page 26.** Point to the numbered example at the top of the page. Say **Look and number.** Explain that pupils should number the pictures in the order they appear in the story.

• When the pupils have finished, say **Let's listen to the story to check.** Play CD 2 track 6, pause after each frame, and encourage the children to say the number and item. (Answers: 1 storybook, 2 teacher and mask, 3 children and masks, 4 scary shadow of Jack, 5 Jack.)



Look, draw and colour.

• Point to the bottom of the page. Ask **Who is it?** and say **Yes, it's Jack.**

• Say **let's count and make the picture.** Join the dots.

• Check children are holding the pencil on number 1.

• Say **Let's count and make the picture.**

Hold up your PB so they can see, and say **One! Two!**, etc, while moving your finger to the different dots. Encourage the children to say the numbers with you.

• The children colour their picture individually.

• Move around the classroom and look at the children's work.

Closing activities

Sing the *Everybody finish!* song.

• Say **Put away your books**, and mime this while encouraging the children to do the action.

• Say **Put away your things**, and again mime while encouraging the children to do the action.

• Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99). Play CD 2 track 5. and have the children sing and do the actions with you.

Activity Book activity

Do activity 4 in *Your Quest 1* Activity Book page 19.

Notes:



Lesson 4

Learning objectives

- Review the story by miming
- Practise the sound /ɪ/ in the form of a chant
- Listen to and perform a short role play

Language focus

- eyes, ears, mouth, nose, hands, fingers, feet, toes
- I've/You've got...
- Have you got...? Yes, I have./No, I haven't.

Materials

- Pencil, rubber, crayons, scissors for each child
- Flashcards: eyes, ears, mouth, nose, hands, fingers, feet, toes
- Mini-flashcard envelopes
- Photocopiables TN page 232 (wolf mask)
- Class audio CD



At-a-glance lesson plan (PB page 27)

Opening activities

- *The Weather* song (CD 1 track 46). C1 C6 C7
- **Vocabulary game** *Guess the picture.* C1 C7

Main activities

- **Pronunciation** /ɪ/ Listen, point and say. (CD 2 track 7). C1
- **Story review** Listen and mime (CD 2 track 6). C1 C7 C8
- **Role play** Describing people. Listen and do the role play (CD 2 track 8). Dialogues with mini-flashcards. C1 C5 C7 C8

Closing activities

- *Everybody finish!* song (CD 2 track 5). C1 C6

Opening activities

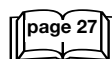
- Say **Hello!** and have the children return the greeting.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Ask the children to stand up, and play CD 1 track 46. Encourage the children to sing along and do the actions with you.

Play *Guess the picture.*

- Play *Guess the picture* using the body flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.



Main activities



Listen, point and say.

- Say **Open your books at page 27.** Say **Look at Digi!** and point to Digi in the top right-hand corner.
- Ask **What's Digi saying?** and point to the speech bubble. Encourage the children to look at you. Point to your mouth, and make the /ɪ/ sound repeatedly: /ɪ/, /ɪ/, /ɪ/, /ɪ/, /ɪ/. Have the children repeat the sound with you.
- Point to Digi's fingers in the picture and ask **What is it?** Listen to the children's answers and say **Yes, it's Digi's fingers.**
- Point to the fingers and your mouth. Say /ɪ/ /ɪ/ /ɪ/ **fingers**, and encourage the children to repeat with you. Repeat with **six**.
- Say **Let's listen to the rhyme.** Play CD 2 track 7. Have the children point at the items as they hear them. Play the track a couple of times until the children are confident enough to repeat the rhyme.



Digi's phonics

Digi's phonics

Digi's phonics

Digi's phonics i, i, i

Digi has got six fingers, six fingers and six toes.

Six fingers and six toes.

Digi has got six fingers, six fingers and six toes.

- Point to different items in the picture and ask **What's/Who's this? Does this have an /i/ sound?** (Items with /i/ sound: six, fingers, Digi. Distractors: Techa, Leo, cat, ball.)

Listen and mime.

- Say **Open your books at page 24**, and ask **Do you remember the story?**
- Say **Stand up, please. Let's tell and mime the story.**
- Either tell the story by reading from TN page 100 or by playing CD 2 track 6. Mime the actions with the children and say key structures and lexical items together (see TN page 104 'Language focus').



Listen and do the role play.

Tip: To make the role plays as authentic as possible bring in props such as different clothes for the children to wear. You may wish to give a copy of Photocopiables TN page 232 (wolf mask) for each child. Give the children time to cut it out, and encourage them to wear it while performing their role play.

- Point to the photo on PB page 27. Explain that the children are acting out a frame from the story, and point to frame 5 on PB page 25.
- Say **Let's listen to the children.** Explain that pupils should listen out for what parts of the body they describe.
- Play CD 2 track 8.



Boy as LRRH: You've got big eyes, Grandma.

Girl as Wolf: Yes, I've got BIG eyes and I've got a BIG mouth!

Boy as LRRH: Oh no!

- Show the body flashcards and ask **What do they describe?** Listen to the pupils' answers and respond **Yes, eyes and mouth.**
- Invite two volunteers to come to the front. Explain that they will do the role play, and allocate them roles (Wolf and LRRH). Have them position themselves according to their roles. Place the flashcards on the desk in front of them.

- Say **Let's listen and do the role play.** Play the CD track again. The children listen and repeat the words.
- Invite different volunteers to come to the front to act out the roles, but asking about different parts of the body. Ask the rest of the class to listen for the parts of the body. Support them by prompting them with the first couple of lines.
- Repeat the dialogue, two or three more times, with different pairs. If your class are confident, you may wish to ask your volunteers to say the dialogue without any help.
- Alternatively, divide the class into two groups. Group 1 repeats with LRRH and group 2 with the Wolf. Then play the listening again and the groups can change roles.
- Move around the classroom to check the children's speaking, and ensure they are taking turns in the different roles.

Dialogues with mini-flashcards.

- Divide the children into pairs. Ask a volunteer to give out the mini-flashcard envelopes.
- Ask the children to take their parts of the body mini-flashcards out of the envelope, and place them face down. The wolf character chooses two flashcards to describe and mime to Little Red Riding Hood (LRRH), while wearing his mask.
- The children do the dialogue in pairs, using the mini-flashcards as props.

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your books**, and mime the action while encouraging the children to do the same.
- Say **Put away your things**, and mime the action while encouraging the children to do the same.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99) and play CD 2 track 5. Have the children sing and do the actions with you.

Extra activity: Body families (optional)

Tell the children to take out their mini-flashcards (body words). Show your mini-flashcards to the class. Say **Copy me**. Shuffle your cards and place them in a pile face down. Ask the children to take the top four cards, and hold them in their hands. Take the top card from your pile, and explain to the children that you will try to get three of the same card by asking each child for a card. They must give you a card if you ask for it. Ask a child **Have you got (mouth)?** and signal for the child to look at their four cards, and answer *Yes, I have or No, I haven't*. When a child gives you a card say **I've got (two) (ears)**. Ask different children for the same card until you have four of that card. Repeat with another card. When the children are confident, invite volunteers up to the front to ask questions. As an extension, divide the class into groups of four, and encourage the children to play together.

Activity Book activity

Do activity 5 in *Your Quest 1* Activity Book page 20.

Notes:



Lesson 5

Learning objectives

- Identify and say the five senses
- Learn about the five senses

Language focus

- *eyes, ears, mouth, nose, hands, fingers, feet, toes*
- *see, listen, taste, smell, touch*
- *(eyes) to (see). I (see) with my (eyes).*

Materials

- Pencil, rubber, crayons, and (optional) large piece of card, fashion magazines, scissors and glue for each child
- Class audio CD



At-a-glance lesson plan (PB page 28)

Opening activities

- *The Weather* song (CD 1 track 46). C1 C6 C7
- **Vocabulary game** *Disappearing words*. C1 C7 C8

Main activities

- **Vocabulary activity** *The five senses* (CD 2 track 9). Listen and repeat. C1 C7 C8
- **Listening practice** Listen and number (CD 2 track 10). C1 C2 C6 C7
- **Vocabulary activity** Look and match. C1 C7 C8

Closing activities

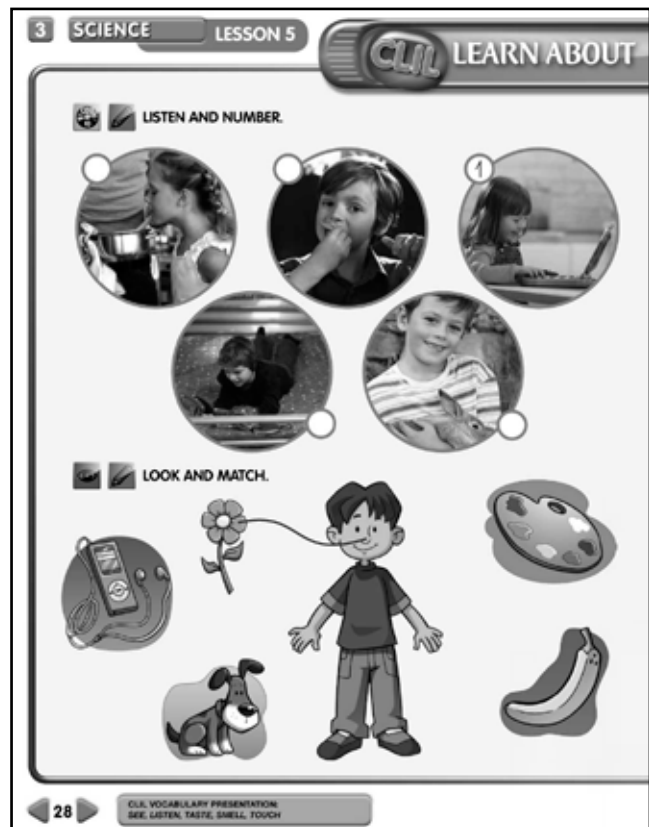
- *Everybody finish!* song (CD 2 track 5). C1 C6

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Ask the children to stand up, and play CD 1 track 46. Encourage the children to sing along and do the actions with you.

Play *Disappearing words*.

- Play *Disappearing words* using the body flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.



Main activities

Let's learn about *The five senses*.

- Say **Let's listen to Digi. Today let's learn about...** Play the CLIL jingle, CD 2 track 9.
- Say **Open your books at page 24 and look at story frame 2.**
- Ask questions: **Who's this?** (*point to Wolf/Grandma*) (Wolf/Grandma) **What's this?** (*point to the wolf's ears*) (big ears) **What are her/his ears for?** Elicit the answer: *to listen*. Children may answer in L1.
- Say **Open your books at page 28.** Ask the children to look at the photos and point out the photo that shows a child listening to music.
- Ask **What can you see in the photos?** Elicit **see, listen, taste, touch, smell**. Children may answer in L1.

Listen and repeat.

- Elicit that all the photos on PB page 28 refer to the five senses.
- Say **Let's listen to Digi.** Press 'pause' to continue the track and point to the different children on the page.



Digi: Look at our body. Let's learn about the five senses.

See!

Children: See!

Digi: Listen!

Children: Listen!

Digi: Taste!

Children: Taste!

Digi: Smell!

Children: Smell!

Digi: Touch!

Children: Touch!

Digi: How do we use our senses?

Eyes to see.

Children: Eyes to see.

Digi: Ears to listen.

Children: Ears to listen.

Digi: A mouth to taste.

Children: A mouth to taste.

Digi: A nose to smell.

Children: A nose to smell.

Digi: Hands to touch.

Children: Hands to touch.

- Say **Let's say the words**. Play the CD track again. Pause after Digi says a phrase and encourage the children to repeat it with you.
- Instead of using the CD track you could point and ask the children to repeat. Say the phrase and encourage the children to repeat the words with you for each of the senses.
- Invite different children to the front of the classroom. Ask them to point at or touch the correct photo. Say **Find... Touch!**
- You can ask different children to mime the actions too.
- Ask questions to check the children's understanding of the new language. **What parts of the body can you see? Do you taste with your mouth or your nose?**



Listen and number.

- Point to the numbered example and explain that pupils should listen for the child describing one of their senses and write the correct number.
- Say **Let's listen and number**. Play CD 2 track 10. (For answers see audioscript.)



1 Girl 1: I've got two eyes. I see with my eyes. I see a computer game.

2 Girl 2: I've got two hands. I touch with my hands. My rabbit likes this.

3 Girl 3: I've got a nose. I smell with my nose. I smell delicious food!

4 Boy 1: I've got a mouth. I taste with my mouth. Mmmm.

5 Boy 2: I've got two ears. I listen with my ears. I listen to music, la la la.



Look and match.

- Say **Look at the boy**, and point to the picture of the boy at the bottom half of the page.
- Point to the flower and say **I smell the flower**, and follow the line from the flower to the boy's nose.
- Explain that children should draw a line from the object to the correct part of the body. If the children seem unsure, repeat with another example.
- The children work individually, matching the parts of the body and objects.
- Move around the classroom to check the children's work and ask them to repeat the senses. (Answers: smell (nose) – flower; see (eyes) – palette; touch (hands) – dog; listen (ears) – iPod; taste (mouth) – banana)

Fast finishers:

Ask the children to draw extra objects and match them to the correct part of the body.

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your books**, and mime this while encouraging the children to do the action.
- Say **Put away your things**, and again mime while encouraging the children to do the action.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99) and play CD 2 track 5. Have the children sing and do the actions with you.

**Extra activity: Magazine monster
(class project)**

Bring a big piece of card and some old fashion magazines to class. Divide the children into groups, and give them some magazines. Allocate the groups different parts of the body, ask the children to look through the magazines and cut out pictures of 'their' parts of the body. They should cut out as many as possible. When they have finished cutting out, invite them to stick their cut-out parts of the body on the card to create a monster. When the monster is complete, say **Look at our monster**, and ask children to say the names and number of the parts of the body as you point to them. You can display the poster in the classroom.

Notes:



Lesson 6

Learning objectives

- Learn the *Five senses* rap
- Listen and draw parts of the body
- Learn about stories in the UK

Language focus

- *see, listen, taste, smell, touch*
- *(eyes) to (see). I (see) with my (eyes).*

Materials

- Pencil, rubber, crayons, outline of a body on a large piece of card, small pieces of paper, glue
- Flashcards: *Harry, Holly, Digi, Leo*
- Class audio CD



At-a-glance lesson plan (PB page 29)

Opening activities

- *The Weather* song (CD 1 track 46). **C1 C6 C7**

Main activities

- **Vocabulary activity** *Five senses* review. **C1 C7 C8**
- **Listening practice** *Five senses* rap (CD 2 track 11). Listen and point to the pictures. Sing and mime. Sing, point and number. **C1 C6 C7**
- **UK culture** *Using your senses in the UK*. Listen, point and say the number (CD 2 track 13). Listen and say the number (CD 2 track 14). **C1 C5 C6 C7**
- **Our culture** *Our senses*. Draw your favourite sense. **C5 C6 C7**

Closing activities

- *Everybody finish!* song (CD 2 track 5) **C1 C6**

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *The Weather* song** (For lyrics see TN page 94). Ask the children to stand up, and play CD 1 track 46. Encourage the children to sing along and do the actions with you.

Main activities

Five senses review.

- Invite different children to the front to ask the rest of the class questions about the different items on PB page 28. Have them ask *What is it?* and point to one of the senses. Encourage the other children to answer, saying *See!*

**Listen and point to the pictures.**

- Say **Open your books at page 29. Let's listen and point.** Play the *Five senses* rap (CD 2 track 11), while pointing to the pictures with the children.

**Five senses rap**

Digi, Harry and Holly: *Taste* (point to tongue) *and touch* (touch face)

Listen (point to ear), *smell* (point to nose) *and see* (point to eyes).

I've got five senses

To help me.

Harry: *I've got eyes to see.* (as above)

I see with my eyes.

Holly: *I've got a mouth to taste.* (as above)

I taste with my mouth.

Digi: *I've got hands to touch.* (as above)

I touch with my hands.

Harry: *I've got a nose to smell.* (as above)

I smell with my nose.

Holly: *I've got ears to listen.* (as above)

I listen with my ears.

Digi, Harry and Holly: *Taste and touch.*

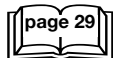
Listen, smell and see.

I've got five senses,

To help me.

Sing and mime.

- Say **Stand up please**. Say **Let's sing the Five senses rap**.
- Play the CD track again. Mime to the lyrics, and encourage the children to copy you.



Sing, point and number.

- Say **Look at Digi** and point to the pictures on PB page 29. Ask **What's Digi doing?** Children may answer in L1. Encourage the children to answer using the senses verbs. Stick the character flashcards on the board.
- Say **Let's sing and point**. Play the rap track again and encourage the children to point. Repeat.
- Say **Let's listen and number**. Point to the numbered example and encourage the children to number the different activities (these represent the different senses in the order they appear in the rap). The children work individually. (For answers see rap audioscript above.)

Fast finishers:

Ask children to draw another activity for Harry or Holly, to fit the sense shown in the PB.

UK culture: *Using your senses in the UK*



Listen, point and say the number.

- Point to the three photos on the second half of the page. Say **Let's learn about using your senses in the UK**.
- Ask questions: **What is this?** (*point to the different things*) (a picture, other children, food/curry) **What part of the body (sense) are they using?** (*point to the photos*) (eyes, ears, nose and mouth) Children may answer in L1.
- Say **Listen and point**. Play CD 2 track 13 and ask children to point to the correct photo as they listen. (For answers see audioscript below.)



1 Boy 1: Hello! I like drawing. Look at my picture. It's my daddy! (photo 1)

2 Girl: My brother sings in the choir. Listen to the music. It's beautiful! (photo 2)

3 Boy 2: My dad has an Indian restaurant. The food is great. Taste the curry. It's delicious. (photo 3)

- Say **Listen and say the number**. Play CD 2 track 14. (For answers see audioscript below.)



Girl: My brother sings in the choir. Listen to the music. It's beautiful! (photo 2)

Boy 2: My dad has an Indian restaurant. The food is great. Taste the curry. It's delicious. (photo 3)

Boy 1: Hello! I like drawing. Look at my picture. It's my daddy! (photo 1)

- Invite a child to answer. Encourage him/her to say *It's number (one)*.
- Point to the photos, and ask **Which is your favourite?** Point to photo 1, and say **Number one is my favourite. I like drawing**. Repeat the question and invite the children to answer.

Our culture: *Our senses*

- Stick the pre-prepared outline of a body on the board. At the top write *Our favourite sense*. Give some small pieces of paper to one of the children and ask him/her to give one to each child.
- Ask the children to fold the piece of paper in half, as if it is a book. Say **On the cover draw your favourite part of the body (sense) and inside draw the activity you do with it**, and point to the photographs on PB page 29.
- When the children have finished, ask them to write their name, and invite different children to the front to stick their picture on the body and talk about it.
- Ask questions: **What's your favourite sense?**
- Display the poster in your classroom.

Option: If you are unable to bring craft materials to class, you could play *In my country, too!* Ask the children to look at PB page 29. Point to a photo and say simple sentences using the vocabulary. Encourage the children to point to the same feature, and say *In my country, too!* if it is the same in their country.

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your books**, and mime this while encouraging the children to do the same.
- Say **Put away your things**, and again mime while encouraging the children to do the same.

- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99), and play CD 2 track 5. Have the children sing and do the actions with you.

Extra activity: Our senses (optional)

Before class, prepare a large piece of card divided into five columns. Write one of the senses at the top of each column (*see, listen, taste, smell, touch*). Give a small piece of paper to each child. Ask the pupils to draw an object which can be matched to each sense, for example a flower (smell), a sweet (taste), etc. When the children have finished, invite them to stick their picture in the correct column of the poster. Ask them questions: **What is it? Is it 'smell'?**

Activity Book activity

Do activity 6 in *Your Quest 1* Activity Book page 21.

Notes:



Lesson 7

Learning objectives

- Listen and show understanding by numbering
- Listen and show understanding of CLIL items by numbering and colouring

Language focus

- eyes, ears, mouth, nose, hands, fingers, feet, toes
- I've got... Have you got...?
Yes, I have./No, I haven't.
- see, listen, taste, smell, touch
- (eyes) to (see). I (see) with my (eyes).

Materials

- Pencil, rubber, crayons
- Flashcards: eyes, ears, mouth, nose, hands, fingers, feet, toes
- Class audio CD



At-a-glance lesson plan (PB page 30)

Opening activities

- *The Weather* song (CD 1 track 46). **C1 C6 C7**
- **Vocabulary game** *Word whispers*. **C1 C7 C8**

Main activities

- **Song (karaoke)** *How many fingers?* (CD 2 track 3). Sing and mime. **C1 C6 C7**
- **Listening practice** Listen and number (CD 2 track 15). Draw the words. **C1 C1 C7 C8**
- **Vocabulary review** *Whisper* game. **C1 C7 C8**
- **Listening practice** Listen, number and count (CD 2 track 16). **C1 C1 C7 C8**

Closing activities

- *Everybody finish!* song (CD 2 track 5). **C1 C6**

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing The Weather song** (For lyrics see TN page 94). Ask the children to stand up, and play CD 1 track 46. Encourage the children to sing along and do the actions with you.

Play *Word whispers*.

- Play *Word whispers* using the body flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

3 BODY ZONE LESSON 7

LISTEN AND NUMBER. THEN DRAW YOUR FRIEND.

LISTEN AND NUMBER.

LESSON 8

MAKE YOUR ENGLISH DOSSIER.

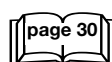
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CONSOLIDATION AND REVIEW

Main activities

Sing and mime (karaoke version).

- Stick the flashcards on the board, in the order that they appear in the song.
- Say **Let's sing the How many fingers? song** (For lyrics see TN page 95), and play CD 2 track 3.
- Mime to the lyrics and encourage the children to sing and act along with you.
- Invite different children to the front to point to the flashcards. Say to each child **Find... a mouth**, etc.



Listen and number. Then draw your friend.

- Say **Open your books at page 30**. Say **Look at the jigsaw activity**.
- Point to the numbered example and explain that children should listen out for the parts of the body and write the number next to the correct picture. (For answers see audioscript below.)
- Say **Let's listen and number**. Play CD 2 track 15.



- 1 Girl 1: I've got eyes.
- 2 Girl 2: I've got fingers.
- 3 Girl 3: I've got ears.
- 4 Girl 4: I've got hands.

5 Girl 5: I've got feet.

6 Boy 1: I've got a nose.

7 Boy 2: I've got a mouth.

8 Boy 3: I've got toes.

- Stick the body flashcards on the board and point to each item. Ask **What number is it?** Listen to pupils' answers and write the number next to the flashcard.

- Invite the children to draw and colour one of their friends.

Vocabulary review: *Whisper game*.

- Invite five children to come to the front. Ask them to stand in a line. Invite the first child to choose a sense to whisper to the next child in line. Encourage the children to whisper the word along the line. The final child should mime it to the class, who have to guess what it is.

- Ask the children to change places in the line, and repeat the activity.

- Invite a different set of children to the front to play the game.



Listen and number.

- Point to the picture at the bottom of the page. Say **Look at the people in the park!**

- Point to the numbered example and explain that pupils should listen and number the senses in the order they hear them. (For answers see audioscript below.)

- Say **Let's listen and number**. Play CD 2 track 16.



1 Girl: I touch the cat. Good cat!

2 Boy: I'm a pirate. I see lots of things through my telescope.

3 Holly: I smell the flower. It's nice.

4 Boy: I taste the ice cream. It's yummy!

5 Harry: I listen to music.

- When the children have finished, check their answers. Ask **What's number 1?** and encourage the children to say the sense (touch).

- Move around the classroom and evaluate the children's understanding.

- Ask the children to look at the picture again and count the number of pink flowers, noses, mouths and hands they can see. (Answers: flowers – 1, noses – 7, mouths – 7, hands (visible) – 9)

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your books**, and mime this while encouraging the children to do the action.

- Say **Put away your things** and again mime while encouraging the children to do the action.

- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99). Play CD 2 track 5. Have the children sing and do the actions with you.

Extra activity: Musical monsters

Play some music and encourage the children to dance. Stop the music and show a body flashcard. Say **eight eyes**, and encourage the children to stand in groups to create eight eyes. Encourage one of the children to say *I've got eight eyes*. Continue the game using different flashcards.

Option for next lesson: In Lesson 8 the children will create a personalized Dossier page. You could ask the children to bring in a photo of themselves. You should also bring in a photo of your own to use.

Activity Book activity

Do activity 7 in *Your Quest 1* Activity Book page 22.

Lesson 8

Learning objectives

- Review vocabulary
- Listen and show understanding by sticking picture and word stickers (optional)
- Create a personalized Dossier page
- Evaluate learning

Language focus

- *eyes, ears, mouth, nose, hands, fingers, feet, toes*
- *I've got... Have you got...?*
Yes, I have./No, I haven't.
- *see, listen, taste, smell, touch*
- *(eyes) to (see). I (see) with my (eyes).*







Materials

- Scissors, pencil, rubber, crayons
- Photo of yourself
- Flashcards and word cards: *eyes, ears, mouth, nose, hands, fingers, feet, toes*
- Class audio CD













At-a-glance lesson plan (PB pages 30, 75 and 76)





Opening activities

- *The Weather* song (CD 1 track 46)   
- **Vocabulary game** *Hot or cold*.   

Main activities

- **Vocabulary game** *Musical questions*. Match pictures and words (optional).   
- **Vocabulary activities** Make your English Dossier. Song *My English Dossier* (CD 1 track 26). Stick picture and word stickers (optional). Draw the Quest item.   
- **Cut-out activity** Personalize the Dossier (CD 2 track 17). Talk about your picture. 
  

Closing activities

- Draw a face to express an opinion. Self assessment.  
- *Everybody finish!* song (CD 2 track 5).  

Tip: Before class, you may wish to draw or stick a photo of yourself in the blank frame box on PB page 76. You can show it to the class, so they can see clearly what they have to do (see TN page 120).

Opening activities

- Say **Hello!** and have the children return the greeting.

- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Ask the children to stand up, and play CD 1 track 46, encouraging the children to sing along and do the actions with you.

Play *Hot or cold*.

- Play *Hot or cold*, or any other game from the *Activity Bank*, to recycle the vocabulary.

Main activities

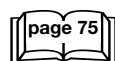
Play *Musical questions*.

- Hold up the pile of body flashcards facing the class. Shuffle the cards, revealing the images. Ask **Can you remember any parts of the body?** Remind the children of the question **Have you got (nose)?** and have them repeat it with you.
- Divide the class into two groups, those on the left and right of the classroom.
- Say **Let's play *Musical questions*** and play the game. (See TN page 58.)

Option: Invite the child who asks the question first to the front, then he/she can take over from you.

Match pictures and words.

- **NB:** Carry out this activity only if the children know how to read and write.
- Draw a stick person on the board. Hold up the body flashcards and, as you stick them on the board, encourage the children to say the words.
- Hold up the word cards and invite different children to the front to choose a card. Have them say the word aloud, and match it to the correct flashcard. Repeat with different children matching different words.
- Point to the word cards, and ask the children to read and say the word aloud.



Make your English Dossier.

Stick picture and word stickers.

- **NB:** Carry out this activity only if the children know how to read and write.
- Say **Let's listen to the *My English Dossier* song** (For lyrics see TN page 59.) Play CD 1 track 26 and encourage the children to mime the actions with you.
- Say **Open your books at page 75.**
- Say **It's sticker time**, and point to the sticker icon at the bottom of the page. Ask **Who's this?** (Wolf, child, Little Red Riding Hood) Point to the wolf's ears and **What's this?** Respond **Yes, it's 'ears'.**



- Open your PB to the sticker page. Mime taking the ears sticker and sticking it in the correct gap on PB page 75. Encourage the children to do the same.
- Say **Let's stick the words**. Point to the picture of ears and ask **What word is this?** Respond **Yes, 'ears'**.
- Turn to PB page 30 and ask the children to point to the word 'ears'. Once they have identified the word, turn again to the sticker page, and mime taking the word sticker and placing it in the correct place.
- The children work individually, placing their stickers.

Tip: This is the first time that the children will see the Dossier page without the words printed. If they seem unsure about where to place the stickers, point to the word cards on the board to help them.

Draw the Quest item.

- Point to Digi's Quest frame at the bottom of PB page 75. Ask **What's Digi's Quest in the Body Zone?** (hands)
- Explain that pupils should draw and colour hands in the space.
- The children work individually.



Personalize the Dossier.

- Say **Open your books at page 76**. Point to the characters and ask **What senses are they using?** The children say the names of the senses. Remind the children of the five senses.
- Ask the children to complete the picture by tracing and colouring the flowers and colouring the dog and rabbit.
- Point to Digi and ask **Who's this?** Say **Let's listen to Digi talking about himself**.
- Play CD 2 track 17, and encourage the children to point to the picture as they listen.



Digi: Hello, everybody.
Look at the picture of me!
I've got a big nose and mouth.
I've got two eyes and two ears.
I listen to music.

- Point to the frame on PB page 76 and explain that the children should draw a picture of themselves which illustrates them using one of their senses. Explain that they should also draw a picture of an object or animal which they should then match to the correct part of the body to illustrate one of the senses.
- The children work individually.
- Move around the classroom checking their work. When the children have finished, ask them to write their name at the top of the page.

Option: Alternatively, the children could cut out and stick a photograph/picture that they have brought from home.

Fast finishers:

Ask children to write the names of the parts of the body next to their picture.

Talk about your picture.

- Stick a photo of yourself on the board, or stick a photo of yourself in the blank frame on PB page 76. Hold up your open PB, and point to the frame on PB page 76. Say **Look! This is me.** Point to different parts of the body and say **I've got...**
- Invite different children to come to the front and talk about their pictures. If the children seem unsure, point to different parts of the body in their pictures and have them say *I've got...*
- Divide the children into pairs. Ask the children to show their picture to their partner and talk about it.
- Move around the classroom to check the children's speaking and ensure they are taking turns to talk about their picture. You may wish to use this activity to evaluate the children's spoken language.

Closing activities

Draw a face to express an opinion.

- Draw the outlines of two round faces on the board. Point to the post-it note at the bottom of PB page 30 and ask the children **Do you enjoy Body Zone?** Listen to their answers, which may be in L1, and say **Yes!**
- Point to the left face, draw an enormous smile on the face, saying **Yes, Body Zone is brilliant!** Point to the other face, repeat the question as if asking yourself, and say **Yes, it's OK!** Draw a small smile on the face.
- Point to the two different faces, saying the words **Yes, it's brilliant** and **Yes, it's OK.** Encourage the children to repeat with you. Finally, ask some children individually **Do you like Body Zone?** Encourage them to answer using the phrases.
- Point to the post-it note at the bottom of page 30 as well as at the two smiley faces on the board. Explain that the children should draw a smile on the post-it note which matches their opinion, in order to complete the smiley face.

- Move around the classroom and look at the children's opinions. Ask **Do you like Body Zone?** and have them answer, giving their opinion.

Self assessment.

- Praise the children's work over the unit.
- Have the children look back at their work for the whole of the unit, including the Dossier, and think about what they have achieved. Point to the three Digi faces at the bottom of PB page 76. Encourage the children to colour the face which matches their work for Unit 3. The first face represents very good, the second is good and the third is OK.
- Move around the classroom and comment on their self evaluation.

Sing the *Everybody finish!* song.

- Say **Put away your books**, and mime the action while encouraging the children to do the same.
- Say **Put away your things**, and again mime while encouraging the children to do the same.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99), and play CD 2 track 5. Have the children sing and do the actions with you.

Extra activity: Five questions

Point to the parts of the body and senses on PB page 30. Explain to the children you are thinking of one pair of words and they must guess which it is. They can only ask five questions, using *Is it (eyes/see)?* You answer **Yes, it is** or **No, it isn't.** Invite different children to the front to choose a pair of words and the class asks them questions in order to guess their choice. As an extension, you can divide the children into pairs and they can play the game together, using their books as a guide.

Dossier art and craft options: The Dossier is an opportunity for the children to personalize their work in the blank frame. Here are some suggestions:

- Bring in old magazines and the children can cut out pictures for the frame, or use the magazine to create their own picture collage.
- Encourage the children to bring in a photograph from home.
- Bring in different coloured paper and let the children cut out shapes to represent the content of the frame.

Activity Book activity

Do activity 8 in *Your Quest 1* Activity Book page 22 and Unit 3 from the Picture dictionary on page 46.

For the *How many fingers?* song lyrics see TN page 95.

For the Body Zone animated story script see TN pages 100–101.



I've got three eyes!

Max: Let's play the monster game!

Minnie: Grandpa – in your picture have you got two eyes?

Grandpa: No, I haven't.

Mum: Have you got three eyes?

Grandpa: Yes, I have.

Max: In your picture have you got three ears?

Grandpa: No, I haven't.

Mum: Have you got four ears?

Grandpa: Yes, I have.

Minnie: Have you got one mouth?

Grandpa: Yes, I have. I've got one mouth and three noses.

Max: Is it a small mouth?

Grandpa: No, it isn't.

Minnie: Is it a big mouth?

Grandpa: Yes, it is. A big mouth to eat you with!

Max: You are a very good monster, Grandpa!

Grandpa: Thank you!



CLIL – Let's learn about the five senses

Grandpa: Let's look at the senses.
How many senses have we got?

Max & Minnie: Five!?

Grandpa: That's right. We have got five senses.

Minnie: What are they?

Grandpa: We see with our eyes.
Look, he's playing a computer game.

Max: We hear music with our ears.

Grandpa: Yes, we can hear music.

Max: She's got a flower.

Grandpa: It's yellow.

Minnie: Mmm, it smells beautiful.

Max: Oh look. A beautiful dog!

Minnie: It's nice when you touch it.

Grandpa: It's soft.

Minnie: She's eating an ice cream.

Max: It tastes nice. It's very sweet!

Grandpa: See, hear, taste, smell, touch...

Minnie & Max: One, two, three, four, five senses!

Unit objectives

- Identifying different items of food (C1 C3 C6 C7)
- Listening to and saying the raps (C1 C6 C7)
- Listening to and singing songs with actions (C1 C6 C7)
- Asking and answering questions about items of food (C1 C5 C6 C7 C8)
- Making mini-flashcards to play communicative games (C1 C3 C6 C7 C8)
- Listening to and understanding the story (C1 C6)
- Retelling the story (C1 C6 C7 C8)
- Giving an opinion on the story (C1 C8)
- Identifying numbers 11–20 (C1 C2 C7)
- Listening to and acting out a role play (C1 C5 C7 C8)
- Classifying food items to create ‘five-a-day’ (C3 C5 C6 C7)
- Associating pictures with meaning (C1 C6 C7)
- Recognizing key words (C1 C7 C8)

Key language**Vocabulary**

- *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- *(five-a-day) orange juice, spinach, peas, melon, tomatoes*

Structures

- *Do you like...? Yes, I do./No, I don't.*
- *I like...*
- *Five-a-day is good for me.*

Recycled language

- Numbers 1–10
- Colours, family
- *Hello, I'm... Goodbye.*
- *What is it/this? It's...*
- *Is it a...? Yes, it is./No, it isn't.*
- *Can I have..., please? Here you are. Thank you.*

Receptive language

- *Let's listen/sing/number/play/say/point to/ match, etc.*
- *Find page (number). Open your books at page (number).*
- *What number/colour is it?*

Pronunciation

Practising the /k/ sound

Cross-curricular content

Science: Food

Socio-cultural aspects

- Interest in learning about the importance of a balanced diet
- Interest in learning about ‘five-a-day’ in the UK
- Positive attitude towards own ability to participate in class activities
- Pleasure in a story about food
- Respect for others in the group
- Willingness to follow simple instructions
- Willingness to review and reflect on own learning
- Pleasure in completing their English Dossier

Summary

In Unit 4 you will introduce and practise vocabulary for food. Pupils will learn how to ask someone about their food preferences, the correct response, and how to express their own. The target language from Unit 1 is reviewed in the story.

Basic competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

Lesson 1

Learning objectives

- Identify and say words for different food items
- Listen to and sing the *I like food* song

Language focus

- *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- *Do you like...? Yes, I do./No, I don't. I like...*

Materials

- Flashcards: *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- Class audio CD



At-a-glance lesson plan (PB page 31)

Opening activities

- *The Weather* song (CD 1 track 46). C1 C6 C7

Main activities

- **Vocabulary game** *What's on the plate?* C1 C7 C8
- **Vocabulary activities** *Word rap* (CD 2 track 18). Listen, point and say the words. Listen and point. C1 C6 C7
- **Song** *I like food* (CD 2 track 19). Listen, sing and point. Mime. C1 C6 C7
- **Vocabulary activity** Look and answer questions. C1 C7 C8
- **Vocabulary game** *Digi's Maze* (CD 2 track 21). C1 C7 C8

Closing activities

- *Everybody finish!* song (CD 2 track 5). C1 C6

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Play CD 1 track 46.

Main activities

Play *What's on the plate?*

- Draw a large circle on the board, similar to a plate, big enough to fit the food flashcards in. Say: **It's a plate.**
- Hold up the pile of food flashcards with the pictures facing the class.
- Turn them towards you saying **Let's play *What's on the plate?***



- Put a card at the back of the pile and slowly move it upwards, revealing a part of the picture, little by little. Invite a child to guess the answer (in L1, if necessary), and stick the card on the board. Say **Yes, apples.**
- Repeat with the other flashcards, sticking them on the board at different places on the plate. Point to the flashcards and encourage the children to repeat the words.

Listen, point and say the words.

- Say **Let's listen and say the *Word rap***. Play CD 2 track 18. Point to the different flashcards as they are heard on the CD and encourage the children to repeat the words as they hear them.

**Word rap**

Everybody clap, clap, clap.

Let's say the food word rap.

Apples... Bananas... Strawberries... Fish...

Chips... Carrots... Broccoli... Cake...

Everybody clap, clap, clap.

That's the end of the food word rap.

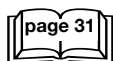
- Play the track again. Get the children to say the words while you point to the flashcards. Or you could point to each word in turn, say the word and encourage the children to repeat it two or three times. Repeat this procedure with the other items.

- Point to the fish flashcard, and say **fish** and have the children say Yes and nod their heads. Now point to the broccoli flashcard, and say **strawberries**, and encourage the children to say No and shake their heads.
- Repeat with the other flashcards, encouraging the children to respond correctly.



Listen and point.

- Say **Open your books at page 31.**
- Point to the characters and different food items on the menu. Ask **Who's/What's this? Where are Harry and Holly?** (in the street/outside a restaurant) **What are they doing?** (looking at food they like) Children may answer in L1.
- Point to the top part of the page and explain that the children should point to the different food items as they hear them in the *Word* rap. Say **Let's listen and point.**
- Play the *Word* rap again and encourage the children to point in their PB.



Listen, sing and point.

- Say **Let's listen to the song and point.** Play the *I like food* song (For lyrics see CD 2 track 19) and point in your PB. Encourage the children to do the same.
- Say **Let's sing the I like food song.** Play the track again. Mime to the lyrics, point to the flashcards and encourage the children to copy you.



I like food song

Holly: Look at the menu. (mime opening a menu)

Look at the food.

I like carrots, (trace a smile and point to flashcard)

and I like fish too. (as above)

Do you like chips? (point to flashcard and make question sign)

Digi: Yes, *I do.* (thumbs-up sign)

I like chips, (trace a smile and point to flashcard) *but I like apples too!* (as above)

Harry: Look at the menu. (mime opening a menu)

Look at the food.

I like broccoli, (trace a smile and point to flashcard)

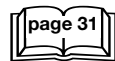
and I like strawberries too. (as above)

Do you like cake? (point to flashcard and make question sign)

Digi: Yes, *I do.* (thumbs-up sign)
I like cake, (trace a smile and point to flashcard)
but I like bananas too! (as above)

Look and answer questions.

- Ask the children to look at the picture at the top of the page again. Say **Look and answer questions.**
- Hold up your PB and point to the cake in the picture. Ask **What is it?**
- Keep asking questions about the various items in the picture. This is a good opportunity to revise numbers and colours, as well as vocabulary items from previous units.
- Possible questions: **Can you see a pencil? Can you see chips? Can you see a red/green apple? Can you see two bananas? Can you see Digi's eyes?**



Play Digi's Maze.

- Point to the word maze on PB page 31 and ask **What is it?** Allow pupils to answer in L1. Say **Yes, it's Digi's food maze. Let's play Digi's food maze.**
- Hold up your PB and place your finger on Digi. Have the children do the same.
- Play CD 2 track 21 maze 1 and mime to the words. (See TN page 39)



Maze 1

Digi: Let's play!

Let's play my maze game!

Press the button.

Fish... Apples... Broccoli...

What number is it?

- At the end of maze 1 press 'pause' and, repeat Digi's question **What number is it?** Point to the number. Invite a child with their hand up to say what number they have arrived at. (Answer: 4).
- Press 'pause' to play maze 2. Say the words, and use the actions to help the children follow the route through the maze (Answer: 3).



Maze 2

Digi: Let's play!

Let's play my maze game!

Press the button.

Chips... Strawberries... Cake... Apples...

Carrots...

What number is it?

Unit 4 Lesson 1

- Create a route of your own through the maze which is different from what you heard on the CD, and arriving at a different number.
- Remember you can only move across the items in the bottom row to an item in the middle and then to the top row.
- Invite children to come to the front to guide the class through the maze.
- For more practice, you could divide the children into small groups or pairs to play together.

Extra activity: If you feel the children can produce more language, ask them to say *I like (apples)*, as they move through the maze.

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your things**, and encourage the children to copy you.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99), and play CD 2 track 5.

Extra activity: Yummy! Yuk! Tennis

Place the food flashcards on the board. Say **Yummy!** and trace a smile, encouraging the children to copy you. Say **Yuk!** and mime a disgusted face. Bounce an imaginary ball with an imaginary racket, and say a food item (**fish**). Explain to the children that, if you pass to them, they have to say *(fish) Yummy!* or *(fish) Yuk!*, depending on their food preference, then pass it back to you. Play the game using the same food item several times, passing it to different children. Then use a new food item.

Option: Invite different children to the front to say and pass the food item.

Activity Book activity

Do activity 1 in *Your Quest 1* Activity Book page 23.

Notes:



Lesson 2

Learning objectives

- Sing and mime the *I like food* song
- Follow instructions to make mini-flashcards to play communicative games
- Recognize words for different food items

Language focus

- *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- *Do you like...? Yes, I do./No, I don't. I like...*

Materials

- Scissors for each child
- Flashcards and word cards: *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- Class audio CD



At-a-glance lesson plan (PB pages 31 and 77)

Opening activities

- *The Weather* song (CD 1 track 46). **C1 C6 C7**
- **Vocabulary game** *Flash the card.* **C1 C7 C8**

Main activities

- **Vocabulary activity** Match the pictures and words (optional). **C1 C7 C8**
- **Song** *I like food* (CD 2 track 19) (karaoke CD 2 track 20). Listen, sing and mime. **C1 C6 C7**
- **Cut-out activity** Make mini-flashcards. Sing (CD 2 track 19). **C1 C3 C6 C7 C8**
- **Vocabulary game** *Guess the card.* **C1 C7 C8**

Closing activities

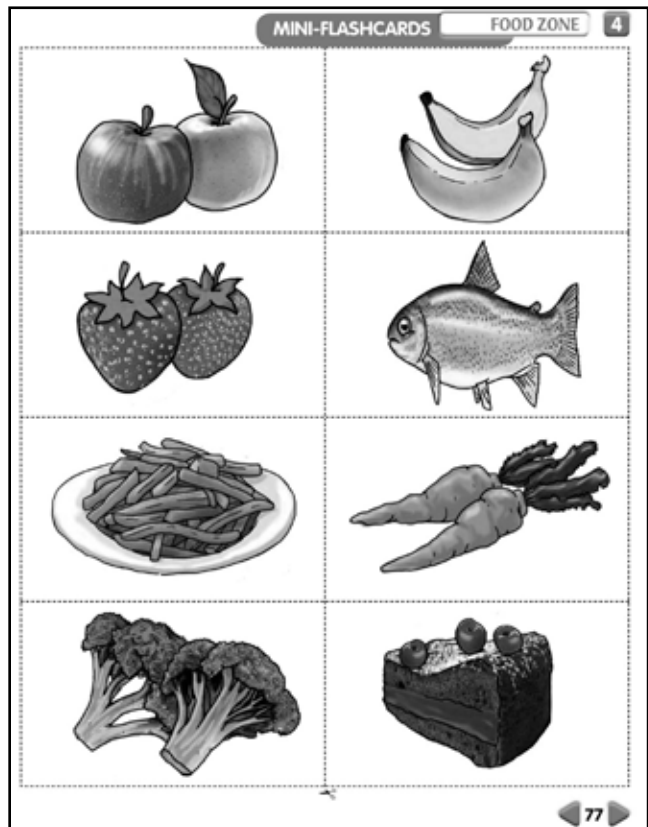
- *Everybody finish!* song (CD 2 track 5). **C1 C6**

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing** *The Weather* song (For lyrics see TN page 94). Play CD 1 track 46.

Play *Flash the card.*

- Play *Flash the card* using the food flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.



Main activities

Match the pictures and words.

- **NB:** Carry out this activity only if the children know how to read and write.
- Stick the food flashcards on the board. Say **Look at the food**, and point to the flashcards.
- Hold up the pile of word cards, facing the class. Say **fish** and get the children to repeat with you. Stick the word card next to the flashcard. Repeat with the other word cards, giving the children an opportunity to read and tell you the word before you say it.
- Move your hand slowly over the words, saying them. Encourage the children to repeat with you, until they are confident in recognising the words.

Listen, sing and mime.

- Say **Let's sing the** *I like food* song (For lyrics see TN page 125). Play CD 2 track 19. Encourage the children to point to the flashcards and to sing with you as you mime.
- When the song has finished, invite different children to point to the flashcards and say the words aloud.
- You could also play the karaoke version of the *I like food* song, CD 2 track 20.



Make your mini-flashcards.

- Say **Open your books at page 77.**
- Check the children have got scissors. Say **Cut out the cards here**, pointing to the cut line in your PB.
- Move around the classroom as the children cut out the mini-flashcards, pointing to different items and asking individuals **What's this?**
- Tell the children to lay out their cards, face up on their desks.
- Say **Let's sing the I like food song** (For lyrics see TN page 125). Explain that when they hear a food item in the song, they must wave the correct mini-flashcard.
- Play CD 2 track 19.
- Invite a child to give out the mini-flashcard envelopes (see TN page 32), and tell the children to put their mini-flashcards inside for the next activity.

Play a mini-flashcard game: *Guess the card.*

- Check that the children have their cards face down on their desks.
- Invite a volunteer to come to the front with his/her mini-flashcards to play against you. Shuffle your cards and place them in a pile, face down. Encourage your volunteer to do the same.
- Say **Let's play Guess the card.**
- Take your top card, look at it and say to your volunteer **Guess the card**. He/she asks *Is it (broccoli)?* If it's correct, say **Yes**, and he/she wins the card. If not, say **No**.
- Your volunteer takes a card, and you should guess it. Repeat with different volunteers coming to the front to play against you.
- Thank your volunteers and get them to sit down. Divide the children into pairs to play the game.
- Alternatively, you may wish to divide the class into two teams.
- Move around the classroom to check the children's speaking.

Tip: Tell the children to tick '4' on their envelopes and store their cards in the mini-flashcard envelope (TN page 32).

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your things**, and encourage the children to copy you.
- Say **Let's sing the Everybody finish! song** (For lyrics see TN page 99), and play CD 2 track 5.

Extra activity: Food chain

Invite eight children to come to the front. Give each one a flashcard and ask them to stand in line with their flashcard. Encourage the first child to turn his/her card to face the class, and say *I like (fish)*. Ask the second child to turn over his/her card and say *I like (fish and carrots)*. Repeat until all eight food flashcards have been turned over. Invite the class to say the complete sentence. Invite another eight children to come to the front. If the children seem unsure about saying the phrase *I like*, they can just say the food words.

Activity Book activity

Do activities 2 and 3 in *Your Quest 1* Activity Book pages 24 and 25.

Lesson 3

Learning objectives

- Listen to, understand and explain the story
- Show understanding of the story by numbering
- Learn and understand numbers 11–20
- Give their opinion of the story

Language focus

- *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- *Do you like...? Yes, I do./No, I don't. I like...*

Materials

- Pencil, rubber
- Flashcards and word cards: *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- Photocopiables (11–20 number cards)
- Class audio CD



At-a-glance lesson plan (PB pages 32, 33 and 34)

Opening activities

- *The Weather* song (CD 1 track 46).
- **Vocabulary game** *Find the match*.

Main activities

- **Story** Listen to the story (CD 2 track 22). Tell the story and ask questions. Find the Quest item. Express an opinion about the story.
- **Story activity** Look and number.
- **Vocabulary game** *What's the number?*
- **Story activity** Look, count and trace the numbers (CD 2 track 23).

Closing activities

- *Everybody finish!* song (CD 2 track 5).

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Play CD 1 track 46.

Play *Find the match*.

- Play *Find the match* using the food flashcards if the children know how to read and write, or any other game from the *Activity Bank*, to recycle the vocabulary.

Main activities



Listen to the story.

- Say **Open your books at page 32**. Invite children to speculate about the first picture. **Who can you see?** (daddy, two children, boy and girl or brother and sister) **Where are they?** (in front of school) **What is the girl holding?** (a picture) Children may respond in L1.
- Say **Let's listen to the story**. Tell the story either by reading the text or by playing CD 2 track 22. Point to different things on the cards as the story is being told.



Introduction

Digi: My Quest today is in Food Zone. Let's go.

Harry and Holly: OK!

Leo: Miaow!

Frame 1 Storyteller: Today it's Daddy's birthday.

Girl: Daddy! Hi, Daddy. Happy birthday!

Boy: Hello, Daddy. Happy birthday!

Daddy: Hello! Thank you!

Girl: Look at our project. Five-a-day!

Boy: Yes, carrots, apples, bananas, broccoli, and straaaaawberries! Yummy!

Daddy: Oh yes! I'm hungry. Let's go for my birthday lunch.

Frame 2 Daddy: Mmmm! I like fish and chips.

Boy: Don't forget five-a-day, Daddy.

Daddy: Five-a-day? Hmmm...

Frame 3 Boy: Do you like broccoli, Daddy?

Daddy: Yes, I do.

Girl: Do you like carrots?

Daddy: Yes, I do.

Girl: Me too!

Frame 4 Storyteller: The waiter comes.

Waiter: Can I help you?

Daddy: Oh yes. Can I have fish and chips, please?

Girl: Don't forget five-a-day.

Daddy: Oh yes. With broccoli and carrots.

Waiter: Yes, of course.

Boy: Can I have fish and chips with broccoli and carrots, please?

Girl: Me too.

Waiter: Yes, OK.

Frame 5 Waiter: Here you are. Fish and chips with broccoli and carrots.

Daddy: Thank you!

Boy and Girl: Deeeelicious!

Daddy: Yes! It's delicious.

Frame 6 Storyteller: Daddy looks at the dessert menu.



Daddy: Aaah! Time for my birthday cake!

Boy: Don't forget five-a-day, Daddy.

Girl: Mmm. I've got an idea.

Frame 7 Waiter: Happy birthday!

Daddy: Wow! A fantastic birthday cake!

Girl: With bananas, apples and strawberries!

Daddy: Thank you!

Frame 8 Daddy: Great! A five-a-day birthday. Broccoli, carrots, bananas, apples and strawberries!

Girl and Boy: It's good for you. And delicious, too!

Conclusion

Harry: Holly, what's your favourite food in the story?

Holly: I like the cake. It's got bananas, strawberries and apples. Delicious!

Harry: Let's look for Digi's Quest item in the story.

Tell the story and ask questions.

- Say **Let's listen to the story again.**
- Play CD 2 track 22 and have the children point to the pictures as they listen to the story.
- Play the track again and have the children repeat the key structures and lexical items (see TN page 130 'Language focus').
- After the story, ask the pupils **What's the Quest item?** Point to the Quest frame at the bottom of PB page 33. (Answer: a carrot)

- Ask **Can you find the Quest item in the story?** (Answer: frames 1, 3, 4, 5, 8)

- Check the children's understanding of the story by asking questions about each frame. Children may answer in L1.

Frame 1

Where are the children? (at school)

Who can you see? (boy/girl or brother/sister, Daddy)

Whose birthday is it? (Daddy's)

What is the school project? (five-a-day)

Frame 2

Does Daddy like fish and chips? (yes)

Frame 3

Does Daddy like broccoli? (yes)

Does Daddy like carrots? (yes)

Frame 4

Does Daddy order fish and chips? (yes)

What else? (broccoli and carrots)

Why? (to have five-a-day)

Frame 5

What is on the plate? (fish and chips with broccoli and carrots)

Is it delicious? (yes)

Frame 6

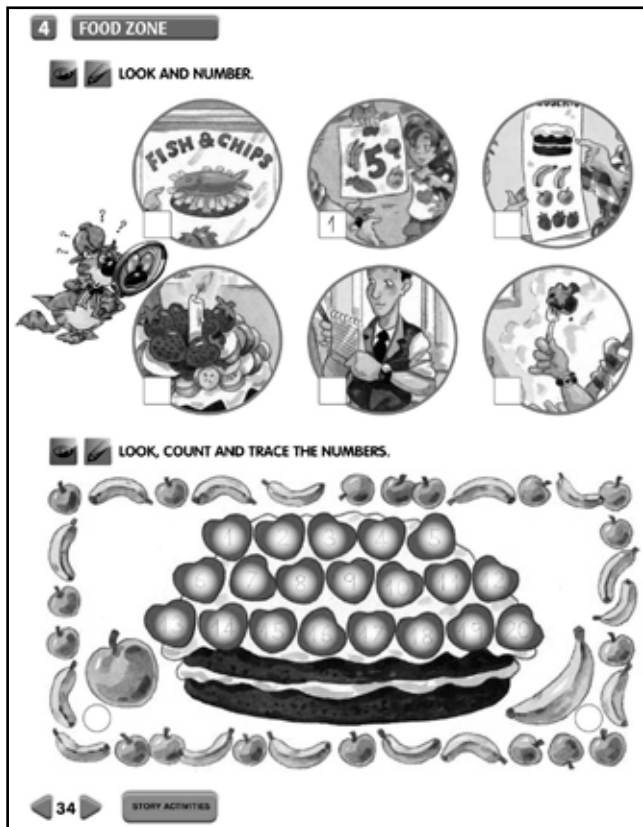
What does Daddy want? (cake)

Who has an idea? (the girl)

Frame 7

What does the waiter bring? (a birthday cake)

Does Daddy like the cake? (yes)



What fruit has it got? (bananas, strawberries and apples)

Frame 8

What is delicious? (broccoli, carrots, bananas, apples and strawberries or five-a-day)

Conclusion

What's Holly's favourite food? (the cake because of the bananas, apples and strawberries)

What's your favourite food?

Express an opinion about the story.

- Draw the outlines of two round faces on the board. Stick story card 8 on the board.
- Ask **Does Holly like the story?** Listen to children's answers (which can be in L1), and say **Yes!**
- Point to the left face, draw an enormous smile on the face, saying **Yes, it's brilliant!** Draw a small smile on the other face, repeat the question and say **Yes, it's OK!**
- Point to the faces, saying **Yes, it's brilliant** and **Yes, it's OK.** Have the children do the same.
- Ask children individually **Do you like the story?** Have them answer using the phrases.

page 34 Look and number.

- Say **Open your books at page 34.**
- Point to the numbered example at the top of the page. Say **Look and number**, and explain that pupils should number the pictures in the order they appear in the story.

- When the children have finished, say **Let's listen to the story to check.** Play CD 2 track 22, pausing after each item, and encouraging the children to say the number and item. (Answers: 1 – five-a-day project, 2 – fish and chips, 3 – broccoli, 4 – waiter, 5 – dessert menu, 6 – birthday dessert)

Play What's the number?

- Hold up the pile of photocopiable number flashcards with the numbers facing the class. Turn them towards you and say, **Let's play What's the number?**
- Put a card at the back of the pile and slowly move it upwards, revealing a part of the picture little by little. Invite a child to guess the number.
- Repeat with the other flashcards, sticking them on the board in sequence.
- Point to the cards, say the numbers, and encourage the children to chant the numbers. When the children are confident, remove a number card, the children continue chanting.
- Repeat this procedure, with the children chanting the numbers as you remove one card at a time, thus reducing the number of cards which are stuck on the board.
- Invite the children to say the complete sequence from 11 to 20.

page 34 Look, count and trace the numbers.

- Point to the frame at the bottom of PB page 34 and say **Here is a strawberry cake. Let's look and count the strawberries.**
- Check the children have placed their finger on strawberry number 1, and have them count with you. Say **One!, Two!**, etc. (Answer: 20)
- Alternatively, play CD 2 track 23, and encourage the pupils to repeat with the CD.
- Say **Say the numbers** and repeat the track again until the children are confident saying the numbers.



Let's count the strawberries:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10!

Child: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10!

Eleven!

Child: Eleven!

Twelve!

Child: Twelve!

Thirteen!

Child: Thirteen!
 Fourteen!
Child: Fourteen!
 Fifteen!
Child: Fifteen!
 Sixteen!
Child: Sixteen!
 Seventeen!
Child: Seventeen!
 Eighteen!
Child: Eighteen!
 Nineteen!
Child: Nineteen!
 Twenty!
Child: Twenty!
 How many strawberries can you see?
Child: Twenty!

- Point to the bananas and apples. Explain that the children should count and write the number of each fruit. The children work individually, counting. (Answers: bananas (16), apples (19))
- Ask the children to trace the numbers on the strawberries on the cake using a pencil. (Numbers to trace: 1–20)
- Move around the classroom and check the children's work.
- As an alternative activity, ask the children to look at the cake. Say **Find twelve!** Give the children time to look at the cake, and invite a child to hold up their book and show the number. Invite children to find different numbers.

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your things**, and encourage the children to copy you.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99), and play CD 2 track 5.

Activity Book activity

Do activity 4 in *Your Quest 1* Activity Book page 26.

Lesson 4

Learning objectives

- Review the story by miming
- Practise the sound /k/ in the form of a chant
- Listen to and perform a short dialogue

Language focus

- *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- *Do you like...? Yes, I do./No, I don't. I like...*

Materials

- Pencil, rubber, crayons
- Flashcards: *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- Mini-flashcard envelopes
- Photocopiables (menu)
- Props for dialogues (table cloths, menus, etc.)
- Class audio CD



At-a-glance lesson plan (PB page 35)

Opening activities

- *The Weather* song (CD 1 track 46). **C1 C6 C7**
- **Vocabulary game** *Guess the picture.* **C1 C7 C8**

Main activities

- **Pronunciation** /k/ Listen, point and say (CD 2 track 24). **C1**
- **Story review** Listen and mime (CD 2 track 22). **C1 C7 C8**
- **Role play** Talking about food you like. Listen and do the role play (CD 2 track 25). Dialogues with mini-flashcards. **C1 C5 C7 C8**

Closing activities

- *Everybody finish!* song (CD 2 track 5). **C1 C6**

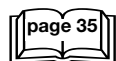
Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94) Play CD 1 track 46.

Play *Guess the picture.*

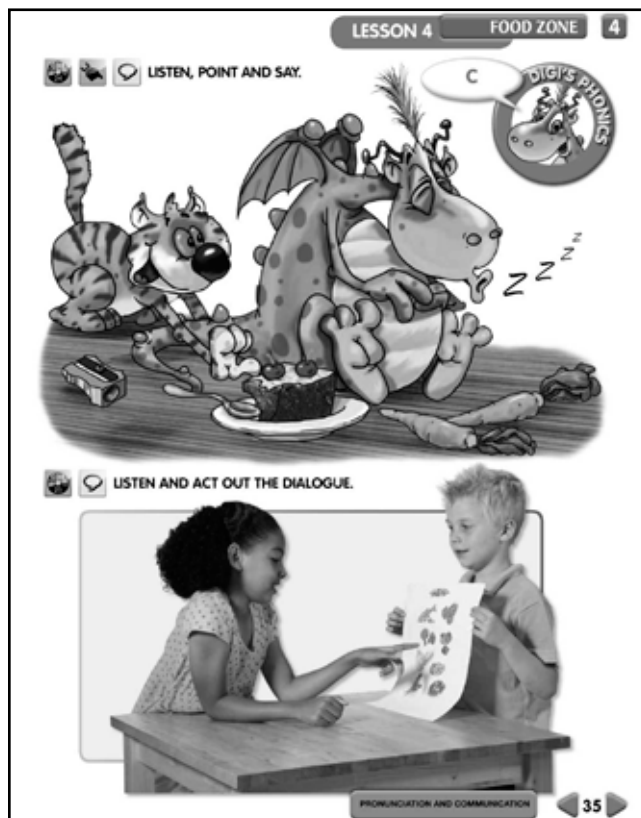
- Play *Guess the picture* using the food flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

Main activities



Listen, point and say.

- Say **Open your books at page 35.** Say **Look at Digi!** and point to Digi in the top right-hand corner.



- Ask **What's Digi saying?** and point to the speech bubble. Encourage the children to look at you. Point to your mouth, and make the /k/ sound repeatedly: /k/, /k/, /k/, /k/, /k/. Have the children repeat the sound with you.

- Point to the cake and carrots in the picture and ask **What is it?** Listen to the children's answers and say **Yes, it's cake/carrots.**

- Point to the cake and your mouth. Say /k/ /k/ /k/ **cake**, and encourage the children to repeat with you. Repeat with **carrots.**

- Say **Let's listen to the rhyme.** Play CD 2 track 24 and have the children point to the items as they hear them. Play the track a couple of times, until the children are confident enough to repeat the rhyme.



Digi's phonics

Digi's phonics

Digi's phonics

Digi's phonics c, c, c

Digi and Leo like cake and carrots.

Cake and carrots.

Digi and Leo like cake and carrots.

- Point to different items in the picture and ask **What's/Who's this? Does this have a /k/ sound?** (Items with /k/ sound: cake, carrots, cat. Distractors: Digi, Leo, pencil, sharpener.)

Listen and mime.

- Say **Open your books at page 32**, and ask **Do you remember the story?**
- Say **Stand up, please. Let's tell and mime the story.**
- Either tell the story by reading TN pages 130 and 131 or by playing CD 2 track 22. Mime the actions with the children and say key structures and lexical items together (see TN page 134 'Language focus').



Listen and do the role play.

Tip: To make the dialogues as authentic as possible bring in some props such as a table cloth or menus. You may wish to give a copy of Photocopiables (menu) to each child. Give the children time to colour it in and encourage them to use it while performing their dialogue.

- Point to the photo on PB page 35. Explain that the children are acting out a frame from the story, and point to frame 3 on PB page 32.
- Say **Let's listen to the children.** Explain that pupils should say what food the children like.
- Play CD 2 track 25.



Girl: Do you like carrots?

Boy: Yes, I do.

Girl: Do you like broccoli?

Boy: Yes, I do.

Girl: Me too!

- Show the food flashcards and ask **What do they like?** Listen to pupils' answers and respond **Yes, carrots and broccoli.**
- Invite two volunteers to come to the front. Explain that they will act out the dialogue, and allocate them roles (Boy and Girl). Have them position themselves according to their roles. Place flashcards or menus on the desk in front of them.
- Say **Let's listen and do the role play.** Play the CD track again. The children listen and repeat the words.
- Invite different volunteers to come to the front to act out the roles, but asking about different food items each time. Ask the rest of the class to listen for the food they like. Support them by prompting them with the first couple of lines.

- Repeat the dialogue two or three more times, with different pairs. If your class are confident, you may wish to ask your volunteers to say the dialogue without any help.
- Move around the classroom to check the children's speaking and ensure they are taking turns in the different roles.

Dialogues with mini-flashcards.

- Divide the children into pairs. Ask a volunteer to give out the mini-flashcard envelopes.
- Ask the children to take their food flashcards (TN page 129) out of the envelope and arrange them as a menu, or they can use their menus.
- The children act out the dialogue in pairs, using the flashcards as props.

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your things**, and encourage the children to copy you.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99), and play CD 2 track 5.

Activity Book activity

Do activity 5 in *Your Quest 1* Activity Book page 27.

Lesson 5

Learning objectives

- Identify and say food items associated with 'five-a-day'
- Learn about food items

Language focus

- *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- *orange juice, spinach, peas, melon, tomatoes*
- *(Five-a-day) is good for me.*

Materials

- Pencil, rubber and (optional) large circular piece of card for each group, old supermarket magazines, scissors and glue for each group
- Class audio CD



At-a-glance lesson plan (PB page 36)

Opening activities

- *The Weather* song (CD 1 track 46). **C1 C6 C7**
- **Vocabulary game** *Disappearing words*. **C1 C7 C8**

Main activities

- **Vocabulary activity** *Food* (CD 2 track 26). Listen and repeat **C1 C7 C8**
- **Vocabulary game** *Five-a-day*. **C1 C7 C8**
- **Listening practice** Listen and number (CD 2 track 27). **C1 C2 C7 C8**
- **Vocabulary activity** Look, listen and match (CD 2 track 28). **C1 C7 C8**

Closing activities

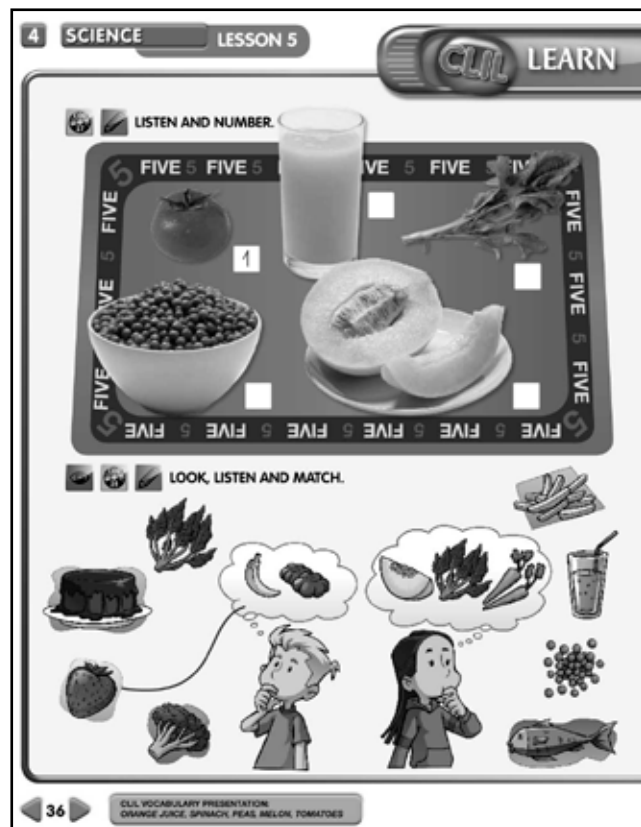
- *Everybody finish!* song (CD 2 track 5). **C1 C6**

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Play CD 1 track 46.

Play *Disappearing words*.

- Play *Disappearing words* using the food flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.



Main activities

Let's learn about *Food*.

- Say **Let's listen to Digi. Today let's learn about...** Play the CLIL jingle, CD 2 track 26.
- Say **Open your books at page 32 and look at story frame 8.**
- Ask the children questions: **Who's this?** (*point to daddy*) (Daddy) **Who's this?** (*point to the boy*) (boy) **What does the picture show?** (*point to the boy's picture*) Elicit the answer: *information about five-a-day/food that's good for us.* Children may answer in L1.
- Say **Open your books at page 36.** Ask the children to look at the photos and each to point out the photo that shows his/her favourite healthy food.
- Ask **What can you see in the photos?** Elicit *tomato, orange juice, spinach, peas, melon.* Children may answer in L1.

Listen and repeat.

- Elicit that all the photos on PB page 36 show healthy food items.
- Say **Let's listen to Digi.** Play CD 2 track 26, and point to the different food items on the page.



Harry: Orange juice is good for me!

Digi: Melon is good for me!

Holly: Spinach is good for me.

Digi: Peas are good for me!

Harry: Tomatoes are good for me!

Children and Digi: Five-a-day is good for me!

- Say **Let's say the words**. Play the CD track again. Pause after Digi or the children say a phrase and encourage your pupils to repeat it with you.
- Instead of using the CD track you could point, and encourage the children to repeat the words with you for each food item.
- Invite different children to the front of the classroom. Ask them to point at or touch the correct item on the page. Say **Find... spinach!**
- Ask questions to check the children's understanding of the new language and to personalize. **How many foods can you see? How many types of food can you see? I can see... Do you like peas?** etc (Yes, I do./No, I don't). **What are your five-a-day?**

Play Five-a-day.

- Say **Let's play Five-a-day**. Invite two children to the front of the class. Explain that they should say a new five-a-day combination.
- Say **Start!** and the children begin counting, saying their choices. The first child to finish is the winner.
- Invite more pairs of children to the front.



Listen and number.

- Point to the numbered example and explain that the pupils should listen and number the food items in the order they hear them.
- Say **Let's listen and number**. Play CD 2 track 27. (For answers see audioscript below.)



Boy: What's our five-a-day?

Girl: Well, number 1 is a tomato.

Boy: What's number 2?

Girl: It's orange juice. Yummy!

Boy: Is number 3 peas?

Girl: Yes! And number 4 is spinach.

Boy: OK. Number 4 is spinach. So number 5 is melon.

Girl: Yes, that's right. 1, 2, 3, 4, 5... five-a-day!



Look, listen and match.

- Say **Look at the food!** and point to the pictures on the second half of the page. Ask the children to say the names of the different food items.
- Say **Let's listen and match the five-a-day food items**. Point to the different food pictures and encourage pupils to say the words. Explain that pupils should listen to what each of the children eats for their five-a-day. They should draw a matching line from the food to the correct thought bubble.
- Play CD 2 track 28.



Ben: My five-a-day are bananas, tomatoes, strawberries, broccoli and spinach.

Judy: My five-a-day are melon, spinach, carrots, peas and orange juice.

- The children work individually, matching the food items.
- Move around the classroom to check the children's work. Ask them to repeat the words.

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your things**, and encourage the children to copy you.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99), and play CD 2 track 5.

Extra activity: *Five-a-day* poster (class project)

Before class prepare a big circular piece of card for each group of students and some old supermarket magazines. Divide the children into groups, and give them some magazines and a piece of card. Ask the children to look through the magazines and cut out five-a-day food items. They should cut out as many as possible. When a group finishes cutting out, invite them to stick their cut-out food items on their piece of card. When they have finished, ask them to move around the room and look at the different food posters. You could display the posters in the classroom.

Notes:



Notes:



Lesson 6

Learning objectives

- Learn the *Five-a-day* rap
- Listen and draw food items
- Learn about food in the UK

Language focus

- *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- *orange juice, spinach, peas, melon, tomatoes*
- *(Five-a-day) is good for me.*

Materials

- Pencil, rubber, crayons, outline of a big plate on a piece of card, drawing paper, scissors for each child, glue
- Flashcards: *Harry, Holly, Digi, Leo*
- Class audio CD

At-a-glance lesson plan
(PB page 37)

Opening activities

- *The Weather* song (CD 1 track 46). C1 C6 C7

Main activities

- **Vocabulary activity** *Food review*. C1 C7 C8
- **Listening practice** *Five-a-day* rap. Listen and point to the pictures. Sing and mime. Sing, trace and colour (CD 2 track 29). C1 C6 C7
- **UK culture** *Food in the UK*. Listen, point and say the number (CD 2 track 31). Listen and say the number (CD 2 track 32). C1 C5 C6 C7
- **Our culture** *Food*. Draw your lunch. C5 C6 C7

Closing activities

- *Everybody finish!* song (CD 2 track 5). C1 C6

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Play CD 1 track 46.

Main activities

Food review.

- Invite different children to the front to ask their classmates questions about the different items on PB page 36. Have them ask *What is it?* and point to a food item. Encourage the other children to answer, saying *Melon!*



- Alternatively, you could play *Five-a-day!* (TN page 137). Invite different children to the front to take over from you.

Listen and point to the pictures.

- Say **Open your books at page 37. Let's listen and point.** Play the *Five-a-day* rap (CD 2 track 29), while pointing to the items on the page.

**Five-a-day rap**

Digi, Holly and Harry: *Orange juice* (point to the picture) *is good for me!* (make a thumbs-up sign)

Melon (as above) *is good for me!* (as above)

Spinach (as above) *is good for me!* (as above)

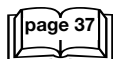
Peas (as above) *are good for me!* (as above)

Tomatoes (as above) *are good for me!* (as above)

Five-a-day is good for me! (hold up five fingers, and make a thumbs-up sign)

Sing and mime.

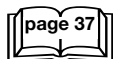
- Say **Stand up, please.** Say **Let's sing the *Five-a-day* rap.**
- Play the CD track again. Mime to the lyrics, using the actions, and encourage the children to copy you.



Sing, trace and colour.

- Say **Look at Holly, Harry and Digi in a restaurant!** and point to the picture on PB page 37.
- Ask **What are Harry/Digi/Holly eating?**
Encourage the children to answer saying the five-a-day combination. Stick the character flashcards on the board.
- Say **Let's sing and point.** Play the rap track again and encourage the children to point. Repeat.
- Point to the fish, the glass and carton of orange juice and say **Trace and colour the fish, the glass and the orange juice.**
- The children work individually.

UK culture: *Food in the UK*



Listen, point and say the number.

- Point to the three photos on the second half of the page. Say **Let's learn about food in the UK.**
- Ask questions: **Where is he/she?** (*point to the different photos*) (various places in school) **What's this?** (*point to the different food items*) (various answers) Children may answer in L1.
- Say **Listen and point.** Play CD 2 track 31 and ask children to point to the correct photo as they listen. (For answers see audioscript below.)



1 Girl 1: My mum makes me a packed lunch for school. I have a sandwich and fruit. I like orange juice. (photo 1)

2 Boy: I have lunch at school. I have a sandwich with some carrots, my favourite vegetable, and an apple. I drink milk. (photo 2)

3 Girl 2: I have a hot lunch at school. I like fish, vegetables and rice. (photo 3)

- Invite a child to answer. Encourage him/her to say (*It's number 2*).
- Say **Listen and say the number.** Play CD 2 track 32. (For answers see audioscript below.)



Boy: I have lunch at school. I have a sandwich with some carrots, my favourite vegetable, and an apple. I drink milk. (photo 2)

Girl 2: I have a hot lunch at school. I like fish, vegetables and rice. (photo 3)

Girl 1: My mum makes me a packed lunch for school. I have a sandwich and fruit. I like orange juice. (photo 1)

- Point to the photos and ask **Which is your favourite?** Point to photo 1 and say **Number 1 is my favourite.** Repeat the question and invite pupils to answer.

Our culture: *Food*

- Stick the pre-prepared outline of a big plate on the board. At the top write *Food in our country.* Give a piece of paper to each child.
- Check the children have got scissors, and ask them to cut the paper in the shape of a plate.
- Draw a plate on the board and draw some food on the plate, for example fish and salad, and an orange juice. Say **It's my lunch.** Say **Draw your lunch.**
- When the children have finished, invite different children to the front to stick their pictures on the plate and talk about them.
- Ask questions: **What is it? Is it good for me? Do you like (salad/orange juice)?**
- You could ask the children to show their pictures to their partner. Encourage them to say *This is my lunch. It's fish and salad. I like (carrots/milk).*
- Display the poster in your classroom.

Option: If you are unable to bring craft materials to class, you may wish to play the *In my country, too!* game. Ask the children to look at PB page 37. Point to a photo and say simple sentences using the vocabulary. Encourage the children to point to the same feature, and say *In my country, too!* if it is the same in their country. Sentences could include: *I have a packed lunch. I eat in the school canteen.*

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your things**, and encourage the children to copy you.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99) and play CD 2 track 5.

Extra activity: Food survey

Place the food flashcards on the board. Invite five children to come to the front. Ask the first child to point to a food item and ask the class **Do you like (carrots)?** Signal to the class to raise their hand, and say *Yes, I do*. Encourage the child to count the number of raised hands and tell him/her to write the number under the flashcard. Encourage the other children to ask their question, pointing to another item, and repeat the same process. Point to the food item with the highest number and say **Our favourite food is...** and encourage the children to repeat with you.

Activity Book activity

Do activity 6 in *Your Quest 1* Activity Book page 28.

Notes:



Lesson 7

Learning objectives

- Listen and show understanding by numbering and matching
- Listen and show understanding of CLIL items by circling and drawing

Language focus

- *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- *orange juice, spinach, peas, melon, tomatoes*
- *I like... (Five-a-day) is good for me*

Materials

- Pencil, rubber, crayons
- Flashcards: *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- Class audio CD



At-a-glance lesson plan (PB page 38)

Opening activities

- *The Weather* song (CD 1 track 46). **C1 C6 C7**
- **Vocabulary game** *Word whispers*. **C1 C7 C8**

Main activities

- **Song (karaoke)** *I like food* (CD 2 track 20). Sing and mime. **C1 C6 C7**
- **Listening practice** Listen and number. (CD 2 track 33). Match the letters. **C1 C7 C8**
- **Vocabulary review** *Food Memory* game. **C1 C7 C8**
- **Listening practice** Listen and number (CD 2 track 34). **C1 C2 C7 C8**

Closing activities

- *Everybody finish!* song (CD 2 track 5). **C1 C6**

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *The Weather* song** (For lyrics see TN page 94). Play CD 1 track 46.

Play *Word whispers*.

- Play *Word whispers* using the food flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

Main activities

Sing and mime (karaoke version).

- Stick the flashcards on the board in the order that they appear in the song.

4 FOOD ZONE LESSON 7

LISTEN AND NUMBER, THEN MATCH.

1

2

3

4

5

6

7

8

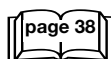
LESSON 8 **MAKE YOUR ENGLISH DOSSIER.**

38 **CONSOLIDATION AND REVIEW**

- Say **Let's sing the *I like food* song** and play CD 2 track 20.

- Mime to the lyrics, using the actions from Lesson 1 (For lyrics see TN page 125), and encourage the children to sing and act along with you.

- Invite different children to the front to take down the flashcards. Say to each child **Find carrots**, etc.



Listen and number. Then match.

- Say **Open your books at page 38**. Say **Look at the jigsaw activity**.

- Point to the numbered example and explain that children should listen for the food items and write the number next to the correct picture. (For answers see audioscript below.)

- Say **Let's listen and number**. Play CD 2 track 33.



- 1 Boy 1:** I like chips.
- 2 Boy 2:** I like fish.
- 3 Boy 3:** I like carrots.
- 4 Girl 1:** I like cake.
- 5 Girl 2:** I like bananas.
- 6 Girl 3:** I like broccoli.
- 7 Girl 4:** I like strawberries.
- 8 Boy 4:** I like apples.

- Stick the food flashcards on the board and point to each item. Ask **What number is it?** Listen to pupils' answers and write the number next to the flashcard.
- Explain that they should match the pictures to the letters.
- The children work individually, matching the pictures to the letters.

Vocabulary review: *Food Memory game.*

- Divide the children into three teams.
- Ask the children to look at PB page 36, and explain that they must try and memorize all the food items. Count to fifteen, then ask them to close their books.
- Invite different children, selecting equally from each team, to name the food items they remember.
- Ask the children to open their books again and prompt them to find the items they didn't remember, by pointing at them, and asking **What is it?**



Listen and number.

- Point to the picture at the bottom of PB page 38 and say **Look at the children with their lunch.**
- Point to the numbered example and explain that the pupils should listen and number the children's lunches in the order they hear them.
- Say **Let's listen and number.** Play CD 2 track 34.



- 1 **Harry:** I've got peas.
- 2 **Boy 1:** I've got melon.
- 3 **Holly:** I've got spinach.
- 4 **Boy 2:** I've got tomatoes.
- 5 **Girl:** I've got orange juice.

- When the children have finished, check their answers. Ask **What's number 1?** and encourage the pupils to say what Harry is having (broccoli, fish, chips).
- Move around the classroom, and evaluate the children's understanding.
- Ask the children to look at the picture again and count the number of melons, orange juice, tomatoes, strawberries and broccoli. (Answers: melon – 1, orange juice – 1, tomatoes – 2, carrots – 14, broccoli – 4)

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your things**, and encourage the children to copy you.
- Praise the children's work today.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99), and play CD 2 track 5.

Extra activity: Stand up if it's true

Show the children the food flashcards, and explain you will say a sentence **I like carrots**. They should listen and stand up if this is true for them. Begin the game by saying the sentences slowly, then more quickly as the children grow in confidence.

Activity Book activity

Do activity 7 in *Your Quest 1* Activity Book page 29.

Lesson 8

Learning objectives

- Review vocabulary
- Listen and show understanding by sticking picture and word stickers (optional)
- Create a personalized Dossier page
- Evaluate learning

Language focus

- *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- *orange juice, spinach, peas, melon, tomatoes*
- *I like... Do you like...? Yes, I do./No, I don't.*
- *(Five-a-day) is good for me.*

Materials

- Scissors, pencil, rubber, crayons
- Food magazines
- Flashcards and word cards: *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*
- (optional) photo of yourself
- Class audio CD



At-a-glance lesson plan (PB pages 38, 79 and 80)

Opening activities

- *The Weather* song (CD 1 track 46).
- **Vocabulary game** *Hot or cold*.

Main activities

- **Vocabulary game** *Word race*.
- **Vocabulary activity** Match pictures and words (optional).
- **Vocabulary activities** Make your English Dossier. *My English Dossier* song (CD 1 track 26). Stick picture and word stickers (optional). Draw the Quest item.
- **Cut-out activity** Personalize the Dossier (CD 2 track 35). Talk about your picture.

Closing activities

- Draw a face to express an opinion. Self assessment.
- *Everybody finish!* song (CD 2 track 5).

Tip: Before class, you may wish to draw a picture of your favourite food in the blank frame box on PB page 80. You can show it to the class, so they can see clearly what they have to do (see TN page 147).

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Play CD 1 track 46.

Play *Hot or cold*.

- Play *Hot or cold* using the food flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

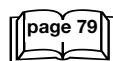
Main activities

Play *Word race*.

- Divide the class into two groups and play *Word race* (see TN page 24).

Match pictures and words.

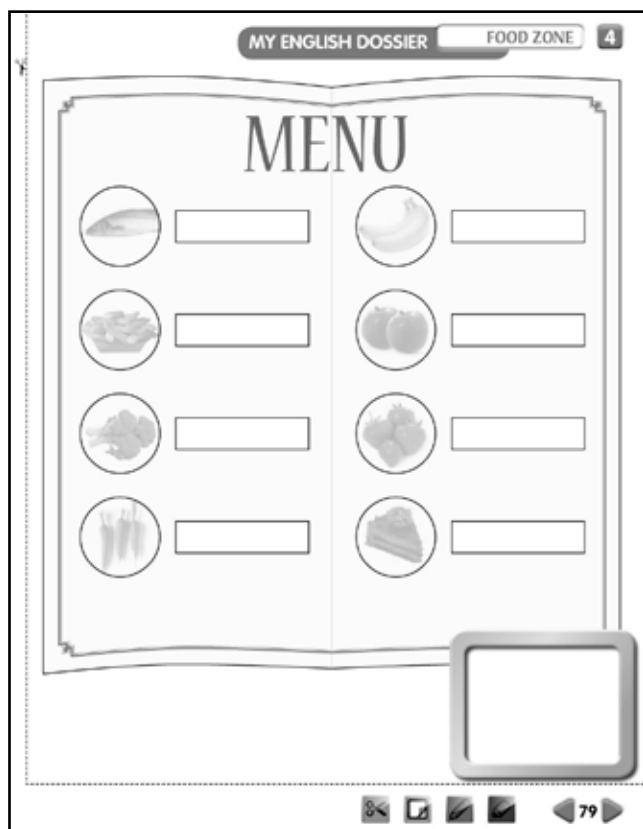
- **NB:** Carry out this activity only if the children know how to read and write.
- Hold up the food flashcards and, as you stick them on the board, encourage the children to say the words.
- Hold up the word cards and invite different children to the front to choose a card. Have them say the word aloud and match it to the correct flashcard. Repeat with different children matching different words.
- Point to the word cards and ask the children to read and say the word aloud.



Make your English Dossier.

Stick picture and word stickers.

- **NB:** Carry out this activity only if the children know how to read and write.
- Say **Let's sing the *My English Dossier* song** (For lyrics see TN page 59). Play CD 1 track 26 and encourage the children to mime the actions with you.
- Say **Open your books at page 79.**
- Point to the menu and ask **What's this?** Say, **Yes, it's a menu.**
- Say **It's sticker time**, and point to the sticker icon at the bottom of the page. Point to the fish and ask **What's this?** Respond **Yes, it's 'fish'.**
- Open your PB to the sticker page. Mime taking the fish sticker and sticking it in the correct gap on PB page 79. Encourage the children to do the same.
- Say **Let's stick the words.** Point to the picture of fish and ask **What word is this?** Respond **Yes, 'fish'.**



- Turn to PB page 38 and ask the children to point to the word 'fish'. Once they have identified the word, turn again to the sticker page, and mime taking the word sticker and placing it in the correct place.
- The children work individually, placing their stickers.

Draw the Quest item.

- Check the children have a pencil each.
- Point to Digi's Quest frame at the bottom of PB page 79. Ask **What's Digi's Quest in the Food Zone?** (a carrot)
- Explain that pupils should draw and colour a carrot in the space.
- The children work individually.



Personalize the Dossier.

- Say **Open your books at page 80.** Point to the poster at the top of the page, and ask **What are the five-a-day foods?** The children say the names of the foods. Remind the children that there should be five.
- Ask the children to complete the poster by drawing two other food items to make five-a-day.
- Point to Digi and ask **Who's this?** Say **Let's listen to Digi talking about his favourite food.**
- Play CD 2 track 35, and encourage the children to point to the items as they listen.



Digi: Hello, everybody.
Look at my favourite food.
I like apples.
I like carrots and spinach.
I like bananas and strawberries.
It's good for me and it's my five-a-day.

- Point to the frame on PB page 80 and explain that the children should draw a picture of their five-a-day foods.
- The children work individually.
- Move around the classroom, asking questions.
- When the children have finished, ask them to write their name at the top of the page.
- Instead of asking the children to draw their five-a-day foods the children could cut out and stick pictures from food magazines.

Talk about your picture.

- Hold up your open PB, and point to your completed frame on PB page 80. Say **Look! This is my favourite food.** Point to different items and say **I like (bananas).**
- Invite different children to come to the front and talk about their pictures. If the children seem unsure, point to different food items in their pictures and ask **What is it? Do you like (bananas)?** and have them answer.

- Divide the children into pairs. Ask the children to show their picture to their partner and talk about it.
- Move around the classroom to check the children's speaking, and ensure they are taking turns to talk about their picture. You may wish to use this activity to evaluate the children's spoken language.

Closing activities

Draw a face to express an opinion.

- Draw the outlines of two round faces on the board. Ask the children **Do you enjoy Food Zone?** Listen to their answers, which may be in L1, and say **Yes!**
- Point to the left face, draw an enormous smile on the face, saying **Yes, Food Zone is brilliant!** Point to the other face, repeat the question as if asking yourself, and say **Yes, it's OK!** Draw a small smile on the face.
- Point to the two different faces, saying the words **Yes, it's brilliant** and **Yes, it's OK.** Encourage the children to repeat with you. Finally, ask some children individually **Do you like Food Zone?** Encourage them to answer using the phrases.
- Say **Open your books at page 38.**
- Point to the post-it note at the bottom of the page as well as at the two smiley faces on the board. Explain that the children should draw a smile on the post-it note which matches their opinion, in order to complete the smiley face.
- Move around the classroom and look at the children's opinions. Ask **Do you like Food Zone?** and have them answer, giving their opinion.

Self assessment.

- Praise the children's work over the unit.
- Have the children look back at their work for the whole of the unit, including the Dossier, and think about what they have achieved. Point to the three Digi faces at the bottom of PB page 80. Encourage the children to colour the face which matches their work for Unit 4. The first face represents very good, the second is good and the third is OK.
- Move around the classroom, and comment on the pupils' self evaluation.

Sing the *Everybody finish!* song.

- Say **Put away your things**, and encourage the children to copy you.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TN page 99), and play CD 2 track 5.

Extra activity: Five questions

Place the food flashcards on the board. Point to the different food items. Explain to the children you are thinking of one and they must guess which it is. They can only ask five questions, using *Is it (green)?* or *Is it (salad)?* You answer **Yes, it is** or **No, it isn't**. Invite different children to the front to choose a food item and the class asks them questions.

You could also divide the children into pairs and they can play the game together, using the book as a guide.

Dossier art and craft options: The Dossier is an opportunity for the children to personalize their work in the blank frame. Here are some suggestions:

- Bring in old magazines and the children can cut out pictures for the frame, or they can use the magazine to create their own picture collage.
- Encourage the children to bring in a photograph from home.
- Bring in different coloured paper and let the children cut out shapes to represent the content of the frame.

Activity Book activity

Do activity 8 in *Your Quest 1* Activity Book page 29 and Unit 4 from the Picture dictionary on page 47.

For the *I like food* song lyrics see TN page 125.

For the Food Zone animated story script see TN pages 130–131.



I like peas

Grandpa: I'm hungry! Let's make dinner!

Grandpa: Max, do you like apples?

Max: Yes, I do. I like apples.

Minnie: So do I, and I like bananas.
We can make a fruit salad.

Grandpa: Good idea!

Max: Do you like bananas, Grandpa?

Grandpa: Yes, I do, but I don't like strawberries.

Minnie: I like bananas... but I don't like carrots.

Mum: I like carrots!

Grandpa: Minnie and Max. Do you like peas?

Minnie & Max: Yes!

Grandpa: Me too!

Mum: Do you like fish?

Grandpa: I do. I like fish.

Minnie & Max: Oh no!

Grandpa: Not this fish! I like fish and chips.

Minnie & Max: Oh good!

Mum: Fish and peas... and chips!

Max: Thanks!



CLIL – Let's learn about food

Grandpa: Yum, yum! I love vegetables!

Minnie: Look she's got peas. I like peas.

Grandpa: Peas can be part of your five-a-day.

Max: Yes! I eat my five-a-day!

Minnie: What about spinach, Grandpa?

Grandpa: I love spinach!

Max: Me, too!

Minnie: Look! Tomatoes.

Max: Mmm, yummy!

Minnie: I like fruit, too.

Grandpa: Yes, we eat lots of fruit.

Max: I eat melon.

Minnie: Mmm, melon!

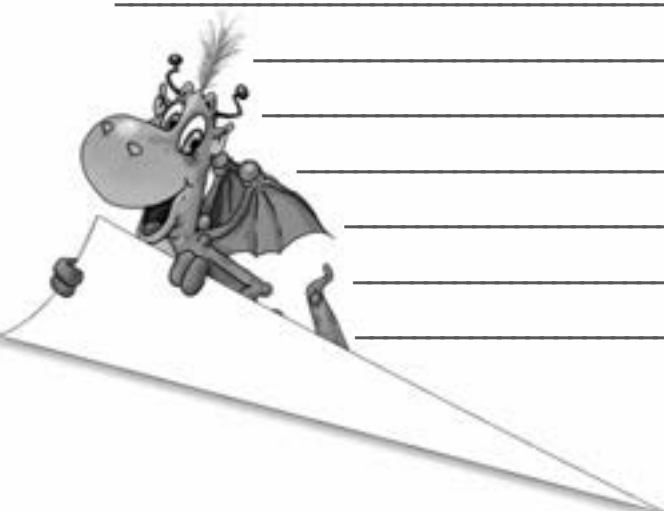
Minnie: She's making orange juice.

Max: Orange juice is part of my five-a-day.

Minnie: Orange juice, melon, tomatoes, spinach and peas. Makes five!

Max: Five a day!

Notes:



Digi Zone 2

Unit objectives

- Identifying different parts of the body (C1 C3 C7)
- Identifying different items of food (C1 C3 C5 C7)
- Listening to and understanding the story (C1 C6)
- Retelling the story (C1 C6 C7 C8)
- Giving an opinion on the story (C1 C8)
- Following instructions (C5 C7 C8)
- Reviewing and reflecting on learning (C7 C8)

Key language

Vocabulary

- eyes, ears, mouth, nose, hands, fingers, feet, toes
- apples, bananas, strawberries, fish, chips, carrots, broccoli, cake

Structures

- *Have you got...? Yes, I have./No, I haven't. I've got...*
- *Do you like...? Yes, I do./No, I don't. I like...*

Recycled language

- Numbers 1–20
- Colours
- *Hello, I'm... Goodbye.*
- *What is it/this? It's...*
- *What number/colour is it?*
- *Can I have a..., please? Yes, here you are. Thank you.*
- *Is it a...? Yes, it is./No, it isn't*

Receptive language

- *Let's listen/sing/number/play/say/point to/ match, etc.*
- *Find page (number). Open your books at page (number).*
- *What's missing?*

Socio-cultural aspects

- Pleasure in the story about a picnic
- Positive attitude towards own ability to participate in class activities
- Willingness to follow simple instructions
- Willingness to review and reflect on own learning
- Enjoyment in completing activities in the book

Summary

In this unit the target vocabulary and language from Units 3 and 4 is reviewed in the form of a story, a sequencing activity, and a picture-recognition game.

Basic competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

Lesson 1

Learning objectives

- Revise and correctly pronounce words for different parts of the body and food
- Listen to, understand and explain the story
- Listen and show understanding by pointing and saying the words
- Show understanding by colouring and matching

Language focus

- *eyes, ears, mouth, nose, hands, fingers, feet, toes*
- *apples, bananas, strawberries, fish, chips, carrots, broccoli, cake*

Materials

- Crayons for each child
- Flashcards and words cards: *eyes, ears, mouth, nose, hands, fingers, feet, toes, apples, bananas, strawberries, fish, chips, carrots, broccoli, cake, Digi*
- Class audio CD



At-a-glance lesson plan (PB pages 39 and 40)

Opening activities

- *The Weather* song (CD 1 track 46).

Main activities

- **Vocabulary game** *Find your partner* (optional).
- **Story** Listen to the story (CD 2 track 36). Tell the story and ask questions.
- **Listening practice** Listen, point and say. Listen and say the missing word (CD 2 track 37). Listen and colour.
- **Vocabulary activity** Find, colour and match.

Closing activities

- *Everybody finish!* song (CD 2 track 5).

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Play CD 1 track 46.

Main activities

Play *Find your partner*.

- **NB:** Carry out this activity only if the children know how to read and write.

- Hold the pile of food flashcards up, facing the class. Shuffle the cards revealing the images.

Ask **Can you remember any food words?**

- Hold the flashcards face down in a fan, and invite eight children to select one card each, without showing it to anyone. Repeat the same process with the word cards.
- Ask the children holding the flashcards to stand up. Explain that they should move around the room asking each other *Have you got...?* until they find the child who holds the word card which matches their flashcard.
- When they have found their partner, invite them to the front to stick the flashcard and word card on the board.
- You could play the game again with the body flashcards and word cards.



Listen to the story.

- Hold up the flashcard of Digi. Ask **Who is he? Where is he from? What's his Quest?** Children may respond in L1.
- Say **Open your books at page 39**. Invite the children to speculate about the first picture. **Who can you see?** (Digi, Leo, Harry and Holly) **Who's this?** (Techna, Digi's sister) **Where are they?** (in Digiworld) Children may answer in L1.
- Say **Let's listen to the story**. Play CD 2 track 36 and encourage the children to point to the pictures as they listen to the story.



Frame 1

Digi: I have four Quest items now. Let's go to Digiworld!

Storyteller: Techna takes Holly and Harry on a Digiworld picnic.

Harry and Holly: Hi, Techna!

Techna: Hello, everyone. Look I've got a picnic. Let's go to the park!

Everyone: Yeah! Great!

Frame 2 Techna: Ah! Here's my friend, Lime! Hi! This is Harry and Holly.

Lime: Hello!

Harry: Wow! You've got lots of fingers!

Lime: I've got sixteen fingers... and fourteen toes!

Harry and Holly: Amazing!

Frame 3 Holly: Wow! A fish with three eyes!

Harry: Yes, and a big mouth!

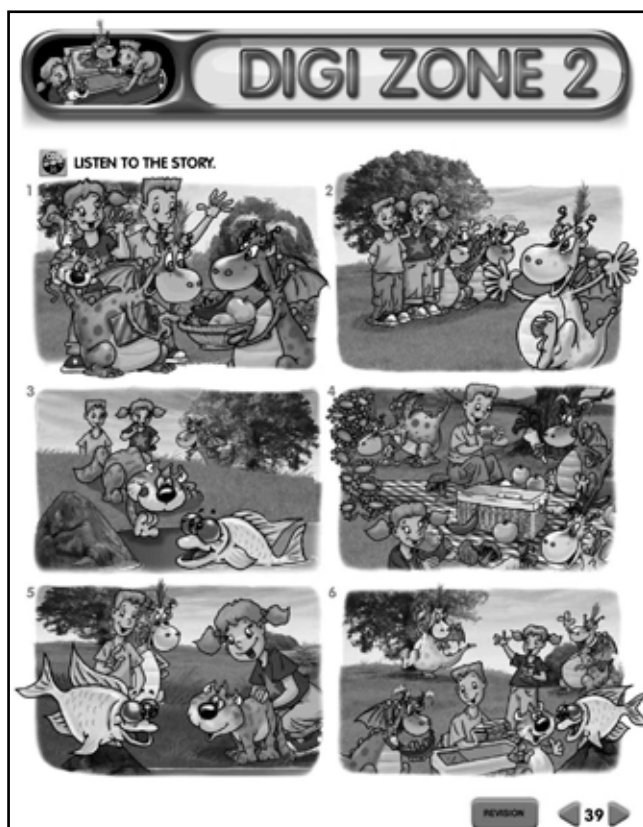
Holly: Fish are different in Digiworld.

Harry: Look! Leo likes the fish!

Leo: Miaow!

Techna: Come on! It's picnic time!

Frame 4 Harry: Wow! Look at the food. What funny colours!



Holly: Yes, blue bananas, yellow carrots, pink apples.

Harry: And orange broccoli.

Techna: Do you like apples, Harry?

Harry: I like this pink apple. It's delicious!

Holly: I like my blue banana, too!

Frame 5 Harry and Holly: Leo! What's the matter?

Fish: Hello, Cat! What's your name?

Harry and Holly: Wow!

Harry: A talking fish!

Holly: It's OK, Leo. It's a friendly fish.

Leo: Miaow!

Frame 6 Techna: It's time to tidy up. Put the things away.

Harry: Here you are.

Techna: Thank you.

Digi: It's time to go! Are you ready?

Harry: Wait a minute. Come on, Leo!

Fish: Goodbye, Leo! See you another day!

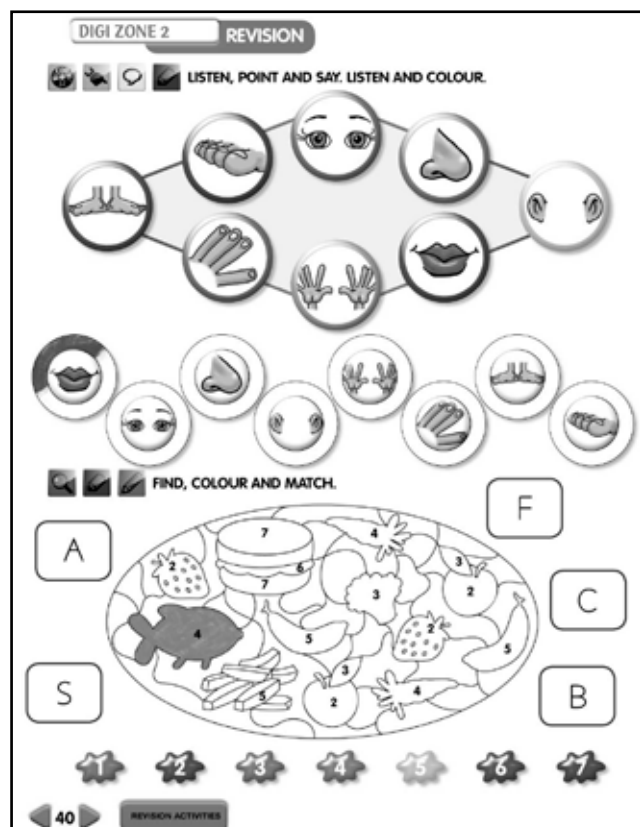
Everyone: Goodbye!

Tell the story and ask questions.

- Check the children's understanding of the story by asking questions about each frame. Children may answer in L1.

Frame 1

How many Quest items has Digi got? (four)
Are they going to the park? (yes)



Frame 2

How many fingers has Lime got? (sixteen)

How many toes has Lime got? (fourteen)

Frame 3

Has the fish got two eyes? (no, three)

Is its mouth big? (yes)

Frame 4

Is the banana yellow? (no, blue)

Does Harry like pink apples? (yes)

Frame 5

Is Leo surprised? (yes)

Why? (the fish talks)

Frame 6

Does Harry help Techna? (yes)

- When you have finished, ask **Do you like the story?** and encourage the pupils to answer Yes or No.

Option: Use the story frames to recycle vocabulary from the previous units. Say **Find a banana** and invite a child to answer *It's here, in picture 4.* You may wish to divide the class into teams and get them to compete against each other.



Listen, point and say. Listen and colour.

- Say **Open your books at page 40.** Point to eyes and ask **What's this?**

- Call out the parts of the body in order, going clockwise, starting from eyes. The pupils repeat and point.
- Repeat the activity, starting from a different part of the body.
- Divide the children into pairs. The children take turns to call out the parts of the body and point.
- Say **Listen, point and say**. Explain to pupils that they should listen and point in their books, and say the missing item. Play CD 2 track 37 and pause after the first sequence of words. Ask **What's missing?** Invite a child to answer, and say **Yes, nose**.



- 1 What's missing? Eyes, _____, ears.
- 2 What's missing? Eyes, nose, ears, _____, hands.
- 3 What's missing? Eyes, nose, ears, _____, hands, _____, feet _____.

- Play the rest of the sequences, pausing after each one to give the children time to reply.
- Continue with the game, making up your own sequences of words. As the children become more confident, miss out more and more parts of the body.
- Invite different children to the front to say a sequence of words, and ask the rest of the class to point and say the missing item.
- Divide the children into pairs. The children take turns to say a sequence, missing out items.
- Say **Look at the pictures below the diamond shape. Listen and colour**. Call out five parts of the body, one at a time. Encourage the children to find the items in the diamond shape above and colour the circular frames the same colour.



Find, colour and match.

- Point to the bottom of the page. Say **Colour the hidden foods!**
- Point out the colours along the bottom of the page and say **Look at the colour code**. Ask **What colour is number one?** Respond **Yes, it's blue**. Repeat with the other colours.
- Check that the children have crayons. Explain that they should find the numbers in the picture, and colour the items according to the colour code. The children work individually, colouring the picture.
- The children should match the letters to the food items in the picture. Monitor and check their work.

Closing activities

Sing the *Everybody finish!* song.

- Say **Put away your things**, and encourage the children to copy you.
- Say **Let's sing the *Everybody finish!* song** (For lyrics see TB page 99), and play CD 2 track 5.