

**Unit objectives**

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

**Key language****Vocabulary**

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

**Structures**

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

**Recycled language**

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

**Receptive language**

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

**Pronunciation**

Practising the /p/ sound

**Cross-curricular content**

Social science: Classroom behaviour

**Socio-cultural aspects**

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

**Summary**

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

**Basic competences key**

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



## Lesson 1

## Learning objectives

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

## Language focus

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

## Materials

- Character flashcards: *Holly, Harry*
- Flashcards: *pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener* (These should be made before the lesson using PB page 65.)
- Class audio CD

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

## Opening activities

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

## Main activities

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

## Closing activities

- Say *Goodbye!* C1 C5

## Opening activities

Learn the *How are you?* song.

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

Unit 1 School Zone

**Lesson 1** Listen, sing and point.

**Lesson 2** Play Digi's Maze. Make your mini-flashcards.

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**How are you?** song

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

*How are you? How are you?*

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

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

*How about you?*

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

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

*How are you? How are you?*

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

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

*How about you?*

**Harry:** *I'm fine, too.*

## Main activities

Play *What's in the school bag?*

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



### Listen, point and say the words.

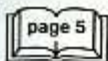
- Say **Let's listen and say the Word rap**. Play CD 1 track 9. Point to the different flashcards, as they are heard on the CD, and encourage the children to repeat the words as they hear them.



#### Word rap

Everybody clap, clap, clap.  
Let's say the school word rap.  
Pencil... School bag... Rubber... Ruler...  
Pencil case... Book... Crayon... Sharpener.  
Everybody clap, clap, clap.  
That's the end of the school word rap.

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



### Listen and point.

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



### Listen, sing and point.

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



#### My school bag song

**Harry:** Can I have a ruler and a pencil, please? (point to your chest, at your pencil, and ruler)  
**Digi:** A ruler, a pencil. (hold up the items) Here you are.

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

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

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

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

**Holly:** Thank you! (as above)

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

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

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

**Harry:** Thank you! (as above)

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

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

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

**Holly:** Thank you! (as above)

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

### Look and answer questions.

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



### Play Digi's Maze.

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



#### Maze 1

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

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



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

Pencil. (mime listening to the word)

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

Rubber. (as above)

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

- At the end of maze 1 press 'pause' and repeat Digi's question **What number is it?** Point to the number. Invite a child to answer. (Answer: 5) If the children seem unsure, repeat and have them say the words with you.
- Press 'pause' to play maze 2. Say the words, and use the actions above to help the children follow the route through the maze. (Answer: 2)



### Maze 2

**Digi:** Let's play!

Let's play my maze game!

Press the button.

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

Rubber... Book...

What number is it?

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

## Closing activities

### Say Goodbye!

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

### Extra activity: I spy (school things)

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

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

### Optional Activity Book activity

Do activity 1 in *Macmillan English Quest 1* Activity Book page 2. Please refer to the Activity Book Notes on TB page 180.



## Lesson 2

## Learning objectives

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

## Language focus

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

## Materials

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

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

## Opening activities

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

## Main activities

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

## Closing activities

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

## Opening activities

- Say **Hello!** and have the children return the greeting.
- Ask **How are you?** and encourage the children to do the same. Answer **I'm fine, thank you.** Have the children do the same. Stick the *Holly* and *Harry* flashcards on the board.
- Say **Let's sing the *How are you?* song** (For lyrics see TB page 34), and play CD 1 track 7.

Play *Flash the card.*

- Play *Flash the card* using the school things flashcards, or any other game from the *Activity Bank* (TB page 22), to recycle the vocabulary.

## Mini-flashcards

## School Zone



## Main activities

## Listen, sing and mime.

- Say **Let's sing the *My school bag* song** (For lyrics see TB page 35). Play CD 1 track 10. Encourage the children to point to the flashcards and to sing along with you as you mime.
- You could play the karaoke version of the *My school bag* song, CD 1 track 11.



## Make your mini-flashcards.

- Say **Open your books at page 65.**
- Check that the children have got scissors. Say **Cut out the cards here**, pointing to the cut line in your PB.
- Move around the classroom as the children cut out the mini-flashcards, pointing to different items and asking individuals **What is it?**
- Say **Put your cards on the desk like this**, and show pupils how to lay out their cards, face up on their desks.
- Say **Let's sing the *My school bag* song again** (For lyrics see TB page 35). Explain to the children that when they hear a school item in the song, they should wave the correct mini-flashcard in the air.
- Play CD 1 track 10.

Point  
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Activity



- Invite a child to give out the mini-flashcard envelopes (see TB page 28), and ask the children to put their mini-flashcards inside for the next activity.

### Play a mini-flashcard game: *Snap!*

- Check that the children have their cards face down on their desks. Invite a volunteer to come to the front with their mini-flashcards to play against you.
- Say **Let's play Snap!**
- You and your volunteer each turn over your top card, and together say a whole sentence: *It's a (pencil)*. If the cards match you both say *Snap!*
- The first to say *Snap!* wins the cards. Repeat with different volunteers. You may wish to divide the class into two teams. Invite different children from both teams to the front to play against each other.
- The two volunteers sit down. The children then play the game in pairs.
- See the *Activity Bank* on TB page 22 for more language ideas with the mini-flashcards.

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

## Closing activities

### Learn the *Goodbye!* song.

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



#### **Goodbye! song**

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

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

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

**Holly:** *Goodbye.*

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

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

**Digi:** *Goodbye.*

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

**Leo:** *Miaow!*

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

#### **Extra activity: Colour clues**

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

#### **Optional Activity Book activity**

Do activities 2 and 3 in *Macmillan English Quest 1 Activity Book* pages 3 and 4. Please refer to the Activity Book Notes on TB pages 180–181.



## Lesson 3

## Learning objectives

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

## Language focus

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

## Materials

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


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

## Opening activities

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

## Main activities

- **Story** Listen to the story (CD 1 track 15). 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

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

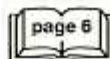
## Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TB page 34). Ask the children to stand up, and sing and do the actions with you. Play CD 1 track 7, or use the karaoke version, CD 1 track 8, if you prefer.

Play the *Colour game*.

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

## Main activities



## Listen to the story.

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

- Say **Open your books at page 6**. Invite children to speculate about the first picture. **Who can you see?** (Harry, Holly and Digi) **What are they doing?** (Digi is choosing a game to play) **Why do they want to play?** (to help Digi with his quest). Children may respond in L1.
- Say **Let's listen to the story**. Tell the story either by reading the text below or by playing CD 1 track 15. Point to different things in the PE as the story is being told.



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

**Digi:** Can you help me with my quest?

**Harry:** Ok. Let's look at School Zone.

**Holly:** Good idea!

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

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

**Tom:** And I want a ruler and a sharpener.

**Suzie:** That's a nice shop, Tom.

**Tom:** Let's go inside.

**Frame 3 Shopkeeper:** Hello! Can I help you?

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

**Shopkeeper:** Here you are.

**Tom:** Thank you.

**Suzie:** Can I have a pencil case, please?

**Shopkeeper:** Here you are.

**Suzie:** Oh, thank you.

**Frame 4 Shopkeeper:** Anything else?

**Suzie:** Can I have a rubber, please?

**Shopkeeper:** A rubber. Ok. Here you are.

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

**Shopkeeper:** A sharpener. Here you are.

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

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

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

**Tom and Suzie:** Wow!

**Suzie:** Magic crayons!

**Tom:** Can you change my ruler, please?

**Shopkeeper:** What colour?

