

Unit objectives

- 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 and writing key words (C1 C7 C8)

Key language**Vocabulary**

- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- *feathers, fur, shell, parrot, crab, squirrel*

Structures

- *Where's...? There! It's in... /under... /on...*

Recycled language

- 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.*

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 /æ/ sound

Cross-curricular content

Natural science: Animals

Socio-cultural aspects

- 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

Summary

In Unit 5 you will introduce and practise vocabulary related to animals. The children will learn how to ask where something is, the correct response, and how to classify animals. The target language from Unit 3 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 animals
- Listen to and sing the *Animals everywhere* song

Language focus

- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- *Where? There!*
- *It's in the (house), under the (flower, tree), on the (wall, water)*

Materials

- Flashcards: *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- Photocopiables (11–20 number cards)
- Class audio CD



At-a-glance lesson plan (PB page 41)

Opening activities

- *How many children in class?* C1 C2 C7

Main activities

- **Vocabulary game** *What is it?* C1 C7 C8
- **Vocabulary activities** *Word rap* (CD 3 track 1). Listen, point and say the words. Listen and point. C1 C6 C7
- **Song** *Animals everywhere* (CD 3 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 3 track 4). C1 C7 C8

Closing activities

- *Everybody finish!* song (CD 2 track 5). C1 C6

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Tell the children that they are going to find out how many children are in class today. Take out the photocopiable number flashcards 11–20. Slowly reveal the cards and ask the children to guess the numbers.
- Stick the cards on the board. Point to a number and have the children say the number.
- Count around the classroom to see how many children are in class.
- Have the children count with you. Say **(Sixteen) children in class!**



Tip: If you have more than 20 children in your class say **(Twenty-two) children in class**, and encourage the children to repeat with you.

Main activities

Play *What is it?*

- Hold up the pile of animal flashcards. Shuffle the flashcards with the pictures facing the class. Turn the flashcards to face you and say **Let's play What is it?**
- Put a card at the back of the pile and slowly move it upwards, revealing the picture, little by little. Invite a child to guess the answer, and stick the card to the board. Children may answer in L1.
- Repeat with the other flashcards, sticking them on the board. 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 3 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 animal word rap.
Rabbit... Peacock... Cat... Dog... Snail...*

*Duck... Tortoise... Owl...
Everybody clap, clap, clap.
That's the end of the animal 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 owl flashcard, and ask **Is it white?** Nod and have the pupils answer *Yes, it is.* Encourage the children to repeat *It's white.* Point to the cat flashcard, and ask **Is it black?** Nod and have the pupils answer *Yes, it is.* Encourage the children to repeat *It's black.*
- Repeat with the other flashcards, asking the children the colours of the animals.



Listen and point.

- Say **Open your books at page 41.**
- Point to the characters and different animals. Ask **Who's/What's this? Where are Harry/Holly/Digi?** (at a farm outside) **What are they doing?** (pointing at the animals) Children may respond in L1.
- Point to the top part of the page and explain that the children should point to the animals as they hear them in the song.



Listen, sing and point.

- Say **Let's listen to the song and point.** Play the *Animals everywhere* song (CD 3 track 2) and point in your PB. Encourage the children to do the same.
- Say **Let's sing the *Animals everywhere* song.** Play the track again. Mime to the lyrics, point to the flashcards and encourage the children to copy you.



Animals everywhere song

Harry: *Look at all the animals, animals everywhere!*

A tortoise and a rabbit.

Where? There!

In a house, under a tree,

on the water,

come and look with me!

Holly: *Look at all the animals, animals everywhere!*

A cat, an owl and a snail.

Where? There!

In a house, under a tree,

*on the water,
come and look with me!*

Digi: *Look at all the animals, animals everywhere!*

A dog, a duck and a peacock.

Where? There!

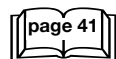
In a house, under a tree,

on the water,

come and look with me!

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 duck in the picture. Ask **What is it?**
- Keep asking questions about the various animals 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 fish? Can you see two/three/four carrots? Can you see a snail? Can you see a peacock? Can you see the dog's nose?**



Play Digi's Maze.

- Point to the word maze on PB page 41 and ask **What is it?** Allow pupils to answer in L1. Say **Yes, it's Digi's animal maze. Let's play Digi's animal maze.**
- Hold up your PB and place your finger on Digi. Have the children do the same.
- Play CD 3 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.

Tortoise... Dog... Snail...

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 what number they have arrived at. (Answer: 5)
- 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.

Rabbit... Duck... Snail... Cat... Peacock...

What number is it?

- Create a route of your own through the maze which is different from what you heard on the CD. 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, you can ask them to say *It's a (brown dog)*, 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.
- 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: Animal freeze

Show the animal flashcards to the children and encourage them to say the names.

Say **Listen and mime the animal action**. Show the animal flashcard quickly and say the word, for example **dog**, and count down from 5: **five, four, three, two, one, zero**. The children mime the action of that animal without making a noise, for those five seconds. When you say **zero**, they must hold their position until you show the next flashcard and say the word. When the children are confident, invite a volunteer up to the front to say the words.

Activity Book activity

Do activity 1 in *Your Quest 1* Activity Book page 30.

Notes:



Lesson 2

Learning objectives

- Sing and mime the *Animals everywhere* song
- Follow instructions to make mini-flashcards to play communicative games
- Recognize words for different animals
- Learn a new song for the closing routine

Language focus

- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- *Where? There!*
- *It's in the (house), under the (flower/tree), on the (wall/water).*

Materials

- Scissors for each child
- Flashcards and wordcards: *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- Photocopiables (11–20 number cards)
- Class audio CD



At-a-glance lesson plan (PB pages 41 and 81)

Opening activities

- *How many children in class?* C1 C2 C7
- **Vocabulary game** *Flash the card.* C1 C7 C8

Main activities

- **Vocabulary activity** Match the pictures and words. C1 C7 C8
- **Song** *Animals everywhere* (CD 3 track 2) (karaoke CD 3 track 3). Listen, sing and mime. C1 C6 C7
- **Cut-out activity** Make mini-flashcards. Sing. (CD 3 track 2). C1 C3 C6 C7 C8
- **Vocabulary game** *Where? There!* C1 C7 C8

Closing activities

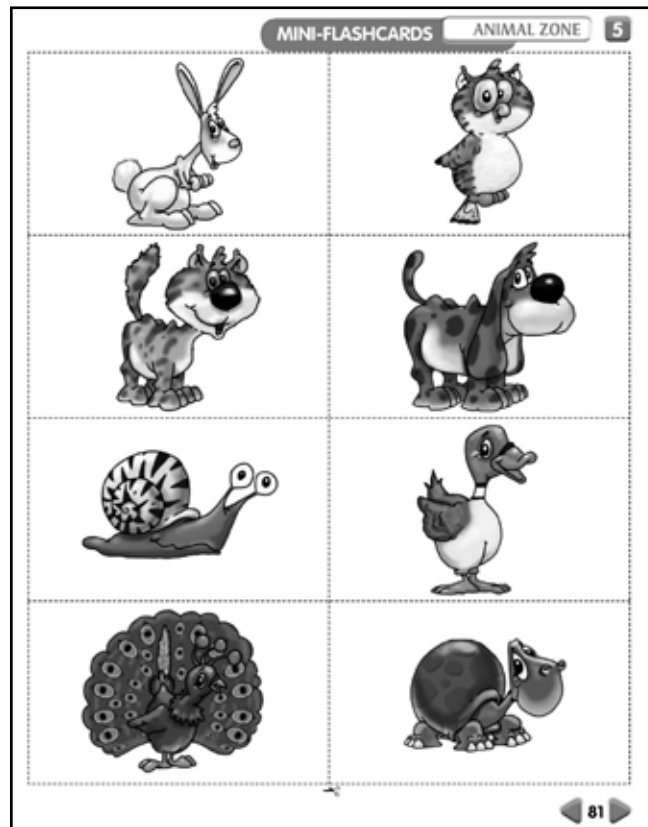
- Learn the *English words* song (CD 3 track 5). C1 C6

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Ask **How many children in class today?** and encourage the children to raise their hands. Start counting and have them join in. Ask **How many children are here?** Invite a child to answer, and say **Yes, (sixteen) children.**

Play *Flash the card.*

- Play *Flash the card* using the animal flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.



Main activities

Match the pictures and words.

- Say **Look at the animals**, and show the class the animal flashcards. Stick the animal flashcards on the board.
- Hold up the pile of word cards, facing the class. Say **dog** and get the children to repeat with you. Stick the word card next to the flashcards 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 word in turn. Encourage the children to repeat with you, until they are confident.

Listen, sing and mime.

- Say **Let's sing the *Animals everywhere* song** (For lyrics see TN page 157). Play CD 3 track 2. Encourage the children to point to the flashcards and to sing along with you as you mime.
- When the song has finished, take the word cards away and show them to the class. Ask **Can you match the words to the pictures?** Invite different children to the front to match them, and say the word aloud.
- You could also play the karaoke version of the *Animals everywhere* song, CD 3 track 3.

- If the children are confident, stick the word cards on the board, next to the flashcards and play the word counting game. Ask: **Which word has got four letters?** Point to *duck*, and hold up your fingers to guide the counting. Invite a child to answer by saying the word. Repeat the activity, calling out different numbers of letters.



Make your mini-flashcards.

- Say **Open your books at page 81.**
- Check that the children have got scissors, and 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. Ask **What's this?**
- Tell the children to lay out their cards, face up, on their desks. Say **Let's sing the Animals everywhere song.** Explain that when they hear the name of an animal in the song, they must wave the correct mini-flashcard.
- Play CD 3 track 2.

Play a mini-flashcard game: *Where? There!*

- Stick the animal flashcards on the board, facing the board so the children can't see the pictures. Invite a volunteer to come to the front with their mini-flashcards to play against you. Encourage your volunteer to shuffle his/her cards and place them in a pile face down.
- Say **Let's play Where? There!** Invite your volunteer to look at their top card and say the word (**duck**). Ask the child **Where?** Invite the child to choose a card on the board by pointing and saying *There!* Take a peep at the card on the board, and answer **Yes** or **No**. If the child has guessed correctly and found the matching flashcard, the child wins the card.
- Invite your volunteer to take the next card from his/her pile and guess it. Repeat with different volunteers coming to the front to play against you.
- You could also have the children play the game in pairs.
- Move around the classroom to check the children's speaking.
- At the end of the game, ask one child to hand out the mini-flashcard envelopes (see TN page 32) and tell the children to put their cards away ready for next time.

Tip: Tell the children to tick '5' on their envelopes and store their cards in the mini-flashcard envelope (TN page 32).

Closing activities

Learn the *English words* song.

- Tell the children that they are going to learn a new song to sing at the end of the lesson. Say **Let's sing the English words song.** Play CD 3 track 5 and mime the actions to the song. Have the children sing with you.



English words song

*Time to put our things away.
What English words can you say?
Cat! Owl! Dog! Hooray!
English is over for today.*

- You may wish to invite different children to the front to hold up the flashcards of the animals in the song as they are heard on the CD.

Extra activity: Battleships

The children play in pairs. Tell them to place a book between them so they can't see each other's cards. One child puts his/her mini-flashcards in a row. He/She says the words to his/her partner who listens and puts his/her cards in a row. They lift up the book to see if the sequence is the same.

Activity Book activity

Do activities 2 and 3 in *Your Quest 1* Activity Book pages 31 and 32.

Lesson 3

Learning objectives

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

Language focus

- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl, feather*
- *Where? There! It's in the (house), under the (flower, tree), on the (water, wall)*

Materials

- Pencil, rubber, crayons
- Flashcards and word cards: *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- Class audio CD



At-a-glance lesson plan (PB pages 42, 43 and 44)

Opening activities

- *How many children in class?* C1 C2 C7
- **Vocabulary game** *Find the match.* C1 C7 C8

Main activities

- **Story** Listen to the story (CD 3 track 6). Tell the story and ask questions. Find the Quest item. Express an opinion about the story. C1 C6 C7
- **Story activities** Look and number. Draw and colour. C1 C2 C7 C8

Closing activities

- *English words* song (CD 3 track 5). C1 C6

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Ask **How many children in class today?** And encourage the children to raise their hands. Start counting and have them join in. Ask **How many children are here?** Invite a child to answer, and say **Yes, (sixteen) children.**

Play *Find the match.*

- Play *Find the match* using the animal flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

Main activities



Listen to the story.

- Say **Open your books at page 42.** Invite children to speculate about the first picture. **What can you see?** (animals: rabbits, owl) **Where are they?** (in the forest/wood) The children may answer in L1.
- Say **Let's listen to the story.** Tell the story either by reading the text or by playing CD 3 track 6. 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 Animal Zone today.

Digi and Holly: Yes!

Leo: Miaow!

Frame 1 Storyteller: It's a sunny day and Little Rabbit is going for a walk.

Little Rabbit: Sniff, sniff. Ooh? What is it?

Mummy: Sniff! It's a feather.

Little Rabbit: Ooh! Is it your feather, Mummy?

Mummy: No, it isn't. Look! I've got fur. Ask Owl.

Little Rabbit: Where's Owl?

Mummy: There! On the wall.

Frame 2 Owl: Hello, Little Rabbit.

Little Rabbit: Hello, Owl! I've got a feather. Is it your feather?

Owl: No, it isn't. It's a multi-coloured feather. I've got brown feathers. Ask Dog.

Little Rabbit: Where's Dog?

Owl: There! In his house.

Frame 3 Dog: Hello, Little Rabbit!

Little Rabbit: Hello, Dog! I've got a multi-coloured feather. Is it your feather?

Dog: No, it isn't. I haven't got feathers. I've got fur. Come on! Let's ask Snail.

Little Rabbit: Where's Snail?

Dog: There! Under the flower.

Frame 4 Snail: Hi, Little Rabbit.

Little Rabbit: Hello, Snail! I've got a multi-coloured feather. Is it your feather?

Snail: Ooh! No, it isn't! Look! I've got an orange shell.

Little Rabbit: Ooh! Feather, fur, shell! I don't know!

Snail: It's a feather. Duck has got feathers. Go and ask Duck.

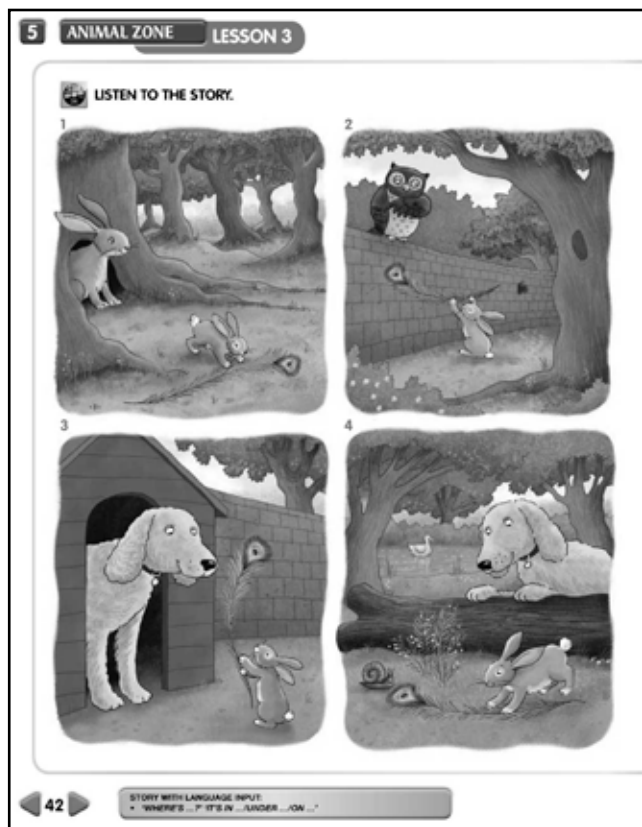
Little Rabbit: Where's Duck?

Dog and Snail: There! On the water.

Frame 5 Duck: Hello, Little Rabbit!

Little Rabbit: Hello, Duck! I've got a multi-coloured feather. Is it your feather?

Duck: No, it isn't! I've got white feathers.



Rabbit: Ooh! I don't know! White feathers! Brown feathers! Multi-coloured feathers! Humph!

Frame 6 Duck: Look at the animals under the big tree. Let's go there.

Storyteller: Little Rabbit, Owl, Dog, Snail and Duck go to the big tree.

Frame 7 Little Rabbit: Is it your feather, Cat?

Cat: No, it isn't. I've got fur.

Little Rabbit: Is it your feather, Tortoise?

Tortoise: No, it isn't. I've got a shell.

Dog: Look! Multi-coloured feathers!

Frame 8 Little Rabbit: Oh Peacock. It's your feather!

Peacock: Yes, it is!

Animals: Well done, Little Rabbit!

Little Rabbit: It's very beautiful. Can I keep the feather?

Peacock: Well, yes!

Little Rabbit: Thank you, Peacock!

Conclusion

Holly: Wow! That's fantastic! Harry, what's your favourite animal in the story?

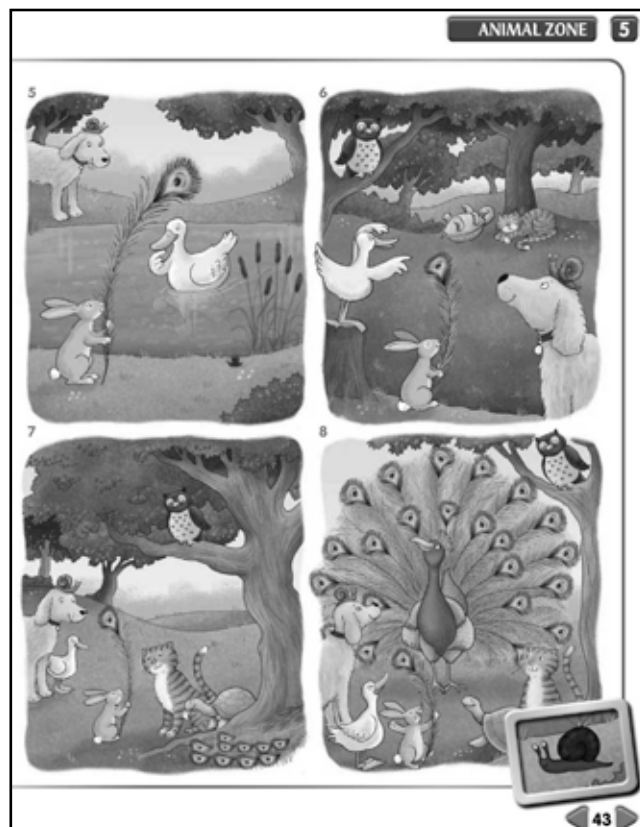
Harry: I like Little Rabbit. He's funny.

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 3 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 162 'Language focus').

• After the story ask the pupils **What's the Quest item?** Point to the Quest frame at the bottom of PB page 42. (Answer: a snail)

• Ask **Can you find the Quest item in the story?** (Answer: frames 4–8)

Frame 1

Who's this? (Little Rabbit)

What is it? (a feather)

Frame 2

Where's Owl? (on the wall)

Is it Owl's feather? (no)

Frame 3

Where's Dog? (in his house)

Is it Dog's feather? (no)

Frame 4

Where's Snail? (under the flower)

Is it Snail's feather? (no)

Frame 5

Where's Duck? (on the water)

Is it Duck's feather? (no)

What colour's Duck? (white)

What colour's the feather? (multi-coloured)

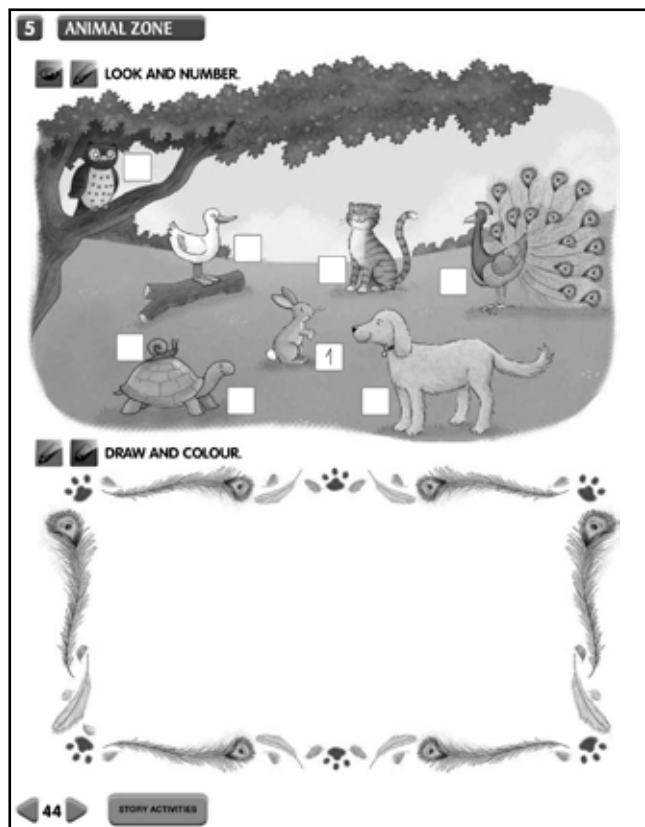
Frame 6

Where do they go? (to the big tree)

Frame 7

Is it Cat/Tortoise's feather? (no)

Why not? (Cat has got fur, and Tortoise a shell)

**Frame 8**

Is Peacock sad now? (no, happy)

Is it Peacock's feather? (yes)

Conclusion

What's Harry's favourite animal in the story?
(Little Rabbit)

What's your favourite story animal?

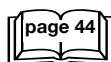
Express an opinion about the story.

- 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 the 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 number.**

- Say **Open your books at page 44.**
- Point to the numbered example at the top of the page. Say **Look and number** and explain that pupils should number the animals in the order they appear in the story.

- When the children have finished, say **Let's listen to the story to check.** Play CD 3 track 6, pausing after each item and encouraging the children to say the number and item. (Answers: 1 rabbit, 2 owl, 3 dog, 4 snail, 5 duck, 6 cat, 7 tortoise, 8 peacock)

**Draw and colour.**

- Point to the frame on PB page 44. Say **Draw your favourite animal from the story.**
- Point to the frame and mime drawing an animal. Check the children have got crayons. The children draw and colour their favourite animal from the story in the picture frame.
- Move around the classroom and check the children's work.

Fast finishers:

Ask children to copy the name of their animal next to their picture, and expand the picture by including the animal's environment.

Closing activities**Sing the English words song.**

- Say **Let's sing the English words song** (For lyrics see TN page 161, CD 3 track 5). Have the children sing with you.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could also let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Favourite story animal survey

Invite different children to the front to show their pictures to the class, and say *My favourite story animal is...* Other children who have drawn the same animal raise their hand. Count the number and invite the child to write the number next to its flashcard. Repeat with all the story animals. Say *Our favourite is...*

Activity Book activity

Do activity 4 in *Your Quest 1* Activity Book page 33.

Notes:



Lesson 4

Learning objectives

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

Language focus

- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl, feather*
- *Where? There! It's in the (house), under the (flower, tree), on the (water, wall)*

Materials

- Pencil, rubber, crayons
- Flashcards and word cards: *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*, numbers 11–20
- Mini-flashcard envelopes
- Photocopiables (countryside scene)
- Photocopiables (animals)
- Props for role play
- Class audio CD



At-a-glance lesson plan (PB page 45)

Opening activities

- *How many children in class?* C1 C2 C7
- **Vocabulary game** *Guess the picture.* C1 C7 C8

Main activities

- **Pronunciation** /æ/ Listen, point and say (CD 3 track 7). C1
- **Story review** Listen and mime story (CD 3 track 6). C1 C7 C8
- **Vocabulary game** *Where's the dog?* C1 C7 C8
- **Role play** Looking for animals. Listen and do the role play (CD 3 track 8). Dialogues with mini-flashcards. C1 C5 C7 C8

Closing activities

- *English words song* (CD 3 track 5). C1 C6

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Ask **How many children in class today?** and encourage the children to raise their hands.
- Start counting and have the children join in. Ask **How many children are here?** Invite a child to answer, and say **Yes, (sixteen) children.**

Play *Guess the picture.*

- Play *Guess the picture* using the animal 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 45.** 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 /æ/ sound repeatedly: /æ/, /æ/, /æ/, /æ/, /æ/. Have the children repeat the sound with you.
- Point to Leo, the cat, and the hat in the picture and ask **What is it?** Listen to the children's answers and say **Yes, it's Leo, the cat/a hat.**
- Point to your mouth. Say /æ/ /æ/ /æ/ **cat** and encourage the children to repeat with you. Repeat with **hat.**
- Say **Let's listen to the rhyme.** Play CD 3 track 7 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
a, a, a

Leo the cat is under the big, black hat!
Leo the cat.
Leo the cat.
Leo the cat is under the big, black hat!
Leo the cat is under the big, black hat!

- Point to different items in the picture and ask **What's/Who's this? Does this have an /æ/ sound?** (Items with /æ/ sound: cat, hat, apple, black. Distractors: book, dog, tortoise, Digi.)

Listen and mime.

- Say **Open your books at page 42**, 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 page 162 or by playing CD 3 track 6. Mime the actions with the children and say key structures and lexical items together (see TN page 162 'Language focus').

Play *Where's the dog?*

- Stick Photocopiables TN page 239 (countryside scene) on the board. Ask the children **What is it?** and point to different things in the picture (tree, flower, wall and water). Listen to their answers and say **Yes**.
- Take your dog mini-flashcard (photocopiables TN pages 240-1) and say **Let's play *Where's the dog?*** Stick the mini-flashcard on the picture, under the tree. Invite a child to answer, and say **Yes, under the tree**. Repeat the question placing the dog under the flower/tree, on the water/wall.



Listen and do the role play.

Tip: To make the role plays as authentic as possible you might like to bring in props such as animal masks. You may wish to give a copy of Photocopiables TN pages 239 (countryside scene) to each child. Give the children time to colour it in and encourage them to use it while performing their role play.

- Point to the photo on PB page 45. Explain that the children are acting out a frame from the story, and point to frame 3 on PB page 42.
- Say **Let's listen to the children**. Explain that pupils should listen out for the animal which the children are looking for and where it is.
- Play CD 3 track 8.



Girl 1: Hello, Little Rabbit!

Girl 2: Hello, Dog! Is it your feather?

Girl 1: No, it isn't. Let's ask Snail.

Girl 2: Where's Snail?

Girl 1: There! Under the flower.

- Show the animal mini-flashcards and ask **Which animal is it?** (snail) **Where is it?** (under the flower). Stick the snail mini-flashcard under the flower on the countryside scene.
- Invite two volunteers to come to the front. Explain that they will act out the role play, and allocate them roles (Rabbit and Dog). Have them position themselves according to their roles and wear masks, if they wish. Place the mini-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 animals. Ask the rest of the class to listen for the animals and where they are. 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 Girl 1 and Group 2 with Girl 2. 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.
- Tell pupils to put their countryside scene on the desk in front of them.

Unit 5 Lesson 4

- Ask the children to take their animal mini-flashcards (TN page 161) out of the envelope, and place them in the countryside scene.
- The children do the role play in pairs, using the mini-flashcards as props.

Closing activities

Sing the *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161), and play CD 3 track 5). Have the children sing and do the actions with you.

Extra activity: Find the word

Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could also let the children choose flashcards from another unit to recycle vocabulary.

Activity Book activity

Do activity 5 in *Your Quest 1* Activity Book page 34.

Notes:



Lesson 5

Learning objectives

- Identify and say animals
- Learn about animals

Language focus

- *feathers, fur, shell, parrot, crab, squirrel*
- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*

Materials

- Pencil, rubber, crayons and (optional) outline of tortoise shell on a large piece of card, drawing paper, glue
- Class audio CD



At-a-glance lesson plan (PB page 46)

Opening activities

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

Main activities

- **Vocabulary activity** *Animals* (CD 3 track 9). Listen and repeat. C1 C7 C8
- **Listening practice** Listen, number and match (CD 3 track 10). C1 C2 C7 C8
- **Vocabulary activity** Look and match. C1 C7 C8

Closing activities

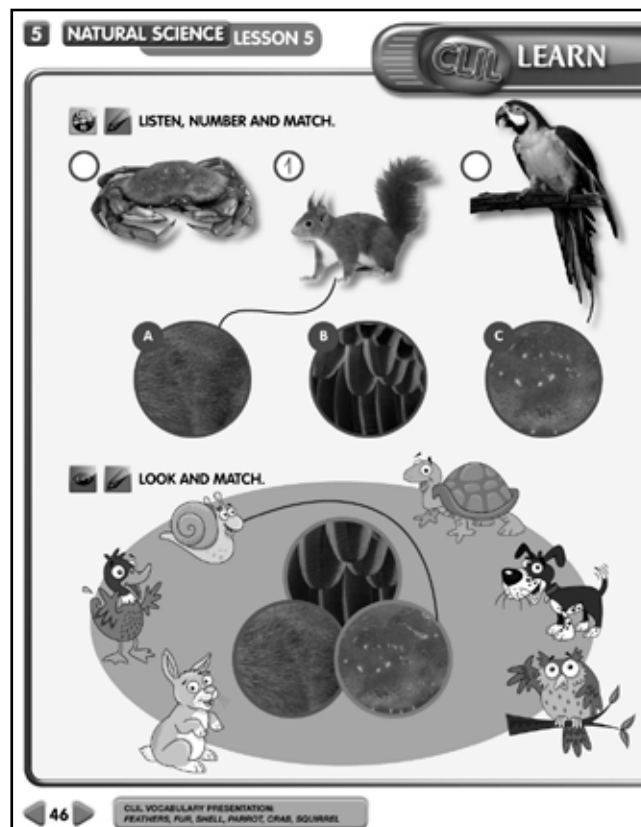
- *English words* song (CD 3 track 5). C1 C6

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- 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* using the animal flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.



Main activities

Let's learn about *Animals*.

- Say **Let's listen to Digi. Today let's learn about...** Play the CLIL jingle, CD 3 track 9.
- Say **Open your books at page 43 and look at story frame 7.**
- Ask questions: **What is it?** (*point to the feather* (feather) **Is it Rabbit's feather?** (No) **Is it Cat's feather?** (No) **Is it Tortoise's feather?** (No) **Whose feather is it?** Elicit the answer: *Peacock's*. Children may answer in L1.
- Say **Open your books at page 46.** Ask the children to look at the photos and point out the photo that shows an animal with feathers.
- Ask **What can you see in the photos?** Elicit *a crab, a squirrel, a parrot, feathers, fur, shell*. Children may answer in L1.

Listen and repeat.

- Elicit that what they see in the photos on PB page 46 are different animals and their coverings (*fur, feathers, shell*).
- Say **Let's listen to Digi.** Play the rest of CD 3 track 9, and point to the different animals on the page.



Digi: Shell.

Children: Shell.

Digi: Fur.

Children: Fur.

Digi: Feathers.

Children: Feathers.

Digi: Let's look at the animals.

Digi: Crab.

Children: Crab.

Digi: Squirrel.

Children: Squirrel.

Digi: Parrot.

Children: Parrot.

- Say **Let's say the words.** Play the CD track again. Pause after Digi says a word 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 word and encourage the children to repeat the words with you for animal or covering.
- Invite different children to the front of the classroom. Ask them to point at or touch the correct photo. Say **Find... squirrel!**
- Ask questions to check the children's understanding of the new language and to personalize. **What animals can you see? Is this fur/feathers? Do squirrels have feathers or fur?** etc Yes/No.



Listen, number and match.

- Point to the numbered example and explain that pupils should listen for the animal covering and write the correct number.
- Say **Let's listen and number.** Play CD 3 track 10. (For answers see audioscript below.)



1 Boy: Look, it's a squirrel. It's got fur.

2 Girl: This is my parrot. It's got feathers.

3 Boy: Wow, a crab! It's got a shell.



Look and match.

- Say **Look at the animals!** and point to the pictures of the animals on the second half of the page. Ask the children to say the names of the different animals. Point to the circles and encourage the children to say *fur*, *feathers* and *shell*.

- Point to the picture of a snail and explain that they should trace the line to the correct covering. Repeat with another example.
- The children work individually, matching the animals to the coverings.
- Move around the classroom to check the children's work. (Answers: shell: snail, crab; fur: rabbit, squirrel; feathers: owl, parrot)

Fast finishers:

Ask children to add extra animals to the shell, feathers and fur categories.

Closing activities

Sing the *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161, CD 3 track 5). Have the children sing and do the actions with you.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could also let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Fill the tortoise shell (class project)

Before class prepare an outline of an enormous tortoise shell on a large piece of card and stick it on the board. Give each child a small piece of paper which will form part of its shell. Ask the children to draw an animal from PB page 46. When a child finishes their drawing, invite them to stick their picture in the shell. When the shell is complete, say **Look at the shell**, and ask the children to say the names of the animals, as you point to them. You could stick the poster on the wall as a display for Animal Zone.

As an extension, invite a child to the front. He/She points to an animal, and asks the class *What is it?* The children take turns.

Lesson 6

Learning objectives

- Learn the *Animal* rap
- Listen and draw animals
- Learn about animals in the UK

Language focus

- *feathers, fur, shell, parrot, crab, squirrel*
- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- *What is it? It's...*

Materials

- Pencil, rubber, crayons, scissors for each child, an outline of a feather, shell and fur on a large piece of card, drawing paper, glue
- Flashcards: *Harry, Holly, Digi, Leo*
- Class audio CD



At-a-glance lesson plan (PB page 47)

Opening activities

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

Main activities

- **Vocabulary activity** *Animals* review. C1 C7 C8
- **Listening practice** *Animal* rap (CD 3 track 11). Listen and point to the pictures. Sing and mime. Sing, trace and colour. C1 C6 C7
- **UK culture** *Animals in the UK*. Listen, point and say the number (CD 3 track 13). Listen and say the number (CD 3 track 14). C1 C5 C6 C7
- **Our culture** *Animals*. Draw an animal. C5 C6 C7

Closing activities

- *English words* song (CD 3 track 5). C1 C6

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- 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*.

Main activities

Animals review.

- Invite different children to the front to ask the pupils questions about the different items on PB page 46. Have them ask *What is it?* and point to an animal or covering. Encourage the other children to answer, saying *It's a (parrot)!*



Listen and point to the pictures.

- Say **Open your books at page 47. Let's listen and point.** Play the *Animal* rap (CD 3 track 11), while pointing to the pictures with the children.

**Animal** rap**Digi:**

*Red fur, red fur,
In a tree.
What is it?*

Holly: *It's a squirrel,
Looking at me!*

Harry:

*Orange shell, orange shell,
In the sea.
What is it?*

Digi: *It's a crab,
Looking at me!*

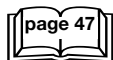
Holly:

*Blue feathers, green feathers,
In a tree.
What is it?*

Harry: *It's a parrot,
Looking at me!*

Sing and mime.

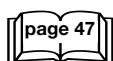
- Say **Stand up, please.** Say **Let's sing the Animal rap.**
- Play the CD track again. Mime to the lyrics, and encourage the children to copy you.



Sing, trace and colour.

- Say **Look at Holly, Harry and Digi and the animals!** and point to the picture on PB page 47. Ask **What animals do Harry, Digi and Holly see?** Encourage the children to answer, saying the different animal words.
- Say **Let's sing and point.** Play the rap track again and encourage the children to point. Repeat.
- When the rap has finished, point to the pictures and ask **What is this animal? Has it got feathers/fur/a shell?**
- Point to the snail. Say **Trace and colour the snail.**
- The children work individually.

UK culture: *Animals 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 animals in the UK.**
- Ask questions: **Where is he/she?** (*point to the different photos*) (*outside/park*) **What animals can you see?** (*point to the different animals*) (*rabbit, parrot, tortoise*) Children may answer in L1.
- Say **Listen and point.** Play CD 3 track 13 and ask children to point to the correct photo as they listen. (For answers see audioscript below.)



- 1 Boy 1:** Look at my rabbit. Her name's Poppy. She's got white fur. She's got big feet. (photo 1)
- 2 Boy 2:** Look at my parrot. His name's Long John. He's got blue, green and yellow feathers. He's got a big mouth. (photo 2)
- 3 Girl:** Look at my tortoise. Her name's Bert. She's got a brown shell. She's got two small eyes. (photo 3)

- Say **Listen and say the number.** Play CD 3 track 14. (For answers see audioscript below.)
- Invite a child to answer. Encourage him/her to say *It's (three).*



Girl: Look at my tortoise. Her name's Bert. She's got a brown shell. She's got two small eyes. (photo 3)

Boy 1: Look at my rabbit. Her name's Poppy. She's got white fur. She's got big feet. (photo 1)

Boy 2: Look at my parrot. His name's Long John. He's got blue, green and yellow feathers. He's got a big mouth. (photo 2)

- 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: *Animals*

- Stick the pre-prepared outline of a feather, shell and fur on the board. At the top write *Animals in our country.* Give some small pieces of paper to one of the children and ask him/her to give one to each child.
- Check the children have got scissors and crayons. Say **Draw an animal.** Explain that it should be a common animal in their country.
- You could ask the children to show their pictures to their partner. Encourage them to say *This is my animal. It's a (squirrel). It's (red).*
- When the pupils have finished ask them to cut out the animal. Invite different children to the front to stick their picture on the card and talk about it. Encourage the children to stick the animals in groups, according to their coverings.
- Ask them questions. **What is it? What colour is it? Do you like (dogs)?**
- 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 47. 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've got a tortoise. The rabbit is my favourite. I've got a parrot.*

Closing activities

Sing the *English words* song.

- Say **Let's sing the English words song** (For lyrics see TN page 161), and play CD 3 track 5. Have the children sing and do the actions with you.

- Invite four children to the front to choose different flashcards, which they hold up for the class to see. Let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Pet survey

Place the animals flashcards on the board. Invite five children to come to the front. Ask the first child to point to an animal and ask the class *Have you got a dog?* Signal to the class to raise their hands and say *Yes, I have*. Encourage the child to count the number of raised hands and write the number under the flashcard on the board. Encourage the other children to ask their question, pointing to another possible pet, and repeat the same process. Point to the animal with the highest number and say **Our favourite pet is...** and encourage the children to repeat with you.

Activity Book activity

Do activity 6 in *Your Quest 1* Activity Book page 35.

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

- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl, parrot, crab, squirrel*
- (colour)+ *feathers, fur, a shell*
- *What is it? It's...*

Materials

- Pencil, rubber, crayons
- Flashcards and word cards: *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- Class audio CD



At-a-glance lesson plan (PB page 48)

Opening activities

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

Main activities

- **Song (karaoke)** *Animals everywhere* song (CD 3 track 3) Sing and mime. **C1 C6 C7**
- **Listening and writing practice** Listen and number. (CD 3 track 15). Match the words. **C1 C2 C7 C8**
- **Vocabulary review** *Whisper game*. **C1 C7 C8**
- **Listening practice** Listen and number. (CD 3 track 16). **C1 C1 C7 C8**

Closing activities

- *English words* song (CD 3 track 5). **C1 C6**

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- 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 *Word whispers*.

- Play *Word whispers* using the animal flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

5 ANIMAL ZONE LESSON 7

LISTEN AND NUMBER. THEN MATCH.

1

LISTEN AND NUMBER.

LESSON 8 **MAKE YOUR ENGLISH DOSSIER.**

48 **CONSOLIDATION AND REVIEW**

Main activities

Sing and mime (karaoke version).

- Check you've got the flashcards and word cards on the board, and remember to put them in the order that they appear in the song.
- Say **Let's sing the *Animals everywhere* song** (For lyrics see TN page 157), and play CD 3 track 3.
- Mime to the lyrics and encourage the children to sing and act along with you.
- Invite different children to the front to take down the flashcards and word cards. Say to each child **Find a dog**, etc.



Listen and number. Then match.

- Say **Open your books at page 48. Say Look at the jigsaw activity.**
- Point to the numbered example and explain that children should listen for the animals and write the number next to the correct picture. (For answers see audioscript below.)
- Say **Let's listen and number.** Play CD 3 track 15.



- 1 Child 1:** What is it? **Child 2:** It's a dog.
2 Child 1: What is it? **Child 2:** It's an owl.
3 Child 1: What is it? **Child 2:** It's a snail.

- 4 Child 1:** What is it? **Child 2:** It's a duck.
5 Child 1: What is it? **Child 2:** It's a peacock.
6 Child 1: What is it? **Child 2:** It's a rabbit.
7 Child 1: What is it? **Child 2:** It's a cat.
8 Child 1: What is it? **Child 2:** It's a tortoise.

- Stick the animal 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.
- Point to the line drawn between the picture of a dog and the word and explain that they should match the pictures to the words.
- The children work individually, matching the pictures to the written words.

Vocabulary review: *Whisper game*.

- Put the animals flashcards on the board.
- Invite five children to come to the front. Ask them to stand in a line. Invite the first child to look at the flashcards, and choose the name of an animal to whisper. Encourage the children to whisper it along the line. The last child in line 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 at the picture on the second half of the page and say **Look at the animals!**
- Point to the numbered example and explain that the pupils should listen and number the animals.
- Say **Let's listen and number**. Play CD 3 track 16.



- 1 It has got multi-coloured feathers. It's a parrot.
- 2 It has got an orange shell. It's a crab.
- 3 It has got white fur. It's a rabbit.
- 4 It has got brown feathers. It's an owl.
- 5 It has got red fur. It's a squirrel.
- 6 It has got brown feathers. It's a duck.

- When the children have finished, check their answers. Ask **What's number 1?** and encourage the children to say the animal (parrot).
- Move around the classroom and evaluate the children's understanding.

- Explain that pupils should now count the number of different coloured snails and write the numbers.
- The children work individually. (Answers: Snails: 4 yellow, 5 red, 3 green, 2 brown)

Closing activities

Sing the *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161), and play CD 3 track 5. Have the children sing and do the actions with you.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could also let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Create an animal parade

Invite nine children to come to the front, and give each of them an animal flashcard. Ask the ninth child to stand to the left and explain that they will ask the question *What is it?* Ask the other children to stand in a line, and mime the animal on their flashcard. Encourage the ninth child to point to the different animals, and ask the question. Listen to the children's answers. Invite different groups of children to come to the front.

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 or picture of an animal from a magazine. You may wish to bring in some magazine pictures of animals for the children to use.

Activity Book activity

Do activity 7 in *Your Quest 1* Activity Book page 36.

Lesson 8

Learning objectives

- Review vocabulary
- Listen and show understanding by sticking picture and word stickers
- Create a personalized Dossier page
- Evaluate learning

Language focus

- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl, parrot, crab, squirrel*
- *What is it? It's...*
- *Where's the..? There! on/under/in the...*







Materials

- Scissors, glue, pencil, rubber, crayons
- Flashcards and word cards: *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- Photocopiables TN page 239 (countryside scene), mini-flashcards
- Class audio CD
















At-a-glance lesson plan (PB pages 48, 83 and 84)





Opening activities

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

Main activities

- **Vocabulary game** *Musical questions*.  

- **Vocabulary activity** Match pictures and words.   
- **Vocabulary activities** Make your English Dossier. *My English Dossier* song (CD 1 track 26). Stick picture stickers. Draw the Quest item.   
- **Cut-out activity** Personalize the Dossier (CD 3 track 17). Talk about your picture. 
  

Closing activities

- Draw a face to express an opinion. Self assessment.  
- *English words* song (CD 3 track 5).  

Tip: Before class, you may wish to draw or stick a picture of an animal in the blank frame box on PB page 84. You can show it to the class, so they can see clearly what they have to do (see TN page 179).

Opening activities

- Say **Hello. How are you?** and have the children answer back.

- 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 *Hot or cold*.

- Play *Hot or cold* using the animal flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

Main activities

Play *Musical questions*.

- Hold up the pile of flashcards, facing the class. Shuffle the cards, revealing the images. Ask **Can you remember any animals?** Remind the children of the question **What is it?** 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 control the music.

Match pictures and words.

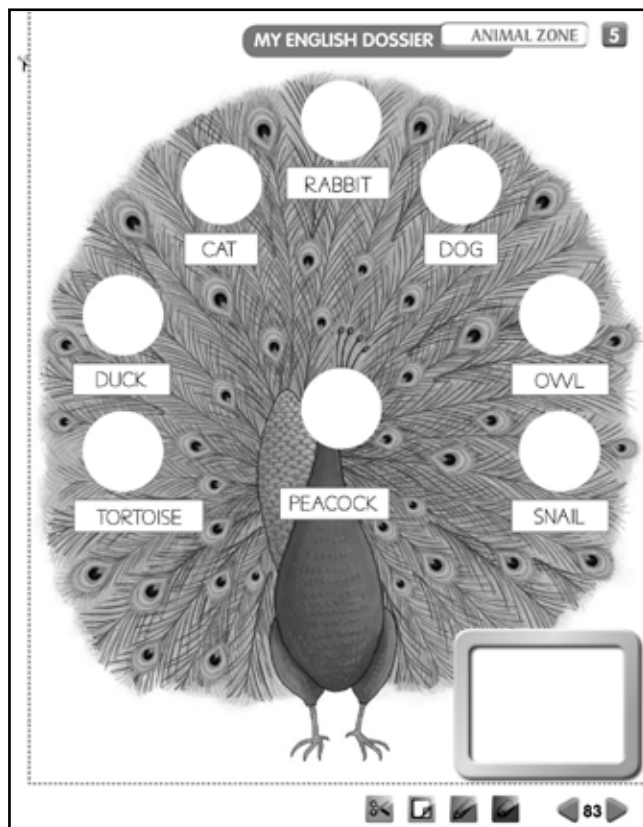
- Hold up the animal flashcards and stick them on the board, encouraging the children to say the words as you do so.
- Hold up the word cards and invite different children to the front to choose a card. Have them say the word aloud, and match it to the correct flashcard. Repeat with different children 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 stickers.

- 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 83**.
- Ask **What's this?** (a peacock)
- Open your PB to the sticker page. Mime taking the tortoise sticker and sticking it in the correct gap on PB page 83. Encourage the children to do the same.
- The children work individually, placing their stickers.



- Move around the classroom monitoring their work.

Draw the Quest item.

- Point to Digi's Quest frame at the bottom of PB page 83. Ask **What's Digi's Quest in the Animal Zone?** (a snail)
- Explain that they should draw and colour a snail in the frame.
- The children work individually.



Personalize the Dossier.

- Say **Open your books at page 84.** Point to the top of the page and ask **What animals can you see? Which has got fur/feathers/a shell?**
- Ask the children to join each pair of animals to its covering by colouring in the path. (Answers: fur – rabbit, squirrel; feathers – owl, parrot; shell – crab, tortoise)
- Point to Digi and ask **Who's this?** Say **Let's listen to Digi talking about his favourite animal.**
- Play CD 3 track 17, and encourage the children to point to the items as they listen.



Digi: Hello, everybody.
Look at my dog.
His name is Fido.
His fur is brown and black.
He's got a big nose, and a big mouth.



- Point to the frame and explain that the children should draw a picture of their favourite animal. Alternatively, the children could cut out and stick pictures from the magazines, or stick a photo/picture from home.
- 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.

Fast finishers:

Ask children to write the name of the animal next to their picture. Alternatively, ask them to test their partner. Encourage them to point to the different animals at the top of the page and ask *What is it?* or *Do you like...?*

Talk about your picture.

- Hold up your open PB and point to your completed frame on PB page 84. Say **Look! This is my favourite animal.** Point to different features of the animal and say **His/Her (fur) is (brown).**
- Invite different children to come to the front and talk about their pictures. If the children seem unsure, point to different animal features in their pictures and ask **What is it? Is this fur? What colour is it?**
- Divide the children into pairs. Ask the children to show their picture to their partner and talk about it.

- Ensure pupils 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 48 and ask the children **Do you enjoy Animal 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, Animal 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 Animal Zone?** Encourage them to answer using the phrases.
- Point to the post-it note at the bottom of the PB page 48 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 Animal Zone?** and have them answer.

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 84. Encourage the children to colour the face which matches their work for Unit 5. 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 *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161), and play CD 3 track 5. Have the children sing and do the actions with you.

- Invite four children to the front to choose different flashcards, which they hold up for the class to say. Let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Five questions

Place the animals flashcards on the board. Point to the different animals. 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 (pink)? Is it a (flamingo)?* You answer **Yes, it is** or **No, it isn't**. Invite different children to the front to choose an animal 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 flashcards 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 36 and Unit 5 from the Picture dictionary page 47.

For the *Animals everywhere* song lyrics see TN page 157.

For the Animal Zone animated story script see TN pages 162–163.



Where's Bobby?

All: Happy Birthday, Grandpa!

Grandpa: Thank you! This is fun, but where's my rabbit, Bobby?

Minnie: There! In the shed.

Dad: No, it's the dog.

Grandpa: Where's Bobby?

Max: Over there! On the chair.

Mum: No, it's the cat.

Dad: Is Bobby over there under the tree?

Minnie: No, it's the tortoise.

Grandpa: Oh dear! Where's Bobby?

Max: Here's Bobby!

Grandpa: Thank you!



CLIL – Learn about animals

Grandpa: Let's look at animals.

Minnie: Look at the parrot. Has it got fur?

Max: No, it's got feathers.

Grandpa: Birds have got feathers.

Minnie: But squirrels have got fur.

Max: Yes, they have. He's got lots of fur.

Grandpa: Animals have got fur. Look at the rabbit. Rabbits have got fur. But what about this crab?

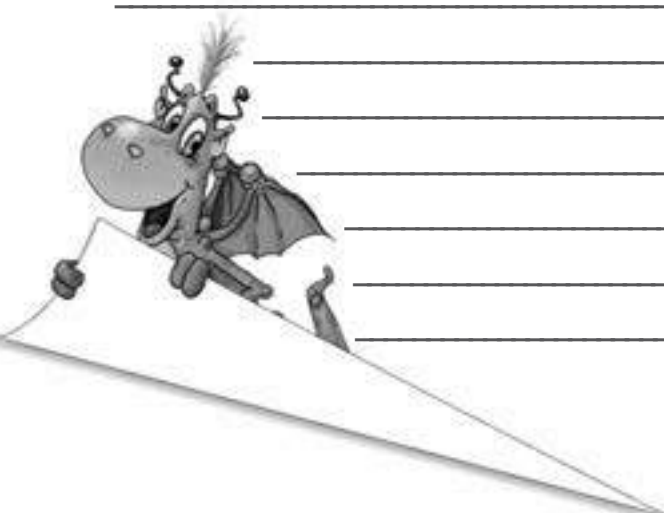
Max: Crabs haven't got fur or feathers.

Minnie: Crabs have got shells.

Grandpa: A parrot, a squirrel and a crab.

Minnie & Max: Feathers, fur and shell.

Notes:



Unit objectives

- 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 and writing key words C1 C7 C8

Key language**Vocabulary**

- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- *read a book, play a computer game, swim, play tennis*

Structures

- *Can you...? Yes, I can./No, I can't.*
- *I can...*
- *It's (good) exercise. It's relaxing.*

Recycled language

- 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

- *Let's listen/sing/number/play/say/point to/ match, etc.*
- *Find page (number). Open your books at page (number).*
- *What's this activity?*

Pronunciation

Practising the /s/ sound

Cross-curricular content

P.E.: Activities

Socio-cultural aspects

- 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

Summary

In Unit 6 you will introduce and practise vocabulary for activities. Pupils will learn how to ask someone about their abilities, the correct response, and how to talk about their own. The target language from Unit 4 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 activities
- Listen to and sing the *I can...* song

Language focus

- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- *I can... Can you...? Yes, I can./No, I can't.*

Materials

- Flashcards: *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- Class audio CD



At-a-glance lesson plan (PB page 49)

Opening activities

- *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 3 track 18). Listen, point and say the words. Listen and point. **C1 C6 C7**
- **Song** *I can...* (CD 3 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 3 track 21). **C1 C7 C8**

Closing activities

- *English words* song (CD 3 track 5). **C1 C6**

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Ask children to stand up, and play CD 1 track 46. Encourage the children to sing along and do the actions with you.

Main activities

Play *What's this...?*

- Play *What's this...?* using the activities flashcards. (see TN page 23)

Listen, point and say the words.

- Say **Let's listen and say the *Word rap***. Play CD 3 track 18 and 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 activity words rap.

Play football... Play basketball... Skip... Run...

Dance... Fly a kite... Sing... Paint...

Everybody clap, clap, clap.

That's the end of the activity words 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 football flashcard and ask **Is it football?** Answer: **Yes, it is.** Next, point to the basketball flashcard and ask **Is it football?** 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 49.**
- Point to the characters and different activities on the page. Ask **Who's/What's this? What is Digi/Harry/Holly doing?** (dancing and singing). Children may answer in L1.

- Point to the top part of the page and explain that the children should point to the activities as they hear them in the song.



Listen, sing and point.

- Say **Let's listen to the song and point.** Play the *I can...* song (CD 3 track 19) and point in your PB. Encourage the children to do the same.
- Say **Let's sing the *I can...* song.** Play the track again. Mime to the lyrics, point to the flashcards and encourage the children to copy you.



I can... song

Digi: *Tell me all the things you can do, you can do, you can do.
Tell me all the things you can do,
And I can do them too.*

Holly: *I can play football, look at me. (mime kicking a football)
I can paint a picture, for you to see. (mime painting)*

Harry: *I can sing a song, listen to me. (mime singing)
I can dance, can you? (mime dancing)*

Digi: *Tell me all the things you can do, you can do, you can do,
Tell me all the things you can do,
And I can do them too.*

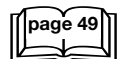
Harry: *I can play basketball, look at me. (mime bouncing a ball)*

Holly: *I can skip, one, two, three! (mime skipping)*

Digi: *I can fly a kite (mime flying a kite) and I can run. (mime running)
I can have lots of fun!*

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 the football 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 kite? Can you see a basketball? Can you see a hand/four hands? Can you see two/four/six eyes?**



Play Digi's Maze.

- Point to the word maze on PB page 49 and ask **What is it?** Allow pupils to answer in L1. Say **Yes, it's Digi's activities maze. Let's play Digi's activities maze.**
- Hold up your PB and place your finger on Digi. Have the children do the same.
- Play CD 3 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.
Sing... Paint... Dance... Skip...
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 answer. (Answer: 5)
- Press 'pause' to play maze 2. Say the words, and use the actions to help the children follow the route through the maze. (Answer: 1)



Maze 2

Digi: Let's play!
Let's play my maze game!
Press the button.
Skip... Paint... Run... Sing... Play basketball...
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.

Extra activity: If you feel the children can produce more language, ask them to say *I can (skip)*, as they move through the maze.

Closing activities

Sing the *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161), and play CD 3 track 5.

Unit 6 Lesson 1

- You can play the track and pause it at the vocabulary words, and encourage children to say the activity words instead. Or as the children will know the song they can sing it without the CD and substitute the activity words.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could also let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Activity miming

Show the children the activity flashcards, and ask them to say the words with you. Ask them **What activity is this?** and mime the activity, encouraging the children to copy you. Continue with the other activities.

Activity Book activity

Do activity 1 in *Your Quest 1* Activity Book page 37.

Notes:



Lesson 2

Learning objectives

- Sing and mime the *I can...* song
- Follow instructions to make mini-flashcards to play communicative games
- Recognize words for activities

Language focus

- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- *Can you...? Yes, I can./No, I can't. I can...*

Materials

- Scissors for each child
- Flashcards and word cards: *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- Class audio CD



At-a-glance lesson plan (PB pages 49 and 85)

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. C1 C7 C8
- **Song** *I can...* (CD 3 track 19) (karaoke CD 3 track 20). Listen, sing and mime. C1 C6 C7
- **Cut-out activity** Make mini-flashcards. Sing (CD 3 track 19). C1 C3 C6 C7 C8
- **Vocabulary game** *Close your eyes!* C1 C7 C8

Closing activities

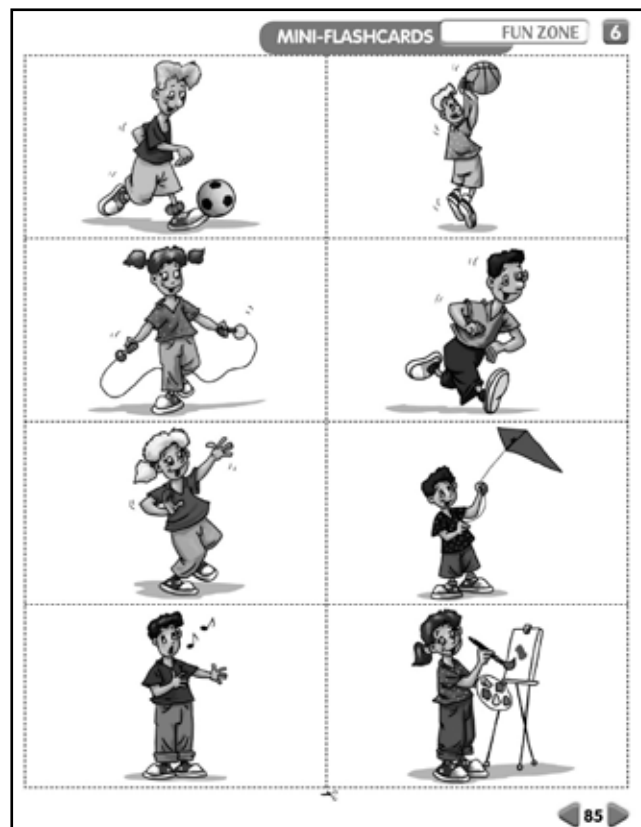
- *English words* song (CD 3 track 5). C1 C6

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Ask children to stand up, and play CD 1 track 46. Encourage the children to sing along and do the actions with you.

Play *Flash the card.*

- Play *Flash the card* using the activities flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.



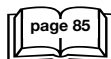
Main activities

Match the pictures and words.

- Say **Look at the activities**, and point to the flashcards. Stick the activities flashcards on the board.
- Hold up the pile of word cards, facing the class. Say **play football** 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 *I can...* song** (For lyrics see TN page 185). Play CD 3 track 19. Encourage the children to point to the flashcards and to sing with you as you mime.
- When the song has finished, take away the word cards and show them to the class. Ask **Can you match the words to the pictures?** Invite different children to the front to match them, and say the word aloud.
- You might like to play the karaoke version of the *I can...* song, CD 3 track 20.
- If the children are confident, stick the word cards on the board next to the flashcards. Play the word counting game (TN page 161).



Make your mini-flashcards.

- Say **Open your books at page 85.**
- 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, asking them **What's this?**
- Tell the children to lay out their cards, face up, on their desks.
- Say **Let's sing the I can... song** (For lyrics see TN page 185). Explain that when they hear an activity in the song, they must wave the correct mini-flashcard.
- Play CD 3 track 19.
- 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:

Close your eyes!

- Invite a volunteer to come to the front to play against you. Shuffle your cards and stick them face up on the board. Say **Let's play Close your eyes!**
- Ask your volunteer to close his/her eyes. Take a card off the board, and hold it to your chest so that the pupil can't see it. Say to your volunteer **Open your eyes!** and invite them to say the missing card. If it's correct say **Yes**, and he/she wins the card. If not say **No**.
- Now change roles. Repeat with different volunteers coming to the front to play against you.
- As a variant, you could divide the class into two teams. Invite different children from both teams to the front to play against each other. To make the game more challenging take away more cards each time.
- Thank your volunteers and get them to sit down. The children then play the game in pairs.
- Move around the classroom to check the children's speaking.

Tip: Encourage the children to tick '6' on their envelopes and store their cards in the mini-flashcard envelope (TN page 32).

Closing activities

Sing the *English words* song.

- Say **Let's sing the English words song** (For lyrics see TN page 161), and play CD 3 track 5.
- You can play the track and pause it at the vocabulary words, and encourage children to say the activity words instead. Or as the children will know the song they can sing it without the CD and substitute the activity words.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. Let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Change places if you've got...

Invite eight children to the front, one with their mini-flashcards. Ask them to stand in a circle. Use four of your flashcards and the same number from the child (play football, play basketball, dance, sing). Give one to each child, and they hold it without showing anyone. Explain that you will name an activity. If they have the activity, they should change places with the other child who holds the football flashcard. Say **Change places if you've got football**. Continue until you've used all the cards, and invite a new group of children to the front.

Activity Book activity

Do activities 2 and 3 in *Your Quest 1* Activity Book pages 38 and 39.

Lesson 3

Learning objectives

- Listen to, understand and explain the story
- Show understanding of the story by numbering
- Give their opinion of the story

Language focus

- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- *Can you...? Yes, I can./No, I can't. I can...*

Materials

- Pencil, rubber, crayons
- Flashcards and word cards: *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- Class audio CD



At-a-glance lesson plan (PB pages 50, 51 and 52)

Opening activities

- *The Weather* song (CD 1 track 46).
- **Vocabulary game** *Find the match.*

Main activities

- **Story** Listen to the story (CD 3 track 22). 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

- *English words* song (CD 3 track 5).

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Ask the children to stand up, then play CD 1 track 46. Encourage the children to sing along and do the actions with you.

Play *Find the match.*

- Play *Find the match* using the activities flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

Main activities



Listen to the story.

- Say **Open your books at page 50.** Invite the children to speculate about the first picture.

Where are the children? (at school) **Is it break time?** (yes) **What's the problem?** (it's raining)
Children may respond in L1.

- Say **Let's listen to the story.** Tell the story either by reading the text or by playing CD 3 track 22. Point to different things in the frames as the story is being told.



Introduction

Digi: My Quest today is in Fun Zone. Let's go!

Harry and Holly: OK!

Leo: Miaow!

Frame 1 Storyteller: The children are at school. It's break time.

Teacher: OK, children. Put away your things, please.

David: Great! Let's go and play basketball.

Joe: Fantastic!

Mary: But look! It's raining.

David and Joe: Oh no! We can't play basketball or football.

Frame 2 Joe: I don't like the rain. I'm bored!

Alice: Me too! What can we do?

David: We can dance!

Mary: And we can sing! Oh I've got an idea. Come here!

Frame 3 Mary: Look at the poster! We can prepare for the show.

Jane: Yeah! Great idea!

David: We can sing and dance together.

Joe: Yes! And we can paint together, too.

Alice: Everybody can do something.

Frame 4 Alice: Can you paint a picture for the show?

Joe: Yes, I can. We need blue and yellow paint.

Alice: I can get the paint. Oops!

Jane: Don't worry, Alice. We can make a sun.

Frame 5 John: Oh look! A drum. I can play music. Can you sing, Mary?

Mary: Yes, I can. I can sing and David can dance.

David: This is great fun! I like dancing.

Mary: We can all help with the show.

Frame 6 Storyteller: The children finish painting.

Joe: Great! Finished! Be careful, Alice!

Alice: Oh no. I'm sorry.

Joe: What can we do now?

Mary: I have an idea!



Frame 7 Joe: We're nearly ready for the show now.

Teacher: Oh that looks fantastic!

Mary and John: Yeah!

Frame 8 Storyteller: Everyone enjoys the show.

Teacher: Great, children! Well done! And the star of the show is Alice as the sun!

David: We can still have fun when it rains!

Conclusion

Holly and Harry: Wow!

Harry: Holly, what activity do you like?

Holly: I like dancing. It's fun!

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 3 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 190 'Language focus').
- After the story, ask the pupils **What's the Quest item?** Point to the Quest frame at the bottom of PB page 51. (Answer: basketball)
- Ask **Can you find the Quest item in the story?** (Answer: frames 1 and 2)

Frame 1

Where are the children? (at school)

Can they play basketball/football? (no)

Why not? (it's raining)

Frame 2

Does Joe like the rain? (no)

Who has an idea? (Mary)

Frame 3

What is Mary's idea? (to prepare for the show)

Does David suggest singing and dancing? (yes)

Frame 4

Can Joe paint? (yes)

Does he get the paint? (no, Alice does)

Frame 5

What can John do? (play the drum)

Can Mary sing? (yes)

Who likes dancing? (David)

Frame 6

Is the picture small? (no)

What does Alice do? (splashes paint on the picture)

Who has an idea? (Mary)

Frame 7

Are the children happy? (yes)

Why? (they are having fun)

Frame 8

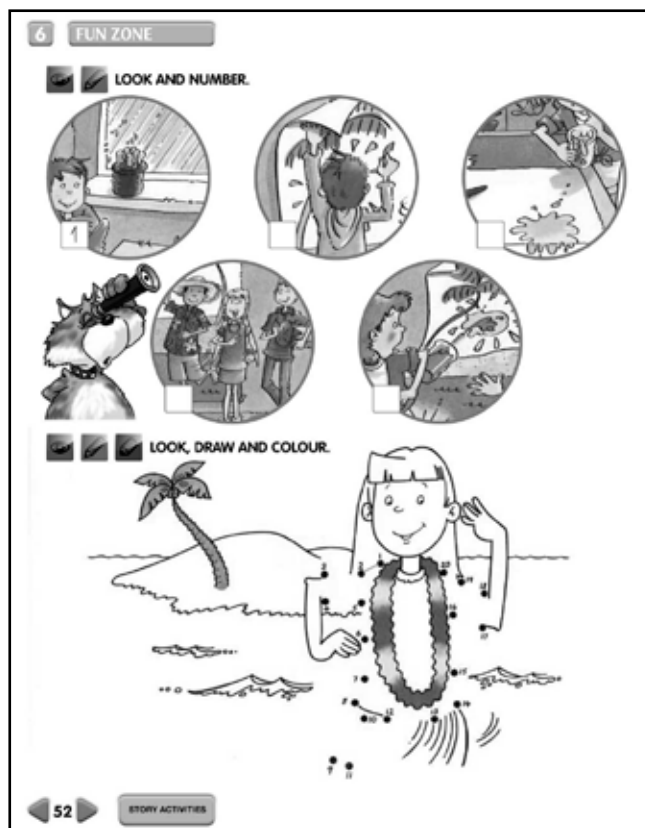
Is the show fantastic? (yes)

Who is the star of the show? (Alice, as the sun – using Mary's idea)

Conclusion

What activity does Holly like? (dancing)

What activity do you like?



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

page 52 Look and number.

- Say **Open your books at page 52.** Say **Look and number**, and explain that pupils should number the pictures in the order they appear in the story.
- Point to the numbered example at the top of the page.
- When the children have finished, say **Let's listen to the story to check.** Play CD 3 track 22, pausing after each item and encouraging the children to say the number and item. (Answers: 1 rain, 2 yellow paint, 3 blue paint, 4 put up posters, 5 concert)



Look, draw and colour.

- Point to the bottom of PB page 52. Say **Let's make a picture. Join the dots.**
- Check that the 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 *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161) and play CD 3 track 5.
- You can play the track and pause it at the vocabulary words, and encourage the children to say the activity words instead. Or as the children will know the song they can sing it without the CD and substitute the activity words.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could also let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Number bingo

Use your photocopiable flashcards to remind the children of numbers 1–20, then stick them on the board. Ask the children to draw a grid, and write down any six numbers between 1 and 20. Say **Let's play bingo.** Say the numbers and, as you say a number, touch the flashcard on the board. The children cross out the number on their grid if they have it. When they have crossed out all six numbers, they should shout *Bingo!*

Activity Book activity

Do activity 4 in *Your Quest 1* Activity Book page 40.

Notes:



Lesson 4

Learning objectives

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

Language focus

- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- *Can you...? Yes, I can./No, I can't. I can...*

Materials

- Pencil, rubber, crayons
- Flashcards and word cards: *play football, play basketball, skip, run, dance, fly a kite, sing, paint, Holly*
- Mini-flashcard envelopes
- Photocopiables (*Can you survey*)
- Props for role plays (sports equipment, stereo, rope etc.)
- Class audio CD



At-a-glance lesson plan (PB page 53)

Opening activities

- *The Weather* song (CD 1 track 46). **C1 C6 C7**
- **Vocabulary game** *Guess the picture.* **C1 C7 C8**

Main activities

- **Pronunciation** /s/ Listen, point and say (CD 3 track 23). **C1**
- **Story review** Listen and mime story (CD 3 track 22). **C1 C7 C8**
- **Role play** Talking about abilities. Listen and do the role play (CD 3 track 24). Dialogues with mini-flashcards. **C1 C5 C7 C8**

Closing activities

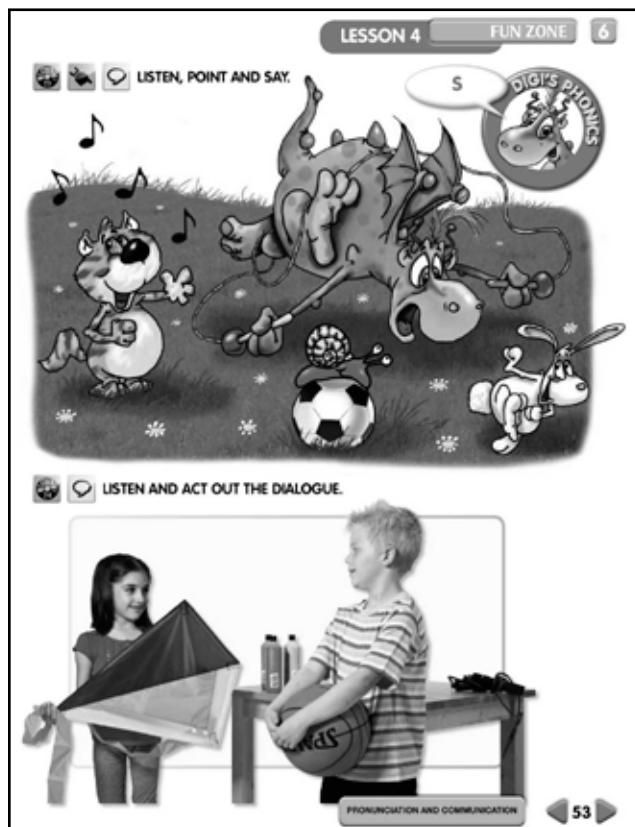
- *English words* song (CD 3 track 5). **C1 C6**

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Ask the children to stand up, then 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 activities 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 53.** Say **Look at Digi!** and point to Digi in the top right-hand corner.
- Say **What's Digi saying?** and point to the speech bubble. Encourage the children to look at you. Point to your mouth, and make the /s/ sound repeatedly: /s/, /s/, /s/, /s/, /s/. Have the children repeat the sound with you.
- Mime the action of skipping or singing and ask **What is it?** Listen to the children's answers and say **Yes, skip/sing.**
- Point to Digi skipping, and your mouth. Say /s/ /s/ /s/ **skip**, and encourage the children to repeat with you. Repeat with **sing.**
- Say **Let's listen to the rhyme.** Play CD 3 track 23, 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 s, s, s

Digi can skip. Leo can sing.
 Leo can sing a skipping song!
 Digi can skip. Leo can sing.
 Leo can sing a skipping song!
 Leo can sing a skipping song!

- Point to different items in the picture and ask **What's/Who's this? Does this have an /s/ sound?** (Items with /s/ sound: sing, skip, snail. Distractors: rabbit, ball, cat, Leo, Digi.)

Listen and mime.

- Say **Open your books at page 50**, 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 page 190 or by playing CD 3 track 22. Mime the actions with the children and say key structures and lexical items together (see TN page 194 'Language focus').



Listen and do the role play.

Tip: To make the dialogues as authentic as possible bring in some props such as sports equipment, a stereo, rope, etc. You may wish to give a copy of Photocopiables TN page 242 (*Can you* survey) 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 53. Explain that the children are acting out a frame from the story, and point to frame 4 on PB page 50.
- Say **Let's listen to the children.** Explain that pupils should say which activity they can/can't do.
- Play CD 3 track 24.



Girl: Can you fly a kite?

Boy: Yes, I can! Can you play basketball?

Girl: No, I can't.

- Show the class the activity flashcards and ask **Which activities?** (sing/dance) **Can she/he sing?**
- Invite two volunteers to come to the front.
- Explain to the class that they will act out the dialogue. 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 volunteers to come to the front to act out the roles, asking about different activities.
- Support them by prompting them with the first couple of lines.
- Repeat the dialogue two or three more times, with different pairs.
- 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. Tell the children to put the *Can you* survey on the desk in front of them.
- Ask the children to take their activity mini-flashcards out of the envelope, and place them on the desk.
- The children act out the dialogue in pairs, using the flashcards as props.

Closing activities

Sing the *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161), and play CD 3 track 5.
- You can play the track and pause it at the vocabulary words, and encourage children to say the activity words instead. Or as the children will know the song they can sing it without the CD and substitute the activity words.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could also let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Holly says

Stick the flashcard of Holly on the board and stick the activity flashcards around it. Say **Stand up, please!** Explain to the children that they should listen and mime the activity. Say **Holly says *play football***, etc.

Activity Book activity

Do activity 5 in *Your Quest 1* Activity Book page 41.

Lesson 5

Learning objectives

- Identify and say activities
- Learn about activities

Language focus

- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- *read a book, play a computer game, swim, play tennis*
- *It's (good) exercise. It's relaxing.*

Materials

- Pencil, rubber and (optional) crayons, large piece of card, old sports magazines or sports equipment catalogues, scissors and glue for each group
- Class audio CD



At-a-glance lesson plan (PB page 54)

Opening activities

- *The Weather* song (CD 1 track 46). C1 C6 C7
- **Vocabulary game** *Disappearing words*. C1 C7 C8

Main activities

- **Vocabulary activity** *Activities* (CD 3 track 25). Listen and repeat. C1 C7 C8
- **Listening practice** Listen and number (CD 3 track 26). C1 C2 C7 C8
- **Vocabulary activity** Look and match. C1 C7 C8

Closing activities

- *English words* song (CD 3 track 5). C1 C6

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Ask the children to stand up, then play CD 1 track 46. Encourage the children to sing along and do the actions with you.

Play *Disappearing words*.

- Play *Disappearing words*, or any other game from the *Activity Bank* using the activities flashcards, to recycle the vocabulary.



Main activities

Let's learn about *Activities*.

- Say **Let's listen to Digi. Today let's learn about...** Play the CLIL jingle, CD 3 track 25.
- Say **Open you books at pages 50 and 51, and look at story frames 4 and 5.**
- Ask questions: **What's this activity?** (point to frame 4) (paint) **Is it exercise?** Elicit the answer: *no, relaxing* **What's this activity?** (point to frame 5) (dance) **Is it exercise?** Elicit the answer: *yes*. Children may answer in L1.
- Say **Open your books at page 54.** Ask the children to look at the photos and point out one photo that shows a child doing some exercise and one that shows a child doing a relaxing activity.
- Ask **What can you see in the photos?** Elicit *read a book, play a computer game, play football, swim, play tennis*. Children may answer in L1.

Listen and repeat.

- Elicit that all the photos on PB page 54 show activities – some are relaxing, some are exercise.
- Say **Let's listen to Digi.** Play CD 3 track 25, and point to the different children on the page.



Digi: Look at the different activities.
Let's learn about activities.
Play tennis.

Children: Play tennis.

Digi: It's exercise.

Children: It's exercise.

Digi: Swim.

Children: Swim.

Digi: It's exercise.

Children: It's exercise.

Digi: Play a computer game.

Children: Play a computer game.

Digi: It's relaxing.

Children: It's relaxing.

Digi: Read a book.

Children: Read a book.

Digi: It's relaxing.

Children: It's relaxing.

Digi: Play football. It's exercise.

Children: Play football. It's exercise.

- 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 activity.
- Invite different children to the front of the classroom. Ask them to point at or touch the correct photo in their books. Say **Find... read a book!**
- 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. **Do you like playing computer games?** etc. *Yes, I do./No, I don't.* **Is playing tennis good exercise/relaxing?** *Yes, it is./No, it isn't.*



Listen and number.

- Point to the numbered example and explain that they should listen and write the correct number.
- Say **Let's listen and number.** Play CD 3 track 26. (For answers see audioscript.)



1 Boy 1: What's exercise?

Girl 1: Well... I play tennis. It's good exercise.

2 Girl 2: I play football with my friend. It's good exercise.

4 Girl 3: I read books. Is that exercise?

Girl 4: No, it isn't. It's relaxing.

4 Boy 2: I swim. It's exercise.

5 Boy 3: I play computer games. It's fun!



Look and match.

- Say **Look at the activities!** and point to the pictures on the second half of the page. Ask the children to say the names of the different activities. Point to the pictures of the children in the centre, and say **He wants to exercise. She's relaxing.**
- Point to the picture of *play tennis* and say **play tennis.** Point to the boy in the centre and explain that children should trace the line. If the children seem unsure, point to *play computer games* and repeat.
- The children work individually, matching the activities either to the boy (exercise) or the girl (relaxing).
- Move around the classroom checking the children's work. (Answers: Exercise: play tennis, swim, play football. Relaxing: paint, read a book, play computer games)

Fast finishers:

- Write activity words on the board: *play tennis*, etc. Ask the children to copy them next to the pictures.

Closing activities

Sing the *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161) and play CD 3 track 5.
- You can play the track and pause it at the vocabulary words, and encourage children to say the activity words instead. Or as the children will know the song they can sing it without the CD and substitute the activity words.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could also let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Activity grid (class project)

Before class prepare a big piece of card and some old sports magazines or sports equipment catalogues. Divide the children into groups, and give them some magazines. Allocate a different activity or sport to each group. Ask the children to look through the magazines and cut out as many pictures as possible. When they have finished cutting out the pictures, invite them to stick the pictures on the card. When it is complete, say **Look at our activities**, and ask them to say the words for the activities as you point to them. You could display the poster in the classroom.

Notes:



Lesson 6

Learning objectives

- Learn the *Activities* rap
- Listen and draw missing parts of activities
- Learn about activities in the UK

Language focus

- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- *read a book, play a computer game, swim, play tennis*
- *It's (good) exercise/relaxing.*

Materials

- Pencil, rubber, crayons, scissors, large piece of card, pictures of famous Spanish sports people, glue
- Flashcards: *Harry, Holly, Digi, Leo*
- Class audio CD



At-a-glance lesson plan (PB page 55)

Opening activities

- *The Weather* song (CD 1 track 46). C1 C6 C7

Main activities

- **Vocabulary activity** *Activities* review. C1 C7
- **Listening practice** *Activities* rap (CD 3 track 27). Listen and point to the pictures. Sing and mime. Sing, trace and colour. C1 C6 C7
- **UK culture** *Activities in the UK*. Listen, point and say the number (CD 3 track 29). Listen and say the number (CD 3 track 30). C1 C5 C6 C7
- **Our culture** *Activities*. Draw an activity. C5 C6 C7

Closing activities

- *English words* song (CD 3 track 5). C1 C6

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Say **Let's sing *The Weather* song** (For lyrics see TN page 94). Ask the children to stand up, then play CD 1 track 46. Encourage the children to sing along and do the actions with you.

Main activities

Activities review.

- Invite different children to the front to ask the rest of the class questions about the different items on PB page 54. Have them ask *What's this activity?* and point to an activity. Encourage the other children to answer, *Swim!*



Listen and point to the pictures.

- Say **Open your books at page 55. Let's listen and point.** Play the *Activities* rap (CD 3 track 27), while pointing to the pictures.

**Activities rap**

Holly: *Let's play tennis!* (mime activity and smile)

Harry: Yes, OK.

Holly: *Let's play football!* (mime activity)

Harry: When?

Holly: Today.

Holly and Harry: *It's good exercise. It's good exercise!*

Harry: *Let's paint a picture!* (mime activity)

Holly: Yes, OK.

Harry: *Let's read a book!* (mime activity)

Holly: When?

Harry: Today.

Holly and Harry: *It's relaxing. It's relaxing!*

Sing and mime.

- Say **Stand up, please.** Say **Let's sing the *Activities* 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 doing different activities!** and point to the picture at the top of the page. Ask **What activity is Harry/Digi/Holly doing?**
- Say **Let's sing and point.** Play the rap track again and encourage the children to point to the activities in their PB as they are heard in the rap. Repeat.
- Point to the characters and ask **What is Harry/Holly/Digi's activity?**
- Point to Holly's tennis racket. Say **Trace and colour the tennis racket.** Repeat with the swimming pool.
- The children work individually.

UK culture: Activities 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 activities in the UK.** Ask questions: **Where is he/she?** (*point to the different photos*) (in the playground, in a park/outside) **What's this activity?** (*point to the different activities*) (hopscotch, cricket, skipping) Children may answer in L1.
- Say **Listen and point.** Play CD 3 track 29 and ask children to point to the correct photo as they listen. (For answers see audioscript below.)



1 Girl 1: One, two, three... Hello! I play hopscotch at break time. I play with my friends in the playground. I like it. (photo 1)

2 Boy: Hello! I play cricket. I play outside with my family. It's great fun. (photo 2)

3 Girl 2: Hello! I can skip fast. Look! Phew! It's good exercise. (photo 3)

- Say **Listen and say the number.** Play CD 3 track 30. (For answers see audioscript below.)



Girl 2: Hello! I can skip fast. Look! Phew! It's good exercise. (photo 3)

Boy: Hello! I play cricket. I play outside with my family. It's great fun. (photo 2)

Girl 1: One, two, three... Hello! I play hopscotch. at break time. I play with my friends in the playground. I like it. (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 pupils to answer.

Our culture: Activities

- Before class, prepare a large piece of card. Stick pictures of famous sports people on one side, and school activities on the other (Tag, etc). Stick it on the board and ask pupils **Who's this? What's this activity?**
- At the top write *Our activities*. Prepare some small pieces of paper. Ask one of the children to give two to each child. Say **Draw an activity you do at school and an activity you do at home.**
- When the children have finished, invite different children to the front to stick their picture in the correct part of the poster and talk about it. Ask them questions: **What's this activity? Is it exercise/relaxing? Do you like (playing football)?**
- You could ask the children to show their pictures to their partner. Encourage them to say *This is my activity at school/at home. It is/isn't good exercise.*
- Display the poster in your classroom.

Option: If you are unable to bring craft materials to class, you may wish to play the *In our country, too!* game. Ask the children to look at PB page 55. Point to a photo and say simple sentences using the vocabulary. Encourage the children to point to the same feature, and say *In our country, too!* if it is the same in their country. Sentences could include: *I play hopscotch. I like skipping. Football is fun.*

Closing activities

Sing the *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161) and play CD 3 track 5.
- You can play the track and pause it at the vocabulary words, and encourage children to say the activity words instead. Or as the children will know the song they can sing it without the CD and substitute the activity words.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Sports survey

Invite seven children to come to the front and give them different sports flashcards. Ask the first child to ask the class *Do you like football?* Signal to the class to raise their hands, and say *Yes, I do*. Encourage the child to count the number of raised hands and write the number, and stick the flashcard next to it. Encourage the other children to ask their question and repeat the same process. Point to the sport with the highest number and say **Our favourite sport is...** and encourage the children to repeat with you.

Activity Book activity

Do activity 6 in *Your Quest 1* Activity Book page 42.

Notes:



Lesson 7

Learning objectives

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

Language focus

- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- *read a book, play a computer game, swim, play tennis*
- *Can you...? Yes, I can./No, I can't.*
- *It's (good) exercise/relaxing.*

Materials

- Pencil, rubber, crayons
- Flashcards and word cards: *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- Class audio CD



At-a-glance lesson plan (PB page 56)

Opening activities

- *The Weather song* (CD 1 track 46). C1 C6 C7
- **Vocabulary game** *Word whispers*. C1 C7 C8

Main activities

- **Song (karaoke)** *I can...* (CD 3 track 20) Sing and mime. C1 C6 C7
- **Listening and writing practice** Listen and number (CD 3 track 31). Match the words. C1 C7 C8
- **Vocabulary review** *Activities Memory game*. C1 C7 C8
- **Listening practice** Listen and match (CD 3 track 32). C1 C7 C8

Closing activities

- *English words song* (CD 3 track 5). C1 C6

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Say **Let's sing *The Weather song*** (For lyrics see TN page 94). Ask the children to stand up, then 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 activities flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

6 FUN ZONE LESSON 7

LISTEN AND NUMBER, THEN MATCH.

1

PLAY BASKETBALL PLAY FOOTBALL

DANCE SKIP

RUN FLY A KITE

SING PAINT

LISTEN AND MATCH.

LESSON 8 MAKE YOUR ENGLISH DOSSIER.

56 CONSOLIDATION AND REVIEW

Main activities

Sing and mime (karaoke version).

- Check you've got the flashcards and word cards on the board and remember to put them in the order that they appear in the song.
- Say **Let's sing the *I can...* song** (For lyrics see TN page 185), and play CD 3 track 20. Mime to the lyrics, using the actions from Lesson 1, and encourage the children to sing and act along with you.
- Invite different children to the front to take down the flashcards and word cards. Say to each child **Find 'play football'**, etc.



Listen and number. Then match.

- **NB:** The rubric of the first exercise should be *Listen and number. Then match*. This mistake will be corrected the first time the PB is reprinted.
- Say **Open your books at page 56. Say Look at the jigsaw activity.**
- Point to the numbered example and explain that children should listen for the activities and write the number next to the correct picture. (For answers see audioscript below.)
- Say **Let's listen and number.** Play CD 3 track 31.



- 1 **Girl:** I can dance.
 2 **Boy:** I can play football.
 3 **Boy:** I can sing.
 4 **Boy:** I can play basketball.
 5 **Girl:** Can you paint? **Girl:** Yes, I can.
 6 **Boy:** Can you fly a kite? **Boy:** No, I can't.
 7 **Boy:** Can you run? **Boy:** Yes, I can.
 8 **Boy:** Can you skip? **Girl:** Yes, I can.

- Stick the activity 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.

- Point to the line drawn between the picture of the ballet shoes and the word and explain that they should match the pictures to the words.
- **NB:** In the last jigsaw piece of the first column, it should say *SING*. This mistake will be corrected the first time the PB is reprinted.
- The children work individually, matching the pictures to the written word.

Vocabulary review: *Activities Memory game.*

- Divide the children into three teams.
- Put the activity flashcards on the board. Ask the children to look at the flashcards and explain that they must try and memorize all the activities. Count to fifteen, then take down the flashcards.
- Invite a child from each team to name the activities they remember.
- Put the flashcards back on the board, and prompt the children to remember the ones they didn't say. Point and ask **What is it?**



Listen and match.

- Point to the picture on the second half of PB page 56 and say **Look at the children!**
- Point to the goggles, encouraging the children to say the associated activity. Say **Yes, swim!** Repeat with the other pictures.
- Explain that the pupils should listen and match the activities to Harry (for exercise activities) or Holly (for relaxing activities).
- Say **Let's listen.** Play CD 3 track 32. (For answers see audioscript below.)



Harry: It's exercise. I swim. I play tennis.
Holly: It's relaxing. I read a book. I play computer games.

- Move around the classroom and check the children's understanding. Point to different activities and ask **What is it? Is it good exercise?**

- When everyone has finished play the CD track again and the children check their answers.

Closing activities

Sing the *English words song*.

- Say **Let's sing the *English words song*** (For lyrics see TN page 161) and play CD 3 track 5.
- You can play the track and pause it at the vocabulary words, and encourage children to say the activity words instead. Or as the children will know the song they can sing it without the CD and substitute the activity words.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could also let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Five questions

Place the activity flashcards on the board. Point to the different activity. 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 (red)? Is it (ride a bike)?* You answer **Yes, it is** or **No, it isn't**. Invite different children to the front to choose one in secret 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.

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 doing their favourite activity, and also bring in a photo of your own to use.

Activity Book activity

Do activity 7 in *Your Quest 1* Activity Book page 43.

Lesson 8

Learning objectives

- Review vocabulary
- Listen and show understanding by sticking picture and word stickers
- Create a personalized Dossier page
- Evaluate learning

Language focus

- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- *read a book, play a computer game, swim, play tennis*
- *Can you...? Yes, I can./No, I can't.*
- *It's (good) exercise/relaxing.*

Materials

- Scissors, pencil, rubber, crayons
- Flashcards and word cards: *play football, play basketball, skip, run, dance, fly a kite, sing, paint*
- Class audio CD


At-a-glance lesson plan
(PB pages 56, 87 and 88)

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.
- **Vocabulary activities** Make your English Dossier. *My English Dossier song* (CD 1 track 26). Stick picture stickers. Draw the Quest item.
- **Cut-out activity** Personalize the Dossier. (CD 3 track 33). Talk about your picture.

Closing activities

- Draw a face to express an opinion. Self assessment.
- *English words song* (CD 3 track 5).

Tip: Before class, you may wish to draw or stick your family photo in the blank frame on PB page 88. You can show it to the class, so they can see clearly what they have to do (see TN page 207).

Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Say **Let's sing *The Weather song*** (For lyrics see TN page 94). Ask the children to stand up, then play CD 1 track 46. Encourage the children to sing along and do the actions with you.

Play *Hot or cold*.

- Play *Hot or cold* using the Activities flashcards, or any other game from the *Activity Bank*, to recycle the vocabulary.

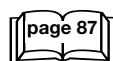
Main activities

Play *Word race*.

- Divide the class into two groups and play *Word race* (see TN page 24).

Match pictures and words.

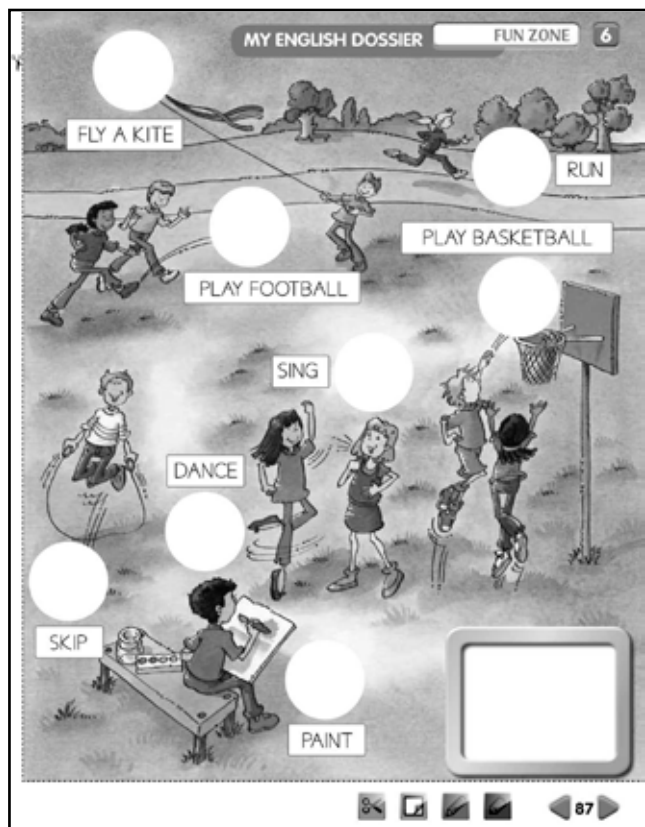
- Hold up the activity flashcards and as you stick them on the board, encourage the children to say the words.
- Hold up the word cards and invite different children to the front to choose a card. Have them say the word aloud, and match it to the correct flashcard.
- Repeat with different children matching different words.
- Point to the word cards and ask the children to read the word aloud.



Make your English Dossier.

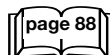
Stick picture stickers.

- 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 87**.
- Say **It's sticker time**, and point to the icon at the bottom of the page. Point to the football and ask **What's this?** Respond **Yes, it's a football**.
- Open your PB to the sticker page. Mime taking the football sticker and sticking it in the correct gap on PB page 87. Encourage the children to do the same.
- The children work individually, placing their stickers.
- Move around the classroom monitoring their work.



Draw the Quest item.

- Point to Digi's Quest frame at the bottom of PB page 87. Ask **What's Digi's Quest in the Fun Zone?** (a basketball)
- Explain that they should draw and colour a basketball in the frame.
- The children work individually.



Personalize the Dossier.

- Say **Open your books at page 88.** Ask **What's this activity?** (play tennis/read a book) Ask **Is it exercise/relaxing?** (yes)
- Ask the children to trace and colour in the equipment. (tennis racket, book)
- Point to Digi and ask **Who's this?** Say **Let's listen to Digi talking about his favourite activity.**
- Play CD 3 track 33, and encourage the children to point to the items as they listen.



Digi: Hello, everybody.
Look at me! This is my favourite activity.
I play tennis with my friend.
It's exercise. I like tennis.

- Point to the frame and explain that the children should draw a picture of themselves doing their favourite activity.
- The children work individually.

- Move around the classroom, asking them questions.
- When the children have finished, ask them to write their name at the top of the page.

Fast finishers:

Children can write the name of the activity next to the frame, then test their partner. Encourage them to point to the different activities in the picture and ask *What's this activity?* Their partner answers *It's...* They can then ask *Can you...?* and the partner answers *Yes, I can* or *No, I can't.*

Talk about your picture.

- Hold up your open PB and point to your completed frame on PB page 88. Say **Look! This is my favourite activity.** Point to different items and say **I can play football.**
- Invite different children to come to the front and talk about their pictures. If the children seem unsure, point to different activities in their pictures and ask **What's this activity? Can you...? Is it exercise/relaxing?** 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. Point to the post-it note at the bottom of PB page 56 and ask the children **Do you enjoy Fun 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, Fun 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 Fun Zone?** Encourage them to answer using the phrases.
- Point to the post-it note at the bottom of PB page 56 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 Fun 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 88. Encourage the children to colour the face which matches their work for Unit 6. 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 *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161) and play CD 3 track 5.
- You can play the track and pause it at the vocabulary words, and encourage children to say the activity words instead. Or as the children will know the song they can sing it without the CD and substitute the activity words.

- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could also let the children choose flashcards from another unit to recycle vocabulary.

Extra activity: Create your Dossier

This is the final Dossier lesson, and you may wish to encourage the children to put the pages together as a Dossier. The children can look at the different pages and say which is their favourite. Then place the pages in order to make their book.

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 43 and Unit 6 from the Picture dictionary on page 47.

For the *I can...* song lyrics see TN page 185.
For the Fun Zone animated story script see
TN pages 190–191.



What can you do?

Minnie: Here you are, Grandpa.
Grandpa: Oh thank you. Minnie, can you play basketball?
Minnie: Yes, I can. Max, can you play basketball?
Max: Yes, I can. Mum, can you play basketball?
Mum: No, I can't, but I can dance. Can you dance?
Dad: Yes, I can.
Mum/Minnie/Max: No, you can't!
Dad: I can sing! La la la!
Grandpa: No, you can't! I can play football.
All: Me too!
Grandpa: It's my birthday and I want to play football!

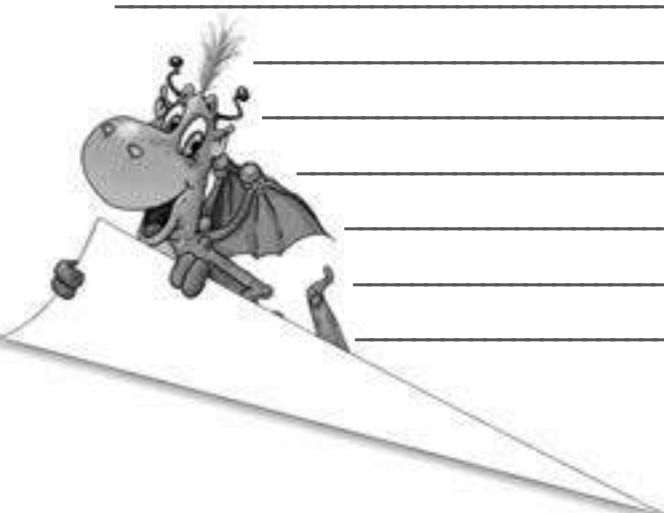
Grandpa: Thanks for a great birthday, everyone!



CLIL – Learn about activities

Minnie: Max, do you like reading?
Max: Oh yes. Look at the girl. She's reading to her sister.
Grandpa: I read you story books.
Max: He's playing a computer game. I like computer games.
Minnie: Yes, that's a good way to relax.
Grandpa: They're both relaxing, aren't they?
Grandpa: But you two have lots of energy!
Max: I know. I love swimming. Like him.
Minnie: He's having fun. Swimming is good exercise.
Max: Do you like swimming, Grandpa?
Grandpa: Yes, but I prefer football like the children.
Minnie: Me too! I love playing football.
Grandpa: And look she's playing tennis. Minnie, you're great at tennis.
Max: Football and tennis. They're both good exercise.
Grandpa: That's right. Some things are relaxing...
Minnie: And some things are exercise.

Notes:



Digi Zone 3

Unit objectives

- Identifying different animals C1 C3 C7
- Identifying different activities C1 C3 C5 C6 C7
- Listening to and understanding the story 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

Summary

In this unit the target vocabulary and language from Units 5 and 6 is reviewed in the form of a story, a sequencing activity, and a picture-recognition game.

Key language

Vocabulary

- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*

Structures

- *Can you...? Yes, I can./No, I can't.*
- *I can...*

Recycled language

- Numbers 1–20
- Colours, family
- *Hello. I'm... Goodbye.*
- *Look...*

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 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.

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 animals and activities
- 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

- *rabbit, peacock, cat, dog, snail, duck, tortoise, owl*
- *play football, play basketball, skip, run, dance, fly a kite, sing, paint*

Materials

- Flashcards and words cards: *rabbit, peacock, cat, dog, snail, duck, tortoise, owl, play football, play basketball, skip, run, dance, fly a kite, sing, paint, Digi*
- Crayons for each child
- Class audio CD



At-a-glance lesson plan (PB pages 57 and 58)

Opening activities

- *How many children in class?* C1 C2 C7

Main activities

- **Vocabulary game** *Find your partner.* C1 C7 C8
- **Story** Listen to the story (CD 3 track 34). Tell the story and ask questions. C1 C6 C7
- **Listening practice** Listen, point and say. (CD 3 track 35). Listen and colour. C1 C7 C8
- **Vocabulary activity** Find, colour and match. C1 C7 C8

Closing activities

- *English words song* (CD 3 track 5). C1 C6

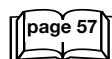
Opening activities

- Say **Hello. How are you?** and have the children answer back.
- Ask **How many children in class today?** and encourage the children to raise their hands.
- Start counting and have the children join in. Ask **How many children?** Invite a child to answer, and say **Yes, (twelve) children.**

Main activities

Play *Find your partner.*

- Hold up the pile of animal flashcards. Shuffle the cards, revealing the images. Ask **Can you remember any animal?**
- 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 a flashcard 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 matching word card.
- 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 activities 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 57.** Invite 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 Digi park) Children may answer in L1.
- Say **Let's listen to the story.** Play CD 3 track 34 and encourage the children to point to the pictures as they listen to the story.



Frame 1 Storyteller:

Digi: I have all six Quest items now! My Quest is finished. Let's go to the funfair in Digiworld!

Holly and Harry: Yeah! Great!

Storyteller: Digi takes Holly and Harry to the Digiworld funfair.

Harry and Holly: Hi, Techna!

Techna: Hi!

Holly: Look at all the fantastic things we can do at the funfair.

Digi: Let's go in!

Harry, Holly, Techna: OK!

Leo: Miaow!

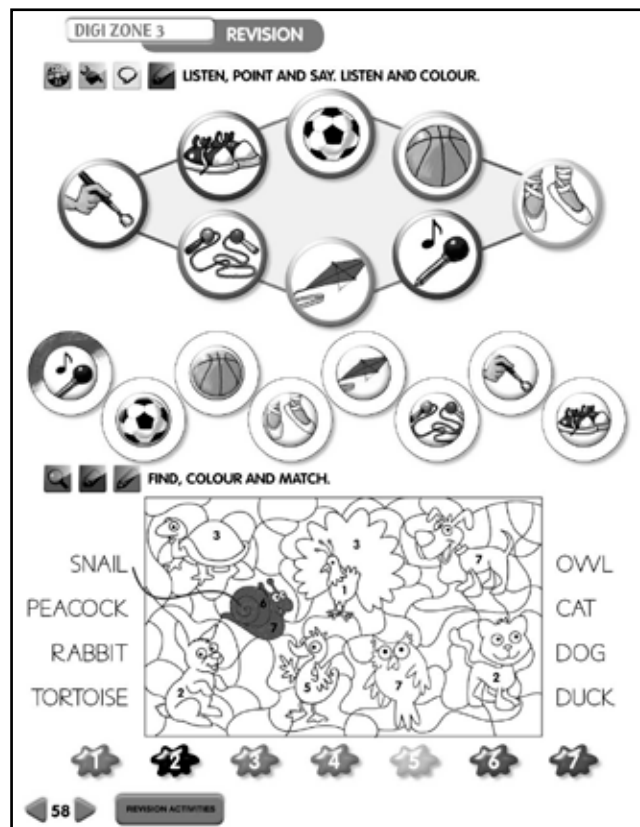
Frame 2 Techna: Over here, everyone! It's the Animal Disco!

Harry and Holly: Great!

Holly: I like the music. Duck can sing well. Can you dance, Digi?

Digi: Yes, I can.

Harry: Me, too! Come on, Leo!



Frame 3 Holly: Wow! Look at Snail. It can fly!

Harry: Let's go for a ride.

Digi: Me, too!

Snail: Ready... 3... 2... 1... Lift-off!

Techna: Bye! See you later. Come on, Leo!

Leo: Miaow.

Frame 4 Digi: Fantastic! We can see ALL the funfair!

Holly: It's very big!

Harry: Look at the children playing basketball.

Holly: Look! The ball is square. How funny!

Frame 5 Harry: Look, there's Leo!

Holly: Wow! He's in a tortoise race.

Leo: Miaow.

Holly: Hold on, Leo!

Digi: Leo is in the lead! He's number 1!

Storyteller: The winner is Leo!

Harry, Holly and Digi: Leo! Leo! Leo!

YEEAAHHH!

Frame 6 Digi: Well done, Leo!

Holly: I like your medal!

Harry: You're fantastic!

Leo: Miaow!

Harry: Thank you for a great day, Digi!

Holly: And Techna... Thank you!

Digi: And thank you for your help with my Quest!

Holly: Well... It's time to say goodbye!

Everyone: Goodbye! See you another day!

Leo: Miaow!

Tell the story and ask questions.

- Check that the children understand the story by telling it again, pointing at the different frames in your PB and asking questions about each frame. Children may answer in L1.

Frame 1

How many Quest items has Digi got? (six)

Is his Quest finished? (yes)

What can the children see? (Digiworld funfair)

Frame 2

Can Duck sing? (yes)

Can Digi dance? (yes)

Frame 3

Can Snail fly? (yes)

Who goes for a ride? (Harry, Holly, Digi)

Frame 4

Is the funfair small? (no)

What can Harry see? (children playing basketball)

Frame 5

Where is Leo? (on a tortoise)

Why? (he's in a race)

Is Leo fast? (yes)

Is he number 1? (yes)

Frame 6

Who has a medal? (Leo)

Is Leo happy? (Yes)

- When you have finished, ask **Do you like the story?** and encourage the pupils to answer Yes, it's (brilliant/OK) or No.

Option: Use the story frames to recycle vocabulary from the previous units. Say **Find a tortoise** and invite a child to answer *It's here. In picture 5.*



Listen, point and say. Listen and colour.

- Say **Open your books at page 58.** Point to the picture of a football and ask **What's this?**
- Call out the activity names in order, going clockwise, starting from football. The pupils repeat and point.
- Repeat the activity, starting from a different picture.
- Divide the children into pairs. The children take turns to call out the words 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 3 track 35 and pause after the first sequence of words. Ask **What's missing?** Invite a child to answer, and say **Yes, play basketball.**



- 1 What's missing? Play football, _____, dance.
- 2 What's missing? Play football, play basketball, dance, _____, fly a kite.
- 3 What's missing? Play football, _____, dance, sing, _____, _____, paint, _____.

- 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 sequences of words. As the children become more confident, miss out more and more sports and activities words.
- Invite different children to the front to say a sequence of words, and ask the pupils 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 activity names, 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 animals!**
- 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.**
- Check that the children have crayons. Explain that they should find the numbers in the picture, and colour the items.
- The children work individually, colouring the picture.
- The children should match the words to the animals in the picture.

Closing activities

Sing the *English words* song.

- Say **Let's sing the *English words* song** (For lyrics see TN page 161), and play CD 3 track 5.
- Invite four children to the front to choose different flashcards, which they hold up for the class to say. You could let the children choose flashcards from another unit to recycle vocabulary.

Easter

Unit objectives

- 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)

Key language

Vocabulary

- *Happy Easter, Easter Bunny, egg, chick, basket*

Structures

- *I've got an egg/a purple egg.*

Recycled language

- Numbers
- Colours
- *Hello. I'm... Goodbye.*
- *What number/colour is it?*
- *Can I have...?*
- *Yes, here you are.*

Receptive language

- *Let's listen/sing/number/play/say/point to/ match, etc.*
- *Find page (number). Open your books at page (number).*

Socio-cultural aspects

- 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

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 Easter vocabulary
- Sing the *Easter Bunny* song
- Listen to, and show understanding of the story
- Listen and show understanding by numbering and colouring
- Follow instructions to make an Easter egg cut-out

Language focus

- *Happy Easter, Easter Bunny, egg, chick, basket*
- *I've got a (red) egg.*

Materials

- Easter flashcard
- Scissors and crayons for each child
- Class audio CD



At-a-glance lesson plan (PB page 60)

Opening activities

- *The Weather* song (CD 1 track 46). (C1 C6 C7)

Main activities

- **Vocabulary game** *What's in the basket?* (C1 C7 C8)
- **Song** *Easter Bunny* (CD 3 track 36). (C1 C6 C7)
- **Story** Listen, point and colour (CD 3 track 37). Give an opinion and ask questions. (C1 C7)
- **Story activities** Listen and number (CD 3 track 37). Colour the eggs. (C1 C2 C6 C7)
- **Cut-out activity** Make an Easter egg cut-out. (C5 C6)

Closing activities

- *Everybody finish!* song (CD 2 track 5). (C1 C6)

Opening activities

- Say **Happy Easter!** and have pupils 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 in the basket?*

- Draw a large basket on the board, big enough to fit small drawings in. Tell the children, **It's a basket.**



- Hold up the Easter flashcard facing the class. Point to the pictures, say the Easter words and have the children repeat each word.
- Hold up the card again, point to the Easter pictures and ask **What's this?**, encouraging the children to say the words.
- Ask the children to draw small Easter eggs, chicks and bunnies, colour them in different colours and cut them out. Invite the children to the board to stick their pictures in the basket.
- Say **Let's play *What's in the basket?*** Point to a picture and ask **What's this?**, **Is it a (bunny)?**, **What colour is it?**

Sing the *Easter Bunny* song.

- Say **Let's sing and point.** Play CD 3 track 36. Mime to the lyrics, point to the flashcards and encourage the children to copy you.



Easter Bunny song

Hop, hop. I'm the Easter Bunny. (make rabbit ears with your hands)

Look, look. I've got Easter eggs. (make the shape of an egg in the air)

Yum, yum. Easter eggs are yummy.

Happy Easter, Daddy! Happy Easter, Mummy!



Listen, point and colour.

- Say **Open your books at page 60**. Invite children to speculate about the picture. **Who can you see?** (Easter Bunny, dog, cat, chick) **Is Easter Bunny happy?** (no) Children may answer in L1.
- Say **Let's listen to the story**. Play CD 3 track 37 and encourage the children to point to the pictures as they listen to the story.



Bunny: It's Easter. Here's my basket!
Oh no! Look! One Easter egg!
What about the children?
Mmm... I'll ask my friends.
Hello, Dog!

Dog: Hello, Bunny!

Bunny: Can I have some Easter eggs, please?

Dog: Yes, here you are. A blue egg, a green egg, and a pink egg.

Bunny: Thank you very much!
I've got 1, 2, 3, 4... Easter eggs.

Bunny: Hello, Chick!

Chick: Hello, Bunny!

Bunny: Can I have some Easter eggs, please?

Chick: Yes, here you are. A yellow egg, an orange and blue egg, and a blue and green egg.

Bunny: Thank you very much!
I've got 1, 2, 3, 4, 5, 6, 7... Easter eggs.

Bunny: Hello, Cat!

Cat: Hello, Bunny!

Bunny: Can I have some Easter eggs, please?

Cat: Yes, here you are. A purple egg, a yellow and pink egg, and a red egg with a yellow star.

Bunny: Thank you very much!
Hmph. I've got 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 Easter eggs!

Children: Hello, Bunny! Happy Easter!

Bunny: Happy Easter, everyone! Here's an Easter egg for you. And for you.

Give an opinion and ask questions.

- After the story ask **Do you like the story?** And have them say *Yes, it's (brilliant/OK)* or *No*.
- Ask the children some questions about the story. **What is Easter Bunny's problem?** (only one egg) **Which animals help him?** (Dog, Cat, Chick) **How many eggs are in the basket?** (10) **Who are the eggs for?** (children) Children may answer in L1.

Look and number.

- Explain that pupils should listen to the story again, and talk about the order of the animals on Easter Bunny's route.
- Say **Let's listen and number**. Play the story again.
- Check their answers, asking **Which animal is number 1/2/3?** (Answers: 1 Dog, 2 Chick, 3 Cat)

Colour the eggs.

- Check that the children have got crayons. Explain that they should colour in the eggs at the bottom of PB page 60. The children work individually.
- Move around the classroom and check the children's work.



Make an Easter egg cut-out.

- Say **Open your books at page 63**. Check the children have got scissors. Say **Cut out the egg here**, pointing to the cut-line in your PB. Explain that they are going to colour the egg. Point to the egg cut out, and say **Colour the egg**.
- Move around the classroom and look at the children's work. Have them say *I've got a (red and blue) egg*.

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 the activity in *Your Quest 1* Activity Book page 44.

Christmas

Unit objectives

- 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

Key language

Vocabulary

- *Happy Christmas, Santa Claus, reindeer, present, star, tree, stocking, sleigh*

Structures

- *It's my present.*
- *Is it a...? Yes, it is./No, it isn't.*
- *Here you are. Thank you.*

Recycled language

- Numbers
- Colours
- *Hello. I'm... Goodbye.*
- *big, small*

Receptive language

- *Let's listen/sing/number/play/say/point to/match, etc.*
- *Find page (number). Open your books at page (number).*

Socio-cultural aspects

- 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

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 Christmas vocabulary
- Listen to, understand and explain the story
- Listen and show understanding by circling differences
- Show understanding by drawing and colouring

Language focus

- *Happy Christmas, Santa Claus, reindeer, present, star, stocking, sleigh*
- *It's a (red) present, my present.*
- *Is it a...? Yes, it is./No, it isn't.*

Materials

- Christmas flashcards
- Scissors and crayons for each child
- Class audio CD



At-a-glance lesson plan (PB pages 61 and 62)

Opening activities

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

Main activities

- **Vocabulary game** *What's in the stocking?*
- **Story** Listen to the story (CD 3 track 38). Tell the story and ask questions. Express an opinion about the story.
- **Vocabulary activities** Look and circle. Draw and colour.

Closing activities

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

Opening activities

- Say **Hello! Happy Christmas!** and have pupils 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 have them answer *I'm fine*, etc.

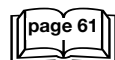
Main activities

Play *What's in the stocking?*

- Draw a large Christmas stocking on the board, big enough to fit small drawings in. Tell the children, **It's a stocking.**
- Ask the children to draw school things (pencil, rubber, etc.), colour them in different colours and cut them out. Invite the children to the board to stick the presents in the stocking.
- Say **Let's play *What's in the stocking?***

Point to a present and ask **What's this?**, **Is it a (book)?**, **What colour is it?**

- Hold up the Christmas flashcards facing the class. Point to the pictures, say the Christmas words and have the pupils repeat each word.
- Hold up the cards again, point to the Christmas pictures and ask **What's this?**, encouraging the children to say the words.
- Ask the children to draw a small Christmas item (present, star, hat, etc.), colour it in and cut it out. Invite the children to the board to add their item to the stocking. Point to different items asking **What's this?**



Listen to the story.

- Say **Open your books at page 61.** Invite children to speculate about the first picture. **Who can you see?** (Santa Claus and his reindeer, Rudie) **What are they doing?** (on the sleigh, arriving home) Children may answer in L1.
- Say **Let's listen to the story.** Play CD 3 track 36 and encourage the children to point to the pictures as they listen to the story.



Frame 1 Storyteller: It's Christmas and Santa is going home.

Santa: Whooh!

Rudie: Humph!

Santa: Very good!

Frame 2 Storyteller: Santa and reindeer go into Santa's igloo.

Santa: Wooh! Three Christmas stockings! Great! Ahh! Look at the Christmas tree!

Rudie: Fantastic! Christmas presents!

Frame 3 Santa: Ohh! What a big Christmas present... for me!

Rudie: My present is small!

Santa: But it's blue. It's your favourite colour. Let's open our presents.

Frame 4 Santa: Look at my present. It's carrots!

Rudie: Mmmm. My present is a computer game!

Santa: Oh! I like computer games!

Rudie: And I like carrots!

Frame 5 Mrs Santa: Oohh! Happy Christmas!

Santa and Rudie: Happy Christmas!

Santa: Look at my present! It's carrots!

Rudie: My present's a computer game!

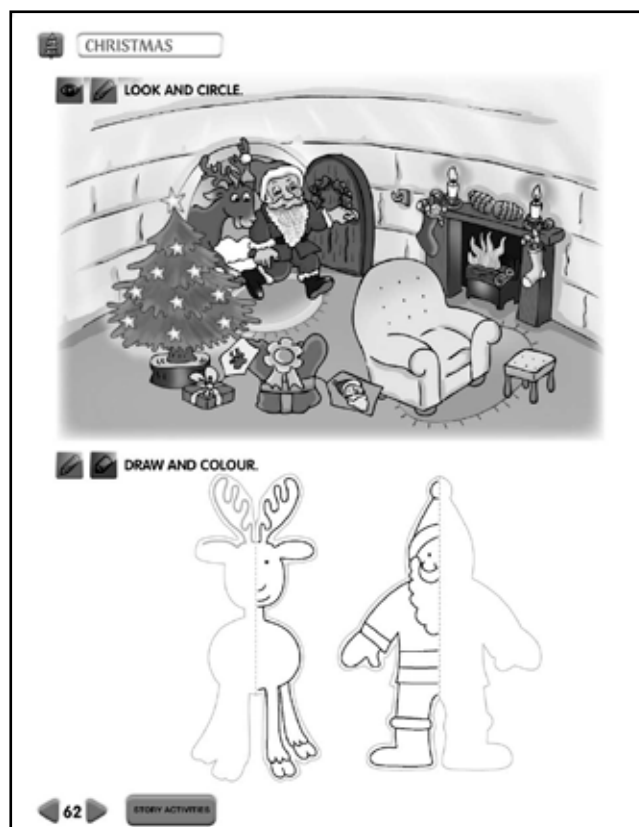
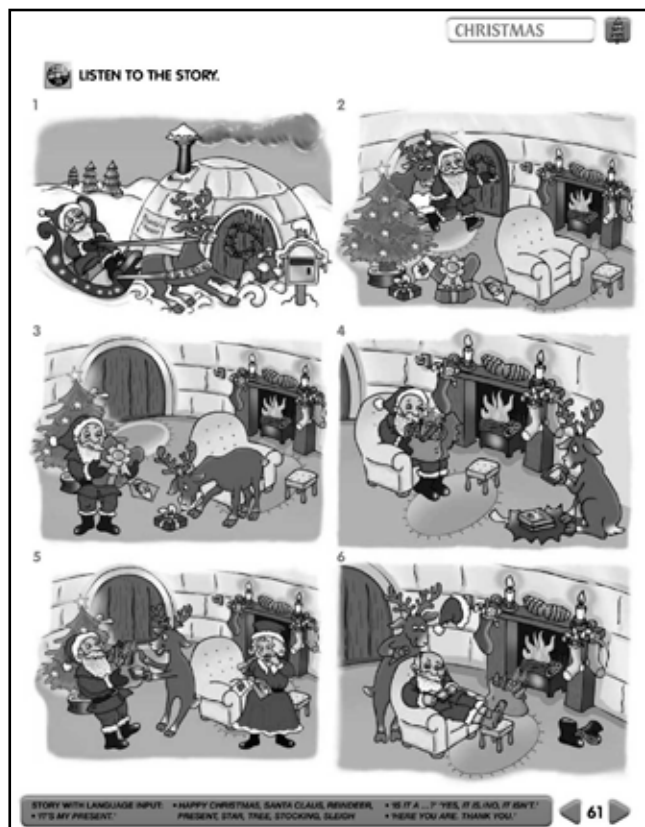
Mrs Santa: Oh no! Oops! The carrots! It's your present, Rudie! Santa! Your present is a computer game!

Santa and Rudie: Ho! Ho! Ho! Thank you!

Frame 6 Santa: 1, 2, 3, 4, 5, 6...! This is fantastic!

Rudie: Yes! Let's play again!

Santa: OK.



Tell the story and ask questions.

- Check that the children understand the story by telling it again, pointing at the different frames in your PB and asking questions about each frame. Children may answer in L1.
- When you have finished, ask **Do you like the story?** and have them say *Yes, it's (brilliant/OK)* or *No*.

Frame 1

Who's this? (Santa/Rudie)

Frame 2

Are there three Christmas stockings? (yes)

Frame 3

Whose present is small? (Rudie's)

Frame 4

Is Santa/Rudie happy? (no)

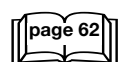
Frame 5

What's Santa's present? (a computer game)

What's Rudie's present? (carrots)

Frame 6

Is Santa/Rudie happy? (yes)



Look and circle.

- Say **Open your books at page 62.** Point to the activity at the top of the page. Say **Look at the picture.**
- Point to frame 2 of the story, on PB page 62. Point to both pictures asking **What's different?** (hat, presents, gloves, stars, stockings).

- Explain that they should circle the five differences. The children work individually.
- Check their answers by pointing to the Christmas flashcards on the board, and asking **What colour is (the hat) in the picture?** or **How many (stars) can you see?** (Sample answers: Santa's hat (green), stockings (two), stars (10), gloves (no gloves), Rudie's present (pink))



Draw and colour.

- Point to the bottom of the page. Say **Look at Santa Claus and Rudie.**
- Check that the children have crayons. Explain that they should complete the picture and colour it in.
- The children work individually.
- Move around the classroom and look at the children's work.

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.

Note for next lesson: In the next lesson the children will prepare a cut-out present for a 'secret friend'. They will need to write their names on a small piece of paper. You may wish to prepare these before class, and write the children's names on yourself.

Lesson 2

Learning objectives

- Review Christmas vocabulary
- Listen and act out *The Christmas present*
- Follow instructions to make a present cut-out
- Give a present to a classmate and wish them 'Happy Christmas'

Language focus

- *Happy Christmas, Santa Claus, reindeer, present, star, stocking, sleigh*
- *It's a (red) present/my present.*
- *Is it a...? Yes, it is./No, it isn't.*

Materials

- Christmas flashcards
- Scissors for each child
- Small bag, big enough to hold flashcards, for playing *Pass the parcel*, crayons
- (optional) Coloured paper, glitter, tinsel, glue
- Class audio CD, CD with music for *Pass the parcel*



At-a-glance lesson plan (PB page 63)

Opening activities

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

Main activities

- **Vocabulary game** *Pass the parcel*. C1 C7 C8
- **Story review** Listen and mime the story (CD 3 track 38). C1 C6 C7
- **Cut-out activity** Make a personalized present cut-out. Exchange Christmas presents. C5 C6

Closing activities

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

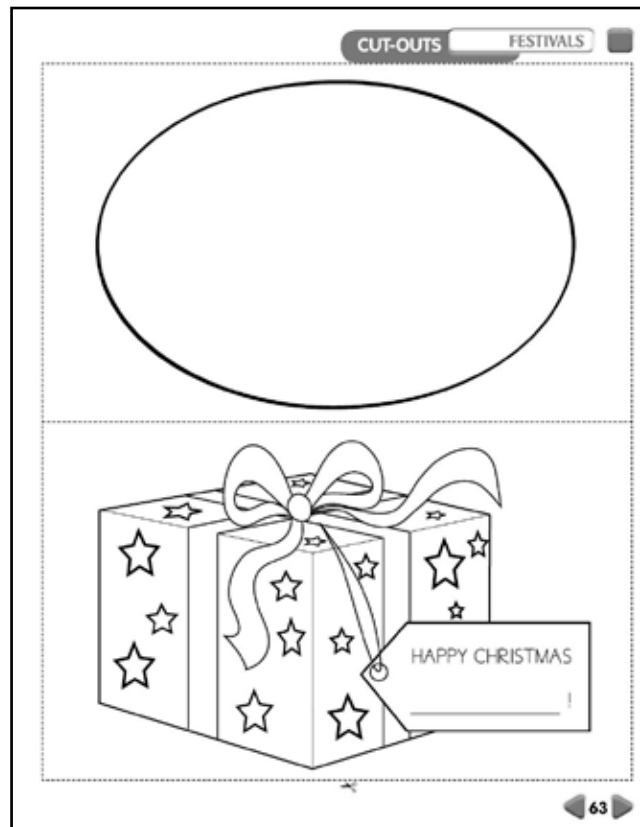
Opening activities

- Say **Hello! Happy Christmas!** and have pupils 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?** Have them answer *I'm fine*, etc.

Main activities

Play *Pass the parcel*.

- Hold up the pile of Christmas flashcards, facing the class. Shuffle the cards, revealing the images. Ask **Can you remember any Christmas words?** and listen to children's responses.



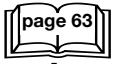
Place the flashcards in a small bag.

- Say **Let's play *Pass the parcel***. Give the first child the bag. Explain that the children must keep passing the bag while the music is playing.
- Play some music, and stop it after a good interval. Signal to the child holding the bag to take out a card and say a Christmas word. Ask the child to return the card to the bag.
- Repeat the same process, and the bag moves further round the class. Ensure the children choose different words to say.

Option: When the music stops, and the child takes a card out of the bag, encourage him/her to hold it without showing it to the rest of the class, and ask the class **What is it?** The class should guess the card by saying *It's a (present)*.

Listen and mime the story.

- Say **Open your books at page 61** and ask **Do you remember the story?** Point to different frames, and ask the children questions: **What can you see? Is it Santa's present? Is Santa/Rudie happy?**
- Say **Stand up, please**. Say **Let's tell and mime the story**.
- Either tell the story by reading TN page 219 or by playing CD 3 track 38. Mime the actions with the children and say key structures and lexical items together (see 'Language focus' box above).



Make a personalized present cut-out.

Note: Write the name of each child on a small piece of paper and put it in the bag.

- Say **Open your books at page 63**. Check the children have got scissors. Say **Cut out the present here**, pointing to the cut line in your PB.
- Explain that they are going to prepare a present for one of their classmates. Invite them to take a name out of the bag, and keep it secret.
- Point to the present cut-out and say **Colour the present**. Point to the reverse side of the present and say **Draw a toy for your secret friend**.
- Move around the classroom and look at the children's work. Have them copy their classmate's name on the present.

Option: Take in some Christmas materials: coloured paper, tinsel or glitter and encourage the children to use them to decorate the present.

Exchange Christmas presents.

- When the children have finished, invite a child to come to the front. Ask the pupils **Who has a present for (Ana)?** Invite the child who raises his/her hand to come to the front.
- Encourage the child to give the present to her/his classmate, saying *Happy Christmas! Here you are*. Encourage the child receiving the present to say *Thank you!*
- Continue inviting different children to the front, until all the class have received their presents.

Option: Ask the children to move around the room to find their secret friend and exchange presents.

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.

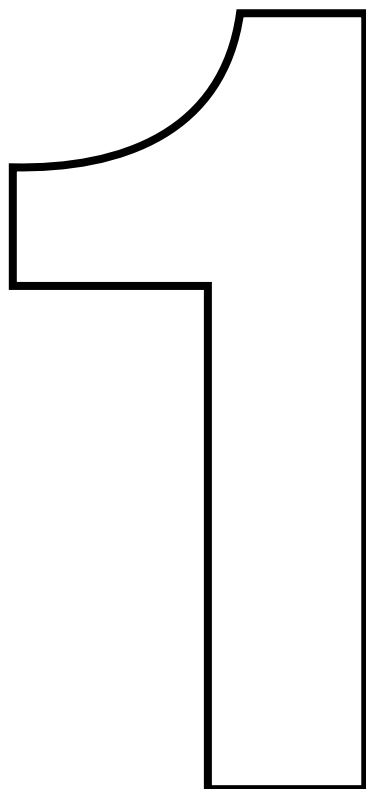
Activity Book activity

Do the activity in *Your Quest 1* Activity Book page 45.

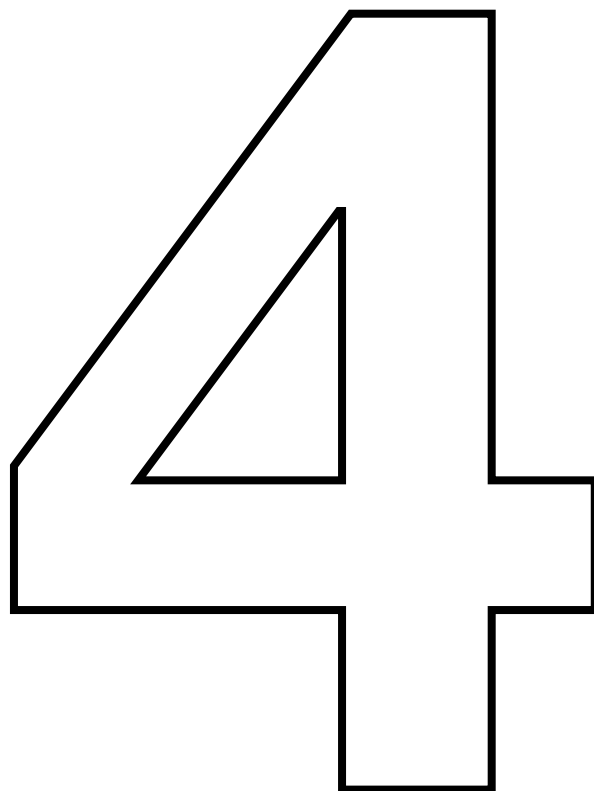
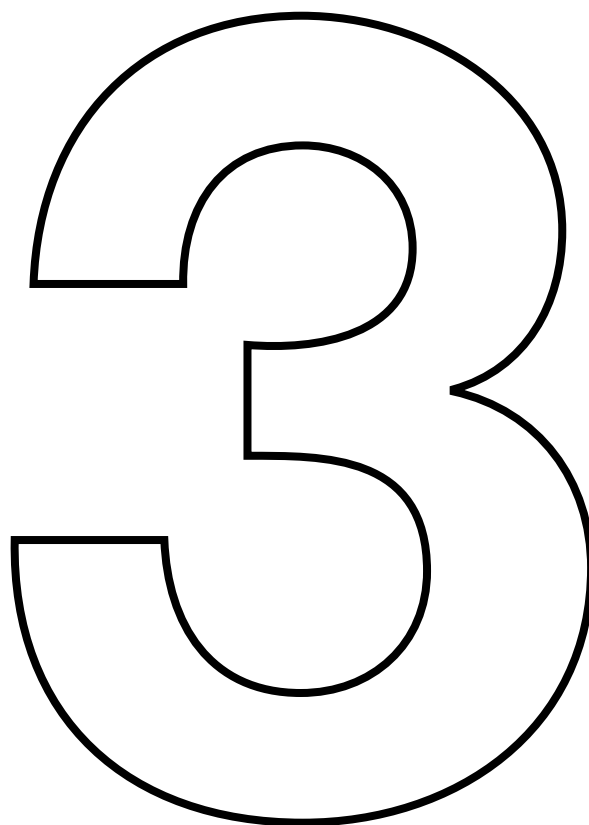
Notes:



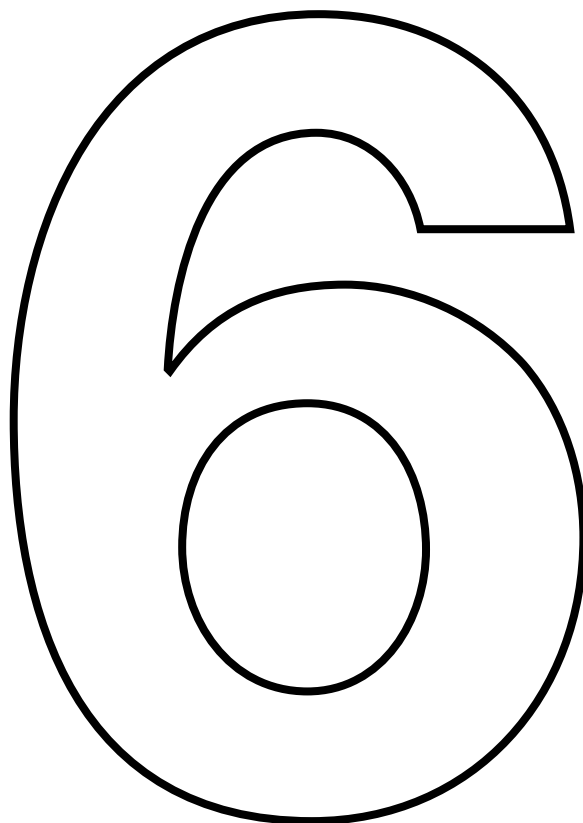
NUMBER CARDS



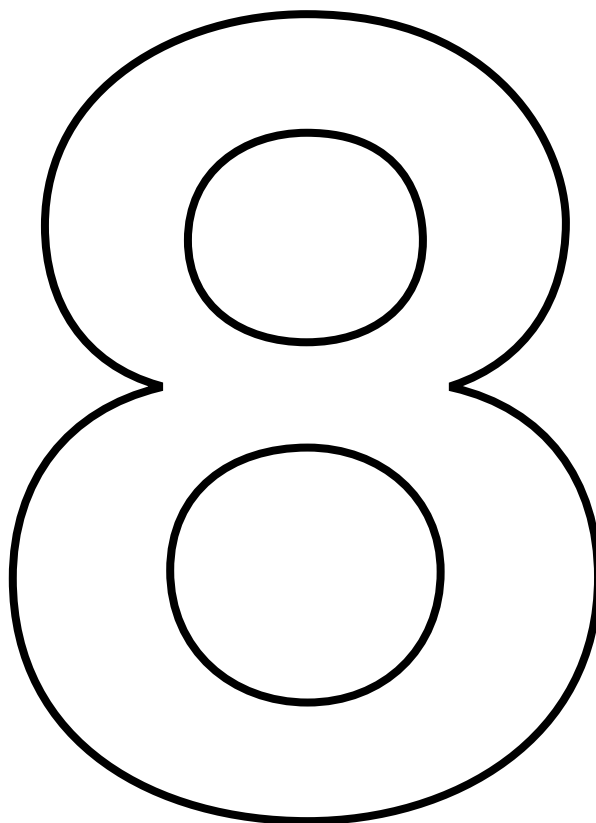
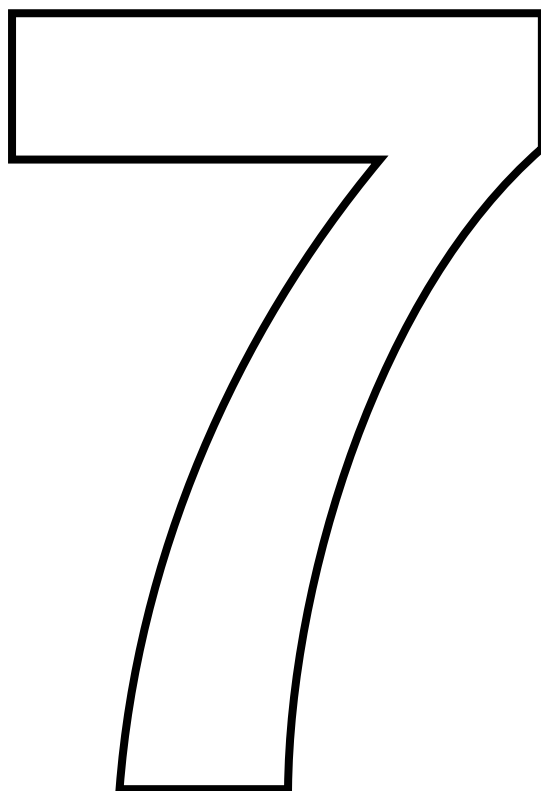
NUMBER CARDS



NUMBER CARDS



NUMBER CARDS



NUMBER CARDS

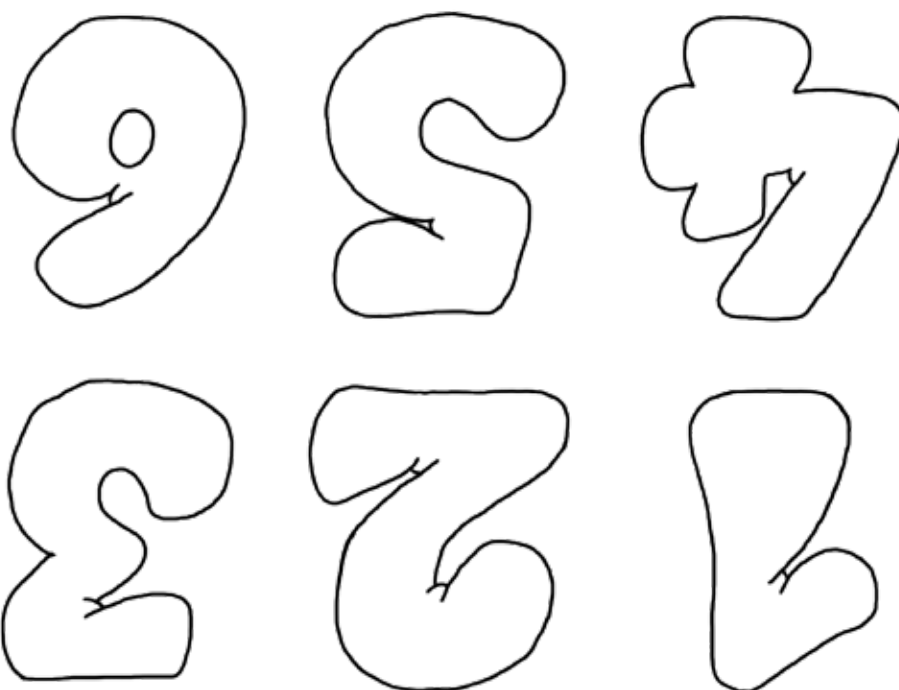
9

10

MINI-FLASHCARDS ENVELOPE

NAME: _____

CLASS: _____



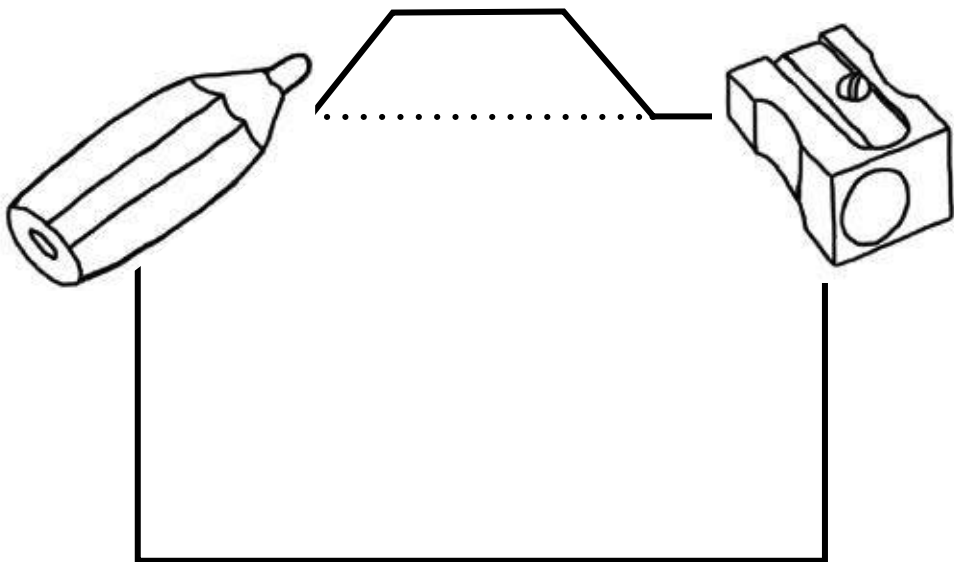
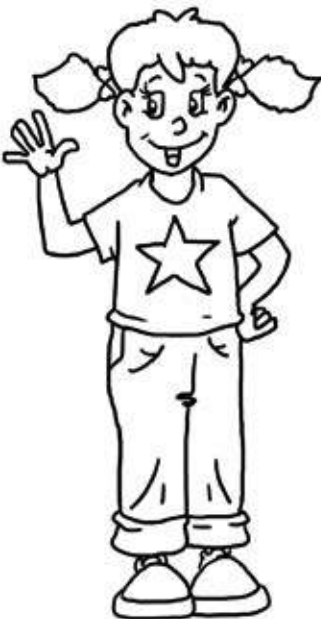
**Your
Quest**

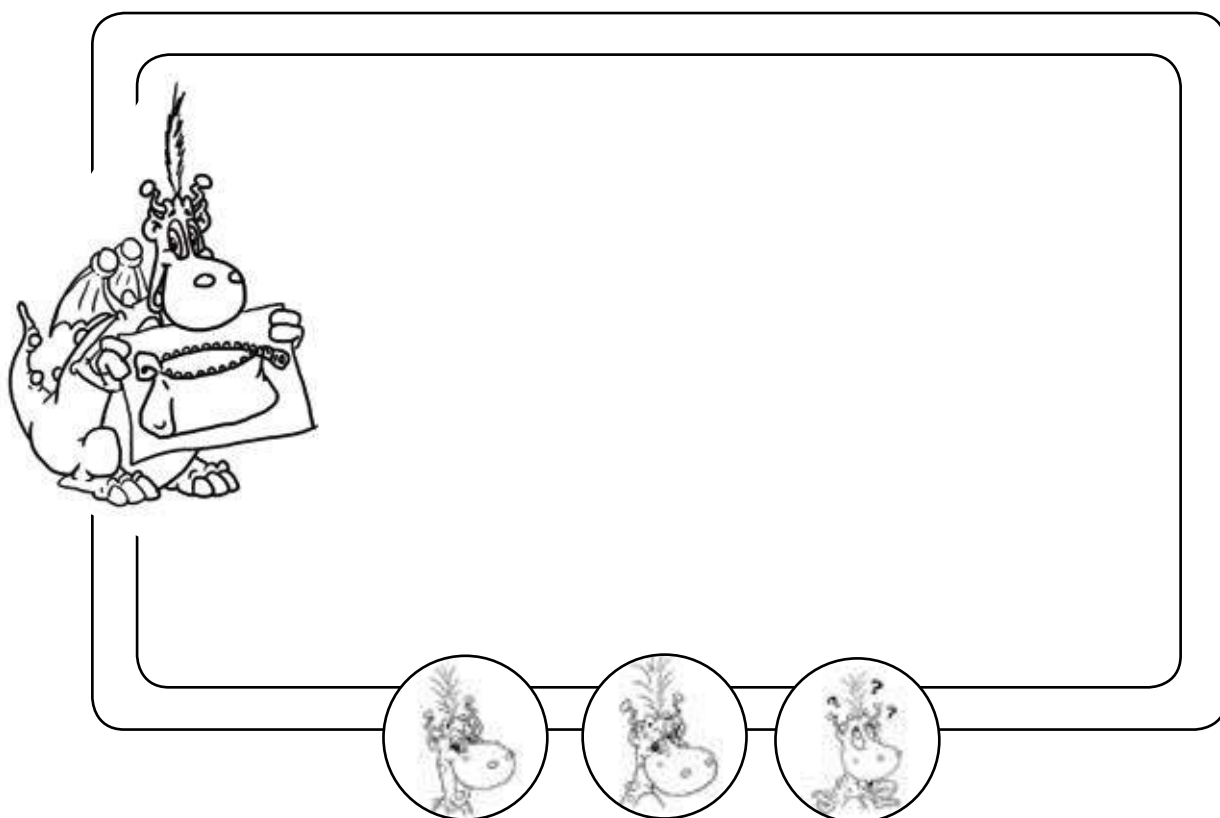
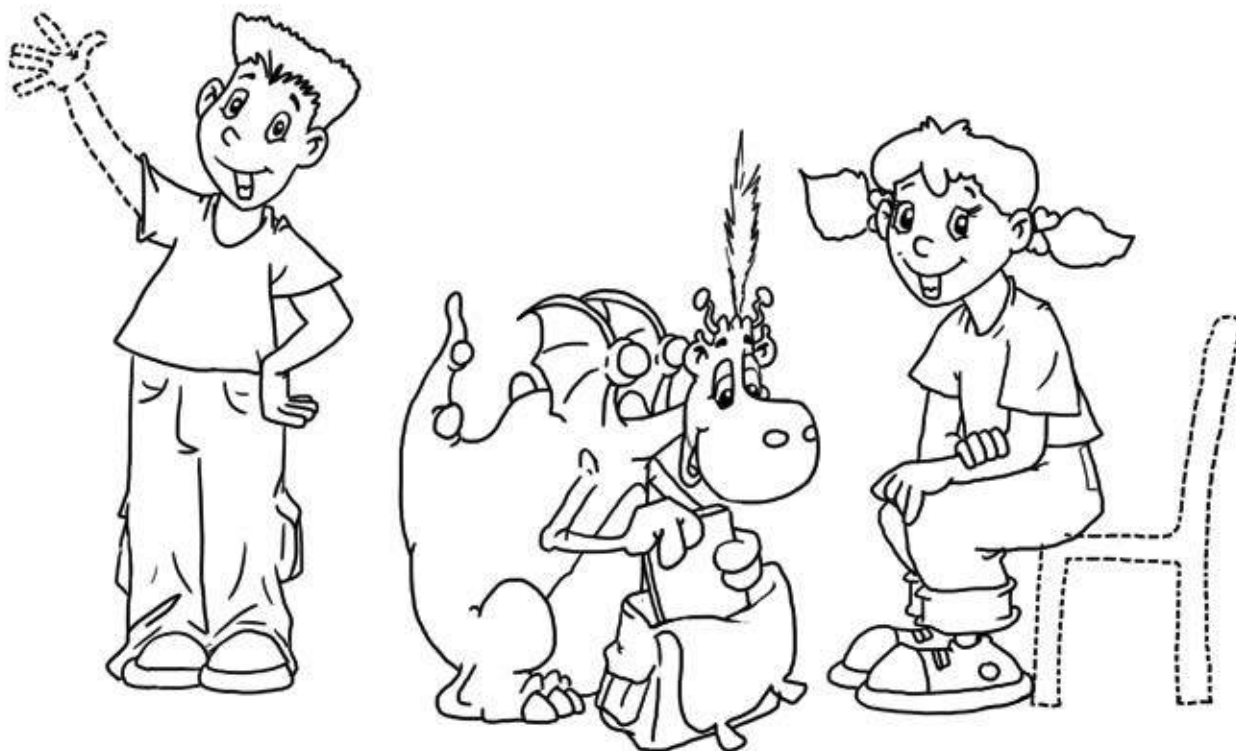
CUT

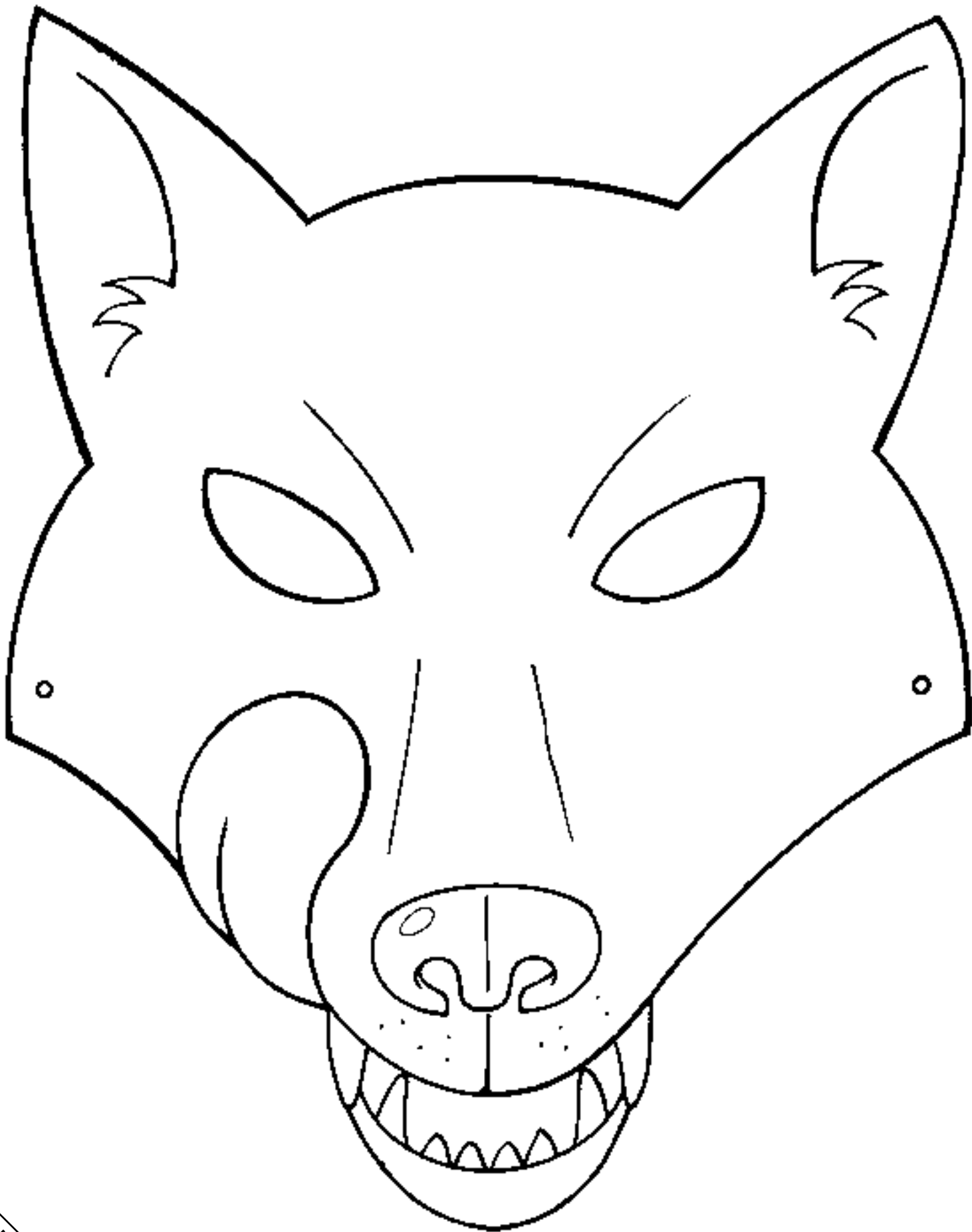
FOLD

GLUE

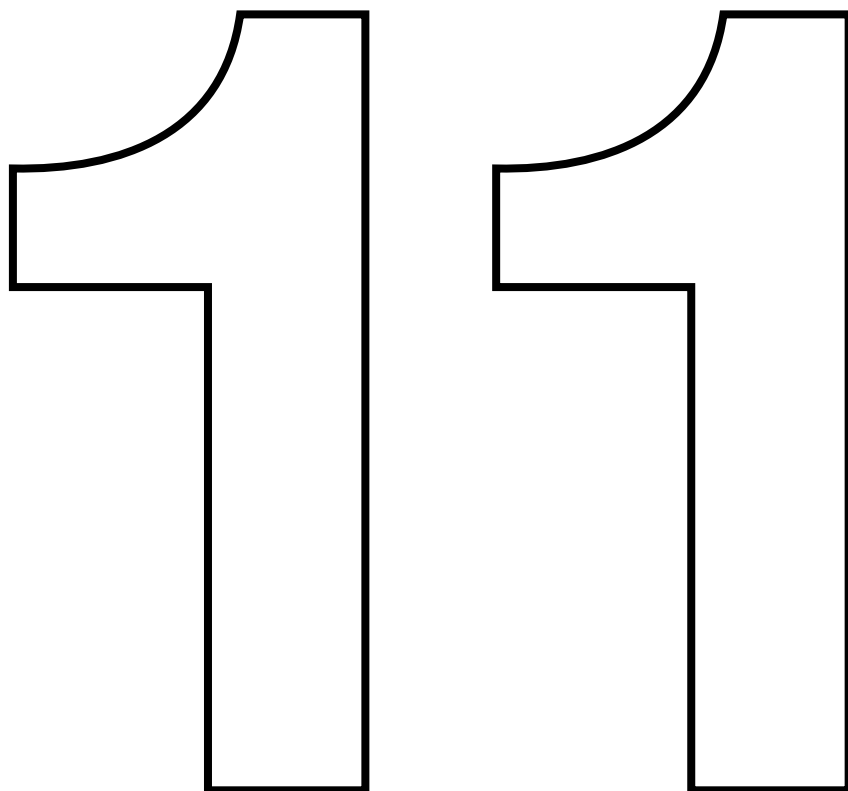
PHOTOCOPIABLE







NUMBER CARDS



NUMBER CARDS

13

14

NUMBER CARDS

15

16

NUMBER CARDS

17

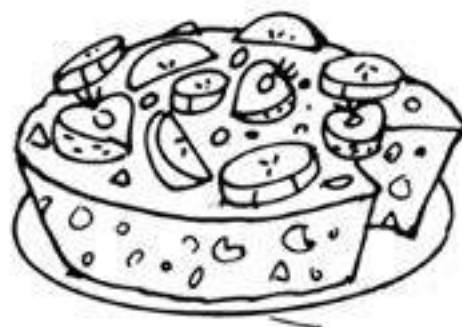
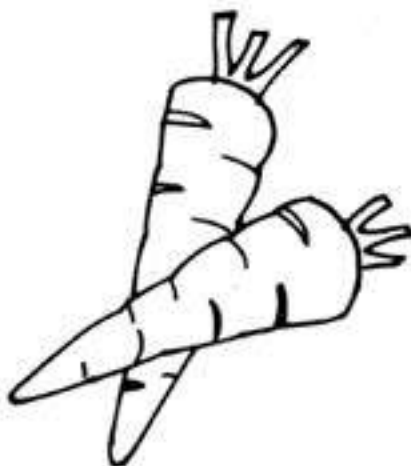
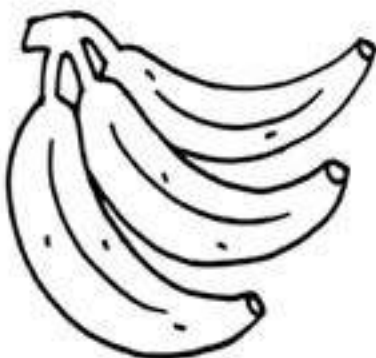
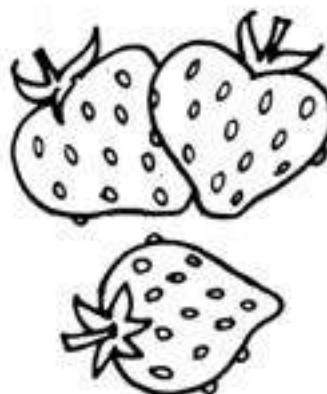
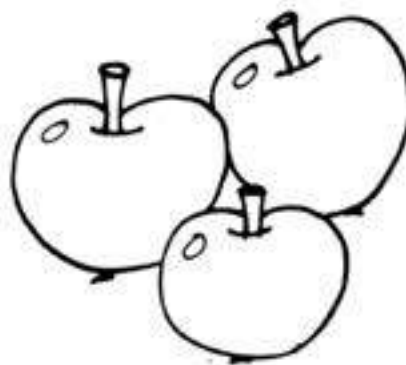
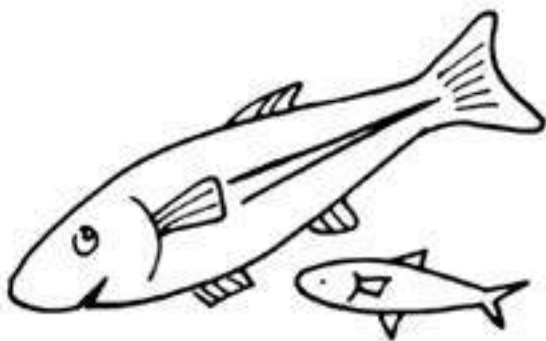
18

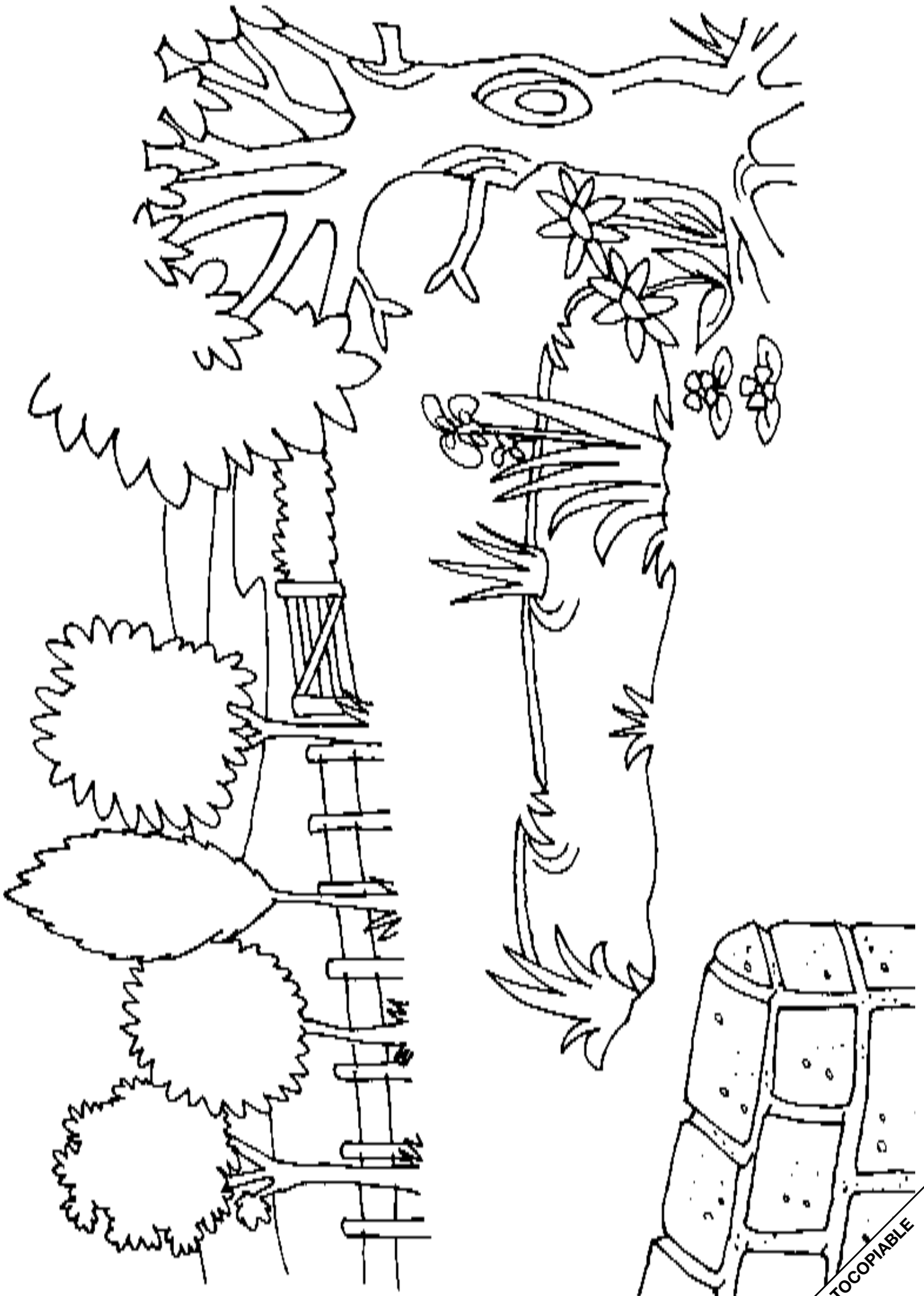
NUMBER CARDS

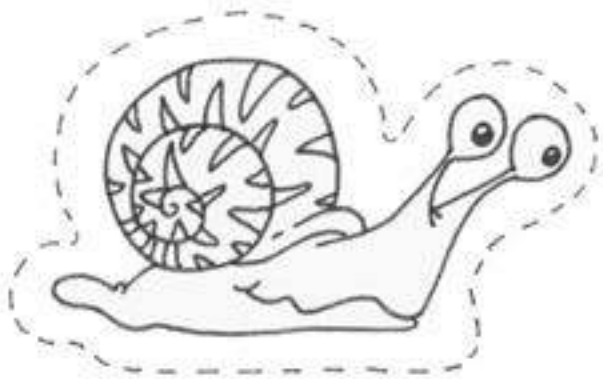
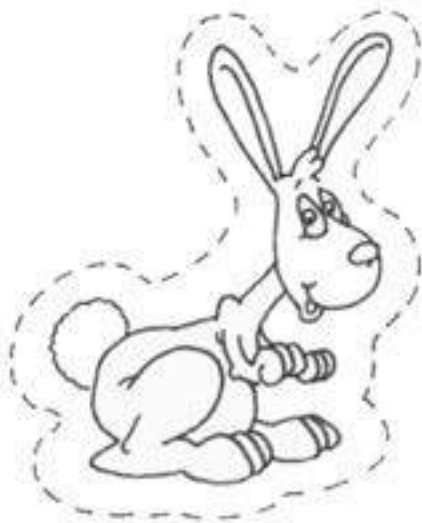
19

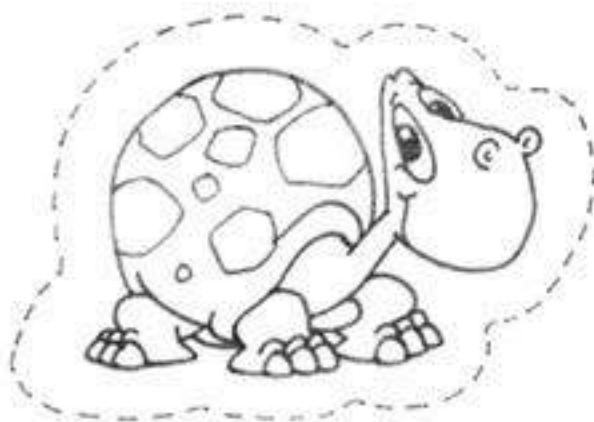
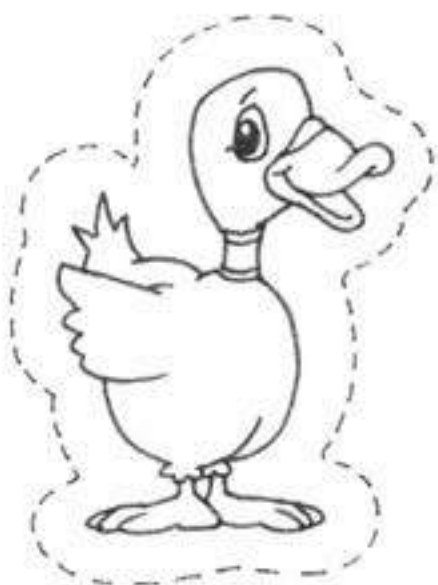
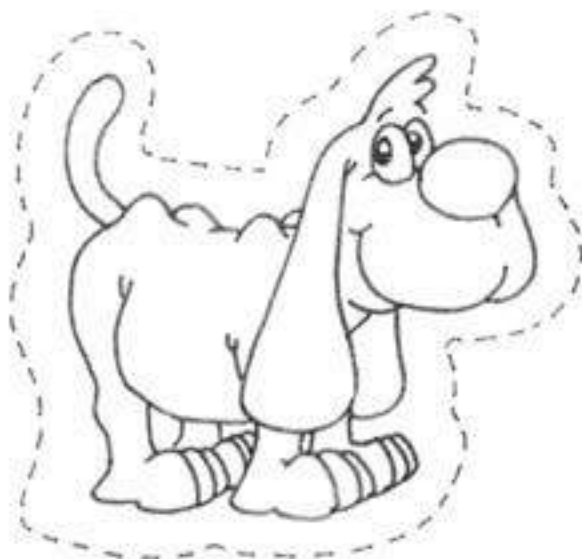
20

“MENU”









ASK YOUR FRIENDS:

CAN YOU *PLAY FOOTBALL*?



YES, I CAN.

NO, I CAN'T.

CAN YOU...?

(NAME)

(NAME)



Activity Book Answer Key

Unit 1 School Zone

Exercise 3

1. B
2. B
3. A

Exercise 4

In the first picture on the right side, children should draw a pencil case on the shelf behind the shopkeeper.

In the second picture on the right side, children should draw a crayon in the pencil holder and a school bag in the boy's hand.

In the second picture on the left side, children should draw a ruler in the shopkeeper's hand.

Exercise 5

2. pencil case
3. pencil

Exercise 6

1. ✓
4. ✓
7. ✓
3. ✓
5. ✓

Unit 2 Family Zone

Exercise 2



Exercise 4



Exercise 5

2. grandma
3. grandpa

Exercise 6



Unit 3 Body Zone

Exercise 1

UNIT 3 BODY ZONE

1. LOOK AND DRAW. COLOUR.

Exercise 3

3. FIND, CIRCLE AND COLOUR.

1.

2.

3.

4.

5.

6.

Exercise 4

BODY ZONE 3

4. CIRCLE THE ODD ONE OUT.

1.

2.

3.

4.

Exercise 5

2. six

3. fingers

Exercise 6

BODY ZONE 3

6. LISTEN AND CIRCLE. COLOUR AND SING.

Unit 4 Food Zone

Exercise 1

2. C
3. B
4. F
5. C
6. A
7. C
8. S

Exercise 2

1. B
2. C
3. S
4. C
5. A
6. C
7. F
8. B

Exercise 3

3. LOOK, LISTEN AND CIRCLE. COLOUR AND SING. ASK AND ANSWER.

? YES

Exercise 4

4. LOOK AND PUT IN ORDER. DRAW, COLOUR AND SAY.

MENU

1 2 3 4

Exercise 5

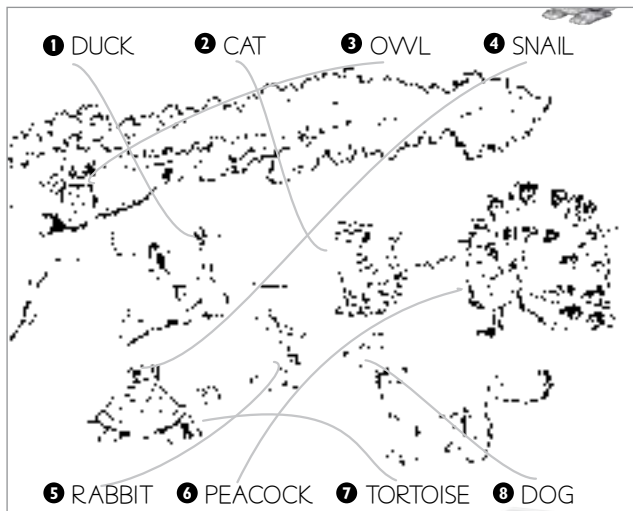
2. cake
3. crayon

Exercise 6

6. LISTEN AND CIRCLE. SING.

Unit 5 Animal Zone

Exercise 1



Exercise 2

2. dog
3. cat
4. owl
5. snail
6. rabbit
7. peacock
8. duck

Exercise 3

3. COMPLETE THE WORDS. READ, LISTEN AND DRAW THE MISSING ANIMALS. LISTEN AND WRITE. SING.

DOG TORTOISE CAT DUCK
 OWL PEACOCK RABBIT SNAIL

TORTOISE

RABBIT

CAT

OWL

SNAIL

DOG

DUCK

PEACOCK

Exercise 4

2. hat
3. apples

Exercise 5

5. READ AND MATCH. COLOUR.

1 IT'S A CRAB. 2 IT'S A SQUIRREL. 3 IT'S A PARROT.

4 FUR 5 SHELL 6 FEATHERS

Exercise 6

6. LISTEN, CROSS OUT AND WRITE. SING.

ANIMAL ZONE 5

CRAB

RABBIT

PARROT

SQUIRREL




CAT

Unit 6 Fun Zone

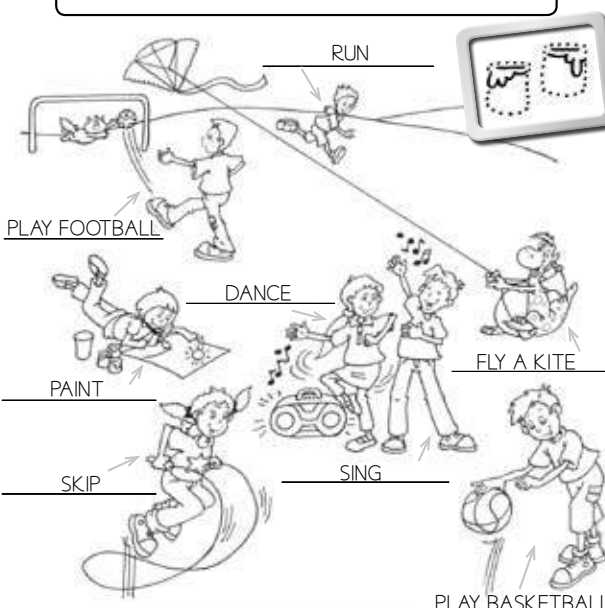
Exercise 1

2. skip
3. run
4. fly a kite
5. paint
6. play basketball
7. sing
8. dance

Exercise 2

   2. LOOK, READ AND WRITE. COLOUR.





PLAY FOOTBALL	DANCE	SING	FLY A KITE
PAINT	SKIP	RUN	PLAY BASKETBALL

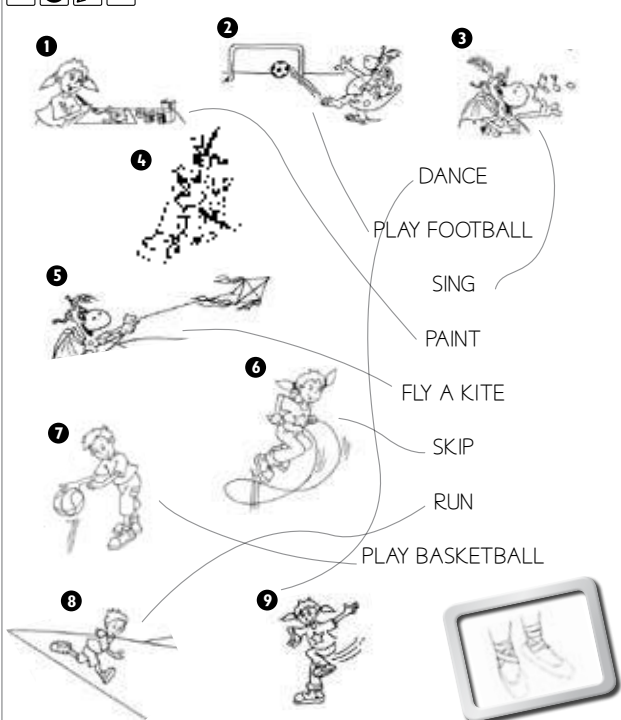


38

- LOOK AT THE PICTURE. READ AND WRITE THE ACTIVITY WORDS.
- COLOUR THE PICTURE.
- TRACE AND COLOUR DIGI'S ITEM.

Exercise 3

    3. LOOK, LISTEN AND MATCH. SING.






DANCE
PLAY FOOTBALL
SING
PAINT
FLY A KITE
SKIP
RUN
PLAY BASKETBALL

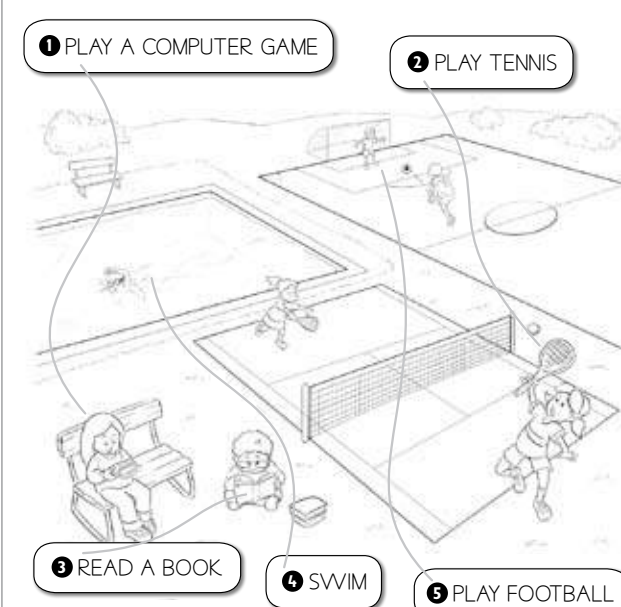
Exercise 4

2. strawberries
3. sing

Exercise 5





   5. READ AND MATCH. COLOUR AND SAY.

FUN ZONE 6









1. PLAY A COMPUTER GAME
2. PLAY TENNIS
3. READ A BOOK
4. SWIM
5. PLAY FOOTBALL

Exercise 6



6. LOOK AND WRITE. LISTEN AND TICK. SING.



PAINT ☒

FLY A KITE ☐

SING ☐

READ ☒

PLAY TENNIS ☒

PLAY FOOTBALL ☒

Notes:



Macmillan
Macmillan Publishers S.A.

ISBN N° 978-987-672-068-7

Queda hecho el depósito que marca la Ley 11.723.

Text © Jeanette Corbett and Roisin O'Farrell 2011
Design and illustration © Macmillan Publishers Limited 2011
This edition © Macmillan Publishers S.A. 2012

This edition of *Quest* is published by arrangement with
Macmillan Publishers Limited. First published 2011

This edition first published 2012

All rights reserved. No part of this publication may be
reproduced, stored in a retrieval system, transmitted
in any form, or by any means, electronic, mechanical,
photocopying, recording or otherwise, without the prior
written permission of the publishers.

Note to Teachers

Permission to copy

The material in this book is copyright. However, the
publisher grants permission for copies to be made without
fee on those pages marked with the photocopiable symbol.
Private purchasers may make copies for their own use
or for use by classes of which they are in charge; school
purchasers may make copies for use within and by the
staff and students of the school only. This permission does
not extend to additional branches of an institution, who
should purchase a separate master copy of the book for
their own use. For copying in any other circumstances, prior
permission in writing must be obtained from Macmillan
Publishers Limited.

Original design by Xen Media Ltd
Illustrated by François Ruyer
Original cover design by Mark Slader
Cover illustration by François Ruyer
Design adaptations Disegno Red

The authors and publishers would like to thank the following
for permission to reproduce photographs from the Pupil's
Book. Please note that the page numbers refer to the
Pupil's Book facsimile pages.

Alamy/Discpicture p19 (1); **Bananastock** pp19 (3), 28 (bl),
37 (1), 47 (1), 54 (tl); **Brand X** pp54 (bc), 79 & Unit 4 sticker
spread (chips), Unit 5 sticker spread (peacock); **Comstock**
pp28 (tr), 79 & Unit 4 sticker spread (broccoli); **Corbis** pp10
(tr), 11 (3), 46 (tl, C, br), 55 (2), Unit 6 sticker spread (football,
basketball); **GettyImages** pp18 (cr), 37 (2), Unit 6 sticker
spread (kite); **Image Source** pp10 (tc), 11 (1), 54 (r), 55 (3);
John Foxx Images Unit 5 sticker spread (snail); **Latinstock**
pp18 (cl), 29 (2), 47 (2); **Macmillan Publishers Ltd**/Paul
Bricknell p18 (br), Unit 1 sticker spread (rubber), Macmillan

Publishers Ltd/Haddon Davies Unit 1 sticker spread (pencil
case), Macmillan Publishers Ltd/Lisa Payne pp9, 17, 18 (bl),
27, 35, 36 (tc, bl, br), 45, 53, Unit 1 sticker spread (school
bag, book, pencil, crayon, sharpener, ruler), Unit 6 sticker
spread (microphone, skipping rope), Macmillan Publishers
Ltd/Studio 8 p79 & Unit 4 sticker spread (apples, bananas,
strawberries), Macmillan Publishers Ltd/David Tolley pp79 &
Unit 4 sticker spread (fish); **PhotoAlto** pp36 (tr, tl), 79 & Unit
4 sticker spread (carrots); **Photodisc** pp11 (2), Unit 5 sticker
spread (tortoise, duck, rabbit, dog), Unit 6 sticker spread
(ballet shoes); **Photospin** p46 (tr), Unit 5 sticker spread
(cat); **Stockbyte** p10(bl); **Thinkstock by GettyImages** pp10
(tl, br), 18 (tl, tr, cbl, cbr), 19 (2), 28 (tl, tc, br), 29 (1, 3), 37
(3), 46 (tc, A, B, bl, bc), 47 (3), 54 (tc, bl), 55 (1), 79 & Unit
4 sticker spread (cake), Unit 5 sticker spread (owl), Unit 6
sticker spread (painting, trainers).

These materials may contain links for third party websites.
We have no control over, and are not responsible for, the
contents of such third party websites. Please use care when
accessing them.

Corbett, Jeannette

Your Quest 1 - Teacher's Notes / Jeannette Corbett y
Roisin O'Farrell. - 1a ed. - Boulogne - San Isidro:
Macmillan, 2012.
CD-ROM.

ISBN 978-987-672-068-7

1. Enseñanza de Inglés. I. O'Farrell, Roisin II. Título
CDD 420.7

Produced in Argentina
Producido en la Argentina

2016 2015 2014 2013 2012
10 9 8 7 6 5 4 3 2 1
Primera edición.

Este CD se terminó de reproducir en enero de 2012.



SCHOOL BAG

PENCIL

BOOK

SHARPENER

CRAYON

RUBBER

RULER

PENCIL CASE

MUMMY

DADDY

GRANDPA

GRANDMA

FAMILY

BABY

BROTHER

SISTER

TOES

FINGERS

EYES

EARS

NOSE

MOUTH

HANDS

F E E T

CHIPS

CARROTS

BROCCOLI

FISH

STRAWBERRIES

BANANAS

APPLES

CAKE

RABBIT

CAT

DOG

OWL

SNAIL

TORTOISE

PEACOCK

DUCK

PLAY FOOTBALL

PLAY BASKETBALL

PAINT

RUN

SKIP

SING

DANCE

FLY A KITE