

WELCOME- LESSON 1***Learning objectives***

- Can say some common colours
- Can say some common greetings

Target language

- Blue, green, red, yellow
- Hello, I'm (name)

Receptive language

- Flower
- What's your name?

Resources and Materials

- Pupil's Book page 2
- Activity Book page 2
- Audio CD1 track 02, 03, 04
- Crayons
- Flashcards

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Say <i>Hello, I'm (name)</i>. Ask pupils, <i>What's your name? Hello, I'm (name)</i> • Go around the class and ask pupils to introduce themselves, Create a rhythmic chant with clapping. <i>Hello, I'm (name)</i> (clap, clap, clap). 	<ul style="list-style-type: none"> • Listen to T's introduction and say <i>Hello, I'm (name)</i> • Say a rhythmic chant with clapping. <i>Hello, I'm (name)</i> (clap, clap, clap).
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Look at the main scene. Ask, <i>What are we learning today?</i> • Write the lesson objectives on the board or look at them on the screen: we are learning to say COLOURS and how to say HELLO. 	<ul style="list-style-type: none"> • Look at the main scene and answer T's question

PRESENTATION		
<p>SONG</p> <p>PB page 2, Act 1 7 min</p>	<p><i>Listen and sing. Then point and say</i></p> <ul style="list-style-type: none"> • Ask questions (in L1) about the main illustration and encourage pupils to talk about who they think the characters are, where they are and what they are doing. Explain that the characters all live together on a special island called Family Island and that they are out exploring. • Tell pupils the FIVE characters are called (from left to right) HARRY, BETH, WALDO (the dragon), CODY and Aunt FIFI. Point to the characters, say the names and pupils repeat. Explain that HARRY and BETH are brother and sister and the other two are their friends. There is also Aunt FIFI. • Play the audio. Pupils listen and point to each character. <p>AUDIO SCRIPT -(CD1 track 02, 03)</p> <p><i>Harry: Hello, I'm Harry.</i> <i>Beth, Cody, Waldo: Hello Harry.</i> <i>Beth: Hello, I'm Beth.</i> <i>Harry, Cody, Waldo: Hello Beth.</i> <i>Cody: Hello, I'm Cody.</i> <i>Beth, Harry, Waldo: Hello Cody.</i> <i>Waldo: Hello, I'm Waldo.</i> <i>Harry, Beth, Cody: Hello Waldo</i></p> <ul style="list-style-type: none"> • Play the audio again. Pupils listen again and join in • If pupils feel confident, use the karaoke version of the song. Pupils can use their own names. 	<ul style="list-style-type: none"> • Listen to T's question and explanation • Listen and repeat FIVE characters • Listen and point to each character. • Listen again and join in • Sing the karaoke version of the song and be able to use their own names.
<p>PB page 2, Act 2 5 min</p>	<ul style="list-style-type: none"> • Teach the colours <i>red, yellow and blue</i> by pointing to the flowers in the main scene. Point to Waldo and teach <i>green</i>. Reinforce the colours using objects in the classroom, e.g. coloured pens. 	<ul style="list-style-type: none"> • Listen and pay attention to T's demonstration

PRACTICE		
PB page 2, Act 2 6 min	<p><i>Listen and find. Then point and say</i></p> <ul style="list-style-type: none"> • Play the audio. Ask the pupils to listen to the audio and point to the flowers in the pictures. <p>AUDIO SCRIPT – (CD1:04) <i>GIRL:</i> <i>Look at the flowers! Blue, green, red, yellow!</i></p> <ul style="list-style-type: none"> • Ask pupils to work in pairs. One says the name of a character e.g. <i>Beth</i> and their partner says the colour of the flowers the character is holding, e.g. <i>blue</i> 	<ul style="list-style-type: none"> • Listen to the audio and point to the flowers in the pictures. • Work in pairs. One says the name of a character e.g. <i>Beth</i> and their partner says the colour of the flowers the character is holding, e.g. <i>blue</i>
AB page 2 6 min	<p><i>1. Match and trace</i></p> <ul style="list-style-type: none"> • Pupils match the characters with their silhouettes. • They then trace over the names and say them to a partner. <p><i>Answer key</i> 2 a Beth 3 d Harry 4 c Waldo</p> <p><i>2. Trace. Then colour.</i></p> <ul style="list-style-type: none"> • Pupils trace over the colour words and colour each egg appropriately. 	<ul style="list-style-type: none"> • Match the characters with their silhouettes. • Trace over the names and say them to a partner. • Trace over the colour words and colour each egg appropriately.
POP QUIZ		
5 min	<ul style="list-style-type: none"> • As pupils are leaving the class, say, <i>Hello, I'm (your name).</i> • Encourage each pupil to say, <i>Hello, I'm (their name).</i> 	<ul style="list-style-type: none"> • Leave the class and say, <i>Hello, I'm (your name).</i>

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
Warm-up 5 min	<ul style="list-style-type: none"> Tell pupils that they are going to listen to a song about the characters. Remind pupils of the names of the characters: Waldo (the dragon), Harry, Beth and Cody. Play the audio. Pupils point to the character when they hear the name of a character. Play once more and have pupils sing along. (CD1:02) <p>AUDIO SCRIPT -(CD1 track 02, 03)</p> <p>Harry: Hello, I'm Harry. Beth, Cody, Waldo: Hello Harry. Beth: Hello, I'm Beth. Harry, Cody, Waldo: Hello Beth. Cody: Hello, I'm Cody. Beth, Harry, Waldo: Hello Cody. Waldo: Hello, I'm Waldo. Harry, Beth, Cody: Hello Waldo</p> <ul style="list-style-type: none"> Divide pupils into two teams. Say <i>Red</i>. One member of each team 	<ul style="list-style-type: none"> Listen to a song about the characters and point to the character when they hear the name of a character Work in groups (two groups). One member of

	find something red in the classroom. Repeat with other colours.	each team find something red in the classroom. Repeat with other colours.
Learning adventure 2 min	<ul style="list-style-type: none"> • Open the book and ask pupils to look at activities. • Ask, <i>What are we learning today?</i> Write the lesson objective on the board: <i>We are learning NUMBERS.</i> 	<ul style="list-style-type: none"> • Open the book and look at activities. • Listen and answer T's question
PRESENTATION		
PB page 3, Act.3	<p><i>Listen, point and repeat.</i></p> <ul style="list-style-type: none"> • Use your fingers to teach numbers 1-5. When pupils are ready to join and count on their own fingers. • Write the numbers in order on the board. Point to each, say the number and pupils repeat. Now point to the number in mixed order and pupils say the number. <p><i>Listen and chant</i></p> <ul style="list-style-type: none"> • Ask pupils to look at the numbers. • Play the audio (CD1,05). Pupils listen and point to the numbers as they hear them. • Play the chant again and ask the pupils to chant along. 	<ul style="list-style-type: none"> • Look at T's demonstration and count on their own fingers. • Listen and repeat the numbers • Look at the numbers • Listen and point to the numbers as they hear them. • Chant along
PRACTICE		
QUEST PB page 3, Act.4 6 min	<p><i>Listen and sing. Then find and stick.</i></p> <ul style="list-style-type: none"> • Draw pupils' attention to the package on the station platform. Ask them (in L1) what they think it is and what might be inside it. Tell them that the characters are on a Quest to find the items on the package. They will find an item in each unit of the Pupils' Book. • Explain that Harry and his friends are singing a song about their quest. • Play the audio (CD1: 06) and ask pupils to listen for the quest items of the Welcome unit (a balloon) 	<ul style="list-style-type: none"> • Pay attention to and listen to T's question and demonstration, and to find the items on the package ,then find an item in each unit of the Pupils' Book • Listen to T's explanation • Listen for the quest items of the Welcome unit (a balloon)

	<p>AUDIO SCRIPT – (CD1:06)</p> <p><i>Come with us, come on a quest, Come on a quest today.</i></p> <p><i>Come with us, come on a quest, Look for a balloon today.</i></p> <p><i>A balloon, a balloon, Look for a balloon today.</i></p> <ul style="list-style-type: none"> • Pupils then look at the Welcome spread to find the Quest items (the balloon on the page 2) • They find the ticker at the back of their book and stick it into the correct place. • Play the audio again and ask pupils to sing the Quest song. 	<ul style="list-style-type: none"> • Look at the Welcome spread to find the Quest items (the balloon on the page 2) • Find the ticker at the back of their book and stick it into the correct place • Sing the Quest song
<p>AB page 2 6 min</p>	<p>1. Trace. Then count and match</p> <ul style="list-style-type: none"> • Pupils trace each numbers and then match with the correct number of eggs in each nest. <p>2. Colour and say. Then trace and match.</p> <ul style="list-style-type: none"> • Pupils colour the shapes containing a dot to find the numbers in the picture. • They point to the numbers in turn and say them to a partner. • Pupils then trace the number words and match the numbers with the correct written words. 	<ul style="list-style-type: none"> • Trace each numbers and then match with the correct number of eggs in each nest • Colour the shapes containing a dot to find the numbers in the picture. • Point to the numbers in turn and say them to a partner • Trace the number words and match the numbers with the correct written words
POP QUIZ		
<p>5 min</p>	<ul style="list-style-type: none"> • Write the numbers 1-5 on the board. Read the numbers and pupils repeat. Then rub out one of the numbers and ask pupils to say which number is missing. 	<ul style="list-style-type: none"> • Listen and repeat the numbers