

Content map

Starting Out – Unit 2				
Unit 2 Topics	Vocabulary	Structures	CYLE Structures and Topics	Picaro Games
1 My body and face	<i>an arm, a body, ears, eyes, a face, feet, a foot, hair, a hand, a head, a leg, a mouth, a nose</i>	<i>What's this? What are these? This is my body. These are my legs.</i>	Nouns The body and face	1. Hotspot click 2. Trivia 2 3. Match panic
2 More colours	<i>blue, brown, green, orange, pink, purple, red, white, yellow</i>	<i>What colour is the cat? It's orange.</i>	Adjectives Colours	1. Labelling 2. Duck arcade 3. Whack
3 My family	<i>baby, brother, dad, daddy, father, grandpa, grandma, mother, mum, mummy, sister</i>	<i>Who is it? Who is this? This is my father. This is my baby brother.</i>	Nouns Family and friends	1. Labelling 2. Ferris wheel 3. Hotspot click
4 Family, faces and colours	<i>mother, mum, mummy, father dad, daddy, grandma, grandpa, brother, sister, baby, ears, eyes, a face, a mouth, a nose, brown, orange, pink, purple, numbers 1-5</i>	<i>This is a red mouth. Where is Grandpa?</i>	Interrogative Colours The body and face Family and friends	1. Tic tac toe 2. Picture drag 3. Hotspot click
5 Look, listen, stop, repeat	<i>listen, look at, sit down, stand up, stop</i>	<i>Look at the cat.</i>	Present simple Imperatives	1. Custom animation 2. Trivia 2 3. Illustrated story
6 It's my cat	<i>a bird, a cat, a dog, a duck, a cow, a fish, a horse, a sheep, a ball, her, his, my, your, Whose?</i>	<i>Whose cat is it? It's my cat. It's your ball. It's her cat. It's his cat.</i>	Possessive adjectives Animals	1. Illustrated story 2. Matching game 3. Gong
7 Zoo animals	<i>a crocodile, an elephant, a frog, a giraffe, a hippo, a lion, a lizard, a monkey, a snake, a tiger, a zoo, blue, brown, green, orange, pink, purple, red, yellow</i>	<i>What is it? It's a monkey. What animal do (don't) you like? I (don't) like lions.</i>	Nouns Animals Interrogatives	1. Pelmanism 2. Gong 3. Match panic
8 What to do at the zoo	<i>a crocodile, an elephant, a frog, a giraffe, a hippo, a lion, a lizard, a monkey, a snake, a tiger, father, mother, grandma, grandpa, listen, look at, repeat, sit down, stand up, stop</i>	<i>What is it? It's a white sheep. Who likes lions? Grandpa likes lions.</i>	Animals Family and friends Present simple	1. Illustrated story 2. Trivia 2 3. Tic tac toe
9 My home	<i>Alex, Anna, Ben, Bill, a bathroom, a bedroom, a dining room, a garden, a hall, a home, Jill, a kitchen, a living room</i>	<i>Which room is it? It's a kitchen. Who is it? Where is ...? In the kitchen.</i>	Nouns The home Interrogatives	1. Pelmanism 2. Gong 3. Trivia 2
10 Times of the day	<i>bathtime, bedtime, breakfast time, dinnertime, home time, lunchtime, morning, playtime, suppertime</i>	<i>What time is it? It's bathtime.</i>	Time	1. Pelmanism 2. Trivia 2 3. Picture drag
11 More clothes	<i>a coat, a hat, a jacket, jeans, a shirt, shoes, a skirt, sunglasses, trousers, a T-shirt, a watch, black, blue, brown, green, grey, orange, pink, purple, red, white, yellow</i>	<i>What is it? What are they? It's a T-shirt. They're sunglasses. What colour?</i>	Adjectives Colours General vocabulary	1. Pelmanism 2. Hotspot click 3. Picture drag

Starting Out – Unit 2

Unit 2 Topics	Vocabulary	Structures	CYLE Structures and Topics	Picaro Games
12 What do I like? What do you like?	<i>like, don't like, a bath, a computer, an ice cream, an onion, a spider</i>	<i>What do you like? What don't you like? I (don't) like the pink T-shirt. I like cats. I don't like spiders.</i>	Present simple General vocabulary	1. Match panic 2. Custom animation 3. Illustrated story
13 Numbers 6–10	<i>a crocodile, an elephant, a frog, a giraffe, a hippo, a lion, a lizard, a monkey, a snake, a tiger, numbers 1–10</i>	<i>Count the animals. How many lions are there? 7. Find 9 hippos.</i>	Numbers 1–10 Nouns Animals	1. Pelmanism 2. Duck arcade 3. Gong
14 Things I do every day	<i>bathtime, bedtime, breakfast time, eat breakfast, eat dinner, eat lunch, eat supper, get dressed, get undressed, get up, have a bath, play with my toys</i>	<i>What do you do at playtime? I play with my toys.</i>	Present simple Interrogative The home	1. Which picture? 2. Gong 3. Illustrated story
15 Things in my home	<i>a bath, a bathroom, a bed, a bedroom, a book, a chair, a clock, a cup, a dining room, a garden, a hall, a home, a kitchen, living room, a phone, a radio, a table</i>	<i>What is it? It's a table. Where is it? In the bedroom.</i>	Interrogative Present simple The home	1. Pelmanism 2. Gong 3. Hotspot click
16 Instructions in my home	<i>Draco, Charlie, Jamal, Zoe, Pitch, Potch, listen, look at, sit down, stand up, stop</i>	<i>Look at Charlie's train. Listen to Draco's radio. Please stand up, Zoe. Please sit down, Jamal. Stop, Potch!</i>	Present simple Imperatives General vocabulary	1. Hotspot click 2. Ferris wheel 3. Illustrated story
17 Who is in the house?	<i>baby, brother, dad, daddy, father, grandma, grandpa, mother, mum, mummy, sister, a bathroom, a bedroom, a dining room, a garden, a hall, a kitchen, a living room, a home</i>	<i>Who is it? It's grandma. Where is grandma? In the kitchen.</i>	Interrogative Nouns Family and friends The home	1. Gong 2. Trivia 2 3. Hotspot click
18 Who am I? What am I?	<i>a ball, a doll, a teddy bear, a toy box, a train, a book, a chair, a clock, a cup, a phone, a radio, a table, a TV, a bathroom, a bedroom, a dining room, a garden, a hall, a kitchen, a living room, a home, bathtime, breakfast time, home time, lunchtime, morning, playtime, suppertime, eat, breakfast, eat lunch, eat supper, get dressed, get undressed, get up, have a bath, play with my toys, orange, pink, purple, brown</i>	<i>I'm a doll. I'm in the bedroom. Put the blue table in the bedroom. It's morning. Anne gets up and gets dressed.</i>	Present simple Interrogatives General vocabulary	1. Match panic 2. Where do I belong? 3. Illustrated story
19 Counting animals	<i>a bird, a cat, a cow, a crocodile, a dog, a duck, an elephant, a fish, a frog, a giraffe, a hippo, a horse, a lion, a lizard, a monkey, a sheep, a snake, a spider, a tiger, numbers 1–10</i>	<i>What is it? Which is the odd one out? Find the mice. How many animals are there?</i>	Interrogative Animals Present simple Numbers 1–10	1. Whack 2. Trivial 3. Match panic
20 Who? What? Where?	<i>Alex, Ann, Anna, Charlie, Draco, Jamal, Teeny, Tiny, Yuki, Zoe, a Picaroon, a ball, a book, a cup, a doll, a teddy bear, a toy box, a train, a bathroom, a bedroom, a dining room, a garden, a hall, a kitchen, a living room, What, Where, Who</i>	<i>Who is it? It's Draco. What is it? It's a toy robot. Where is ...? It's, he's, she's here!</i>	Interrogatives General vocabulary	1. Hotspot click 2. Illustrated story 3. Match panic

Objective:

Identify and name six animals and count to ten

Key language:

elephant, hippo, lion, lizard, monkey, tiger, one, two, three, four, five, six, seven, eight, nine, ten

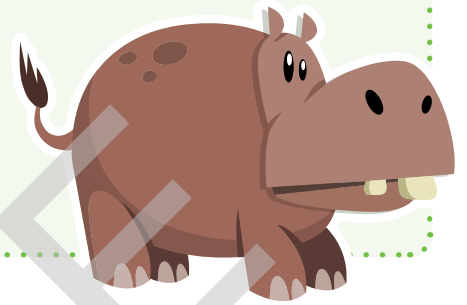
Materials:

Picture cards of the numbers, animals and groups of animals in the **Key language**

Counters (one per child) and dice (one per group of six children)

Downloadable *Counting animals* worksheet (optional)

Downloadable zoo animal masks from Topic 7 (optional)



Starting the lesson

Use one of the routines or activities described in the section **Starting and Ending the Lesson** on p. 5.

Presentation

★ Animal miming

Say *What is it?* and mime one of the animals e.g. tiger.

Encourage the children to guess e.g. *(It's a) tiger*. Say *Yes, it's a tiger*. and stick the tiger card on the board.

Have a volunteer come to the front of the class and repeat the activity with a different animal.

Continue until all of the picture cards are on the board.

Optional – Divide the children into pairs to do the activity.

★ How many hippos?

Stick the number cards 1 to 10 on the board. Point to the numbers and encourage the children to say the words.

Hold up the four hippos card and ask *How many hippos?*

Have the children count the hippos and say *four*.

Have a volunteer stick the hippo card next to the number 4 card.

Repeat with the other animal group cards.

Practice

Point to the animal group cards and say the words e.g. *One lion*.

Have the children repeat.

Turn the animal cards over so the children can't see them.

Point to the number 1 card and say *One ...*

Use gestures (and L1 if necessary) to encourage the children to say *lion*. Turn the card over and say *Yes, one lion*.

Repeat with the other animals.

Optional – Divide the children into pairs. One child closes their eyes. The other child says e.g. *four ...* The first child says hippos without looking at the cards.

Teaching tip: Emphasise the 's' (slightly) in the plural form e.g. *hippos*, when you want them to repeat, to help the children notice and repeat it.

Picaro games

The children play Picaro World games to practise and consolidate the language.

19.1 Whack

19.2 Trivia 2

19.3 Match panic



Teaching tip: To check the children know which team they are in before a game, give each team some simple instructions to follow e.g. *Elephants, stand up*.

Student's Book Unit 2 Topic 19 pp. 40-41



Display a large copy of the game.

Divide the children into six teams. Give each team a counter and an animal card to show which animal they need to collect.

Have a volunteer from the tiger team to throw the dice and move their counter. Have the children count in English.

When they land on a space say *How many tigers?* Have the children count and write the total in the box on p. 40. (Or say *Oh no! No tigers.*)

The teams take turns to play. Have them count the animals in the space they land on and write the total number of animals in the box.

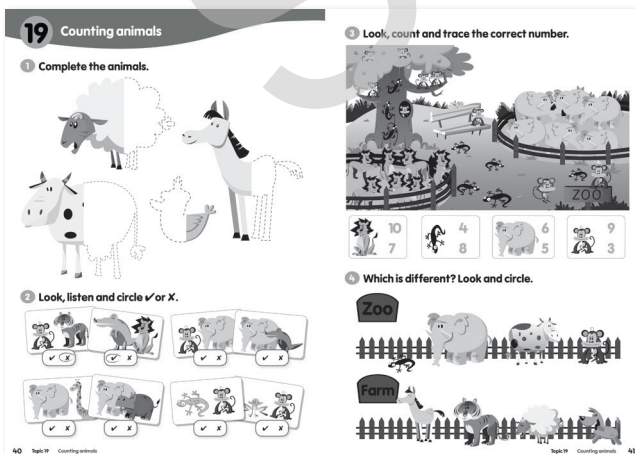
Continue playing until all the teams reach the finish.

Point to each team's total in the boxes on pp. 40-41 and ask *How many?* The team with the most animals at the end is the winner.

Clarify the rules (in L1 if necessary) and divide the children into small groups to play the game.

Monitor. Younger children may prefer to keep count by drawing lines in the box instead of numbers.

Workbook



Choose activities from the Workbook Unit 2 Topic 20 to consolidate the language. See **Working with the Workbook** on p. 7.

Teacher's script for Workbook Activity 19.2

1. It's a crocodile and a lion. (pause) 2. It's a crocodile and an elephant. 3. It's an elephant and a giraffe. (pause) 4. It's a lizard and a monkey. (pause)

OPTIONAL ACTIVITIES

★ Downloadable Activity

Point to the animals on the Counting animals worksheet and say the names with the children e.g. *monkey, monkey, tiger.*

Have the children circle the animals that are different.

★ Masks

The children put on their animal masks, mingle and say e.g. *Hello, snake.*

Have the children count how many other children have the same mask as them and tell the class at the end. (Demonstrate and clarify in L1 if necessary.)

★ How many fingers?

Hold up three fingers. Say *How many?* Have the children count your fingers and say three.

Repeat the activity but this time hide your fingers behind your back. The children guess.

Have a volunteer come to the front and continue the game.

Ending the lesson

Use one of the routines or activities described in the section **Starting and Ending the Lesson** on p. 6.