

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.

Play Digi's Maze.

Lesson 2 Make your mini-flashcards.

Vocabulary presentation:
pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener

5

*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.

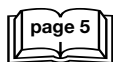
Pencil... School bag... Rubber... Ruler...

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

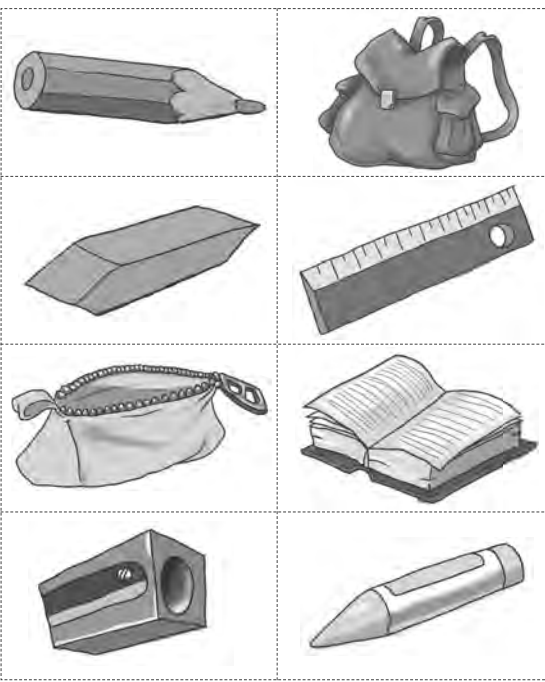
- Say **Hello!** and have the children return the greeting.
- Ask **How are you?** and encourage the children to do the same. Answer **I'm fine, thank you.** Have the children do the same. Stick the *Holly* and *Harry* flashcards on the board.
- Say **Let's sing the *How are you?* song** (For lyrics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



◀ 65 ▶

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.

- 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 PB 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?

1 School Zone

Lesson 3 Listen to the story.

6

Story with language input:
 • 'Can I have a ... please?' 'Here you are.' 'Thank you.'

School Zone 1

7

Tom: Yellow.

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

Tom: Fantastic! Thank you.

Frame 6 Suzie: Tom, what about school bags?

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

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

Suzie: Thank you.

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

Suzie: And me, too!

Shopkeeper: Of course. Here are the crayons.

Frame 7 Tom: Suzie, your bag looks great!

Suzie: Thanks!

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

Shopkeeper: You're welcome.

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

Suzie: Ok.

Tom: Let's go home.

Tom and Suzie: Goodbye!

Shopkeeper: Goodbye!

Frame 8 Harry: I like that story.

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

Harry: I like the green school bag.

Holly: Oh Digi! The quest!

Digi: I've got it!

Harry: Where is it in the story?

Digi: Ah! Look again!

Tell the story and ask questions.

- Say **Let's listen to the story again.**
- Play CD 1 track 15 and have the children point to the pictures as they listen to the story.
- Play the track again and have the children repeat key phrases and vocabulary items (see 'Language focus' on TB page 39).
- After the story ask **What's the quest item?**
- Point to the quest frame at the bottom of PB page 7. (Answer: a green pencil)
- Ask **Can you find the quest item in the story?** (Answer: frame 5)
- Check the children's understanding of the story by asking questions about each frame. Children may answer in L1.

Frame 1

What does Digi want help with? (his quest)

What does Harry suggest? (looking at School Zone)

Frame 2

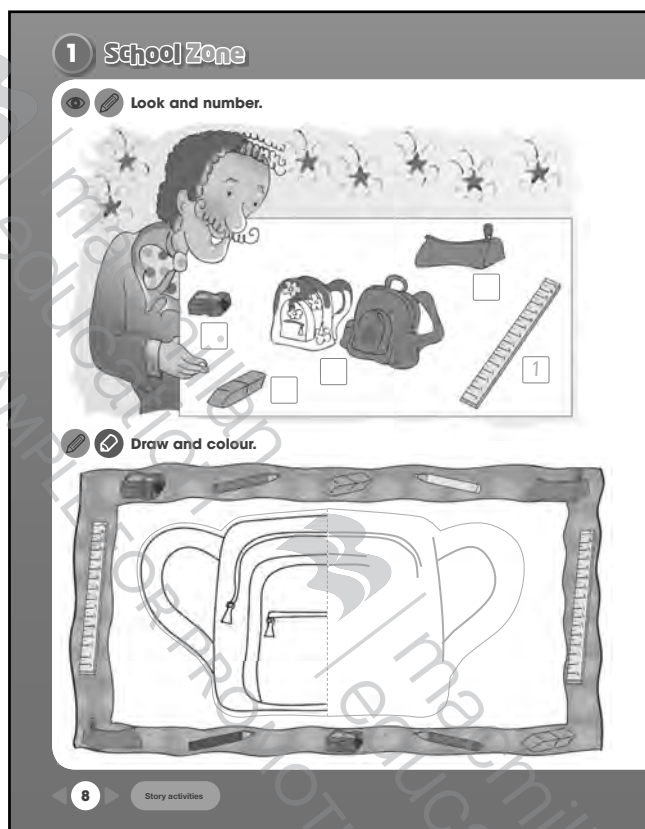
What is this? (School Zone/a computer game/a story on Harry and Holly's computer)

Frame 3

Who's this? (Tom/Suzie)

What does Tom want? (a ruler)

What does Suzie want? (a pencil case)

**Frame 4**

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

Frame 5

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

Frame 6

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

Frame 7

Are they happy? (yes)

Frame 8

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

Express an opinion about the story.

- Draw the outlines of two round faces on the board.
- Ask **Does Harry like the story?** Listen to children's answers (which can be in L1), and say **Yes!**
- Point to the first face, draw an enormous smile on the face, saying **Yes, it's brilliant!** Draw a small smile on the other face, repeat the question and say **Yes, it's ok!**

- Point to the faces, saying **Yes, it's brilliant** and **Yes, it's ok.** Have the children do the same.
- Ask children individually **Do you like the story?** Have them answer using the phrases.

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

**Look and number.**

- Say **Open your books at page 8.**
- Point to the school things at the top of the page. Say **Look and number**, and explain that pupils should number the pictures in the order the children ask for them in the story. The first item (the ruler) has been numbered as an example.
- When pupils have finished say **Let's listen to the story to check.** Play CD 1 track 15, pausing after each item as it is mentioned in the story and encouraging the children to say the number and item. (Answers: 1 a ruler, 2 a pencil case, 3 a rubber, 4 a sharpener, 5 two school bags)

**Draw and colour.**

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

Fast finishers:

Ask children to draw things they would put in their school bag.

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

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TB page 38), and play CD 1 track 13.

Optional Activity Book activity

Do activity 4 in *Macmillan English Quest 1* Activity Book page 5. Please refer to the Activity Book Notes on TB page 181.

Lesson 4

Learning objectives

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

Language focus

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

Materials

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



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

Opening activities

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

Main activities

- **Pronunciation** /p/ Listen, point and say (CD 1 track 16). **C1**
- **Story review** Listen, mime and retell the story (CD 1 track 15). **C2 C7 C8**
- **Role play** Buying things in a shop. Listen and do the role play (CD 1 track 17). Dialogues with mini flashcards. **C1 C5 C7 C8**

Closing activities

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

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TB page 34), and play CD 1 track 7.
- If the children are confident, you could teach them another feeling, for example, **I'm tired**. Invite a child to ask you *How are you?* Respond, **I'm tired**, and mime a tired expression. Children repeat. Ask children individually, **How are you?** and encourage them to reply *I'm fine* or *I'm tired*.

Play *Guess the picture*.

- Play *Guess the picture*, or another game from the *Activity Bank* (TB page 22) using the school things flashcards, to recycle the vocabulary.



Listen and do the role play.



Pronunciation and communication

9

Main activities



Listen, point and say.

- Say **Open your books at page 9.** Say **Look at Digi!** and point to Digi in the top right-hand corner.
- Ask **What's Digi saying?** and point to the speech bubble. Encourage the children to look at you. Point to your mouth, and make the /p/ sound repeatedly: **p-, p-, p-, p-, p-**. Have the children repeat the sound with you.
- Point to the pencil and pencil case in the picture and ask **What is it?** Listen to the children's answers and say **Yes, it's a pencil/ a pencil case.**
- Point to the pencil and your mouth. Say **p- p- p- pencil**, and encourage the children to repeat with you. Repeat with **pencil case.**
- Say **Let's listen to the rhyme.** Play CD 1 track 16, and have the children point to the items as they hear them. Play the track a couple of times, until the children are confident enough to repeat the rhyme.



Digi's phonics

Digi's phonics

Digi's phonics

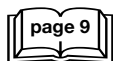
Digi's phonics p, p, p

Put the pencil in the pink pencil case.
Put the pencil.
Put the pencil.
Put the pencil in the pink pencil case.
Put the pencil in the pink pencil case.

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

Listen, mime and retell the story.

- Hold open the PB on pages 6–7.
- Say **Stand up please. Say Let's tell and mime the story.**
- Either read the story from the TB page 39 or play CD 1 track 15.
- Act out the story with the children and say key words and phrases together.



Listen and do the role play.

Tip: To make the role plays as authentic as possible place real school objects on the desk in front of the child pretending to be the shopkeeper.

- Say **Open your books at page 9**, and point to the photo. Explain that the children are acting out a scene from the story.
- Say **Let's listen to the children.** Explain that pupils should listen out for what the children buy in the shop.
- Play CD 1 track 17.



Girl: Hello! Can I help you?

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

Girl: Here you are.

Boy: Thank you.

Girl: Can I have a pencil case, please?

Boy: Here you are.

Girl: Thank you.

- Show the school things flashcards and ask **What things do the children get?** Listen to pupils' answers and respond **Yes, a pencil and a pencil case.**

- Invite two volunteers to come to the front. Explain that they will act out the scene, and allocate them roles (shopkeeper and customer). Have them position themselves according to their roles. Place school objects on the desk in front of the shopkeeper. Alternatively, you can give the pair the school things flashcards.

- Say **Let's listen and do the role play.** Play the CD track again. The children listen and repeat the words.

- Invite different volunteers to come to the front to act out the roles of shopkeeper and customer, but asking for different things. Ask the pupils to listen for the items requested. Support them by prompting them with the first couple of lines.

- Repeat the dialogue two or three more times, with different pairs. If your class are confident, you may wish to ask your volunteers to say the dialogue without any help.

- Alternatively, divide the class into two groups. Play the CD track again. Group 1 repeats with the boy and group 2 with the girl. Then the groups can change roles.

- Move around the classroom to check the children's speaking, and ensure they are taking turns in the different roles.

Dialogues with mini-flashcards.

- Divide the children into pairs. Ask a volunteer to give out the mini-flashcard envelopes.
- Ask the children to take their school things mini-flashcards (see TB page 37) out of the envelope, and arrange them as if they are in a shop.
- The children do the role play in pairs, using the mini-flashcards as props.

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TB page 38), and play CD 1 track 13.

Optional Activity Book activity

Do activity 5 in *Macmillan English Quest 1* Activity Book page 6. Please refer to the Activity Book Notes on TB page 181.

Lesson 5

Learning objectives

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

Language focus

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

Materials

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

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

Opening activities

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

Main activities

- **Vocabulary activity** *Classroom behaviour*
Listen and repeat (CD 1 track 18). C1 C7 C8
- **Listening practice** Listen and number (CD 1 track 19). Listen and circle (CD 1 track 20). 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), and play CD 1 track 7.
- Ask children individually, **How are you?** Encourage them to answer *I'm fine* or *I'm tired*.

Play *Disappearing words*.

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

1 Social Science **CLIL Learn about**

Lesson 5 Listen and number.

Listen and circle.

10 CLIL vocabulary presentation:
Stand up! Sit down! Be quiet, please! Put your hand up! Put away your things!

Main activities

Listen and repeat.

- Explain that the children are going to learn about classroom behaviour.
- Say **Let's listen to Digi**. Play CD 1 track 18.
- Hold up the PB open on page 10 and point to the appropriate pictures or mime the actions.



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

Stand up!

Children: Stand up!

Digi: Sit down!

Children: Sit down!

Digi: Be quiet, please!

Children: Be quiet, please!

Digi: Put your hand up!

Children: Put your hand up!

Digi: Put away your things!

Children: Put away your things!

- Say **Let's say the words**. Play the CD track again. Pause after Digi says a phrase and encourage the children to repeat it with you.
- Instead of using the CD track you could say the phrase and encourage the children to repeat the words with you for each action.
- Invite different children to the front of the class to carry out the actions.

- Ask questions to check the children's understanding of the new language and to personalise. **Is this Stand up or Tidy up? Do you put your hand up in class?** etc (Yes I do./ No I don't.)



Listen and number.

- Say **Open your books at page 10.** Say **Look at the children!** and point to the photos in turn.
- Point to the numbered example and explain that pupils should listen for the classroom behaviour phrase and write the correct number.
- Say **Let's listen and number.** Play CD 1 track 19. (For answers see audio script below.)



OK, children. Listen to me, please.

- 1 Stand up, please!
- 2 Shhh! Be quiet, please!
- 3 Put away your things!
- 4 Sit down, please!
- 5 Put your hand up, please!



Listen and circle.

- Say **Look at the children. They're in the classroom,** and point to the pictures.
- Point to the first pair of children and explain that pupils should listen and circle the action that they hear for each pair of illustrations.
- Say **Let's listen and circle.** Play CD 1 track 20. (For answers see audio script below.)



- 1 Sit down, children!
- 2 Put your hand up, please!
- 3 Shhh! Be quiet!

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

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TB page 38), and play CD 1 track 13.

Extra activity: Classroom contract (class project)

Before class prepare an outline of a 'contract' on a large piece of card and stick it on the board.

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

You could stick the poster on the wall as a display for School Zone.

Lesson 6

Learning objectives

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

Language focus

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

Materials

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

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

Opening activities

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

Main activities

- **Listening practice** *Classroom* rap (CD 1 track 21). Listen and act out. Sing and mime. Sing, trace and colour. **C1 C6 C7**
- **UK culture** *School in the UK*. Listen, point and say the number (CD 1 track 23). Listen and say the number (CD 1 track 24). **C2 C5 C6 C7**
- **Our culture** *School*. Draw yourself and one of your school things. **C5 C6 C7**

Closing activities

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

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TB page 34), and play CD 1 track 7.
- Ask the children individually, **How are you?** and encourage them to answer *I'm fine* or *I'm tired*.

Main activities

Listen and act out.

- Say **Let's listen and act out**. Play the *Classroom* rap (CD 1 track 21), while modelling the actions for children to copy.

classroom behaviour

Social Science 1

Lesson 6 Sing, trace and colour.



Listen, point and say the number.



CLIL and culture input

11



Classroom rap

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

Sing and mime.

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



Sing, trace and colour.

- Say **Open your books at page 11**.
- Say **Look at Harry, Digi and Holly in the classroom**, and point to the picture.
- Ask **What is Harry/Digi/Holly doing?** Encourage the children to answer using the action phrases.
- Say **Let's sing and point**. Play the rap track again and encourage the children to point.
- Point to the sharpener. Say **Trace and colour the sharpener**. Repeat with the book, ruler and rubber. The children work individually.

UK culture: *School in the UK*



Listen, point and say the number.

- Point to the three photos. Say **Let's learn about school in the UK.**
- Ask questions: **Where is he?** (*point to the different photos*) (in the classroom, in the library, in the classroom) **What's this?** (*point to the school things in the photos*) (book, pencil) **What colour is this?** (*point to the different objects*) Children may answer in L1.
- Say **Listen and point.** Play CD 1 track 23 and ask children to point to the correct photo as they listen. (For answers see audioscript below.)



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

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

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

- Say **Listen and say the number.** Play CD 1 track 24. (For answers see audioscript below.)



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

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

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

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

Our culture: *School*

- Stick the pre-prepared outline of a school on the board. Give a small piece of paper to each child.
- Say **Draw yourself and one of your school things,** and point to the photos on PB page 11.

- When the children have finished, invite different children to the front to stick their picture in the school outline and talk about it.
- Ask questions: **What's this? What colour is it?**
- You could ask the children to show their pictures to their partner. Encourage them to say *This is my (rubber). It's (blue).*
- Display the poster in your classroom.

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

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TB page 38), and play CD 1 track 13.

Extra activity: Our favourite English words

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

Optional Activity Book activity

Do activity 6 in *Macmillan English Quest 1* Activity Book page 7. Please refer to the Activity Book Notes on TB pages 181–182.

Lesson 7

Learning objectives

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

Language focus

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

Materials

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



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

Opening activities

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

Main activities

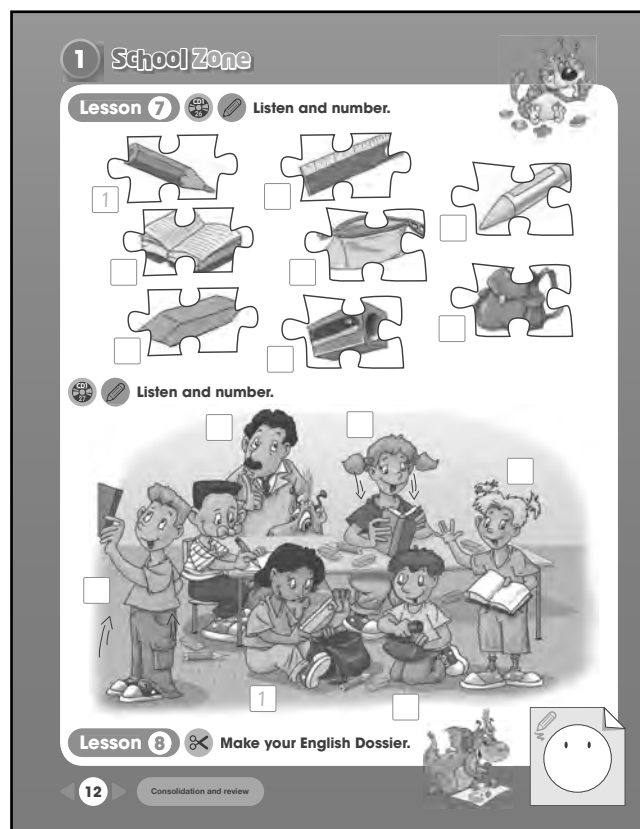
- **Song (karaoke)** *My school bag* (CD 1 track 11). Sing and mime. **C1 C6 C7**
- **Listening practice** Listen and number (CD 1 track 26). **C1 C2 C7 C8**
- **Listening practice** Listen and number (CD 1 track 27). **C1 C2 C7 C8**

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), and play CD 1 track 7.
- You may have begun teaching a variety of answers to the question **How are you?** Remind the children of the answers by saying **I'm fine/tired**. Encourage the children to repeat with you.
- Invite a child to ask you *How are you?* Respond, saying **I'm not so good**, and mime a sad expression on your face. Encourage the children to repeat with you.
- Ask the children individually, **How are you?** and encourage them to reply *I'm fine*, etc.

Play *Word whispers*.

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

Main activities

Sing and mime (karaoke version).

- Stick the school things flashcards on the board, in the order that they are heard in the song.
- Say **Let's sing the *My school bag* song** (For lyrics see TB page 35), and play CD 1 track 11 (karaoke version).
- Sing the lyrics and mime, using the actions from Lesson 1 (TB page 35), and encourage the children to sing and mime along with you.
- Invite different children to the front to take down the flashcards. Say to each child **Find a pencil**, etc.



Listen and number.

- Say **Open your books at page 12**. Say **Look at the jigsaw activity**.
- Point to the numbered example and explain that children should listen for the school things and write the number next to the correct picture. (For answers see audioscript.)

- Say **Let's listen and number**. Play CD 1 track 26.



1 Boy: Can I have a pencil, please?
Girl: Yes, here you are.
Boy: Thank you.
2 Boy 1: Can I have a rubber, please?
Boy 2: Yes, here you are.
Boy 1: Thank you.
3 Boy: Can I have a ruler, please?
Girl: Yes, here you are.
Boy: Thank you.
4 Boy: Can I have a book, please?
Girl: Yes, here you are.
Boy: Thank you.
5 Girl 1: Can I have a sharpener, please?
Girl 2: Yes, here you are.
Girl 1: Thank you.
6 Boy: Can I have a school bag, please?
Girl: Yes, here you are.
Boy: Thank you.
7 Girl 1: Can I have a crayon, please?
Girl 2: Yes, here you are.
Girl 1: Thank you.
8 Girl: Can I have a pencil case, please?
Boy: Yes, here you are.
Girl: Thank you.

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



Listen and number.

- Say **Open your books at page 12**. Say **Look at the classroom!**
- Point to the numbered example and explain that pupils should listen and number the children and teacher performing the actions. (For answers see audioscript below.)
- Say **Let's listen and number**. Play CD 1 track 27.



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

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

Closing activities

Sing the *Goodbye!* song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TB page 38), and play CD 1 track 13.

Extra activity: Point to the wall

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

Optional Activity Book activity

Do activity 7 in *Macmillan English Quest 1* Activity Book page 8. Please refer to the Activity Book Notes on TB page 182.

Lesson 8

Learning objectives

- Review vocabulary
- Listen and show understanding by sticking picture stickers
- Create a personalised title page for the Dossier

Language focus

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

Materials

- Pencil, rubber, crayons
- Flashcards: *pencil, school bag, rubber, ruler, pencil case, book, sharpener, crayon, Digi*
- (optional) Photocopiables: dossier page (TB page 196) for each child



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

Opening activities

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

Main activities

- **Vocabulary game** *Musical questions.* **C1 C7 C8**
- **Song** *My English Dossier* (CD 1 track 28). **C1 C6 C7**
- **Cut-out activity** Create the Dossier cover. Stick picture stickers. Draw the quest item. **C6 C7 C8**
- **Photocopiable activity** Personalise the Dossier (CD 1 track 29). Talk about your picture. **C1 C6 C7 C8**

Closing activities

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

Opening activities

- Say **Hello!** and have the children return the greeting.
- Say **Let's sing the *How are you?* song** (For lyrics see TB page 34), and play CD 1 track 13.
- Ask children individually, **How are you?** Encourage them to answer *I'm fine/tired/not so good.*

Play *Hot or cold*.

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

Main activities

Play *Musical questions*.

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

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

Listen to the *My English Dossier* song.

- Stick the Digi flashcard on the board. Ask **Who is it?** Say **Yes, it's Digi.** Say **Let's listen to the *My English Dossier* song.**
- Play CD 1 track 28 and encourage the children to mime the actions with you.

*My English Dossier* song

Digi: *Hello, everybody.*

Children: *Hello, Digi!*

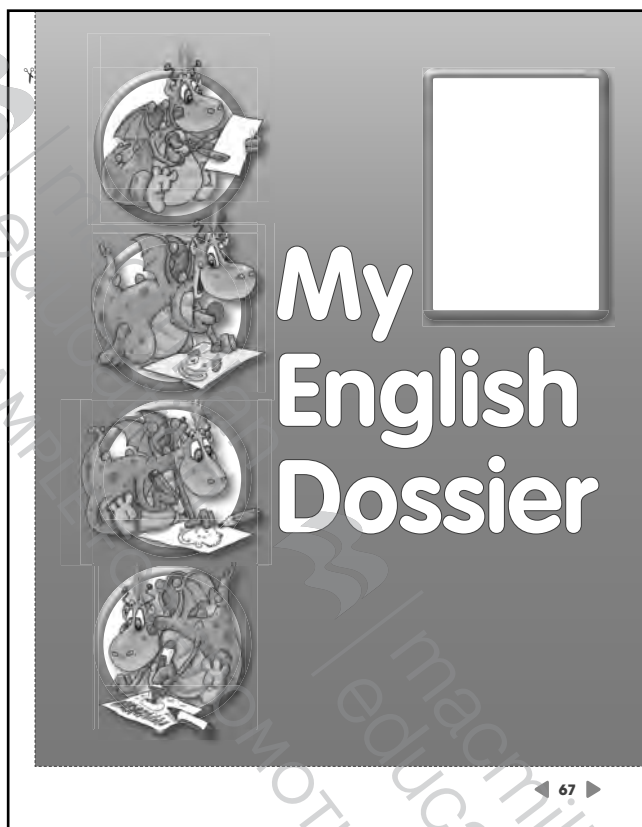
Digi: *Are you ready?*

Children: *Yeah!*

Digi: *Scissors!* (mime cutting)

Children: *Scissors!*

Digi: *Stickers!* (mime sticking stickers)



Children: *Stickers!*

Digi: *Pencil!* (mime drawing)

Children: *Pencil!*

Digi: *Crayons!* (mime colouring)

Children: *Crayons!*

Digi and children: *Hey! Hey!*

My English dossier!

Let's cut. (mime cutting)

Let's stick. (mime sticking)

Let's draw and colour. (mime colouring)

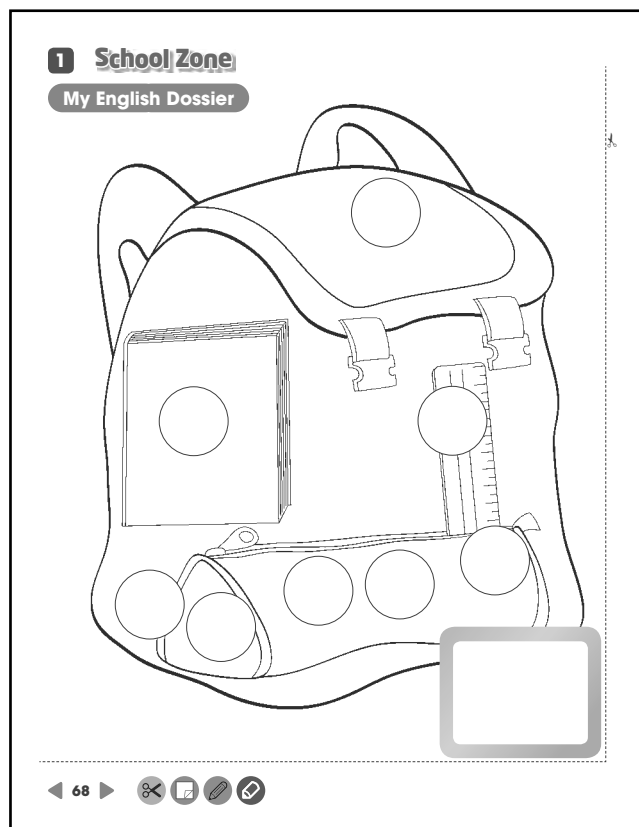
Hey! Hey!

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



Create the Dossier cover.

- Check the children have a pencil each. Say **Open your books at page 67.**
- Say **Look at Digi!** and point to the different pictures of Digi.
- Say **Let's sing the song**, and play the CD track again.
- Encourage the children to point in their books, and sing along.
- Point to the title on the page and say **My English Dossier**, encouraging the children to repeat.
- Explain that they should draw a picture of themselves in the frame at the top right.



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

Fast finishers:

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



Make your English Dossier.

Stick picture stickers.

- Say **Open your books at page 68.**
- Point to the school bag and ask **What is it?** (Yes, a school bag.) Ask the children **What's in the school bag?** Point to the different school items and encourage the children to say the words. (pointing to the ruler: **Yes, a ruler.**)
- Say **It's sticker time**, and point to the sticker icon at the bottom of the page. Say **Look! What's this?** (pointing to the ruler.) **Yes, it's a ruler.**
- Open your PB to the sticker page. Mime taking the sticker for *ruler* and sticking it in the correct gap on PB page 68. Encourage the children to do the same.
- Repeat with the other picture stickers.
- The children work individually, placing their stickers.

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

Draw the quest item.

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

Personalise the Dossier.

- In Unit 2 the children will create a personalised Dossier page. You may wish to take the opportunity of making one for Unit 1 also.
- Give a photocopy of the Dossier page (TB page 196) to each child.
- Remind them of the *Classroom behaviour* phrases. Explain that they should draw what's missing (a hand and a chair). Encourage the children to remember the correct phrases, *Put your hand up!* and *Sit down!*
- Focus their attention on the activity at the bottom of the page. Ask them questions about Digi's picture, and play CD 1 track 29. Encourage pupils to point to the picture.



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

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

Closing activities

Draw a face to express an opinion.

- Say **Open your books at page 12.**
- Draw two circle faces on the board. Point to the Post-it® note at the bottom of PB page 12. and ask **Do you enjoy School Zone?** Listen to pupils' answers, which may be in L1, and say **Yes!**
- Point to the left face, draw an enormous smile on the face, saying **Yes, School Zone is brilliant!** Point to the other face, repeat the

question as if asking yourself, and say **Yes, it's ok!** Draw a small smile on the face.

- Point to the two different faces, saying the words **Yes, it's brilliant** and **Yes, it's ok.** Encourage the children to repeat with you. Finally, ask some children individually **Do you like School Zone?** Encourage them to answer using the phrases.
- Point to the Post-it note at the bottom of PB page 12 as well as at the two smiley faces on the board. Explain that the children should draw a smile on the Post-it note which matches their opinion, in order to complete the smiley face.
- Move around the classroom and look at the children's opinions. Ask **Do you like School Zone?** and have them answer, giving their opinion.

Self assessment.

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

Sing the Goodbye! song.

- Say **It's time to say Goodbye. Let's sing the Goodbye! song** (For lyrics see TB page 38), and play CD 1 track 13.

Extra activity: Five questions

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

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

Optional Activity Book activity

Do activity 8 in *Macmillan English Quest 1* Activity Book page 8 and Unit 1 of the Picture dictionary page 46. Please refer to the Activity Book Notes on TB page 182.