

Unit objectives

- Greeting people and saying goodbye (C1) (C5) (C8)
- Reviewing vocabulary from *Macmillan English Quest 1* (C1) (C7) (C8)
- Identifying and writing colours (C1) (C3) (C7)
- Identifying and writing numbers (1–20) (C1) (C2) (C7)
- Listening to and saying the rap (C1) (C2) (C6) (C7)
- Listening to and singing a song (C1) (C6) (C7)
- Making an envelope for the mini-flashcards (C6) (C8)
- Listening to and understanding the story (C1) (C6) (C7)
- Retelling the story (C1) (C6) (C8)
- Identifying vocabulary items by listening (C1) (C7) (C8)
- Associating pictures with meaning (C1) (C6) (C7)

Key language**Vocabulary**

- *red, yellow, green, blue, orange, brown, pink, purple, black, white*
- Numbers (1–20)
- School: *pencil, book, crayon*
- Family: *brother, sister*
- Body: *hands, fingers, feet, toes, eyes, ears, nose, mouth*
- Food: *apples, bananas*
- Animals: *rabbit, cat, dog*
- Activities: *play football, basketball, skip*

Structures

- *How are you? I'm fine, thank you.*
- *What's your name? I'm...*
- *What's this? It's my...*

(For children who have already started learning English, or completed *Macmillan English Quest 1*, language in the column 'Key language' above may be recycled.)

Recycled language

- *Hello. Goodbye.*
- *It's (red).*

Receptive language

- *Who's this? Where's...?*
- *What colour/number is this?*
- *Let's listen to/sing/colour/point to...*
- *Open your books at page (2).*
- *Can you find the...?*

Socio-cultural aspects

- Interest in learning English
- Willingness to share
- Respect for the importance of being a good friend
- Positive attitude towards own ability to participate in class activities
- Pleasure in the story
- 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 be able to evaluate the children's knowledge of English by reminding them of the characters and storyline of the course. You will also introduce or review colour and numbers. You will create an envelope with the children 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

- Greet the *Macmillan English Quest* characters
- Review vocabulary from *Macmillan English Quest 1*
- Review or learn colours

Language focus

- *How are you? I'm fine, thank you.*
- *It's red/blue/yellow/green/orange/brown/pink/purple/white/black.*
- *one, two, three... ten*

Materials

- Colouring pencils
- Character flashcards: *Harry, Holly, Leo, Digi, Techna* (These should be made before the lesson using photocopiable TB page 201.)
- Class audio CD



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

Opening activities

- Say *Hello...* (C1 C5)

Main activities

- Say *Hello* to the characters. Listen and point (CD 1 track 2). Listen, sing and point (CD 1 track 3). (C1 C5)
- **Vocabulary game** *Can you see...?* (C1 C7 C8)
- **Vocabulary activities** Look and answer questions. Look and say the colour. (C1 C7 C8)
- **Listening practice** Listen and number (CD 1 track 5). (C1 C2 C7 C8)

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.
- If you don't know the children, say **I'm...** and ask the children **What's your name?** Encourage them to reply, saying *I'm...*
- Encourage them to ask the question to their partner, and to respond.

Main activities

Say *Hello* to the characters.

- Pick up the character flashcards and create interest in them by holding them facing you.
- Hold up the flashcard of Holly and say **Look! This is Holly**. Say **Hello, Holly!** as you stick the flashcard on the board. Point to the flashcard and encourage the children to say *Hello, Holly!*
- Repeat with the flashcards for Harry, Digi and Techna.
- Pair the flashcards and explain that Harry and Holly, and Digi and Techna, are brother and sister.
- Hold up the flashcard of Leo. Say **Look! This is Leo**. Stick the flashcard on the board, and encourage the children to say *Hello, Leo!*
- Point to Leo and say **Leo is Harry and Holly's cat**.
- Point to each character and say **Hello, Holly!** etc. Have the children repeat with you.

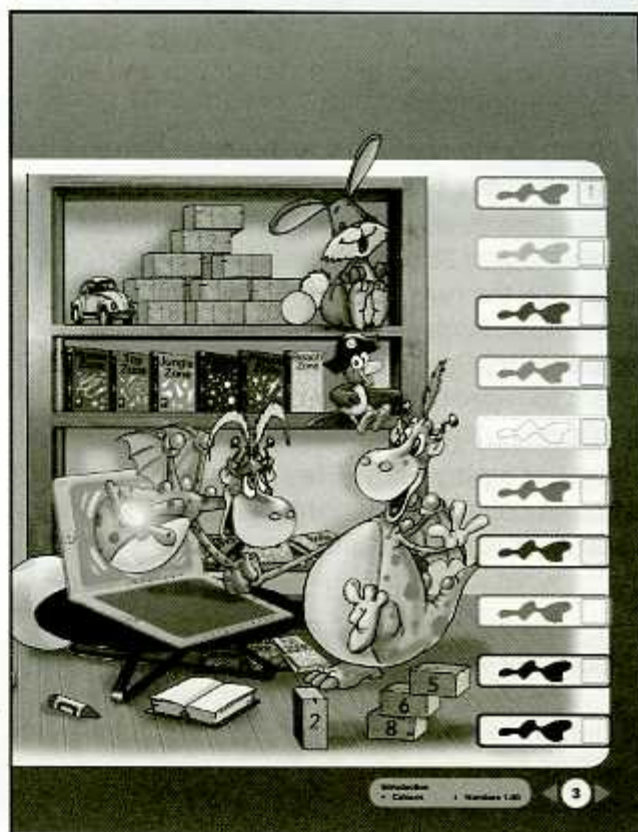
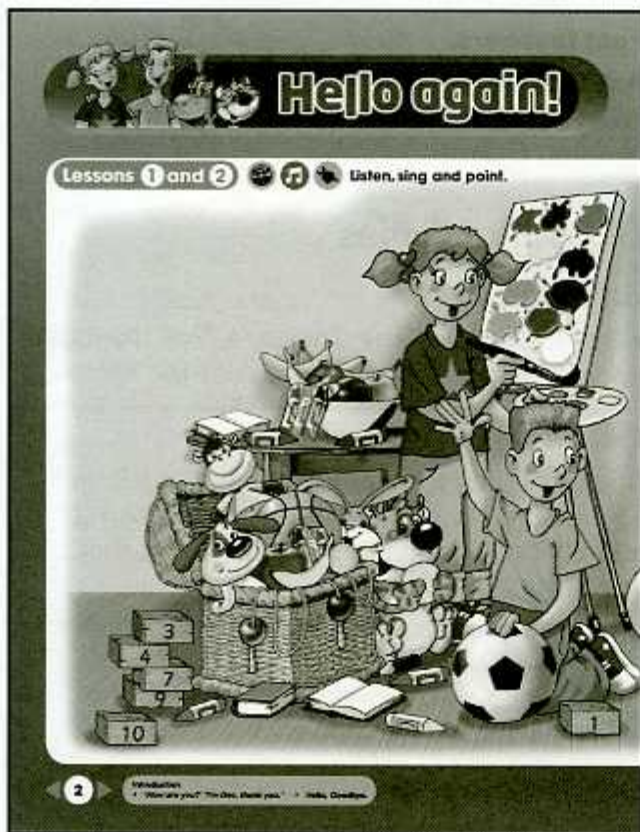
Option: If you have used *Macmillan English Quest 1*, you may wish to get the children to guess the characters. Hold a flashcard facing you, and turn it quickly towards the children. Ask **Who's this?** Listen to their answers, and say **Yes, it's (Harry)**, and stick the flashcard on the board.

Listen and point.

- Hold up your Pupil's Book (PB). Say **Open your books at page 2**.
- Invite the children to speculate about the scene, and remind them of the course theme. **Who can you see?** (Harry, Holly, Leo, Digi and Techna) **What are they doing?** (saying 'Hello!') **Where's Digi/Techna from?** (Digiworld) **What has Techna got?** (a Quest watch) Ask **Who is Holly's brother?** (Harry) **Who is Digi's sister?** (Techna)
- Say **Let's listen to the characters**, and play CD 1 track 2. The children listen to and point to the characters on PB pages 2 and 3.



Digi: Hello, Harry! Hello, Holly! Hello, Leo!
Harry: Hi, Digi!
Leo: Miaow!
Holly: Hi, Digi. Where is Techna?
Digi: Here's my sister!
Harry and Holly: Hi, Techna!
Techna: Hello, Harry! Hello, Holly! Hello, Leo!
Leo: Miaow!
Harry: Welcome to our world!
Techna: Wow! It's fantastic!



Note: If you have not used *Macmillan English Quest 1*, you may wish to explain to the children that Digi and Techna are magic characters who live in Digiworld. They appear in our world through the screen of a computer game. In *Macmillan English Quest 2* Techna has a watch which shows six *Macmillan English Quest* items she must collect, and take to Digiworld.

page 2 Listen, sing and point.

- Say **Let's listen to the *Hello again* song**, and point to the different characters on PB pages 2 and 3.
- Play CD 1 track 3 and encourage the children to listen, and point to the characters on pages 2 and 3.

CD 03 Hello again song

Digi: Hello, everyone. (wave your hands)
How are you today?

Harry: I'm fine, thank you.
Come on! Let's play!

Techna: Hello, everyone. (wave your hands)
How are you today?

Holly: I'm fine, thank you.
Come on! Let's play!

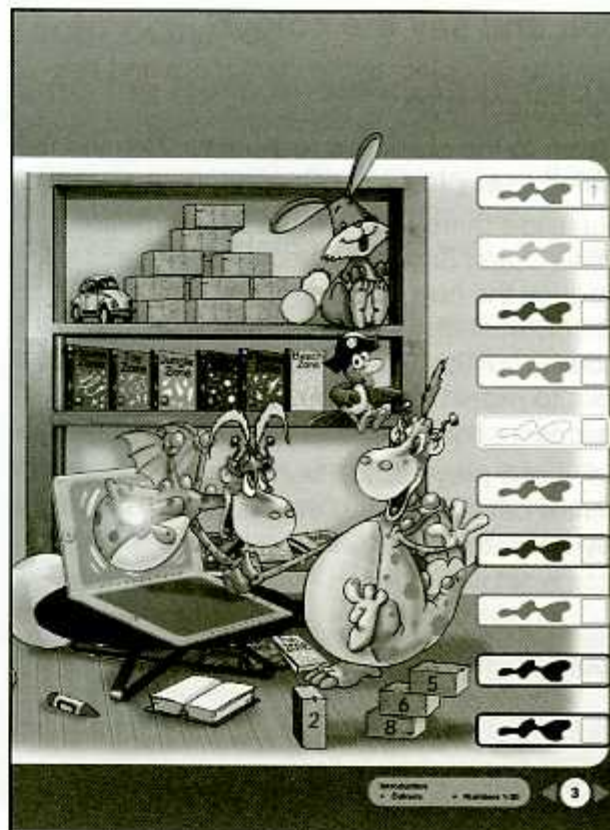
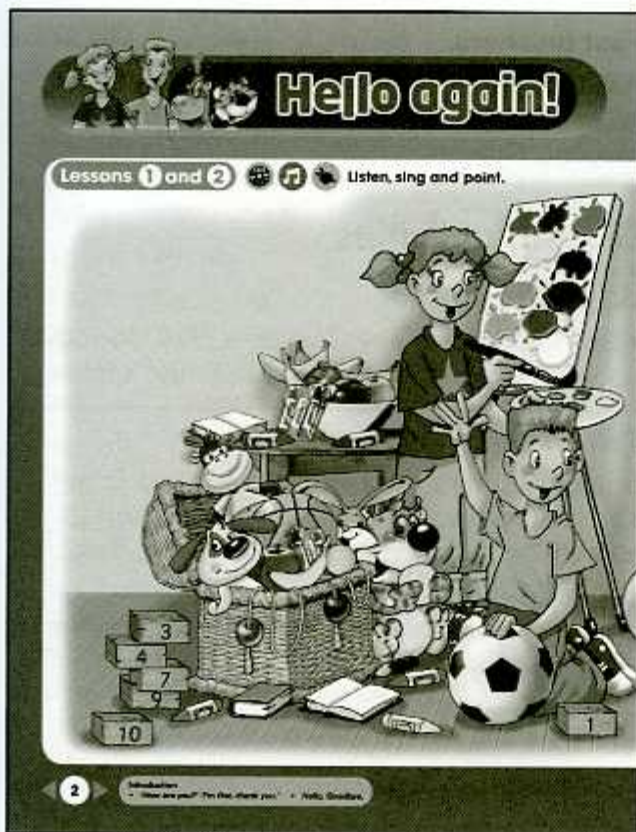
- Play the track again, and encourage the children to sing.

Play Can you see...?

- Say **Let's play *Can you see...?*** Hold your PB open to pages 2 and 3. Explain that you will say an object in Harry and Holly's playroom. The pupils should find it in their book, and say **Yes! Here it is**, holding up their book and pointing.
- The items in the room are words that the children may have learnt in *Macmillan English Quest 1*.
- Divide the class into two teams. Ask **Can you see...?** (You can also ask about items that are not in the picture.) Invite a pupil from each team to answer your question. The pupil who first answers the question wins a point for the team.

Look and answer questions.

- Ask the children to look again at PB page 3. Hold up your PB, and point to the computer on the table. Ask **What is it?** Give the children time to look. Listen to their answers, which may be in L1, and say **Yes, it's a computer**.
- Ask **Can you see a computer game?** Give the children time to look at the picture, and answer. Say **Yes, it's here**, and point to any of the computer games on the shelf.
- Repeat with *pencil, eyes, banana and rabbit*.



Note: If you have not used *Macmillan English Quest 1*, you may wish to explain to the children that Digi and Techna are magic characters who live in Digiworld. They appear in our world through the screen of a computer game. In *Macmillan English Quest 2* Techna has a watch which shows six *Macmillan English Quest* items she must collect, and take to Digiworld.

page 2 Listen, sing and point.

- Say **Let's listen to the *Hello again* song**, and point to the different characters on PB pages 2 and 3.
- Play CD 1 track 3 and encourage the children to listen, and point to the characters on pages 2 and 3.

CD 03 *Hello again* song

Digi: Hello, everyone. (wave your hands)
How are you today?
Harry: I'm fine, thank you.
Come on! Let's play!

Techna: Hello, everyone. (wave your hands)
How are you today?
Holly: I'm fine, thank you.
Come on! Let's play!

- Play the track again, and encourage the children to sing.

Play Can you see...?

- Say **Let's play *Can you see...?*** Hold your PB open to pages 2 and 3. Explain that you will say an object in Harry and Holly's playroom. The pupils should find it in their book, and say **Yes! Here it is**, holding up their book and pointing.
- The items in the room are words that the children may have learnt in *Macmillan English Quest 1*.
- Divide the class into two teams. Ask **Can you see...?** (You can also ask about items that are not in the picture.) Invite a pupil from each team to answer your question. The pupil who first answers the question wins a point for the team.

Look and answer questions.

- Ask the children to look again at PB page 3. Hold up your PB, and point to the computer on the table. Ask **What is it?** Give the children time to look. Listen to their answers, which may be in L1, and say **Yes, it's a computer**.
- Ask **Can you see a computer game?** Give the children time to look at the picture, and answer. Say **Yes, it's here**, and point to any of the computer games on the shelf.
- Repeat with *pencil, eyes, banana* and *rabbit*.

Look and say the colour.

- Point to an object in the classroom and ask **What colour is it?**
- Listen to the children's responses. Remind the children to say **It's...**
- There are three new colours in *Macmillan English Quest 2*: purple, black and white. Introduce the new colours. Show an object of that colour, such as a pencil, and ask **What colour is it?** Say the word and encourage the pupils to repeat it with you. Repeat until the pupils feel confident.
- Say **Let's play I spy. Play I spy** with objects of different colours around the classroom, saying **I spy something purple**. The children have to guess what it is.

Option: Ask the children to look at PB pages 2 and 3. Point to different items and ask **What colour is it?**, inviting children to respond. If your class seems confident, invite a pair of children to come to the front, to ask and answer.

Listen and number.

- Point to the paint splodges on the right-hand side of page 3.
- Point to the boxes next to the colours. Say **Let's listen and number**.
- Point to the numbered example and explain that they should listen for the colours and write the correct number in the box next to the correct colour. (For answers, see audio script below.)
- Play CD 1 track 5. Play the track a second time, if necessary.



- 1 Number one is green.
- 2 Number two is yellow.
- 3 Number three is red.
- 4 Number four is blue.
- 5 Number five is pink.
- 6 Number six is brown.
- 7 Number seven is orange.
- 8 Number eight is purple.
- 9 Number nine is black.
- 10 Number ten is white.

- Move around the classroom to check the children's work.

Fast finishers:

Ask the children to test their partner by asking *What's number 1?* Their partner should respond *Green!*

Closing activities

Say Goodbye.

- Say **It's time to say Goodbye**. Say **Goodbye!** and encourage the children to say the same.

Extra activity: Find (red)!

Say **Let's play the colour game! Find (blue)!** The children look in their books and point to something in the picture of that colour, then say the word.

Lesson 2

Learning objectives

- Identify and say numbers 1–20
- Say the *Numbers rap*
- Make an envelope for mini-flashcards

Language focus

- *What's your name? I'm...*
- *It's red/yellow/green/blue/orange/brown/pink/purple/black/white.*
- *one, two, three... twenty*

Materials

- Pencils, colouring pencils, glue and scissors for each child
- Character flashcards: *Harry, Holly, Digi, Leo, Techna*
- Number flashcards (*Macmillan English Quest 1*): 1–20
- Mini-flashcard envelope template (TB page 202) for each child
- Class audio CD

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

Opening activities

- Say *Hello...* (C1) (C5)

Main activities

- **Song (karaoke)** *Hello again* (CD 1 track 4). (C1) (C5)
- **Vocabulary games** *What's the number (1–20)?* Look and count. (C1) (C2) (C7) (C8)
- **Listening activity** Listen and say the words. *Numbers rap* (CD 1 track 6). (C1) (C2) (C6)
- **Cut-out activity** Make a mini-flashcard envelope. (C1) (C5)

Closing activities

- Say *Goodbye.* (C1) (C5)

Opening activities

- Greet the children by waving your hand and saying, **Hello, children.** Have the children do the same.
- Ask **What's your name?** Encourage the children to repeat *I'm...*
- Ask different children **How are you?** and encourage them to reply saying *I'm fine.*

Main activities

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

- Choose a character flashcard and ask **Who's this?** Listen to the children's responses and say **Yes, this is (Harry).** Repeat with the other character flashcards.
- Invite five children to the front and give them a character flashcard each. They should stand facing the class.
- Point to the CD player and, cupping your hand to your ear, say **Let's sing the *Hello again* song to the *Macmillan English Quest* characters,** pointing to the children holding the flashcards.
- Play CD 1 track 3 (TB page 25) and encourage the children to sing as you point to each character.

Option: Play the song again, inviting different children to the front of the classroom to hold up character flashcards and mime to the song.

Play *What's the number (1–20)?*

- Show the children the pile of number cards, with the numbers facing the class.
- Turn the cards towards you. Say **Let's play *What's the number?***
- Put a card at the back of the pile and slowly move it upwards, revealing the number, little by little. Invite a child to guess the number. Say **Yes, (five).**
- Repeat with the other cards, sticking them to the board in sequence.
- Point to the cards, say the number, and encourage the children to chant the numbers. When the children are confident, remove a number card while the children continue chanting.
- Repeat, with the children chanting the numbers as you remove one card each time, thus reducing the number of cards stuck to the board.
- Invite the children to say the complete sequence from 1 to 20.



Look and count.

- Say **Open your books at page 2.**
- Say **Let's play *How many?*** Point to one of the balls on PB page 2, and ask **How many balls can you see?** Give the children time to look, and say the number. Say **Yes, one, two, three, four, five!**
- Continue the process, asking about the other images. If the children seem unsure, point to the object and start counting: **One, two...** Encourage the children to repeat with you. (Answers: 2 rabbits, 5 balls, 5 bananas, 12 computer games, 4 books, 18 crayons)

Listen and say the words.

- Point to the CD player and, cupping your hand to your ear, say **Let's say the *Numbers rap!***
- Play CD 1 track 6 and encourage the children to chant while pointing at the numbered bricks in the picture.



Numbers rap

Let's say the numbers rap!

1, 2, 3 (show one, two, three fingers)

4, 5, 6 (etc.)

7, 8, 9,

10, 11, 12 (show 10, 10 and one more, 10 and two more fingers)

13, 14, 15 (etc.)

16, 17, 18,

19 and 20,

Let's say the numbers rap!



- Play the rap a second time, if necessary.

Make a mini-flashcard envelope.

- Give a photocopy of the mini-flashcard envelope template (photocopiables TB page 202) to each child. Explain that they are going to make an envelope for their mini-flashcards.
- Check that the children have scissors. Point to the broken cutting line, and explain that they should cut out their envelope, but only along this type of 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.
- Ask the children to draw a picture of themselves on the front of the envelope and give it to you.

Tip: Store the children's envelopes in a special Quest box, and hand out the envelopes for the mini-flashcard activities in Lessons 2 and 4 of each unit.

Closing activities

Say Goodbye.

- Say **It's time to say *Goodbye.*** Say **Goodbye!** and encourage the children to say the same.

