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with Class Audio CD

Grammar **GOALS**



article pronoun

Teacher's Book

adjective

plural verb



This is my ball.

That's your bag.



MACMILLAN

British
Edition

Pupil's Book contents

For teachers' inspection ONLY

Unit	Page	Grammar	Language in use	Vocabulary
Starter	2	Numbers Colours		<i>zero to ten</i> <i>red, orange, yellow,</i> <i>green, blue, purple</i>
1 Making friends	4	<i>be</i> : (I/he/she) affirmative	I'm Clara. He's seven. She's my friend.	<i>mum, dad, sister,</i> <i>brother, friend</i>
	8	Question words: <i>What / How old</i> Answers with <i>be</i>	What's your name? My name's Kim. How old are you? I'm six.	<i>Happy birthday!</i>
2 Amazing animals	10	Articles: <i>a / an</i> <i>be</i> : (it) affirmative	What is it? It's a snake. It's an octopus.	<i>crocodile, eagle, iguana,</i> <i>octopus, snake</i>
	14	<i>be</i> : (it) question and short answers	Is it a shark? Yes, it is . / No, it isn't .	<i>dolphin</i>
Review 1	16	Writing skill: capital letters Exam practice: Cambridge English: Starters, Listening paper, Part 2		
3 My sports things	18	<i>This / That</i> Possessive adjectives: <i>my / your</i>	This is my bag. That's your ball. That ball is yellow.	<i>bag, ball, bat, hat, jacket,</i> <i>kite, shirt</i>
	22	Possessive adjectives: <i>his / her</i>	His helmet is blue. Her bike is purple.	<i>bike, helmet</i>
4 Let's tidy up!	24	Question word: <i>Where</i> Prepositions of place	Where's the umbrella? It's in the box.	<i>behind, in, next to, on,</i> <i>box, clock, door, floor</i>
	28	<i>be</i> : (it/they) affirmative and question Regular plural nouns	Where are the umbrellas? They're behind the sofa.	<i>under, sofa</i>
Review 2	30	Writing skill: capital letters and full stops Exam practice: Cambridge English: Starters, Listening paper, Part 1		
5 Feelings	32	<i>be</i> : (I/we) affirmative, question and short answers	I'm tired. We're happy. Are you hungry? Yes, we are . / No, we aren't .	<i>hot, cold, happy, sad,</i> <i>hungry, thirsty, tired</i>
	36	<i>be</i> : (he/she/they) affirmative and negative	He's hungry. She isn't scared. They're thirsty. They aren't happy.	<i>scared</i>

6 Fun in the sun	38	<i>There is / There are:</i> affirmative	There's a beach. There are two shops.	<i>beach, boat, playground, restaurant, shop, swimming pool, train, zoo</i>
	42	<i>Is there...?</i> question and short answers	Is there a toy shop? Yes, there is. / No, there isn't.	<i>toy shop, sweet shop, supermarket, café</i>
Review 3	44	Writing skill: question marks Exam practice: Cambridge English: Starters, Reading and Writing paper, Part 2		
7 Music and games	46	<i>have got:</i> (I/you/we/they) affirmative and negative	I've got a guitar. We haven't got a drum.	<i>drum, guitar, piano, recorder, trumpet, violin, computer, radio</i>
	50	<i>have got:</i> question and short answers	Have you got a car? Yes, I have. / No, I haven't.	<i>car, plane, truck</i>
8 Our photos	52	<i>have got:</i> (he/she) affirmative	He's got brown hair. She's got blue eyes.	<i>blue/brown/green eyes; black/blonde/brown/red hair</i>
	56	<i>have got:</i> (it) affirmative Irregular plural nouns	It's got big ears. tooth / teeth , foot / feet	<i>big/small eyes, ears, tail, feet, teeth; kangaroo, hippo, elephant</i>
Review 4	58	Writing skill: <i>and</i> Exam practice: Cambridge English: Starters, Listening paper, Part 4		
9 By the sea	60	<i>can / can't</i> for ability: affirmative and negative	I can swim. It can't climb.	<i>climb, dive, fly, hear, jump, see, swim, walk</i>
	64	<i>can / can't</i> for ability: question and short answers	Can you swim? Yes, I can. / No, I can't.	<i>dance, fly a kite, ride a bike</i>
10 Favourite food	66	Present simple <i>like:</i> (I) affirmative, negative and question	I like burgers. I don't like peas. Do you like carrots? Yes, I do. / No, I don't.	<i>apples, burgers, carrots, chips, cupcakes, grapes, peas, tomatoes</i>
	70	<i>These / Those</i>	These are coconuts. Those are melons.	<i>coconuts, melons, lemons, limes</i>
Review 5	72	Writing skill: contractions Exam practice: Cambridge English: Starters, Reading and Writing paper, Part 4		
	74	Grammar reference		

Unit objectives

To ask about and identify animals; to recognise 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:* (it) affirmative, question and short answers; articles *a/an*

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

Lesson 1**Grammar start Pupil's Book, pages 10–11****Warm up**

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

1 Listen and follow.

- Point to the photos. Ask pupils 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. Pupils listen and follow the text in their books.
- Play the track again. Pupils point to the animals when they are mentioned.
- Say the number of each photo in turn: *Photo one.* Pupils say the animal name: *crocodile.*

Track 9

- What is it? It's a crocodile.*
- What is it? It's an eagle.*
- What is it? It's an iguana.*
- What is it? It's an octopus.*
- 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.* Pupils point to the snake in activity 1.
- Read out the remaining questions and answer options. Pupils follow and point to the

corresponding animals in activity 1. Then they work individually to circle the correct answers.

- Check answers with the class. Pupils point to the corresponding pictures in activity 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 pupils take turns asking and answering about the pictures: *Picture c. What is it? It's an iguana.*

3 Look and colour.

- 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 coloured blue. Then point to *'s* and show that it's coloured 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: *Colour 'is' yellow. Colour 'it' blue.* Pupils colour the words accordingly.

4 Match. Listen and check.

This activity promotes thinking about animals by asking pupils to recognise baby animals and associate them with their adult form.

- Point to the first picture. Ask: *What is it?* Pupils follow the blue line and read out the answer. They identify the adult eagle in activity 1 on page 10.
- Pupils 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 pupils to check their answers. Each time, ask them to identify the adult animals on page 10.

Track 10

- What is it? It's an eagle.*
- What is it? It's an octopus.*
- What is it? It's a crocodile*
- What is it? It's an iguana.*
- 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 pupils require more support, point to each picture and read out the question. Pupils 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: pencil, pen, book. Ask: *What is it?* Pupils respond: *It's a pencil. It's a book.* If pupils 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 Pupil's Book, pages 12–13

Warm up

- Mime one of the animals on page 10 for pupils 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. Pupils 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). Pupils 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 pupils to repeat.

 Track 11

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

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

2 Colour the things that start with a vowel.

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

Answers

umbrella, egg, apple, orange, ice cream

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).
- Pupils 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 c an e an g an
b an d a f an h a

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.

 Colour the medal.

- Praise pupils for the work they have done so far. They colour 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  Write and match. Listen and check. 

This activity promotes thinking by asking pupils 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.
- Pupils 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*.
- Pupils 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 pupils 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.



Colour the medal.

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

Lesson 3

Grammar goal Pupil's Book, pages 14–15

Warm up

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

1  Listen and follow.

- Point to the tentacle in the first picture. Ask: *What is it?* Elicit ideas.
- Play Track 13. Pupils 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. Pupils follow the text in their books.
- Point to the tentacle and ask: *Is it a snake? Is it an octopus?* Pupils 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?*

2  Track 13

- 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'.*
- Pupils 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 *isn't*.
- 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 pupils 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)?* Pupils put their thumbs up or down accordingly.

2  Circle the correct answer. Listen and check.

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

Track 14

- 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)?* Pupils answer together. If the answer is *No, it isn't*, ask: *What is it?* and elicit the correct answer.

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

This activity promotes thinking about the colours, textures and shape of the eyes in the photos and relating these to the animals pupils have seen in this unit.

- Pupils look at the photos and identify which part of the body they show. Point to the first photo and read out the question. Elicit the answer. Ask in L1 how pupils know it's a dolphin.
- Pupils work individually to read the remaining questions and write the correct answers in pencil. They can look at the animal photos 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 colours 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. Pupils 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 activity promotes creative skills by asking pupils to draw an animal of their choice.

- Pupils 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. Pupils 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 activity 4. Encourage the volunteer to answer: *No, it isn't* until you guess the correct answer.
- Divide the class into pairs. Pupils take turns asking and answering the questions until they find out which animal their partner drew.

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



Colour the medal.

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

Units 1 and 2 Review answers

- 1** **a** I'm **d** She's **g** He's
b What's **e** How
c I'm **f** I'm
2 **a** What / an / it is
b is it / a / isn't / an
c Is it / it is

Review 1

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Lesson objectives

To review and consolidate target language from Units 1 and 2

Writing development: To recognise 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 (octopus).*

Vocabulary review: *six, seven, eight, nine, ten; crocodile, iguana, octopus, snake*

Lesson 1

Writing goal Pupil'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. Pupils 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 *I*.

2 Read and ✓ or ✗.

- Write these sentences on the board: *I'm tina. i'm seven. I'm sam. i'm eight.* Pupils say what is incorrect in each sentence. Elicit the reasons why.
- Pupils read the sentences in activity 2 and write a tick or a cross next to each one.
- Check answers by asking pupils which sentences are correct and why.

Answers

a ✗ b ✓ c ✓ d ✗

3 Look and complete. Circle the capital letters.

- Pupils look at the pictures. Elicit the names and ages of the characters. Draw attention to the capital *T* in the first sentence.
- Pupils 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. Pupils circle the capital letters following the example.

Answers

a *I'm Tom. I'm seven.* c Pupils' own answers
b *I'm Kim. I'm six.*

EXTENSION Write these sentences on the board:

This is _____. _____'s my _____. _____'s _____.

Pupils copy the sentences in their notebooks and complete them about a friend or sister/brother.

They should use capital letters and full stops: *This is (Jane). She's my sister. She's eight.*

Lesson 2

Exam goal Pupil's Book, page 17

4 Listen and circle. There is one example.

This activity practises Part 2 of the Listening paper from Cambridge English: Starters. The activity has been adapted so pupils 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 pupils the questions.
- Pupils look at the pictures in activity 4 and say what they can see.
- Read out the example question and answer options. Play the first part of Track 16 (see page 64). Pupils listen and call out the correct answer. Draw their attention to the circled answer in their books.
- Play the rest of the track. Pupils listen and circle the remaining answers. Pause after each exchange if necessary.
- Play the track again for pupils to check and review their answers. Check answers with the class.

Answers

1 Tim 2 nine 3 an octopus 4 a crocodile

EXTENSION Fast finishers can do the photocopiable Review activities from page 59 of the Teacher's Book, or these can be used for homework.

What do you think? Colour a shield.

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

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