



**1 Hello!**

Unit 1 Identify and use new words: numbers 1–10

Lessons 1 and 2 Vocabulary

1 1.2 Listen and point.

1 2 3 4 5  
6 7 8 9 10

2 1.2 Listen again and say.

3 Look at the picture. Find, count and say the number.











4 1.3 Sing and act out. **Be a star!**

Unit 1 Sing a song

**Learning objectives:** Identify and use new words: numbers 1–10; Sing a song using the target vocabulary

**Vocabulary:** one, two, three, four, five, six, seven, eight, nine, ten

**Resources:** Class Audio CD; **(PK)** - Flashcards; **(TRC)** - Downloadable flashcards, Vocabulary worksheet 1; **(PPK)** - Song; **(PRC)**

### 1 1.2 Listen and point.

- Play the audio. Have the children listen and point to the numbers. Do this twice.
- Then say the items in a different order and have the children point.

### Audioscript

one, one ... two, two ... three, three ... four, four ...  
five, five ... six, six ... seven, seven ... eight, eight ...  
nine, nine ... ten, ten

## Lesson 1

### Warm-up: The big picture

- Time permitting, you may wish to start the lesson by playing *Simon says* (see the Games Bank, pages 12–13) to recap the classroom language learnt in the Welcome lesson.
- To introduce Unit 1, refer the children to the picture on page 6. Ask (in L1) what they can see (trees, pond, flowers, bikes, children, sun, ducks, a cat, swings, balloons, etc.), where they are (at a park) and ask if they can see Jack and Maya (sitting on a bench eating ice cream).

### 2 1.2 Listen again and say.

- Play the audio and pause for all the children to repeat. Pay particular attention to the *th* (θ) sound at the beginning of *three* (but don't worry if the children don't get it immediately).
- Play the audio again. Have the whole class repeat and then ask a few children to repeat each number individually. Hold up the correct number of fingers as the children repeat.
- Play the audio one more time, pausing after each number for the children to hold up the right number of fingers with you.

**Exension**

Many children learn the numbers as a sequence, and find it difficult at first to name or recognise them out of sequence. Start treating the numbers separately and out of sequence early.

- Use the number flashcards. Take two of them, and hold them out so the children can see. Call out one of the numbers and have the children repeat and quickly point to the correct one.
- Repeat with different pairs of cards.

This way, the children learn to respond to the meaning of the individual numbers, rather than counting through the sequence to respond quickly.

**Cooler: Look and point**

- Stick the number flashcards around the classroom.
- Say the numbers in random order and have the children point to the correct card.
- Now say two numbers, e.g. *three and six*, and have the children point to the two numbers at the same time. Continue with different pairs of numbers.

**Lesson 2****Warm-up: Lift-off!**

- Demonstrate this activity to the children. Count down from ten to one. With each number, move slightly more into a crouch until you are crouched close to the floor at *one*. Then say *Go!* and jump into the air.
- Repeat and encourage the children to copy your actions and count with you. They will enjoy doing this several times!

**3 Look at the picture. Find, count and say the number.**

- Point to the bike in Activity 3 in your Pupil's Book, and then make a show of finding the bikes in the big picture on page 6.
- Point and count how many bikes you find. Repeat with the duck and have the children also point in their Pupil's Book and count with you.
- Repeat with all the items with the whole class.
- Divide the class into pairs. Demonstrate with one confident child: point to one of the items in Activity 3 and have the child find and count it in the big picture.
- Have the children continue in pairs, swapping roles each time.

**Answers:** six bikes, nine ducks, eight balloons, one cat, ten pine trees, seven sunflowers, two ice creams, five park benches, three birds, four swings

- Stick the number flashcards around the classroom and elicit the numbers.
- Play the song, pausing after each verse for the children to find and point to the corresponding flashcards.
- Play the song again, pausing after each line for the children to repeat. Encourage them to point to a flashcard for each number they hear and say.
- Then have the children sing the whole verse and point.
- Repeat the procedure for each verse.
- Finally, play the song one more time and have the children sing and point for all verses.

**Audioscript****Hi, friend**

*One, two, three*

*My name's Lee*

*One, two, three*

*My name's Lee*

*Hi, hi, what's your name?*

*Four, five, six*

*My name's Nick*

*Four, five, six*

*My name's Nick*

*Hi, hi, what's your name?*

*Seven and eight*

*My name's Kate*

*Seven and eight*

*My name's Kate*

*Hi, hi, what's your name?*

*Nine and ten*

*My name's Jen*

*Nine and ten*

*My name's Jen*

*Bye, bye, bye*

*Goodbye, goodbye, goodbye*

**Cooler: Body numbers**

- Draw a big 7 and 4 on the board. Show the children how they can make the numbers with their bodies (for 7, bend at the waist so the top half of your body is horizontal and for 4, make a 4 shape with your legs).
- Have the children make the same shapes and then challenge them to make a 2, 8, 6, 9, and 1. (3 and 5 are difficult, but it can be done!)

Lesson 3 Grammar

1 1.4 Listen and follow.

2 1.4 Listen again. How old are they? Say.

1 2 3 4

3 Work in groups. Act out the story. **Be a star!**

8 Unit 1 Ask and answer about personal details: What's your name? My name's ... How old are you? I'm ...

**Learning objectives:** Ask and answer about personal details; Follow and act out a story using the target grammar

**Vocabulary:** numbers 1–10

**Grammar:** What's your name? My name's ... How old are you? I'm ...

**Resources:** Class Audio CD; (PK) - (TRC) Downloadable flashcards, Vocabulary worksheet 2; (PPK) - Story activity, Vocabulary activity

### 1.3 Warm-up: Sing the song!

- Play the *Hi, friend* song and encourage the children to join in and do the actions. Before playing the song, stick the number flashcards around the classroom and elicit the numbers.
- Then play the song and point to the numbers as they are mentioned so that the children follow your lead and join in.

### 1 1.4 Listen and follow.

- Refer the children to the pictures and ask what they can see, where the characters are, and what they think is happening (a boy is arriving with his daddy at a birthday party at Jack and Maya's house. The boy's name is Fred.).
- Play the audio and have the children follow the story.
- Play the audio again, pausing for the children to repeat the questions and answers.

- Point to the children in pictures 1 and 2 and elicit their names, then point to picture 4 and ask whose birthday it is (Peep the parrot).
- Play the audio one more time for the children to repeat. Encourage them to do the actions in the pictures and hold up their fingers for the ages.

### Audioscript

1. **Mummy:** Hello! What's your name?  
**Fred:** My name's Fred.  
**Jack and Maya:** Hi, Fred!  
**Fred:** Hi, Jack! Hi, Maya!
2. **Fred:** How old are you, Jack?  
**Jack:** I'm six.  
**Maya:** I'm five! How old are you, Fred?  
**Fred:** I'm seven.
3. **Fred:** Happy birthday, Maya!  
**Maya:** No ...  
**Fred:** Happy birthday, ... Jack?  
**Jack:** No ...
4. **Peep the parrot:** Happy birthday to me! I'm ten! I'm ten!  
**Jack, Maya and Fred:** Happy birthday, Peep!

### 2 1.4 Listen again. How old are they? Say.

- Play the audio again and ask the children to listen for the ages of Fred, Maya, Jack and the parrot.
- Point to the characters in Activity 2 and speak directly to them: *How old are you, Peep / Jack / Maya / Fred?* Have the children answer with *I'm [age]*.
- Elicit the question *How old are you, [name]?* for each character. Have the children ask each question in turn and you answer – some correctly and some incorrectly. Invite the children to say *yes* or *no*.

**Answers:** Peep – ten, Jack – six, Maya – five, Fred – seven

### 3 Work in groups. Act out the story.

**Be a star!**

- Divide the class into groups of four. Give each child a number, 1, 2, 3 or 4. Tell the children all number 1s are Fred, number 2s are Maya, number 3s are Jack, and number 4s are Mummy and Peep.
- Play the story (Track 1.4) and have the children mime the actions and hold up fingers for the ages.
- Play the story again and have the children speak their lines with the audio if they want.

### Cooler: What's different?

- Play *What's different?* (see the Games Bank, pages 12–13) with flashcards from this unit.

Lesson 4 Grammar

1 1.5 Listen and match.

1 2 3 4

9  
6  
8  
10

2 Look and say.

1 5 2 7

3 Draw and say. **Be a star!**

Unit 1 Give personal details: I'm eight. 9

**Learning objectives:** Give personal details

**Grammar:** *I'm eight.*

**Resources:** Class Audio CD; (PK) - (TRC) - Downloadable flashcards, Grammar worksheet; (PPK) - Grammar activity

**Materials:** coloured pencils

### Warm-up: Higher or lower?

- Play *Higher or lower* (see the Games Bank, pages 12–13) with the number flashcards.

### 1 1.5 Listen and match.

- Divide the class into two groups. Explain that they will hear some short conversations and that one group should raise and lower both hands when they hear a name; the other group should do the same for numbers.
- Play the audio. Have the children listen and react.
- Play part 1 of the audio again. Hold up your book and follow the line from the first child to the number 10. Point and ask *What's her name? How old is she?*
- Play the rest of the audio. Have the children match the people to their age.
- Point to pictures 1–4 in turn and have the children say the ages.

### Audioscript

1. **Adult:** Hello, what's your name?  
**Salma:** My name's Salma.  
**Adult:** How old are you?  
**Salma:** I'm ten.
2. **Adult:** Hello, what's your name?  
**Anton:** My name's Anton.  
**Adult:** How old are you?  
**Anton:** I'm six.
3. **Adult:** Hello, what's your name?  
**Christina:** My name's Christina.  
**Adult:** How old are you?  
**Christina:** I'm nine.
4. **Adult:** Hello, what's your name?  
**Omar:** My name's Omar.  
**Adult:** How old are you?  
**Omar:** I'm eight.

Answers: 1 ten 2 six 3 nine 4 eight

### Teaching star!

#### Using digital

Use the *Reset* tool to erase the answers once an interactive activity has been completed on the IWB. This way more children can be involved.

- Show the interactive activity on the IWB and play the audio.
- Invite children to come and draw the lines. Ask for whole-class agreement each time.
- Use the *Reset* tool to erase the answers. Play the audio again. Stop after each part and have different children draw the lines.

### 2 Look and say.

- Refer the children to the first picture. Ask what the boy is saying (*I'm five!*).
- Point to the boy and girl several times and have the children say *I'm [age]*.

### 3 Draw and say. **Be a star!**

- Ask several children *How old are you?* and have them answer *I'm [age]*.
- Draw a face and a speech bubble on the board and write the child's age. Point and say *My name's [Alex]. I'm [six]*.
- Give the children time to draw their face in the frame with a speech bubble and their age.
- Have the children show each other and say their age.

### Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games Bank, pages 12–13) with the numbers 1–10.

Lesson 5 Speaking

1 1.6 Listen and say.

2 Work in pairs. Ask and answer.

Student A	Student B
9 4 6	7 8 5

3 Now it's your turn. Talk about your age. **Be a star!**

10 Unit 1 Ask and answer about age: How old are you? I'm five.

**Learning objectives:** Ask and answer about age

**Grammar:** How old are you? I'm five.

**Resources:** Class Audio CD; **PK** - **TRC** -  
Downloadable flashcards; **PRC**

### Warm-up: Name the numbers

- With a pointer, or your finger, trace a number on the board. Have the children raise their hands to say it. Repeat with different numbers.
- Now trace two numbers and have the children raise their hands to say both.
- Repeat with more pairs. Finish with a series of three!

### 1 1.6 Listen and say.

- Refer the children to the pictures and ask what numbers they can see.
- Play the audio and have the children listen and point.
- Play the audio again, pausing for the children to repeat. Ask why it's a special day (it's their birthday). Have all the children say *Happy birthday!*

#### Audioscript

**Boy:** How old are you?      **Girl:** How old are you?  
**Girl:** I'm seven.              **Boy:** I'm six.  
**Boy:** Happy birthday!       **Girl:** Happy birthday!  
**Girl:** Thank you!              **Boy:** Thank you!

### 2 Work in pairs. Ask and answer.

- Refer the children to the boxes. Point to the Student A box and then point to yourself. Say *I'm Student A*. Have the children ask *How old are you?* and answer *I'm four!* Have the children point to the number.
- Divide the class into pairs and assign each child Student A or B.
- Before they start, elicit and drill the question and answers once more. Then have them make new dialogues with all the numbers in the boxes, taking turns to ask and answer.
- Ask if any pairs would like to perform a dialogue for the class.

#### Teaching star! ★

#### Pronunciation

The question *How old are you?*, with its *h* (h), *w* (w) and *y* (j) sounds, can be difficult for children at first. A chant can be useful as it lets the children hear and practise the question over and over.

- Tell the children that they are going to ask the ages of some of their friends. Explain that when you put your hand on a child's desk, everyone will say the name of that child and he / she will answer.
- Start chanting *How old are you? How old are you? How old are you? ...* and encourage the children to join in. As they chant, move among the children. At the end of one question, put your hand on a desk. The children say that child's name (choose a confident child to start) and then the chosen child answers *I'm [age]*.

After lots of repetition, the pronunciation loses its difficulty and the children feel more confident.

### 3 Now it's your turn. Talk about your age. **Be a star!** ★

- Prompt the children to ask you *How old are you?* Tell them the answer and write the number on the board. Unless it's your birthday today, point out that there's no need to say *Happy birthday!* Ask if anyone in the class has their birthday today. If so, have all the class do the dialogue with them and wish them a happy birthday!
- Encourage the children to ask and answer with the friends sitting near them.

#### Cooler: How old are you? race

- Divide the class into groups of 8–10 children.
- Explain that the first child in each group will ask the next child *How old are you?* The next child must say his / her age and then turn and ask the next child the same question. All groups speak at the same time when you say *go!*
- When the final child gives their answer, the team raise their hands. Who can finish first?
- Children will enjoy doing this a few times!

Lesson 6 Listening

1 1.7 Listen and colour.

1 3 5 6

9 4 7 10

2 1.8 Listen and tick (✓) the correct boy.

1 2

3 Look at Activity 2. Choose a boy. Act out. **Be a star!**

Unit 1 Listen for key words 11

**Learning objectives:** Listen for key words

**Resources:** Class Audio CD; (PK) - (TRC) -  
Downloadable flashcards; (PRC)

**Materials:** coloured pencils

### Warm-up: What's different?

- Play *What's different?* (see the Games Bank, pages 12–13) with the number flashcards.

### 1 1.7 Listen and colour.

- Refer the children to the numbers, and elicit the numbers they can see.
- Play the first part of the audio and have the children point to the number three. Show them that they should colour the number they hear with a coloured pencil.
- Play the rest of the audio, pausing for the children to colour the correct numbers. Each time, elicit the number they heard.
- When they have finished, have the children compare their coloured numbers with a friend.

### Audioscript

1. **Boy 1:** How old are you?

**Girl 1:** I'm three.

2. **Girl 1:** How old are you?

**Boy 2:** I'm five.

3. **Boy 2:** How old are you?

**Girl 2:** I'm four.

4. **Girl 2:** How old are you?

**Boy 1:** I'm seven.

**Answers:** 1 three 2 five 3 four 4 seven

### 2 1.8 Listen and tick (✓) the correct boy.

- Refer the children to the cakes and elicit that they are birthday cakes. Have the children count the candles on the cakes as a class.
- Play the audio. Have the children decide which boy is speaking and point to the correct picture. Play the audio again to check.

### Audioscript

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

**Jimmy:** My name is Jimmy.

**Girl:** How old are you?

**Jimmy:** I'm five.

**Girl:** Five! Wow! Happy birthday, Jimmy!

**Jimmy:** Thank you!

**Answer:** 2 ✓

### 3 Look at Activity 2. Choose a boy. Act out. **Be a star!** ★

- Hold up your Pupil's Book and point to the pictures in Activity 2. As an example, say *My name's Jimmy. I'm five.* Have the children point to the correct picture (picture 2).
- Divide the class into pairs. Have them take turns to make more sentences about Jimmy or the other boy (they can invent a name for the other boy). Their partner listens and points to the correct boy.
- Ask if any children would like to say a sentence for the class to identify.

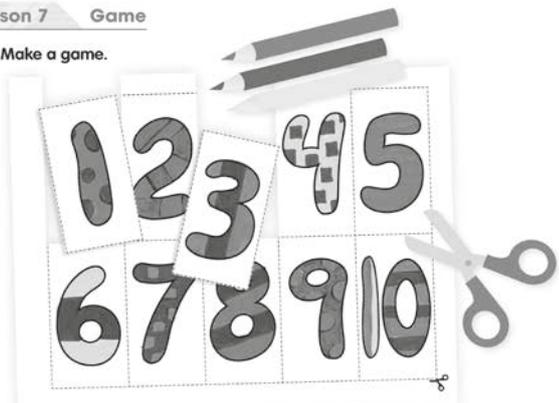
### Cooler: How many fingers?

- Put one hand behind your back and choose a number of fingers (between 1 and 5) to hold up, without the children seeing.
- Ask the children to hold up the number of fingers they think you will show.
- Count *1, 2, 3, go!* and show the fingers. Have the children say the number. Ask which children guessed correctly.
- After a few rounds of the game with one hand, change to two hands and use numbers 1–10.

- Allow the children time to colour the numbers from the template however they want.
- Invite them to hold up their favourite coloured number to show the rest of the class.

Lesson 7 Game

1 Make a game.



2 Work in pairs. Play. **Be a star!**



12 Unit 1 Play a game using the new language  
Game template page 71

**Learning objectives:** Play a game using the new language

**Resources:** Class Audio CD; Game template page 71; (PK) - (TRC) - Downloadable flashcards; (PRC)

**Materials:** coloured pencils / crayons, scissors, small plastic bags labelled with the children's names or a paper clip each

### Warm-up: Read my lips

- Tell the children you will say numbers, but won't make any sound. 'Say' the words with exaggerated mouth movements, but no sound. When the children know the number, they raise their hands. Choose one child to give the answer and then say the number aloud.
- Repeat with several numbers.

### 1 Make a game.

- Ask the children if they like the coloured numbers on the page.
- Refer the children to the game template on page 71 and explain that they will make their own version for a game. You can either have the children cut the game template out of the book themselves or cut them out for them beforehand. If the children are cutting, have them cut out the cards along the dotted lines (being careful to keep their fingers out of the way of the scissors!).

### Teaching star!

#### Colouring in

Some children will finish colouring very quickly. Others will take a long time carefully colouring inside the lines. Sometimes this takes up too much time.

- If you see a child colouring very slowly and carefully, gently suggest they colour in plain colours – this is quicker than colouring shapes inside the numbers. Colouring inside lines is less important.
- Point out to children who won't finish in time that they have done well and can finish later.
- Ask children who are colouring slowly if a friend can help. If they prefer not, use the above suggestions.

### 2 Work in pairs. Play. **Be a star!**

- Ask the class what game they think the children are playing in the photo (*Memory*).
- Divide the class into pairs and have them mix their cards together.
- Demonstrate the game by having one pair of children spread the twenty cards face down on their desk. One child turns over two cards (leaving them in the same place) and says the numbers. If the numbers match, the other child asks *How old are you?* The child with the matching pair replies *I'm [matching number]* and takes the two matched cards. If the numbers don't match, they are turned face down in the same place. The other child now turns over two cards and the game continues.
- When all the matches are made, the children count their cards. The one with the most matches wins.
- The children will happily play this game several times!
- When finished, give out small plastic bags labelled with the children's names for them to tidy their cards away. Alternatively, help them clip their cards to the back cover of their Pupil's Book with a paper clip.

### Cooler: Buzz!

- Stick the number flashcards 1–10 in order on the board. Have the children count them aloud.
- Now turn one card face down, e.g. '3'. Explain that the turned cards are called *Buzz!* Have the children count again: *One, two, Buzz! four...*
- Turn up to three cards at a time and have the children count. Keep changing them and repeat.

Lesson 8 Review

1 Find and circle. Then say.




2 Work in pairs. Point, count and say. Be a star!



Unit 1 Review unit language 13

**Learning objectives:** Review unit language

**Review vocabulary:** Numbers 1–10

**Resources:** (PK) - (TRC) - Downloadable flashcards, Unit 1 test; (PRC)

**Materials:** coloured pencils

### Warm-up: Play the game again

- Have the children take out their number cards from the last lesson.
- Divide the class into pairs and have them play one or two rounds of the game.

### 1 Find and circle. Then say.

- Refer the children to the picture. Elicit what the picture is and what they can see in it (a child's bedroom with toys and books). Ask if their bedroom is like this.
- Hold up your Pupil's Book. Point to the outline picture of the ball at the top of the page, and then search for it in the picture (there is one next to the slide and one under the bed). Demonstrate how to circle the balls in the picture in pencil (you can erase it later). Count as you circle each ball and, when you have searched everywhere and not found any more, say *two!*
- Do this again, with the children now also circling the balls, counting and saying the final number.

- Repeat with the other items – the teddy bear, car, crayon and book – searching, finding, circling, counting and saying the final number.
- Finally, point to each item and have the children say the number.

**Answers:** ball – 2, teddy bear – 1, car – 3, crayon – 4, book – 5

### 2 Work in pairs. Point, count and say.

Be a star! ★

- Demonstrate the activity with a confident child. Hold up your book, point to one of the outline pictures at the top of Activity 1 and have the child count them in the picture and say the number. Say *Yes! That's right.*
- Divide the class into pairs. One child points to one of the outline pictures, and the other finds, counts and says the final number. They take turns to point and count the remaining items.
- When they have finished, the children can colour the outline pictures in Activity 1 with any colours they want and then compare them with a friend.

### Cooler: Draw and label

- Tell the children your favourite toy from the toys in Activity 1, e.g. a ball, and draw six balls on the board. Have the children count them. Write the number next to the balls and draw a frame around everything.
- Have the children do the same in their notebooks with their favourite toy (it doesn't have to be a toy from Activity 1) and the number they choose. Encourage them to show their work to different friends, who should count the toys and say the number.