

**Unit objectives**

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

**Key language****Vocabulary**

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

**Structures**

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

**Recycled language**

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

**Receptive language**

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

**Socio-cultural aspects**

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

**Summary**

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

**Basic competences key**

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

## Lesson 1

### Learning objectives

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

### Language focus

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

### Materials

- Crayons
- Character flashcards: (These should be made before the lesson using photocopyable TB page 195)
- Class audio CD



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

#### Opening activities

- Introductions. Introduce the characters. (C1 C3 C5)

#### Main activities

- Listen and mime to the *Hello!* song and point to characters/character flashcards (CD 1 track 2). (C1 C6 C7)
- **Vocabulary activities** Listen, sing and point (CD 1 track 2).
- **Vocabulary game** *Can you see...?* (C1 C7 C8)
- **Vocabulary activity** Answer questions about colours. (C1 C3 C7)
- **Listening practice** Listen, point and colour (CD 1 track 4). (C1 C3 C7)

#### Closing activities

- Say *Goodbye!* (C1 C5)

### Opening activities

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

### Say *Hello* to Harry, Holly and Leo.

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

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

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

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

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

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

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

### Main activities

#### Listen to the *Hello!* song.

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



#### *Hello!* song

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

*Hello! Hello! What's your name?*

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

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

**Holly:** *Hello! Hello!*

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

*Hello! Hello! What's your name?*

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

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

**Harry:** *Hello! Hello!*



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

**Listen, point and colour.**

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



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

**Holly:** Thank you, Daddy!

**Harry:** Thank you, Mummy!

**Harry and Holly:** Wow!

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

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

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

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

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

**Fast finishers:**

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

**Closing activities**

**Say Goodbye!**

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

**Extra activity: Hello...**

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

## Lesson 2

### Learning objectives

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

### Language focus

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

### Materials

- Pencils, crayons, scissors, glue for each child
- Character flashcards: *Harry, Holly, Leo*
- Number flashcards: 1–10 (These should be made before the lesson using TB pages 189–193)
- Photocopiables: mini-flashcard envelope template for each child (TB page 194)
- Class audio CD

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

#### Opening activities

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

#### Main activities

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

#### Closing activities

- Say Goodbye! (C1) (C5)

### Opening activities

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

### Play *What colour is it?*

- Say **Let's play *What colour is it?*** Point to something red in the classroom and ask **What colour is it?** Encourage the children to respond, saying *It's red.*

- Repeat the question with the other colours (blue, green, pink, yellow, orange, brown).
- Alternatively, use crayons. Select one, hold it up and ask **What colour is it?** Encourage the children to respond, saying *It's...* Invite different children to the front to select a crayon.

### Main activities

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

- Pick up the character flashcards and select one. Ask **Who's this?** Listen to pupils' responses, saying **Yes, this is Holly/Harry/Leo.** Stick the flashcard on the board, then repeat the question with the other character flashcards.
- Point to the CD player and, cupping your hand to your ear, say **Let's sing the *Hello!* song** (For lyrics see TB pages 24–25).
- Play CD 1 track 3 and encourage the children to copy your actions as they sing.

#### Say and count numbers.

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

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

#### Say the *Numbers rap*.

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

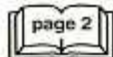
#### *Numbers rap*

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



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

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



**Find and trace numbers.**

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

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

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

**Make a mini-flashcard envelope.**

- Give a photocopy of the mini-flashcard envelope template (TB page 194) to each child. Explain that they are going to make an envelope for their mini-flashcards.
- Check that the children have got scissors. Point to the broken cutting line and explain that children should cut out their envelope, following the cutting line.
- Point to the character pictures on the envelope and ask the children to colour them.
- As they are colouring, move around the room, and show the children how to fold the envelope and where to glue it.
- Ask the children to draw themselves on the front of the envelope and give it in to you.

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

## Closing activities

### Say Goodbye!

- Say It's time to say **Goodbye**. Let's say **Goodbye** (See TB page 26).

#### Extra activities: Numbers on your back

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

