2 Amazing animals

Unit objectives

To ask about and identify animals; to recognize vowels

Target language: What is it? It's a snake. It's an octopus.

Is it a shark? Yes, it is. / No, it isn't.

Grammar: be: third person singular; questions,

and short answers; articles a/an

Key vocabulary: (page 10) crocodile, eagle, iguana, octopus, snake; (page 14) dolphin

Lesson 1

Grammar start Student's Book, pages 10–11

Warm up

 Elicit the names of any animals that students already know in English. If you wish, divide the class into teams and award a point for each correct word. Encourage students to draw or mime the animal if they can.

1 Listen and follow.

- Point to the pictures. Ask students if they named any of these animals in the Warm up. Discuss what they know about the animals.
- Explain that this is a page from a science magazine. The girl wants to know what the animals are. Play Track 9. Students listen and follow the text in their books.
- Play the track again. Students point to the animals when they are mentioned.
- Say the number of each picture in turn: *Picture one*. Students say the animal name: *crocodile*.

• Track

- 1 What is it? It's a crocodile.
- 2 What is it? It's an eagle.
- 3 What is it? It's an iguana.
- 4 What is it? It's an octopus.
- 5 What is it? It's a snake.

2 Circle the correct answer.

- Point to the first picture. Ask: What is it? Point to the circled answer and say: It's a snake.
 Students point to the snake in exercise 1.
- Read out the remaining questions and answer options. Students follow and point to the

- corresponding animals in exercise 1. Then they work individually to circle the correct answers.
- Check answers with the class. Students point to the corresponding pictures in exercise 1.

Answers

- a It's a snake.
- **c** It's an iguana.
- **b** It's a crocodile.
- d It's an eagle.

MIXED ABILITY Divide the class into pairs. More confident students take turns asking and answering about the pictures: Picture c. What is it? It's an iguana.

3 Look and color.

- Read out the first question and answer in the grammar box. Point to the apostrophe s. Draw attention to the "Look" box below. Elicit or explain that It's is the short (contracted) form of It is.
- Read the answer again pointing to it and show that it's colored blue. Then point to 's and show that it's colored yellow. Elicit similar sentences from the class.
- Read out the question again, eliciting or pointing out that is comes before it in the question.
- Draw attention to the second question and answer. Say: Color "is" yellow. Color "it" blue. Students color the words accordingly.

Match, Listen and check.



This exercise promotes thinking about animals by asking students to recognize baby animals and associate them with their adult form.

- Point to the first picture. Ask: What is it?
 Students follow the blue line and read out the answer. They identify the adult eagle in exercise 1 on page 10.
- Students work individually, or in pairs, to identify the remaining animals and draw a line to match them to the correct answer.
- Play Track 10. Pause after each exchange for students to check their answers. Each time, ask them to identify the adult animals on page 10.

Track 10

- a What is it? It's an eagle.
- **b** What is it? It's an octopus.
- c What is it? It's a crocodile
- d What is it? It's an iguana.
- e What is it? It's a snake.

Answers

- a It's an eagle.
- **d** It's an iguana.
- **b** It's an octopus.
- e It's a snake.
- c It's a crocodile.

MIXED ABILITY If students require more support, point to each picture and read out the question. Students identify each animal orally. Help them to identify the corresponding animal word in the answers and draw a line to match.

EXTENSION Point to items around the classroom, e.g. pencil, pen, eraser, book. Ask: What is it? Students respond: It's a pencil. It's an eraser. If students require more support, write the names of the items on the board beforehand. More confident groups can continue the activity in pairs.

Lesson 2

Grammar practice Student's Book, pages 12–13

Warm up

 Mime one of the animals on page 10 for students to guess: It's (an eagle). Encourage volunteers to come up and mime the remaining animals. Alternatively, start to draw one of the animals on the board.
 Students raise their hand to identify the animal.

1 👸

Read, listen, and repeat.

- Write the alphabet on the board. Circle the vowels: a, e, i, o, u.
- Point to the vowels in green in the grammar box and read them out. Read the first three sentences (left column). Students follow in their books. Explain that we use an when the next word begins with a vowel.
- Read out the last two sentences (right column). Explain that we use *a* when the next word begins with any other letter of the alphabet.
- Play Track 11. Pause after each sentence for students to repeat.



Track 1

It's an eagle. It's an iguana. It's an octopus. It's a crocodile. It's a snake.

If students don't use indefinite articles in L1, remind them that they should always say: It's **a**... and It's **a**n... NOT It's eagle.



2 Color the things that start with a vowel.

- Point to each label, or say the corresponding letter. Students read out the word. Ask if umbrella begins with a vowel. Explain that this is why the picture is colored.
- Students identify which of the remaining words begin with a vowel and check with a partner.
 Then they color the corresponding pictures.

Answers

umbrella, egg, apple, orange, ice-cream cone

3 Circle a or an.

- Read out the first sentence. Point to the circled answer. Elicit why it is a and not an (because ball doesn't begin with a vowel).
- Students read the remaining sentences and circle the correct word.
- Check answers with the class. Ask volunteers to read out the correct sentences.

Answers

a a can ean gan ban da fan ha

EXTRA ACTIVITY Say a word: *crocodile*. The class repeats with the correct indefinite article: *a crocodile*. Repeat with the remaining words from pages 11 and 12.



Color the medal.

Praise students for the work they have done so far.
 They color the medal at the top of the page with a brown/bronze pencil. Tell them they now have the chance to earn a silver medal.

4 (2)

Write and match. Listen and check.



This exercise promotes thinking by asking students to identify body features (feathers, scales, tentacles, sharp teeth...) and associate them with one of the animals.

- Read out the first question. Elicit whether it's a question or an answer.
- Students speculate about which animal has a mouth like this and identify the animal. Then they

follow the line and read out the answer. Ask if the sentence contains a or an.

- Students complete the remaining questions and match them to the correct answer. Then they complete the answers with a or an.
- Play Track 12. Pause after each exchange for students to check their answers.

Track 12

- a What is it? It's an iguana.
- b What is it? It's a snake.
- c What is it? It's an eagle.
- d What is it? It's an octopus.
- e What is it? It's a crocodile.

Answers

- a is; It's an iguana. d is it; It's an octopus.
- **b** is; It's **a** snake. **e** What / it; It's **a** crocodile.
- c it; It's an eagle.

EXTENSION Write these sentences on the board: It's ___ pencil. It's ___ umbrella. It's ___ octopus. It's ___ apple. It's ___ ruler. Invite volunteers to complete each sentence with the correct article and draw a picture of the item. The class says whether the sentence is correct.



Color the medal.

Praise students for the work they have done so far. They color the medal at the top of the page with a gray/silver pencil. Tell them they now have the chance to earn a gold medal.



Grammar goal Student's Book, pages 14–15

Warm up

Brainstorm the animals students have seen in this unit and write a list on the board. For more confident groups, include other animals students may know. Elicit the correct article for each animal word: an eagle, a crocodile...

Listen and follow.

- Point to the tentacle in the first picture. Ask: What is it? Elicit ideas.
- Play Track 13. Students listen and check their ideas. Point again to the tentacle in the first

- frame and ask: What is it? Repeat with the dolphin in the second frame.
- Play the track again. Students follow the text in their books.
- Point to the tentacle and ask: Is it a snake? Is it an octopus? Students put their thumbs up if the answer is yes or down if no. Repeat with the dolphin: Is it an octopus? Is it an iguana? Is it a dolphin?

Clara: Look! Is it a snake?

Dad: No, it isn't. It's an octopus!

Clara: Is it a dolphin? Dad: Yes, it is!

Grammar box

- Read out the question. Elicit whether it's a question or answer. Draw attention to the question mark. Say: Point to "is". Point to "it".
- Students point to the answer with Yes and read it out. Repeat with No. Explain that when the answer is Yes, it ends with is and when it's No, it ends with
- Point to the "Look" box. Explain that isn't is the short (contracted) form of is not and that it is more natural to use this short form.
- Refer students to the Grammar reference, page 75, to review and consolidate the use of a/an.

EXTRA ACTIVITY Point to the animals on page 10. Ask: Is it a (crocodile)? Is it an (iguana)?... Students put their thumbs up or down accordingly.

Circle the correct answer. Listen and

- Point to the first picture. Ask: Is it a dolphin? Students answer Yes or No. Point out the circled answer, Yes, it is.
- Read out the remaining questions. Students work individually to look at the pictures and circle the answers. Play Track 14. Students listen and check their answers.



- a Is it a dolphin? Yes, it is.
- **b** Is it a crocodile? No, it isn't. It's an iguana.
- c Is it an octopus? No, it isn't. It's a snake.
- d Is it an eagle? Yes, it is."

Answers

a Yes, it is.

c No, it isn't.

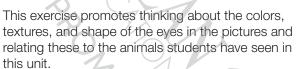
b No, it isn't.

d Yes, it is.

EXTRA ACTIVITY Point to a picture and ask: *Is it a* (dolphin)? Students answer together. If the answer is *No, it isn't*, ask: *What is it*? and elicit the correct answer.

3 (15)

Write Yes, it is or No, it isn't. Listen and check.



- Students look at the pictures and identify which part of the body they show. Point to the first picture and read out the question. Elicit the answer. Ask in L1 how students know it's a dolphin.
- Students work individually to read the remaining questions and write the correct answers in pencil. They can look at the animal pictures on page 10 for help if necessary.
- Explain that it doesn't matter if they don't get the answer right. The aim of the activity is to think about the colors and textures, and the shape of the eyes, and to try to relate these to the animals they have seen.
- Play Track 15. Pause after each exchange.
 Students check their answers and correct any wrong ones.



Track 15

- a Is it a dolphin? Yes, it is.
- **b** Is it an eagle? No, it isn't. It's an iguana.
- c Is it a crocodile? No, it isn't. It's a snake.
- d Is it an octopus? Yes, it is.

Answers

a Yes, it is.

c No, it isn't.

b No, it isn't.

d Yes, it is.

4 Draw an animal. Complete the questions.



This exercise promotes creative skills by asking students to draw an animal of their choice and relate the target language to it.

- Students choose an animal from the unit and draw it in the box.
- Read out the first question. Point to the second question and elicit the missing word. Students

complete the remaining questions. Check answers with the class.

Answers

a it b it

c Is

d Is, an

5 Ask and answer.

- Invite a volunteer to the front to show you his/ her picture. Ask the questions in exercise 4.
 Encourage the volunteer to answer: No, it isn't until you guess the correct answer.
- Divide the class into pairs. Students take turns asking and answering the questions until they find out which animal their partner drew.

EXTENSION Divide the class into pairs. Student A thinks of an animal and writes the name in his/her notebook. Student B asks: *Is it a...?* to guess the animal. He/She only has three chances to guess the correct answer. If Student B guesses correctly, he/she wins a point. If not, Student A wins.



Color the medal.

 Praise students for their work and tell them that they have now finished the unit and earned a gold medal.
 They color the medal with a yellow/gold pencil.

Units 1 and 2 Review answers

1 a l'm

d She's

g He's

b What's

e How

c I'm

f l'm

2 a What / an / it is

b is it / a / isn't / an

c Is it / it is

Review 1

Lesson objectives

To review and consolidate target language from Units 1 and 2

Writing development: To recognize and use capital letters

Exam practice: Cambridge English: Starters,

Listening paper, Part 2

Language review: I'm (Ben). I'm (nine). What's your name? How old are you? What is it? It's a/an... Is it an iguana? Yes, it is. / No, it isn't.

Vocabulary review: six, seven, eight, nine, ten;

crocodile, iguana, octopus, snake

Lesson 1

Writing goal Student's Book, page 16

1 Circle the capital letters.

- Write the first and second sentences on the board. Elicit why the second sentence is correct and the first one isn't. Repeat with the third and fourth sentences. Students read the sentences in their books and circle the capital letters.
- Reinforce that we always use a capital letter at the start of sentences and for the pronoun *l*.

2 Read and ✓ or X.

- Write these sentences on the board: I'm tina. i'm seven. I'm sam. i'm eight. Students say what is incorrect in each sentence. Elicit the reasons why.
- Students read the sentences in exercise 2 and mark a check or a cross next to each one.
- Check answers by asking students which sentences are correct and why.

Answers

аX

b ✓

c 🗸

d X

3 Look and complete. Circle the capital letters.

- Students look at the pictures. Elicit the names and ages of the characters. Draw attention to the capital *T* in the first sentence.
- Students complete the remaining sentences with the capital letters and write about themselves in the final two sentences. Give some examples on the board, if necessary.
- Encourage volunteers to read out their sentences to the class.

Point to the first sentence and the circled letter.
 Students circle the capital letters following the example.

Answers

- a Im Tom. Im seven.
- **b** Øm Rim. Øm six.
- **c** Students' own answers

Students copy the sentences in their notebooks and complete them about a friend or sister/brother. They should use capital letters and periods: *This is (Jane).* She's my sister. She's eight.

Lesson 2

Exam goal Student's Book, page 17

4 Listen and circle. There is one example.

This exercise practices Part 2 of the Listening paper from Cambridge English: Starters. The exercise has been adapted so students are only required to circle the answers, rather than write them at this stage.

- Review What's your name? and How old are you? by asking some students the questions.
- Students look at the pictures in exercise 4 and say what they can see.
- Read out the example question and answer options. Play the first part of Track 16 (see p. 64).
 Students listen and call out the correct answer.
 Draw their attention to the circled option in their books.
- Play the rest of the track. Students listen and circle the remaining answers. Pause after each exchange, if necessary.
- Play the track again for students to check and review their answers. Check answers with the class.

Answers

1 Tim 2 9 3 an octopus 4 a crocodile

Extension Fast finishers can do the photocopiable Review 1 exercises from page 59 of the Teacher's Edition, or these can be used for homework.

What do you think? Color a shield.



This exercise encourages students to reflect on their progress and achievement in the previous two units, developing learner autonomy.

 Encourage students to choose a shield to color according to how much they liked Units 1 and 2, and how well they think they did. Allow students to color two shields if they think they did better in one unit than the other.