

Content map

Starting Out– Unit 5				
Unit 5 Topics	Vocabulary	Structures	CYLE Structures and Topics	Picaro Games
1 All about me	coconut, eggs, lemons, meat, milk, playing games, reading books, singing, swimming, watching TV, Hi, numbers 1-10	Hi, I'm Bill. I'm seven years old. I like swimming and singing. I like sausages but I don't like tomatoes.	Numbers 1–10 Sports and leisure Food	1 Matching game 2 Match panic 3 Illustrated story
2 All about my family	baby sister, big brother, father, grandfather, grandmother, mother, sister, black, brown, green, grey, orange, pink, purple, red, white, yellow, dress, hat, jeans, shirt, swimsuit, T-shirt, happy, old, short, tall, young, very	This is my family. My grandmother is very short. My grandfather is very tall. My brother is wearing a blue and red T-shirt. My baby sister is happy.	Family and friends Adjectives Clothes Colours	1 Hotspot click 2 Grab it 3 Trivia 2
3 Word building – my little cat	short vowel: a s,a,t,p,n, m,d,g,c c-a-t, m-a-t, p-a-t, s-a-t c-a-n, m-a-n, p-a-n, t-a-n			1 Matching game 2 Maze 3 Make a word
4 What can you remember?	Review vocabulary Topics 1 & 2	I'm seven years old. I like... I don't like My father is... My mother is wearing...	Numbers 1–10 Sports and leisure Food Family and friends Adjectives Clothes Colours	1 Matching game 2 Hangman 3 Colour me
5 Has your bedroom got a computer?	bathroom, dining room, garden, hall, kitchen, living room, house, a bed, a chair, a clock, a cup, a cupboard, a lamp, a mat, a phone, a radio, a table	My house has got five rooms. My bedroom has got a bed, a mat and a lamp. Has it got a computer? Yes, it has. No, it hasn't.	Have got + object The home	1 Where do I belong? 2 Odd one out 3 Illustrated story
6 I'm hungry!	beans, carrots, fish, onions, peas, potatoes, rice, sausages, cook, drink, eat, make, dinner, hungry	Dad is cooking dinner. Would you like some sausages, potatoes and beans? No, thanks. I'd like fish, rice and peas. I don't like beans but I love peas!	Food and drink Would you like some..?	1 Pelmanism 2 Feed the monster 3 Comic story
7 Word building – my happy hippo	h: hand, happy, hippo k: kick, kitchen, kite r: red, run, robot	hand, happy, hippo kick, kitchen, kite red, run, robot		1 Match panic 2 Gong 3 Match panic
8 Let's cook!	Review vocabulary Topics 5 & 6	My living room has got... Has it got a... Yes, it has. No, it hasn't.	Have got + object The home Prepositions	1 Gong 2 Trivia 2 3 Cloze
9 Where's your desk?	board, book, chair, desk, eraser, pen, pencil, teacher numbers 1–10	Singular – desk, plural – desks How many...are there? There are eight desks. Where's your desk?	Singular and plural School Numbers 1–10	1 Pelmanism 2 Hangman 3 Match panic
10 What day is it?	Monday, Tuesday, Wednesday, Thursday, Friday count, play, read, sing, sleep, write	What day is it? It's Monday. What do you do on Monday? On Monday I write stories. On Tuesday I read my book.	Days of the week Verbs	1 Pelmanism 2 Matching game 3 Comic story

Starting Out– Unit 5

Unit 5 Topics	Vocabulary	Structures	CYLE Structures and Topics	Picaro Games
11 Word building – how many words?	b: bag, ball, bed, big, bird f: face, father, fish, foot, frog l: lamp, leg, lemon, lizard, lorry	bag, bed, big father, fish, foot lamp, lemon, lizard		1 Phonics 2 Ferris wheel 3 Match panic
12 School days	Review vocabulary Topics 9 & 10	How many are there? What do you do on Tuesday? On Tuesday I read my book.	Singular and plural School Numbers 1–10 Days of the week Verbs	1 Gong 2 Match panic 3 Cloze
13 Playing in the playground	behind, between, in, in front of, next to, on, under, grass, playground, slide, seesaw, swing, tree	Where’s the swing? It’s next to the slide. Where’s Jamal? Where’s Yuki? He’s on the grass. She’s in the tree.	Questions Simple present Prepositions	1 Pelmanism 2 Hotspot click 3 Comic story
14 I can play football!	basketball, football, swimming, catch, hit, kick, play, swim, throw, ball	I can kick the ball. I can’t swim. I can play football but I can’t swim.	I can (can’t) + verb School Sports and leisure	1 Pelmanism 2 Match panic 3 Illustrated story
15 Word building – which sound is it?	Word building – blending -it: hit, sit, bit, fit -in: pin, tin, fin, bin			1 Phonics 2 Make a word 3 Maze
16 What can you remember?	Review Topics 14 & 15	What is it? a ball, a tree. Where’s the swing? It’s next to the slide. I can play football. I can’t swim.	Questions I can (can’t) + verb School Sports and leisure Simple present Prepositions	1 Matching game 2 Odd one out 3 Spelling bee
17 At the beach	apple, banana, lemonade, ball, beach, boat, drink, eat, lunch, make, play, sail, sand, sea, sit, swim, swimsuit, tree, wear	What’s he (she) doing? Jamal is playing on the beach. Yuki is swimming in the sea. Charlie is sitting on the sand. Mum is making lunch.	The world around us	1 Which picture? 2 Hangman 3 Hotspot click
18 Tell me about it	apple, banana, lemonade, ball, beach, boat, sea, sand, swimsuit, tree, big, small, tall, nice, black, blue, brown, green, grey, orange, pink, purple, red, white, yellow	Tell me about it. It’s a big yellow and green ball. It’s a tall green tree. The beach is very nice. My lunch is nice.	Adjectives Colours General vocabulary	1 Pelmanism 2 Match panic 3 Colour me
19 Word building - can I come in?	Initial consonants from Unit 5 Blending: -at, -in, -an, -on			1 Match panic 2 Odd one out 3 Phonics
20 What are they doing?	General review vocabulary Unit 5	General Review structures unit 5		1 Gong 2 Spelling bee 3 Illustrated story

Topic 5 Has your bedroom got a computer?

Objective:

By the end of the lesson the children will (1) be able to talk about themselves and describe their homes, (2) have revised rooms in a house and (3) be able to ask questions and give short answers using 'has got'.

Key language:

Items in a house – a bed ★ a chair ★ a clock ★ a cupboard ★ a cup ★ a phone ★ a mat a radio ★ a table

Rooms in a house – a bedroom ★ a bathroom ★ a dining room ★ a garden ★ a hall a house ★ a kitchen

Have got + object

Language model

My bedroom has got a bed, a lamp and a computer.

My house has got five rooms. Has it got a kitchen?

Yes, it has.

No, it hasn't.

Presentation

Read the story.

Revise room vocabulary by giving children a small picture each of a room in a house as they come into class (bedroom, living room, dining room, bathroom, kitchen, hall). Ask them to hold up their picture when you say the word. Introduce 'house' by drawing a house on the board dividing it into rooms and saying "Look this is a house; let's put the rooms in the house". Encourage volunteers to come up to place the rooms in the correct place. Introduce "Has it got...?", "Yes, it has" or "No it hasn't" with the household items picture cards. Look at the Student's Book page and read the story together. You could ask children to take the different roles.

– Picture cards of today's key language

– Pencils

Look and read. Tick yes or no.

Ask children to open their Student's Book. Elicit what they can see. Read the sentences and ask them to follow the text with their fingers. Ask each question and tell them to circle the correct answer. If time allows, allocate a sentence to pairs to read along with you.

– Student's Book p.12–13

– Pencils

IWB tip: Create a slide of your own house. Tell the children about it using 'has got', e.g. "My house has got...".

Picaro games

Today's games on www.picaroworld.com:

- 5.1 Where do I belong?
- 5.2 Odd one out
- 5.3 Illustrated story

You can find game descriptions on pages 52–55 of this book.

Student's Book

5 Has your bedroom got a computer?

Read the story.

Look and read. Tick ✓/yes or no.

The lamp is in the bedroom. Yes No

The house has got 3 rooms. Yes No

The red sofa is in the living room. Yes No

The dining room has got a table. Yes No

Read and colour.

My bedroom has got a green bed.

My bedroom has got a purple lamp.

My bedroom has got a clock on the bed.

My bedroom has got a pink computer.

Tick ✓/yes or no.

This is a kitchen. Yes No

This is a bathroom. Yes No

This is a bedroom. Yes No

This is a dining room. Yes No

This is a sofa. Yes No

This is a clock. Yes No

This is a lamp. Yes No

Draw a house.

What's this room?	What's this room?
What's this room?	What's this room?

Circle the correct answer about your house.

Has it got a bathroom? Yes, it has. No, it hasn't.

Has it got a lamp? Yes, it has. No, it hasn't.

Has it got a kitchen? Yes, it has. No, it hasn't.

Practice

Key activities

Read and colour.

Focus on the picture in the Student’s Book. Ask children to read each sentence and tell you the colour for the different outlined objects. Instruct children to read and colour. Do each sentence in open class. If they have problems understanding, help them by pointing to the item and holding up the correct colour.

- Student’s Book p.12–13
- Coloured pens or pencils

Tick yes or no.

Elicit each item from the pictures then model the task. Ask children to complete the task in pairs. Monitor and assist.

- Student’s Book p.12–13
- Pencils

Draw a house.

Review rooms in a house again then explain that the children can invent their own house and decide which rooms to put in the house. As they work, go round encouraging them to add different items into their house, e.g. a bed, a lamp, a clock. When finished invite them to show and share with their classmates.

- Student’s Book p.12–13
- Coloured pens or pencils

Picaro games

Play Picaro games 5.1, 5.2 and 5.3 to practise today’s language.


- www.picaroworld.com
- Computers

Optional activities

Choose suitable activities for your class from the following to complete the practice element of your lesson:

Downloadable activity

Show the class the [has your bedroom got a computer? worksheet](#) Model writing the first word. When they have finished ask them to read their words and spell them in open class.

- [Has your bedroom got a computer? worksheet](#)
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Language extension

Play ‘Sentence memory’. Say a sentence, e.g. “My house has got a bedroom”. Invite a volunteer to repeat the sentence and add another item, e.g. “My house has got a bedroom and a kitchen”. Do this until the children can’t think of any other rooms in the house.

- Pencils

Active learning

Mime being in a room doing something, for example, cooking in the kitchen and ask children to guess where you are in the house. Put children in teams and get them to take turns miming doing something in a room and invite other teams to guess where they are.

Consolidation

Circle the correct answer about your house.

Ask the questions one by one and make sure each individual circles their own answer.

- Student’s Book p.12–13
- Pencils

Let’s talk

Exploit the question form with ‘has got’ further. Ask the children to show you their pictures in their Student’s Book and ask corresponding questions about their house.



Teaching tips

- Monitoring the children when they are on task can help them to feel a sense of security, help you maintain discipline and allow you to be more aware of their capacity to do the tasks successfully.

