

# Grammar SPACE Kids

## Teacher's Guide **1**

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# Unit 01 | The Alphabet, Words, & Sentences

## Unit Objectives:

1. Students will learn about the alphabet (consonants and vowels / capital letters and small letters).
2. Students will be able to understand words, sentences, and punctuation marks.

## LESSON GUIDE

### Grammar Board

Have the students look at the Grammar Board. Read the capital letters together as a class. If there are any students who are not familiar with all the letters of the alphabet, encourage their classmates to help them. Ask the students why they think some of the letters are blue and some are orange. Explain what consonants and vowels are, and then tell the students that the consonants are blue and that the vowels are orange. Read over the small letters together as a class. Write several different small letters and capital letters on the board. Choose students to come to the front and write each letter's corresponding capital or small letter.

### Extra Idea (optional):

Have the students take turns saying the alphabet. Time them to see how long it takes them to finish. Then have each student say the alphabet backward from z–a and time how long it takes them. Can they say the alphabet just as quickly backward?

Look at the Words & Sentences section on the page. Read the words together as a class. Explain to the students that all sentences start with a capital letter and end with a punctuation mark like a period or a question mark. Teach the students when to use a period and when to use a question mark. Read the two example sentences as a class. Ask the students what the capital letters are in each sentence and what punctuation marks are used.

### Extra Idea (optional):

Encourage the students to think of similar short sentences and to call them out. Write down the sentences they say on the board but do not capitalize the first word or include ending punctuation. Choose students to come to the board to correct the sentences.

Let the students practice the grammar points with the Grammar Cards. The Grammar Cards can be found at the back of the student book. Tell the students to remove the Unit 1 Grammar Cards from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards. For the alphabet cards they can ask each other about certain letters (for example, “What’s the 10th letter in the alphabet?”) or they can have a race to see who can read all of the letters on the capital and small letters cards quicker (if they do this, make sure they say “small” and “capital” before each letter). For the sentence cards, they can ask about the different words and punctuation marks in the sentences.

## Check Up

1. Explain to the students that they will match the capital and small letters together. If the students have a good grasp of the alphabet, have them complete the exercise on their own and then check it as a class. If they don't have a good grasp of the alphabet, draw all of the letter boxes on the board and have the students take turns coming up and matching the letters.

### Extra Idea (optional):

Make flashcards with the capital and small letters on them. Spread the flashcards all over the board facedown. Split the students into two teams. Have one of the students come to the front and turn over two of the flashcards. Tell them to say if the letter on the each flashcard is a small or capital letter and what the letter is ("small q"). If the two letters match, the student scores a point for their team.

2. Before starting the second activity, ask the students to call out the names of some objects they can see in the classroom. Write the words they say on the board. Choose a few students to come to the front and circle the vowels in the words you've written down. Ask the students to look at the activity in their student books. Read the words as a class. Then tell the students to work on their own to circle the vowels in each word. Check the answers as a class.

## Practice

1. Read over the four sentences in the first activity together as a class. Then ask the students to circle and count the number of words in each sentence. Check the answers as a class. For their answers, students can write numerals or write out the full words for the numbers. If you would like them to write out the full words, before starting the activity practice spelling numbers from 1–10 with the students and then write the words for the numbers on the board.

2. For the second activity, ask the students to write the words in small letters. Once they have finished writing the words, ask the students to tell you the names of other objects they see in the classroom. Write the words in all capital letters on the board. Choose students to come to the front and write the words in small letters.

### Extra Idea (optional):

Draw a line down the middle of the board. Write the same four words on both sides of the line in all capital letters. Have the students work in pairs. Ask two sets of pairs to stand at the back of the classroom. Give them each a marker. Tell them when you say "go," the first student in each pair will run to the front and write one of the words in all small letters. Then they will give the marker to their partner to write the second word. The pairs will keep doing this until all four words have been written in small letters. The pair that finishes first is the winner.

3. Start off the third activity by reviewing periods and question marks. Ask the students when they should use a period and when they should use a question mark. Read the three sentences together as a class. Tell the students to work on their own to correct the mistakes in the sentences. Check the answers by having three students come to the front and each write one of the sentences on the board.

### Extra Idea (optional):

Play hangman with the sentences from the practice section. Ask the students to close their books. Choose one of the sentences and write dashes on the board. The number of dashes will match the number of letters in the sentence. Students then have to call out letters, with too many wrong answers leading to the completion of the gallows.

4. Look at the picture for the fourth activity together as a class. Ask the students what they see in the picture. Do they know what country the flag is for? Do they know what kind of animal is in the picture? Read the sentences together as a class. Tell the students to draw a triangle on the capital letters and to draw circles on the periods and question marks. The next step is for them to count the number of words in the passage. Before they count them, encourage the students to work



with a partner and guess how many words they think there are. Then have them count the words in the passage. Which of the partners made the better guess? Have the students count the sentences as well.

### Extra Idea (optional):

Have the students use their own information to write a similar passage as the one in the student book. Tell them to write their name, country, and age. Then ask them to count how many words are in their passage. Have each student read their passage to the class and say how many words are in it.

## Review

1. Write several letters on the board and ask the students if each letter is a consonant or a vowel. Then have them look at Robo's Note. Read the letters together as a class and ask the students to write down the consonants and vowels.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## ANSWER KEY: STUDENT BOOK

### UNIT 01 The Alphabet, Words, & Sentences

**Grammar Board**

**Look and say.**

• The Alphabet: Consonants & Vowels

**CAPITAL LETTERS**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**small letters**

a b c d e f g h i j k l m n o p q r s t u v w x y z

consonants vowels

• Words & Sentences

words: My name is Jack.

sentence: I am happy. Are you happy?

capital letter period capital letter question mark

Now practice with the Grammar Cards!

**Look and match.**

**Check up**

A g Y e  
L q F m  
D t R f  
T i E y  
G a M b  
Q d B r

**Circle the vowels.**

1. piano  
2. umbrella  
3. school  
4. bike  
5. tiger  
6. apple

### Practice

**Circle and count the words.**

1. I like my friends. 4  
2. She is pretty. 3  
3. This is a bike. 4  
4. Can you fly? 3

**Write the words in small letters.**

1. BAG bag  
2. DESK desk  
3. GIRL girl

**Write the correct sentences.**

1. she is happy. She is happy.  
2. mary and i are friends. Mary and I are friends.  
3. Are You a student? Are you a student?

**Look, draw, and write.**

My name is Jack.  
I am from Canada.  
I am ten years old.  
How old are you?

1. Draw △ on the capital letters.  
2. Draw ○ on the periods and question marks.  
3. Count the words. 17  
4. Count the sentences. 4

**Choose and write.**

Consonants g d k w m  
Vowels a u e i

## ANSWER KEY: WORKBOOK

### 01 The Alphabet, Words, & Sentences

Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Complete the grammar cards.**

My Grammar Board

CAPITAL LETTERS

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

small letters

a b c d e f g h i j k l m

n o p q r s t u v w x y z

**B Look and color.**

1. ☐ I ☐ i am happy.


2. ☐ she ☒ She is Mary.


3. This is a desk ☐ . ☐ ?


4. Are you a student ☐ . ☒ ?


5. Can ☐ You ☒ you jump?

**C Write the words in capital letters.**


1.  TIGER


2.  PIANO


3.  SCHOOL


4.  BIKE

**D Circle the vowels.**

1.  m o n k e y

2.  t e a c h e r

3.  o r a n g e

4.  o c t o p u s

**E Write the correct sentences.**

1. my name is Amy.

2. is She a teacher?

## Unit 02 | A camera / An orange

### Unit Objectives:

1. Students will learn about nouns and articles.
2. Students will be able to understand what nouns are.
3. Students will be able to know when to use “a” or “an”.

### LESSON GUIDE

#### Grammar Board

Have the students look at the Grammar Board. Say the nouns and the categories at the top of the page together as a class. Encourage the students to think of other nouns for each of the four categories (people, places, animals, and things).

#### Extra Idea (optional):

Have the students work in pairs. Ask them to choose one of the categories (people, places, animals, or things). Give them a die to roll. Tell them that the number on the die equals the number of nouns they must say.

Explain to the students when “a” and “an” are used. Tell them that “a” is used before a word that begins with a consonant and “an” is used before a word that starts with a vowel. Have the students practice using “a” and “an” with the different nouns. Ask

the students to think of some extra nouns. Write the words they say down on the board. Choose some of the students to come to the front of the class and write either “a” or “an” next to the nouns. Have the class vote on whether each student wrote the write article or not.

### **Extra Idea (optional):**

Write all of the a/an nouns from page 10 on the board. Read the articles and nouns together as a class. Ask the students to close their eyes and erase one or two of the articles and nouns. Tell the students to open their eyes and try and guess which words are missing.

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards. For the people, places, animals, and things cards, they can take turns saying which of the nouns they like better. For the a/an nouns, they can try and remember which nouns are on each card without looking (and must say them with the article). Or they can try to make simple sentences using the articles and the nouns.

## **Check Up**

1. Explain to the students that they will match the nouns to the different categories. If the students have a good grasp of the nouns and categories, have them complete the exercise on their own and then check it as a class. If they don't have a good grasp of the nouns and categories, write the nouns and the categories on the board (similar to the way they look in the student book) and have the students take turns coming up and matching them.

### **Extra Idea (optional):**

Make flashcards with the nouns on them. The flashcards can have just the words for the nouns, or the words and the pictures. Split the class into two teams. Have the first team stand at the back of the classroom. Write people, places, animals, and things on the board and put the flashcards on a table or desk near the board. When you say “Go!” the first student will run to the board, pick up a flashcard, and stick it next to the correct category. They will then tag the second person in line and they will do the same thing with the next flashcard. Time both teams to see who can finish the fastest.

2. Before starting the second activity, ask the students to call out the names of some objects they can see in the classroom. Write the words they say on the board. Choose a few students to come to the front and write “a” or “an” in front of each word. Ask the students to look at the activity in their student books. Read the words as a class. Then tell the students to work on their own to circle the correct articles. Check the answers as a class.

## **Practice**

1. Read all of the words on the bumble bees' wings as a class. Tell the students to match each of the words to either “a” or “an.” Check the answers as a class.

### **Extra Idea (optional):**

Read each answer to the class and then write it on the board. Make mistakes when you say or write some of the answers. Have the students call out when you make a mistake and choose one person to come to the front to correct your errors.

2. Read all of the nouns listed at the top of the second activity as a class. After reading each noun, ask the students if it is a person, place, animal, or thing. Ask the students to write the correct nouns and articles under the “a” and “an” headings. Check the answers as a class.

### **Extra Idea (optional):**

Write some of the words from the activity on the board but scramble the letters. Can the students guess what words they are? After they have guessed each word, have them read it out loud. Remind them to say the correct article before the word when they read it.

3. Start off the third activity by reading the short conversation at the top of the page. Have the students guess what they think the boy will pull out of the hat. There is no right or wrong answer for this, so encourage them to think of silly choices if they want. Afterward, read the vocabulary words next to the picture. Then ask the students to look at the pictures and complete the sentences. Check the answers as a class.

### **Extra Idea (optional):**

Make your own guessing game with classroom objects. Put the classroom objects in a box or a bag. Have the students take turns closing their eyes and picking up one of the objects. Tell them to guess what the object is by saying “It is a/an (word).”

own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## **Review**

1. Ask the students when they should use “a” and “an.” Remind them that “a” is used before a word that begins with a consonant and “an” is used before a word that starts with a vowel. Write some nouns on the board and have the students take turns coming to the front and writing a/an in front of them. Then have them look at Robo’s Note. Read the three words together as a class and then ask students to write down the correct article for each word. Check the answers as a class.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their



## ANSWER KEY: STUDENT BOOK

### UNIT 02 A camera / An orange

**Look and say.**

**Nouns**

People	Places
girl, teacher	school, zoo
Animals	Things
bear, monkey	bag, car

**a/an + Nouns**

a + consonant	an + vowel
a bus, a camera	an apple, an elephant
a desk, a pen	an igloo, an umbrella

Now practice with the Grammar Cards!

**Look and match.**

1. bag	people	5. bear
2. girl	places	6. zoo
3. school	animals	7. car
4. monkey	things	8. teacher

**Check up**

**Circle the correct words.**

1. (a/an) car	2. (a/an) egg
3. (a/an) igloo	4. (a/an) ant
5. (a/an) elephant	6. (a/an) teacher
7. (a/an) apple	8. (a/an) zoo

## ANSWER KEY: WORKBOOK

### UNIT 02 A camera / An orange

**Complete the grammar cards.**

**My Grammar Board**

a + consonant	an + vowel
a bus, a camera	an apple, an elephant
a desk, a pen	an igloo, an umbrella

**Look and circle.**

people	places	animals	things
girl, desk, father, baby, apple	camera, zoo, school, tiger, park	elephant, bus, orange, pig, horse	teacher, pen, car, bag, boy

**Write a or an.**

1. bus	2. orange	3. brush
4. octopus	5. girl	6. camera

**Look and write.**

1. bear	It is a bear.
2. umbrella	It is an umbrella.
3. apple	It is an apple.
4. teacher	She is a teacher.

### Practice

**Look and match.**

camera	ant	bike	egg
fish	king	octopus	umbrella
bag	bus	igloo	pen

**Choose and write.**

girl, igloo	apple, desk	tiger, piano	orange, elephant
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**a**      **an**

1. a girl	2. an apple
3. a tiger	4. an orange
5. a desk	6. an igloo
7. a piano	8. an elephant

**Choose and write.**

What is it?      It is ...

1. ant	It is an ant.
2. pen	It is a pen.
3. orange	It is an orange.
4. camera	It is a camera.
5. egg	It is an egg.

**Write a or an.**

an igloo	a bag	an umbrella
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## Unit 03 | **A boy / Two boys**

### Unit Objectives:

1. Students will learn about regular plural nouns (-s / -es).
2. Students will be able to add -s/-es to nouns to make plural nouns.

### LESSON GUIDE

#### Grammar Board

Have the students look at the Grammar Board. Explain to the students that when we have more than one of something, we make the noun plural. Most nouns can be made plural by simply adding an “s” to the end of the word. Demonstrate this by saying the “Nouns + s” nouns together as a class. Tell the students that some plural nouns are different from regular plural nouns. If a noun ends in -sh, -ch, -x, or -s, instead of an “s” it gets an “es” on the end of it. Demonstrate this by saying the “Nouns + es” nouns together as a class.

#### Extra Idea (optional):

Write all the singular nouns from page 14 on strips of paper and put them in a hat or box. Have the students take turns pulling out a strip of paper. Ask them to read the noun and say whether the word would need an -s or an -es to make it plural.

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 14. Check the answers as a class.

### Check Up

1. Look at the pictures for the first activity. Have the students say the names of all the animals and things as a class. Then tell them to work individually to place check marks next to the correct number and spelling of the objects in the pictures. Check the answers as a class.

#### Extra Idea (optional):

Have the students work in pairs. Tell them to choose one of the nouns from the activity. Have the first student roll a die and write down the number and the plural form of the noun on the board. Then have their partner do the same thing. If the two number matches, the pair gets a point.

2. Read the nouns in the box for the second activity as a class. Then ask the students to circle all the plural -s and -es endings. After they have circled all of the endings, tell them to count the number of -s and -es words. Check the answers as a class.

#### Extra Idea (optional):

Write the singular forms of all the nouns from the box on the board. Choose one student and ask them to stand at the back of the room. Tell them one of the nouns

and then ask the class to pick a number from 1 to 10. The student will run to the board and write down the number their classmates chose and then make the noun plural. After they have finished, let the student choose who will go next.

## Practice

1. Read all of the singular nouns together as a class. Ask the students to count the number of nouns in each picture and to write the number and the plural form of the noun. Check the answers by having some of the students write their answers on the board.

### Extra Idea (optional):

Play tic-tac-toe with the singular nouns from page 16. Draw a 3 X 3 grid on the board and write a singular noun in each of the boxes. There are nine spaces and only seven singular nouns on page 16, so you can use two of the singular nouns from the Grammar Board as well. Next to each of the singular nouns, write a numeral from 2 to 10. Split the students into two teams (team X and team O). Give a student from one team a foam ball and ask them to throw it at the grid. If they hit one of the squares, tell them to write the number and the plural form of the noun together. Then ask them to put their team's symbol (X or O) in the corner of the square. The first team to make a straight line with three of their symbols is the winner.

2. Look at the picture at the top of the page together as a class. Do the students think the room is clean or messy? Do they have a clean or a messy room at home? Ask the students what objects they can see in the picture. Have the students count the items on their own and then complete the sentences about them. Check the answers as a class.

## Review

1. Ask the students when they should use -s and -es. Remind them that if a word ends in -sh, -ch, -x, or -s, we use -es on the end of it for plural nouns. Write some singular nouns on the board and have the students take turns coming to the front and making them plural. Then have them look at Robo's Note. Read the three words together as a class and then ask students to write down the correct plural ending for each of them. Check the answers as a class.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## ANSWER KEY: STUDENT BOOK

### UNIT 03 A boy / Two boys

**Look and say.**

Nouns + s		Nouns + es	
a boy	boys	a dish	dishes
a house	houses	a watch	watches
a bear	bears	a box	boxes
a sock	socks	a bus	buses

Now practice with the Grammar Cards!

**Look and write.**

boy	boy s	di sh	dishes
house	house s	wat ch	watches
bear	bear s	bo x	boxes
sock	sock s	bu s	buses

**Look and check.**

- ☐ five ants ☒ six ants
- ☒ three foxes ☐ four foxes
- ☐ one bench ☒ two benches
- ☒ four tables ☐ five tables
- ☒ one brush ☐ one brushes
- ☐ two glasses ☒ three glasses

**Check up**

**Circle plural -s or -es and count.**

peaches	ants	foxes	boys
benches	cameras	eggs	buses
houses	perf	dishes	watches
tigers	boxes	socks	oranges

-s : 9      -es : 7

1 one 2 two 3 three 4 four 5 five 6 six 7 seven 8 eight 9 nine 10 ten

Unit 3 = 15

## ANSWER KEY: WORKBOOK

### UNIT 03 A boy / Two boys

**Complete the grammar cards.**

**My Grammar Board**

a boy	boy s	a dish	dish es
a house	house s	a watch	watch es
a bear	bear s	a box	box es
a sock	sock s	a bus	bus es

**Circle the correct words.**

- I see seven ( brush / brushes ).
- I see an ( ant / ants ).
- I see four ( glass / glasses ).
- I see five ( ring / rings ).
- I have two ( cameras / cameraes ).
- I have eight ( socks / sockes ).
- I have six ( peaches / peaches ).
- I have nine ( pens / penes ).

**Count and write.**

- table four tables
- box five boxes
- watch nine watches
- ant six ants

**Look and write.**

- I see three foxes.
- I see two oranges.
- I see four buses.
- I see two benches.

Unit 3 = 7

### Practice

**Count and write.**

- a bee → five bees
- a box → seven boxes
- an orange → two oranges
- a dish → three dishes
- a watch → eight watches
- a bear → six bears
- a bus → four buses

**Count the items and complete the sentence.**

I see seven rings, nine brushes, four boxes, six socks, and three buses.

**Write -s or -es.**

dish es	boy s	box es
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Unit 3 = 17



## Unit 04 | **Test Your Grammar** (Units 01-03)

### Unit Objectives:

1. Students will be able to check their understanding of the alphabet, nouns, and articles.
2. Students will be able to use plural nouns and articles correctly.

### LESSON GUIDE

#### **Test Your Grammar**

Before starting the test, have the students go through the Grammar Cards from the previous three units to review what they have learned. Tell the students to work with a partner to ask and answer questions about the cards.

Ask the students to open their student books to Unit 4. Explain what they need to do in each section of the test. Then ask them to answer all of the questions. When everyone is finished, you can check the answers as a class or have the students exchange books with a partner and check the answers that way. If the students struggled with any of the test questions, review the material before moving on.

#### **Grammar in Writing**

Ask the students about the picture. What do they see in the picture? What do they think is happening? Do they want to ride on an elephant? Why or why not? Tell the students to look at the questions underneath the story. Ask them to circle the correct answers in questions 1–3 and to fill in the blanks in questions 4–6 to complete the story. Check the answers as a class.

#### **Extra Idea (optional):**

Have the students work in pairs. Tell one student to read the girl's answers and the other student to read the boy's answers. Encourage the girls to make their voices deep when they read the boy's answers. Encourage the boys to make their voices higher and softer when they read the girl's answers.

#### **It's Your Turn**

Ask the students to look at the picture. What do they see in the picture? What do they think is happening? Do they like to walk outside on rainy days? Why or why not? Ask the students to use the stickers on page 89 to complete their picture. Tell them they can decide how many bench stickers they want to use. After the students have completed their picture, have them fill in the blanks underneath it to finish the story. Check the answers together as a class.

#### **Extra Idea (optional):**

Let the students take turns telling their stories to the class. Encourage them to speak clearly and slowly and to use a loud voice so that everyone can hear them.

# ANSWER KEY: STUDENT BOOK

## Review

Have the students play some fun card games with the Grammar Cards from units 1–3 to continue practicing what they have learned. Here's one game idea. Have the students work in pairs. Ask them to put one set of their Grammar Cards in a pile and shuffle them. They can take turns choosing cards and asking each other about them. The pair that finishes asking about all their cards the fastest is the winner.

### UNIT 04 Test Your Grammar

Units 01-03

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Score: \_\_\_\_\_

**Check the correct sentences.**

1. <input type="checkbox"/> we are friends.	2. <input type="checkbox"/> How are you
<input checked="" type="checkbox"/> We are friends.	<input type="checkbox"/> how are you?
<input type="checkbox"/> we are friends.	<input checked="" type="checkbox"/> How are you?






  

3. <input checked="" type="checkbox"/> It is a pen.	4. <input type="checkbox"/> It is elephant.
<input type="checkbox"/> It is an pen.	<input type="checkbox"/> It is a elephant.
<input type="checkbox"/> It is a pens.	<input checked="" type="checkbox"/> It is an elephant.

5. <input type="checkbox"/> I see bee.	6. <input type="checkbox"/> I have three peach.
<input checked="" type="checkbox"/> I see bees.	<input checked="" type="checkbox"/> I have three peaches.
<input type="checkbox"/> I see a bees.	<input type="checkbox"/> I have three Peaches.






**Write a, an, or X.**

1. It is <u>a</u> bag.	
2. It is <u>an</u> umbrella.	
3. It is <u>a</u> camera.	
4. I see <u>X</u> four bears.	
5. I see <u>an</u> octopus.	

**Circle the correct words.**

- I have ten watches / watches.
- I have an egg / piano.
- I have eight brush / brushes.
- I have a ring / rings.
- I have five table / tables.

**Correct the mistakes.**


-  It is a orange. an
-  I see five boxes. boxes
-  my name is Kate. My
-  I see two bus. buses
-  it is a bee. It

18

Unit 4 • 19

### Grammar in Writing

**Circle and complete the story.**



1. It is ( a / an ) elephant.

2. They ( they ) are horses.

3. I see three ( foxs / foxes ), too.


4. It is a leaf.

5. They are stones.

I see two stones!

### It's your turn!

**Stick and complete the story.** [Sample Answers]



1. It is a car.

2. They are buses.

3. I see two dogs, too.

4. It is an umbrella.

5. They are benches.

I see four benches!

20






Unit 4 • 21

## ANSWER KEY: WORKBOOK

**04 Test Your Grammar**

Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Circle and match.**

- I see a orange. 
- I see three dishes. 
- I see six bears. 
- I have a desk. 
- I have two glasses. 


**B Circle the wrong words and correct them.**

- ☒ an egg   ☐ an igloo   ☒ an bee   a bee
- ☐ a cat   ☒ a ant   ☐ a tiger   an ant
- ☐ watches   ☒ ringes   ☐ brushes   rings
- ☐ cameras   ☐ teachers   ☒ peachs   peaches
- ☒ sockes   ☐ buses   ☐ boxes   socks

**C Correct the mistakes and rewrite.**

- he is my friend. → He is my friend.
- What is it? → What is it?
- It is a octopus. → It is an octopus.
- They are bee. → They are bees.
- I see three egges. → I see three eggs.

**D Look and complete the sentences.**



- I see a girl and an elephant.
- I see two horses. [horse]
- I see three foxes. [fox]
- I see two benches. [bench]

Unit 4 • 9      10

## Unit 05 | I am a student.

### Unit Objectives:

- Students will learn about subject pronouns and the verb *be*.
- Students will be able to understand what subject pronouns are.
- Students will be able to use proper *be* verbs with subject pronouns.

## LESSON GUIDE

### Grammar Board

Have the students look at the Grammar Board. Use the pictures to review the different subject pronouns with the students and to show them how to use the verb *be* with each pronoun. Practice saying all of the sentences together as a class.

#### Extra Idea (optional):

Make two sets of flashcards with all the photos and sentences on them. Spread the flashcards all over the board facedown. Split the students into two teams. Have one of the students come to the front and turn over two of the flashcards. Tell them to read the sentence on each of the flashcards. If the two sentences match, the student scores a point for their team.

Teach the students the short forms for the pronouns and the verb *be*. Read the

regular forms and the short forms as a class. Call out one of the regular forms and throw a foam ball to a student. When the student catches the ball, they will say the short form. Call out another regular form. Let the student holding the ball choose who they will throw the ball to next.

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 22. Check the answers as a class.

## Check Up

1. Read the pronouns for the first activity as a class. Ask the students to look at the pictures and match them to the correct pronouns. Check the answers as a class.
2. Look at the pictures for the second activity as a class. Ask the students which pronoun is best to use for the people in each picture. Then tell the students to read the sentences and circle the correct usage of the verb *be*. Check the answers as a class.

### Extra Idea (optional):

Print out copies of the pictures from the activity (or find similar images on the Internet). Put the pictures in a pile and shuffle them. Give the pictures to a student and time how long it takes them to say all five of the sentences for the pictures. After they have finished, ask another student to do the same thing. Whoever can say all the sentences the fastest is the winner.

## Practice

1. Read all of the regular forms together as a class. Then ask the students to write the short forms for each sentence. Check the answers as a class.
2. Write some sentences with pronouns and the verb *be* on the board. Choose students to come to front and rewrite the sentences using the short forms. Look at the pictures at the top of the activity as a class. What do the students see in each picture? Ask the students to work on their own to fill in the pronouns and the short forms for the pictures. Check the answers as a class.
3. Look at the picture at the top of the page. What do the students see? Do they like superheroes? Which pronouns do the students think are best to use for the people in the picture? Read the names next to the picture. Tell the students to follow the lines to figure out who each person is. Then ask them to look at the picture and complete the sentences.

### Extra Idea (optional):

Tell the students to draw a picture of their own family dressed up as superheroes. Ask them to write about their family using pronouns and the verb *be*. Encourage them to use the activity on page 25 as a guideline. When they are finished, have the students take turns showing the class their pictures and telling about their families.

## Review

1. Ask the students which pronouns use *am*, *are*, and *is*. Write some sentences on the board using different subject pronouns but leave the space where the verb *be* should go blank. Choose some of the students to come to the front and fill in the correct form of the verb *be*. Then have them look at Robo's Note. Read the three sentences to the students and then ask them to write *am*, *are*, or *is* in the correct



spaces. Check the answers as a class.

- Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## ANSWER KEY: STUDENT BOOK

**UNIT 05 I am a student.**

**Grammar Board**  
Subject Pronouns & The Verb Be

**Look and say.**

I am a student.

You are my friend.

She is my mother.

He is my father.

It is my dog.

We are friends.

You are brothers.

They are my sisters.

Now practice with the Grammar Cards!

**SHORT FORMS**

I am - I'm	You are - You're	She is - She's	He is - He's
It is - It's	We are - We're	They are - They're	

**Look and write.**

Singular		Plural	
I	am	We	
You	are	You	are
He/She	is	They	
It	is		

**Look and match.**

**Check up**

**Look and circle.**

- He ( am / are / is ) my father.
- I ( am / are / is ) a teacher.
- You ( am / are / is ) my brother.
- It ( am / are / is ) a bike.
- They ( am / are / is ) my friends.

Unit 5 • 23

**Practice**

**Write the short forms.**

- They are → They're my teachers.
- It is → It's a pen.
- She is → She's my sister.
- I am → I'm a girl.
- You are → You're my friends.
- He is → He's my father.

**Write the pronouns and the short forms.**

1. It is a dog. It's a dog.

2. They are friends. They're friends.

3. She is a student. She's a student.

4. We are brothers. We're brothers.

**Look and write.**

- Hi, I am Sally. This is my family.
- This is Sam. He is my father.
- This is Julie. She is my mother.
- This is Mary. We are sisters.
- This is Tony. It is my robot cat.

We are a happy family!

**Robo's Note**  
Write am, are, or is.

I am a student.

You are my friend.

She is my mother.





Unit 5 • 25

## ANSWER KEY: WORKBOOK

**05 I am a student.** Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Complete the grammar cards.**





**My Grammar Board**

 I <u>am</u> a student.	 You <u>are</u> my friend.
 She <u>is</u> my mother.	 They <u>are</u> my sisters.

**B Look and match.**

1. Jane	→	am
2. I		
3. Mom and Dad	→	are
4. We		
5. The elephant	→	is
6. He		

**C Look and write.**

1.  He <u>is</u> my brother. = <u>He's</u> my brother.
2.  I <u>am</u> a student. = <u>I'm</u> a student.
3.  It <u>is</u> a bus. = <u>It's</u> a bus.
4.  We <u>are</u> friends. = <u>We're</u> friends.

**D Unscramble and write.**

- am / a girl / I / .  
I am a girl.
- students / are / They / .  
They are students.
- is / . / my teacher / She  
She is my teacher.
- my book / is / . / It  
It is my book.

## Unit 06 | She is not hungry.

### Unit Objectives:

- Students will learn about the negative form of the verb *be*.
- Students will be able to make negative sentences with *be* verbs.
- Students will be able to use contractions (isn't / aren't).

## LESSON GUIDE

### Grammar Board

Quickly review subject pronouns and the verb *be*. Call out a pronoun and throw a foam ball to a student. When the student catches the ball, they will say which form of the verb *be* goes with that pronoun. Call out another pronoun. Let the student holding the ball choose who they will throw the ball to next. Have the students look at the Grammar Board. Look at the pictures and read the sentences as a class. Explain that they can make the verb *be* negative by putting the word “not” after it.

### Extra Idea (optional):

Make two sets of flashcards with all the photos and sentences on them. Spread the flashcards all over the board facedown. Split the students into two teams. Have one of the students come to the front and turn over two of the flashcards. Tell them to read the sentence on each of the flashcards. If the two sentences match, the student scores a point for their team.

Teach the students the short forms for the negative form of the verb *be*. Read the regular forms and the short forms as a class.

### Extra Idea (optional):

Call out one of the regular forms and have the students say the short form back to you. Change your voice every time you do this. Speak loudly, quietly, quickly, slowly, with a deep voice, with a high voice, etc. Encourage the students to mimic your voice when they say the short forms.

Let the students practice with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 26. Check the answers as a class.

## Check Up

1. Look at the pictures as a class. What do the students see in each picture? Ask the students to read the sentences and choose which ones they think are correct. Check the answers as a class.

### Extra Idea (optional):

Choose a student to come to the front of the class. Show them one of the pictures from the activity without any of the other students seeing it. Ask the student to mime out the picture without talking. Have the rest of the students guess what picture the student is miming by calling out the sentences in the student book. Have a few other students also take turns miming out the pictures.

2. Review the short forms again. Ask the students which short forms go with which subject pronouns. Then ask the students to read the sentences and circle the correct words. Check the answers as a class.

## Practice

1. Look at the pictures as a class. Have the students say what they see in each picture. Write “isn’t” and “aren’t” on the board. Ask the students which subject pronouns go with each of the short forms. Tell the students to look at the activity. Tell them to complete each sentence with the correct short form. Check the answers as a class. After finishing the activity, write a few similar sentences on the board but leave blank spaces where isn’t/aren’t should go. Choose a few students to come to the front and fill in the blanks.
2. Read the sentences for the second activity as a class. Ask the students to place check marks where “not” should be placed in each sentence and then to rewrite all of the sentences. Check the answers as a class.

### Extra Idea (optional):

Write several positive sentences on strips of paper and put them in a box or hat. Let the students take turns pulling out one of the strips of paper. Tell them to read their sentence out loud and then to add “not” to the sentence to make it negative.

3. Look at the pictures along the side of the activity as a class. What do the students see in each of the pictures? Ask the students to read the sentences for the blue bird and to complete the sentences for the red bird using short forms. Check the answers as a class.

### Extra Idea (optional):

Have the students work in pairs. Tell one student to be the blue bird and the other student to be the red bird. Have each pair read all of the sentences from the

activity out loud. Time them to see how long it takes them to finish. Whichever pair has the fastest time is the winner.

## Review

1. Write some incorrect statements about some of the students on the board (for example, "Mike is sleeping."). Have the students make the statement true by adding "not" to them. Then have the students look at Robo's Note. Ask them to complete the three sentences. Check the answers as a class.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## ANSWER KEY: STUDENT BOOK

**UNIT 06 She is not hungry.**

**Grammar Board**  
The Verb Be: Negative

**Look and say.**

I am not sad.

You are not happy.

She is not hungry.

He is not old.

It is not big.

We are not full.

You are not young.

They are not small.

Now practice with the Grammar Cards!

**SHORT FORMS**

I am not - I'm not	He/She/It is not - He/She/It isn't
You/We/They are not - You/We/They aren't	

**Look and write.**

I	am	I'm	not
You/We/They	are	+	not = You/We/They aren't
He/She/It	is		He/She/It isn't

**Look and check.**

- ☐ He is sad.  
☒ He is not sad.
- ☒ I am hungry.  
☐ I am not hungry.
- ☐ They are old.  
☒ They are not old.
- ☒ The jacket is big.  
☐ The jacket is not big.

**Check up**

**Circle the correct words.**

- She (isn't / is not) my sister.
- They (isn't / aren't) small.
- (I'm not / I am not) a teacher.
- We (are not / aren't) full.
- It (isn't / isn't) my cat.
- He (isn't / aren't) young.

Unit 6 • 27

**Practice**

**Look and write isn't or aren't.**

- They aren't big.
- My sister isn't a student.
- The girl isn't sad.
- You aren't my father.

**Check(✓) the correct places for not and rewrite.**

- She is ✓ sad. → She is not sad.
- The bus is ✓ small. → The bus is not small.
- We are ✓ young. → We are not young.
- He is ✓ hungry. → He is not hungry.
- They are ✓ big. → They are not big.

**Look and write.**

- I'm happy! I'm not sad!  
He is full.  
He isn't hungry.
- They are young.  
They aren't old.
- She is sad.  
She isn't happy.
- It is big.  
It isn't small.
- We are happy.  
We aren't sad.

**Robo's Note**

**Look and write.**

I'm not old. He isn't happy. We aren't full.

Unit 6 • 29







## ANSWER KEY: WORKBOOK

**06** She is not hungry.

Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Complete the grammar cards.**





My Grammar Board

 I <u>am</u> <u>not</u> sad.	 You <u>are</u> <u>not</u> happy.
 He <u>is</u> <u>not</u> old.	 They <u>are</u> <u>not</u> small.

**B Look and match.**

1. They aren't big.	→	He is young.
2. I am hungry.	→	We aren't sad.
3. We are happy.	→	They are small.
4. He isn't old.	→	I'm not full.
5. It is a dog.	→	It isn't a cat.

**C Look and write is/isn't or are/aren't.**

-  They are small.
-  She is hungry.
-  He isn't sad.
-  We aren't old.

**D Make negative sentences. Use the short forms.**

- We are young. → We aren't young.
- I am a student. → I'm not a student.
- They are sad. → They aren't sad.
- The box is small. → The box isn't small.
- She is full. → She isn't full.

## Unit 07 | Are you a cook?

### Unit Objectives:

- Students will learn about questions with the verb *be*.
- Students will be able to make yes/no questions with *be* verbs.

### LESSON GUIDE

#### Grammar Board

Write he, she, it, they, and we on the board. Ask the students which forms of the verb *be* go with each one of them. Have the students look at the Grammar Board. Look at the pictures and read the questions and answers as a class. Explain to the students that to make a yes/no question, they can simply place the verb *be* before the subject pronoun.

#### Extra Idea (optional):

Have the class stand in a circle. Tap a balloon to one student and ask a yes/no question ("Are you happy?"). The student will answer the question ("Yes, I am!") and then tap the balloon to someone else and ask them a yes/no question ("Are you six years old?").

Let the students practice with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner

or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 30. Check the answers as a class. Then write a few sentences on the board and ask the students to make them into yes/no questions.

## Check Up

1. Read the question endings as a class. Then ask the students to match each of the question endings to either “Is” or “Are”. Check the answers as a class. After finishing the activity, point to different students in the class and ask the other students the questions from the activity. Have them call out the yes/no answers and encourage them to speak in full sentences. (For example, Teacher: “Is he a farmer?” Students: “No, he isn’t. He’s a student.”)
2. Review how to answer yes/no questions with the students. Then tell the students to look at the pictures and place check marks next to the correct sentences. Check the answers as a class.

### Extra Idea (optional):

Have the students work in pairs. Prepare two different pictures for each of the questions in the activity. One of the pictures should match up with the yes answer and the other picture should match up with the no answer. One of the students will ask the questions from the activity and the other will answer them based on the pictures you are holding up. Time each pair to see how long it takes them to finish asking and answering all four questions. The pair that finishes the fastest is the winner.

## Practice

1. Read the words in the box at the top of the activity as a class. Ask the students to use those words to complete the sentences. Check the answers as a class. Afterwards, ask the students the questions again and tell them to change the answers.
2. Look at the pictures as a class. What do the students think is happening in each picture? Tell the students to read the questions and answer them. Check the answers as a class.

### Extra Idea (optional):

Write the four questions from the activity on the board. Change the names and pronouns in the questions to names of students in the class. Add a few more questions with other students’ names as well. Ask a student one of the questions. Give them a die to roll. Regardless of whether the answer is true, if the die lands on an even number they must answer “yes” and if it lands on an odd number they must answer “no.”

3. Look at the pictures together as a class. Where do the students think the dialogue takes place? Who do they think the people are? Ask them to work on their own or with a partner to complete the dialogue. Check the answers as a class.

### Extra Idea (optional):

Have the students work in pairs and act out the dialogue. Encourage them to use actions and to change their voices to sound like an astronaut and an alien. Have each pair perform their dialogue in front of the class.

## Review

1. Write some yes/no questions on the board but leave a blank space where “Is” and “Are” should go. Have some of the students come to the front of and complete the questions. Then have them ask someone in the class the question. Have the students look at Robo’s Note. Ask them to complete the dialogue. Check the answers as a class.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## ANSWER KEY: STUDENT BOOK

**UNIT 07 Are you a cook?**

**Grammar Board**  
The Verb 'Be' Questions

**Look and say.**

Are you a cook? Yes, I am.	Is she a doctor? No, she isn't. She's a nurse.
Is he a farmer? Yes, he is.	Is it a fish? No, it isn't. It's a bird.
Are you singers? Yes, we are.	Are they police officers? No, they aren't. They're pilots.

Now practice with the Grammar Cards!

**Look and write.**

Question	Answers
She is a teacher.	Yes, she is.
Is she a teacher?	No, she isn't.

**Look and match.**

1. Is he a farmer? → he a farmer?

2. Are they doctors? → they doctors?

3. Is she a nurse? → she a nurse?

4. Are you a pilot? → you a pilot?

5. Is it a cat? → it a cat?

**Check up!**

**Look and check.**

1. Is he a pilot?  <input type="checkbox"/> Yes, he is. <input checked="" type="checkbox"/> No, he isn't.	2. Are you hungry?  <input type="checkbox"/> Yes, I am. <input checked="" type="checkbox"/> No, I'm not.
3. Are they singers?  <input checked="" type="checkbox"/> Yes, they are. <input type="checkbox"/> No, they aren't.	4. Is the dog small?  <input checked="" type="checkbox"/> Yes, it is. <input type="checkbox"/> No, it isn't.

**Practice**

**Choose and write.**

Is she	Is it	Are they	Are you
1. Is she sad?			A Yes, she is.
2. Are they nurses?			A No, they aren't.
3. Are you a police officer?			A No, I'm not.
4. Is it a bear?			A Yes, it is.

**Look and write.**

1. Is Sarah a cook? A Yes, she is.	2. Are they farmers? A No, they aren't.
3. Is Tom young? A No, he isn't.	4. Are you a student? A Yes, I am.

[Sample Answer]

**Look and complete the dialogue.**

Are you an alien?  Yes, I am.	Is he a pilot?  Yes, he is.
Are they doctors?  No, they aren't. They are cooks.	Is it a ball?  No, it isn't. It's the earth!

**Robo's Note**

**Look and write.**

Are you a nurse?  
Yes, I am.

## ANSWER KEY: WORKBOOK

**07 Are you a cook?** Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Complete the grammar cards.**





**My Grammar Board**

Are you a cook? Yes, I am.	Is he a farmer? Yes, he is.
Is it a fish? No, it isn't. It's a bird.	Are they police officers? No, they aren't. They're pilots.

**B Look and match.**

1. Are they happy?	→ Yes, she is.
2. Are you a nurse?	→ No, we aren't.
3. Is she a pilot?	→ Yes, they are.
4. Is it a dog?	→ No, it isn't.
5. Are you students?	→ No, I'm not.

**C Look and write.**

-  Q: Is he a police officer?  
A: Yes, he is.
-  Q: Are they cooks?  
A: No, they aren't.
-  Q: Is the cat small?  
A: No, it isn't.
-  Q: Are you full?  
A: Yes, I am.

**D Make questions.**

- You are hungry. → Are you hungry?
- Amy is a doctor. → Is Amy a doctor?
- He is a singer. → Is he a singer?
- They are farmers. → Are they farmers?
- It is a monkey. → Is it a monkey?

Unit 7 • 15

## Unit 08 | Test Your Grammar (Units 05-07)

### Unit Objectives:

- Students will be able to check their understanding of subject pronouns and the verb *be*.
- Students will be able to use the verb *be* with subject pronouns, make negative sentences with the verb *be*, and ask yes/no questions with the verb *be*.

## LESSON GUIDE

### Test Your Grammar

Before starting the test, have the students go through the Grammar Cards from the previous three units to review what they have learned. Tell the students to work with a partner to ask and answer questions about the cards.

Ask the students to open their student books to Unit 8. Explain what they need to do in each section of the test. Then ask them to answer all of the questions. When everyone is finished, you can check the answers as a class or have the students exchange books with a partner and check the answers that way. If the students struggled with any of the test questions, review the material before moving on.



## Grammar in Writing and It's Your Turn

Ask the students about the picture. What do they see in the picture? What do they think is happening in each scene? Do they think it would be fun to live underground like that? Why or why not? Tell the students to circle the correct words and fill in the blanks to complete the story on page 36. Then ask the students to complete the sentences on page 37 to finish the story. Check the answers for both pages together as a class.

After finishing the activity, have the students work in pairs and act out the dialogue. Tell them to take turns being the cat and the mole. Choose some of the pairs to act out the dialogue in front of the class.

### Extra Idea (optional):


Let the students draw their own pictures about their family and rewrite the sentences next to them. They can change the mole and the cat into other animals, change the car, etc. When they are finished have the students show their pictures to the class and read the story.

## ANSWER KEY: STUDENT BOOK


### UNIT 08 Test Your Grammar

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Score: \_\_\_\_\_


**Look and check.**

1. 


☐ He is a doctor.  
☒ They are doctors.

2. 

☐ It is small.  
☒ It isn't small.

3. 

☐ We are hungry.  
☒ We aren't hungry.

4. 

☒ Yes, I am.  
☐ Yes, you are.

**Write the short forms.**

- He is my father.
- You are not my sister.
- I am not young.
- They are cooks.
- It is not my watch.

He's






aren't

I'm not

They're

isn't

**Look and circle.**

-  He / They am / are is a farmer.
-  She / We am / are is nurses.
-  I / We am / are / is happy.
-  It / They aren't / isn't young.
-  She / He aren't isn't a baby.

**Complete the dialogues.**

- Is she full?  
A Yes, she is.
- Are they actors?  
A Yes, they are.
- Is Jack a pilot?  
A Yes, he is.
- Are the birds big?  
A No, they aren't.
- Are you a police officer?  
A No, I'm not.

### Grammar in Writing

**Circle and complete the story.**

Hi, I'm Mike.  
(He / She) is my mother.

He ( am / are / is ) is my father.

They ( are / is ) are my sisters.  
They aren't hungry.

Is it your toy?  
No, it isn't.  
It's my car.

### It's your turn!

**Look and complete the story.**

She is a doctor.

He is a police officer.

They are singers.  
They aren't sad.

Are you a mouse, Mike?  
No, I'm not.  
I'm a mole!

## Review






Have the students play some fun card games with the Grammar Cards from units 5–7 to continue practicing what they have learned. Here's one game idea. Have the students work in pairs. Ask them to put one set of their Grammar Cards in a pile and shuffle them. They can take turns choosing cards and asking each other about them. The pair that finishes asking about all their cards the fastest is the winner.



## ANSWER KEY: WORKBOOK

**08 Test Your Grammar** Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Look and match.**

1.  She → isn't a nurse.  
 2.  You → are my friend.  
 3.  I → is big.  
 4.  They → am a boy.  
 5.  It → aren't young.



**B Circle the correct words.**

1. We (isn't / aren't) sad.  
 2. She (isn't / aren't) my mother.  
 3. I (amn't / am not) a police officer.  
 4. ☐ Is he a doctor? ☒ Yes, (he is / is he).  
 5. ☐ Are you a pilot? ☒ Yes, (you are / I am).  
 6. ☐ Are they hungry? ☒ No, (they are / they aren't).

**C Unscramble and write.**

1. not / is / He / . / a nurse He is not a nurse.  
 2. she / a teacher / is / ? Is she a teacher?  
 3. your brother / ? / he / is Is he your brother?  
 4. I / hungry / . / not / am I am not hungry.  
 5. are / farmers / They / not / . They are not farmers.

**D Look and write.**

1.  ☐ Is he your father? ☐ Are you a police officer?  
☒ Yes, he is. ☒ Yes, I am.  
 2.   
☐ Is she a nurse? ☐ Are they sad?  
☒ No, she isn't. ☒ No, they aren't.  
She is a doctor. They are happy.

## Unit 09 | It is my bag.

### Unit Objectives:

1. Students will learn about possessive adjectives.
2. Students will be able to understand how to use possessive adjectives correctly.
3. Students will be able to use 's to form the possessive of nouns.

## LESSON GUIDE

### Grammar Board

Have the students look at the Grammar Board. Look at the pictures and read the sentences as a class. Then read only the possessive adjectives. Tell the students that a possessive adjective tells who a person, animal, place, or thing belongs to.

#### Extra Idea (optional):

Play tic-tac-toe with the possessive adjectives from the Grammar Board. Draw a 3 X 3 grid on the board and write a possessive adjective and an object in each of the boxes. Split the students into two teams (team X and team O). Give a student from one team a foam ball and ask them to throw it at the grid. If they hit one of the squares, tell them to make a sentence using the possessive adjective and the object in the square. Then ask them to put their team's symbol (X or O) in the square. The first team to make a straight line with three of their symbols is the winner.

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 38. Check the answers as a class.

### **Extra Idea (optional):**

Have all the girls read the pairings together. Time them to see how fast they can do it. Then have the boys do the same thing. Who had the faster time, the boys or the girls?

## **Check Up**

1. Look at the pictures and read the subjects down the side of the activity as a class. Ask the students to match the subjects with the subject pronouns and the possessive adjectives. Check the answers as a class. After finishing the activity, call out students' names (single names and pairs/small groups of names). Have the class tell you which subject pronoun and possessive adjective should be used for the names.
2. Read all of the words in the maze together as a class. Tell the students to follow the possessive adjectives to reach the school. Check the answers by having some of the students come to the front and write down the possessive adjectives they followed to reach the school.

### **Extra Idea (optional):**

Have the students create their own maze on a piece of paper using the possessive adjectives and subject pronouns. After they have finished, tell the students to work

with a partner and take turns completing one another's mazes.

## **Practice**

1. Read the possessive adjectives in the box at the top of the activity together as a class. Then ask the students to use the words to complete the sentences.
2. For the second activity, ask the students to read the sentences and correct the mistakes. Check the answers as a class. After finishing the activity, write some extra sentences on the board. Place errors in some of the sentences. Have the students vote on whether each sentence is correct or incorrect. If the students think a sentence is incorrect, choose one student to come to the front and fix the mistake in the sentence.
3. Look at the picture at the top of the page. Can the students name all of the objects in the picture? Ask the students to follow the lines between the objects and their owners. Then tell them to complete the sentences. Check the answers as a class.

### **Extra Idea (optional):**

Have the students close their eyes. Remove a classroom object (or a few objects) from someone's desk. Tell the students to open their eyes and then hold up the object. Ask them what it is and who it belong to.

## **Review**

1. Write the subject pronouns on the board. Ask the students which possessive adjectives match with them. Have the students look at Robo's Note. Tell them to

use his, her, or their to complete the sentences. Check the answers as a class.

- Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## ANSWER KEY: STUDENT BOOK

**UNIT 09 It is my bag.**

**Grammar Board**  
Possessive Adjectives

**Look and say.**

	It is my bag.		It is your pencil.
	It is her ruler.		It is his eraser.
	It is our school.		It is its house.
			It is their classroom.
			It is Kate's pen.
			It is Kate's notebook.

Now practice with the Grammar Cards!

**Look and write.**

I	you	she	he	it	we	they
my	your	her	his	its	our	their

**Check up**

**Look and match.**

1.	she	their
2.	we	his
3.	they	her
4.	you	your
5.	he	our

**Follow the possessive adjectives to reach the school.**

Unit 9 • 39

**Practice**

**Choose and write.**

my her his our their

- It is my hat.
- It is his hat.
- It is her bike.
- It is their bike.
- It is our bike.

**Correct the mistakes.**

- It is we school. → our
- It is he pen. → his
- It is they classroom. → their
- You are a student. → You
- Her is my sister. → She

**Look and write.**

- I see a ruler. It is my ruler.
- I see an eraser. It is his eraser.
- I see a ball. It is its ball.
- I see a desk. It is her desk.
- I see pencils. They are our pencils.
- I see books. They are their books.

**Robo's Note**

Write his, her, or their.

It is <u>her</u> pencil.	It is <u>their</u> school.	It is <u>his</u> ruler.
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Unit 9 • 41

## ANSWER KEY: WORKBOOK

**09 It is my bag.**

Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Complete the grammar cards.**

My Grammar Board

It is my bag.

It is his eraser.

It is your desk.

It is their classroom.

**B Circle the correct words.**

- It is ( you / your ) notebook.
- It is ( he / his ) pencil.
- ( I ) My ( am / is ) happy.
- It is ( Jack / Jack's ) ruler.
- It is ( we / our ) dog.
- ( They ) Their ( are / is ) farmers.
- ( It ) Its ( is / are ) a monkey.
- It is ( they / their ) camera.

**C Look and write.**

1.   
1

2.   
2

3.   
3

4.   
4

1. It is my watch.

2. It is her umbrella.

3. It is his bag.

4. It is our piano.

**D Unscramble and write.**

- our / It / . / classroom / is  
It is our classroom.
- brother / her / is / . / He  
He is her brother.
- ball / . / is / It / its  
It is its ball.
- Mike's / It / notebook / is / .  
It is Mike's notebook.

## Unit 10 | This is a robot.

### Unit Objectives:

- Students will learn about demonstrative pronouns.
- Students will be able to understand the meaning of this/that and these/those.
- Students will be able to use negative sentences with this/that and these/those.

## LESSON GUIDE

### Grammar Board

Have the students look at the Grammar Board. Look at the pictures and read the sentences as a class. Explain to the students how to use this/that and these/those. Tell them that “this” is used for singular objects that are near and “that” is used for singular objects that are far. Tell them that “these” is used for plural objects that are near and “those” are used for plural objects that are far.

#### Extra Idea (optional):

Point to different things around the classroom (or if it is nice outside and your students are well behaved take them outside to do this). Ask the students which demonstrative pronoun (this, that, these, those) should be used to talk about the things you are pointing at. Let the students take turns pointing at different singular and plural things that are near and far and asking about them as well.

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 42. Check the answers as a class.

## Check Up

1. Ask the students to look at the four pictures for the activity. What toys do they see in each picture? Do they have any of those toys at home? Ask the students to match each of the pictures with the sentences. Check the answers as a class.

### Extra Idea (optional):

Print out copies of the pictures from the activity (or find similar images on the Internet). Put the pictures in a pile and shuffle them. Give the pictures to a student and time how long it takes them to say all four of the sentences for the pictures. After they have finished, ask another student to do the same thing. Whoever can say all four sentences the fastest is the winner.

2. Look at the picture as a class. What do the students see in the picture? Ask the students to read the sentences and circle the correct words. Check the answers as a class.

## Practice

1. Read the demonstrative pronouns in the box at the top of the page. Ask the students to make simple sentences using the words to talk about objects in the classroom. Then have the students place the correct words in the blanks. Check the answers as a class.
2. Look at the pictures for the second activity as a class. Ask the students what they can see in each picture. Teach them how to make negative sentences with demonstrative pronouns. Tell them that to make a negative sentence, all they need to do is add “isn’t” or “aren’t” after the demonstrative pronoun. Have the students look at the pictures again and complete the sentences.

### Extra Idea (optional):

Ask a student to come to the front of the class. Show them a classroom object (or objects) that is either near or far away. Have the student flip a coin. If the coin lands on “heads,” they will make a positive sentence with a demonstrative pronoun about the classroom object. If the coin lands on “tails,” they will make a negative sentence. After the first student has finished, let other students try as well.

3. Look at the picture at the top of the page. Ask the students what the different children are doing. Which of the activities do the students enjoy doing? Tell the students to look at the picture again and complete the sentences. Check the answers as a class.

### Extra Idea (optional):

Play hangman with the sentences from the activity. Ask the students to close their books. Choose one of the sentences and write dashes on the board. The number of dashes will match the number of letters in the sentence. Students then have to call out letters, with too many wrong answers leading to the completion of the gallows.



## Review

1. Write this/that/these/those on the board. Have the students make simple positive and negative sentences with each of the demonstrative pronouns. Tell the students to look at Robo's Note. Ask them to use this/that to complete the sentences. Check the answers as a class.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## ANSWER KEY: STUDENT BOOK

**UNIT 10 This is a robot.**

**Grammar Board**  
Demonstrative Pronouns

**Look and say.**

 This is a robot.	 These are balloons.
 That is a doll.	 Those are kites.
 This isn't a doll. That is a doll.	 These aren't kites. Those are kites.

Now practice with the Grammar Cards! • isn't = is not / aren't = are not

**Look and write.**

	Singular	Plural
Near	This is a balloon.	These are balloons.
Far	That is a balloon.	Those are balloons.

**Look and match.**

- This is a robot.
- These are buses.
- That is a train.
- Those are balls.

**Check up**

**Look and circle.**

- This is a bike. That is a tree.
- This is a balloon. That is a cat.
- These are cats. Those are dogs.
- Those are dogs. These are oranges.
- That are oranges. Those are oranges.

**Practice**

**Choose and write.**

—This— Those These That

- This is a train.
- That is a train.
- These are dolls.
- Those are dolls.

**Look and write.**

- This isn't a crayon.
- That isn't a ball.
- Those are cars.
- These aren't socks.

**Look and write.**

- That isn't a kite.
- This is a bike.
- This isn't a doll.
- Those aren't trains.
- These are balls.

**Robo's Note**

Write This or That.

This is my robot. That is her doll.


## ANSWER KEY: WORKBOOK

### 10 This is a robot.


Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Complete the grammar cards.**


My Grammar Board




This is a robot.



These are balloons.



This isn't a doll.  
That is a doll.



These aren't kites.  
Those are kites.

**B Match and write.**

Singular

Plural






1. This is a robot. → Those are balloons.

2. That isn't a doll. → These aren't trains.

3. That is a balloon. → Those aren't dolls.

4. This isn't a train. → These are robots.

**C Circle and write.**

-  (This / That) isn't a train.
-  (This / That) is a balloon.
-  (That / Those) aren't cars.
-  (These / Those) are buses.
-  (That / Those) isn't a doll.

**D Unscramble and write.**

- his train / . / is / That  
That is his train.
- a bike / isn't / . / This  
This isn't a bike.
- aren't / These / oranges / .  
These aren't oranges.
- my cats / Those / . / are  
Those are my cats.

## Unit 11 | Is this a shirt?

### Unit Objectives:

- Students will learn about questions with demonstrative pronouns.
- Students will be able to make yes/no questions with this/that and these/those.

## LESSON GUIDE

### Grammar Board

Review how to use this/that and these/those to talk about objects that are near and far with the students. Have the students look at the Grammar Board. Look at the pictures and read the questions and answers as a class. Explain how to make and answer questions with demonstrative pronouns.

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 46. Check the answers as a class.

## Check Up

1. Look at the pictures next to the sentences as a class. Are the students wearing any of those clothing items today? Ask the students to look at the pictures and circle the correct words. Check the answers as a class.
2. Look at the pictures as a class. What do the students see in the pictures? Ask the students to match the pictures and questions to the correct responses. Check the answers as a class.

### Extra Idea (optional):

Have the students work in pairs. Tell one student to ask the questions from the activity. Tell them to change their voice for each question. They can make their voice loud, soft, high, deep, etc. Their partner will mimic their voice when answering the questions.

## Practice

1. Read the words in the box at the top of the page. Ask the students to use the words to make simple questions about objects in the classroom. Then have the students place the correct words in the blanks. Check the answers as a class.

### Extra Idea (optional):

Put some of the students' backpacks, jackets, hats, mittens, pencil cases, etc. on a desk at the front of the classroom. Take one of the items and ask a student, "Is this your (item)?" Have the student answer the question. Then let that student choose an item and ask someone else if it belongs to them.

2. Look at the pictures for the second activity as a class. Ask the students what they can see in each picture. Do they know what holiday clothing like that would be worn for? Do they like that day? Ask the students to read the questions and complete

the answers. Check the answers as a class.

3. Look at the pictures for the dialogues as a class. What do the students think is happening in each scene? Ask the students to fill in the blanks to complete the dialogues. Check the answers as a class.

### Extra Idea (optional):

Have the students work in groups of four to act out the dialogues. Have each student play one of the characters. Encourage them to use actions and / or props when saying their lines. Have each of the groups perform their dialogues in front of the class.

## Review

1. Write Is/Are/this/that/these/those on the board. Have the students use the words to make simple yes/no questions. Tell the students to look at Robo's Note. Ask them to complete the sentences. Check the answers as a class.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## ANSWER KEY: STUDENT BOOK

### UNIT 11 Is this a shirt?

**Look and say.**

Is this a shirt?

Yes, it is.

Are these gloves?

Yes, they are.

Is that a skirt?

No, it isn't. It is a dress.

Are those socks?

No, they aren't. They are shoes.

Now practice with the Grammar Cards!

**Look and write.**

Singular	Plural
<p>Is this/that a shirt?</p> <p>Yes, it is.</p>	<p>Are these/those shirts?</p> <p>Yes, they are.</p>

**Check up**

**Look and circle.**

- ( Is this / Are these ) shoes?
- ( Is this / Are these ) a dress?
- ( Is that / Are those ) gloves?
- ( Is this / Are these ) coats?
- ( Is that / Are those ) a hat?

**Look and match.**

- Are these skirts? → Yes, it is.
- Is that a shirt? → No, it isn't.
- Are those socks? → Yes, they are.
- Is this a hat? → No, they aren't.

## ANSWER KEY: WORKBOOK

### UNIT 11 Is this a shirt?

**Complete the grammar cards.**

Is this a shirt?

Yes, it is.

Are these gloves?

Yes, they are.

Is that a skirt?

No, it isn't. It is a dress.

Are those socks?

No, they aren't. They are shoes.

**Look and match.**

- Are these shoes? → No, they aren't.
- Is that a dress? → No, it isn't.
- Are those socks? → Yes, it is.
- Is this a coat? → Yes, they are.

**Look and write.**

- Is that a coat? → Yes, it is.
- Are these shirts? → No, they aren't.
- Is this a glove? → No, it isn't.
- Are those cars? → Yes, they are.

**Unscramble and write.**

- this / Is / ? / your skirt  
Is this your skirt?
- her dress / that / Is / ?  
Is that her dress?
- those / ? / his pants / Are  
Are those his pants?
- these / Are / your socks / ?  
Are these your socks?

**Practice**

**Choose and write.**

Is    Are    that    these

- Is this your dress? → Yes, it is.
- Are these your socks? → No, they aren't.
- Is that your coat? → No, it isn't.
- Are those your pants? → Yes, they are.

**Look and write.**

- Is this a shirt? → Yes, it is.
- Is that a hat? → No, it isn't.
- Are those socks? → No, they aren't.
- Are these gloves? → Yes, they are.

**Look and complete the dialogues.**

Is this your coat?

No, it isn't.

Is this your coat?

Yes, it is.

Are these your shoes?

Yes, they are.

Oh, no!

Those are my shoes!

**Robo's Note**

Look and write.

Is that a shirt? → Yes, it is.



## Unit 12 | **Test Your Grammar** (Units 09-11)

### Unit Objectives:

1. Students will be able to check their understanding of possessive adjectives and demonstrative pronouns.
2. Students will be able to use possessive adjectives and demonstrative pronouns to make sentences and questions.

## LESSON GUIDE

### *Test Your Grammar*

Before starting the test, have the students go through the Grammar Cards from the previous three units to review what they have learned. Tell the students to work with a partner to ask and answer questions about the cards.

Ask the students to open their student books to Unit 12. Explain what they need to do in each section of the test. Then ask them to answer all of the questions. When everyone is finished, you can check the answers as a class or have the students exchange books with a partner and check the answers that way. If the students struggled with any of the test questions, review the material before moving on.

### *Grammar in Writing*

Ask the students about the picture. What do they see in the picture? Does their room look like this? Tell the students to look at the questions underneath the story. Ask them to circle the correct answers in questions 1 to 3 and to fill in the blanks in questions 4 and 5 to complete the story. Check the answers as a class.

### *It's Your Turn*

Ask the students to look at the picture. What do they see in the picture? Do they like Sally's room? Why or why not? Have the students complete the sentences to finish the story. Check the answers as a class.

#### **Extra Idea (optional):**

Have the students draw their own picture and write their own story about their room. Tell them to use the story in the book as a guideline for making their own story. After they have finished, have the students take turns showing their picture and telling their story to the class.

### *Review*

Have the students play some fun card games with the Grammar Cards from units 9–11 to continue practicing what they have learned. Here's one game idea. Have the students work in pairs. Ask them to put one set of their Grammar Cards in a pile and shuffle them. They can take turns choosing cards and asking each other about them. The pair that finishes asking about all their cards the fastest is the winner.



## ANSWER KEY: STUDENT BOOK

**UNIT 12**  
**Test Your Grammar**  
 Date: \_\_\_\_\_ Name: \_\_\_\_\_ Score: \_\_\_\_\_

Units 09-11

**Look and check.**

- ☐ This is an airplane.  
☒ That is an airplane.
- ☐ These are his pens.  
☒ Those are his pens.
- ☐ This is a skirt.  
☒ This isn't a skirt.
- ☐ These are I books.  
☒ These are my books.

**Write the possessive adjectives.**

- This is her bag. [she]
- These are our hats. [we]
- That isn't my robot. [I]
- Are those his socks? [he]
- Is this your ruler? [you]

**Look and circle.**

- This That is are Sam's bag.  
 These Those are
- This That is are my gloves.  
 These Those are
- This That are are not her shoes.  
 These Those are are not
- This That is is not a robot.  
 These Those is is not

**Complete the dialogues.**

- Q Is this her doll?  
A Yes, it is.
- Q Is that your eraser?  
A No, it isn't.
- Q Are these his pens?  
A Yes, they are.
- Q Are those your pants?  
A No, they aren't.
- Q Is this their ball?  
A Yes, it is.

## ANSWER KEY: WORKBOOK

**UNIT 12**  
**Test Your Grammar**  
 Name: \_\_\_\_\_ Score: \_\_\_\_\_

Units 09-11

**A Look and match.**

- This aren't books.
- That isn't Mark's bag.
- These is an airplane.
- Those are gloves.

**B Circle the correct words.**

- This (is / are) my eraser.
- Those (isn't / aren't) kites.
- (That / Those) isn't his shirt.
- (This / These) are rulers.
- Is that (you / your) dress? A Yes, it is.
- Are these (they / their) books? A No, they aren't.

**C Make sentences.**

- This / I / doll → This is my doll.
- These / he / robots → These are his robots.
- That / she / skirt → That is her skirt.
- Those / we / coats → Those are our coats.

**D Look and write.**

- Is this your ball? Yes, it is.
- Is that your train? No, it isn't.
- Are these your toys? Yes, they are.
- Are those your toys? No, they aren't.

**Grammar in Writing**

**Circle and complete the story.**

This is Sam's room. I'm his dog.
 

- ( This / These ) are my toys.
- ( This / That ) is my ball.
- Those ( not are / are not ) my toys.
- Those are his buses.
- That is his train.

**It's your turn!**

**Look and complete the story.**

This is Sally's room. I'm her doll.
 

- These are my clothes.
- This is my dress.
- Those are not my clothes.
- That is her coat.
- Those are her socks.

## Unit 13 | I like monkeys.

### Unit Objectives:

1. Students will learn about the present simple (like/likes).
2. Students will be able to understand how to add “s” to form the third person singular (he, she, it).

### LESSON GUIDE

#### Grammar Board

Have the students look at the Grammar Board. Look at the pictures and read the sentences as a class. Teach the students that I/you/we/they use “like” but he/she/it use “likes”. Practice this by pointing to different students and saying a subject pronoun. Have the rest of the class call out which form of “like” goes with it.

#### Extra Idea (optional):

Play tic-tac-toe with the pictures from the Grammar Board. Make flashcards with the pictures on them. Draw a 3 X 3 grid on the board and put a flashcard in each square. Split the students into two teams (team X and team O). Give a student from one team a foam ball and ask them to throw it at the grid. If they hit one of the squares, tell them to say the sentence that matches the flashcard. Then ask them to put their team’s symbol (X or O) in the square. The first team to make a straight line with three

of their symbols is the winner.

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 54. Check the answers as a class.

#### Extra Idea (optional):

Split the class into two teams. Ask the students on each team to work in pairs. The first student will read the “like” sentences and the second student will read the “likes” sentences. After the first pair on the team finishes, the next pair will read their sentences. Time both teams to see how fast it takes all the pairs to read the sentences. The team with the fastest time is the winner.

#### Check Up

1. Look at the picture as a class. What do the students see? Read all of the subjects on the fishes as a class. Ask the students to match all of the fishes with “like” and “likes”. Check the answers as a class.

#### Extra Idea (optional):

Make fishes on pieces of paper and write subjects on them. You can use the same subjects from the activity or different subjects. Put the fishes in a box or bag. Write “like” and “likes” on the board. Let the students take turns picking a fish and putting it on the board. Then have them draw a line to connect the fish and the proper form of like.

2. Read all of the sentences for the second activity as a class. Then ask the students to circle the correct words and match the sentences to the pictures. Check the answers as a class.

## Practice

1. Look at the pictures at the top of the activity as a class. Which animals do the students like the best? Ask the students to look at the chart and write “like” or “likes” to complete the sentences. Check the answers as a class.
2. Read what each character in the second activity is saying as a class. Then ask the students to complete the sentences with “like” or “likes”. Check the answers as a class. Afterwards, ask some of the students what animals they like. Write their names on the board along with the animals but leave a space between the two words. Choose students to come to the front to write like/likes in the empty spaces.
3. Look at the picture at the top of the page. Can the students name all of the animals in the picture? Ask the students to use the picture to complete the sentences. Check the answers as a class.

### Extra Idea (optional):

Have the students draw a picture of their family at the zoo and write sentences about it. Tell them they can choose whatever animals and family members they want. When they are finished, have the students take turns showing their pictures and reading their sentences to the class.

## Review

1. Write the subject pronouns on the board. Ask the students which form of like each word uses. Then ask them to make sentences by choosing something for each subject pronoun to like. Have the students look at Robo’s Note. Tell them to use like/likes to complete the sentences. Check the answers as a class.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## ANSWER KEY: STUDENT BOOK

**UNIT 13 I like monkeys.**

**Grammar Board**  
Present Simple: Like/Likes

**Look and say.**

I like monkeys.  
You like foxes.  
She likes rabbits.  
He likes lions.  
It likes elephants.  
We like horses.  
You like zebras.  
They like pigs.

**Look and write.**

I like monkeys.  
You like monkeys.  
We like monkeys.  
They like monkeys.  
She likes elephants.  
He likes elephants.  
It likes elephants.

**Look and match.**

**Check up**

**Circle and match.**

1. I like rabbits.  
2. He likes elephants.  
3. They like pigs.  
4. She likes foxes.  
5. We like monkeys.

Unit 13 • 55

## ANSWER KEY: WORKBOOK

**UNIT 13 I like monkeys.**

**A Complete the grammar cards.**

**My Grammar Board**

I like monkeys.  
He likes lions.  
She likes rabbits.  
They like pigs.

**B Look and color.**

1. I like zebras.  
2. He likes elephants.  
3. Anna and Tom like horses.  
4. Kate likes pigs.  
5. James and I like foxes.  
6. You like rabbits.

**C Look and write.**

Anne	Tom	Mary	Sam	I
birds	lions	zebras	horses	zebras

1. Anne likes birds.  
2. Tom likes lions.  
3. Mary and I like zebras.  
4. Sam like horses.

**D Unscramble and write.**

1. likes / He / pigs / .  
He likes pigs.  
2. like / I / . / horses  
I like horses.  
3. monkeys / . / My sisters / like  
My sisters like monkeys.  
4. She / . / foxes / likes  
She likes foxes.

Unit 13 • 27

**Practice**

**Write like or likes.**

I	Mary	Tom	Anne	Sam
birds	zebras	lions	horses	foxes

1. I like birds.  
2. Mary likes zebras.  
3. Tom and Sam like lions.  
4. Anne likes horses.

**Look and write.**

1. I like elephants. → Jamie likes elephants.  
2. I like rabbits. → Alice likes rabbits.  
3. We like foxes. → Jamie and Alice like foxes.  
4. I like cookies. → The pig likes cookies.

**Choose and complete the sentences.**

1. I like monkeys.  
2. My father likes lions.  
3. My mother likes horses.  
4. My sisters like elephants.  
5. My brothers like rabbits.

lions horses rabbits monkeys elephants

**Write like or likes.**

I like lions. She likes rabbits. It likes horses.

Unit 13 • 57



## Unit 14 | I don't like snakes.

### Unit Objectives:

1. Students will learn about the negative form of the present simple.
2. Students will be able to understand how to use don't or doesn't to make negative sentences.

### LESSON GUIDE

#### Grammar Board

Have the students look at the Grammar Board. Look at the pictures and read the sentences as a class. Teach the students that to make negative sentences for “like” we use “don’t” for I/you/we/they and “doesn’t” for he/she/it. Tell them that the form of “like” doesn’t change when making negative sentences. Practice this by pointing to different students and saying a subject pronoun. Have the rest of the class call out “don’t” or “doesn’t” followed by something the student doesn’t like.

#### Extra Idea (optional):

Make two sets of flashcards with all the photos and sentences from the Grammar Board on them. Spread the flashcards all over the board facedown. Split the students into two teams. Have one of the students come to the front and turn over two of the flashcards. Tell them to read the sentence on each of the flashcards. If the two sentences match, the student scores a point for their team.

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 58. Check the answers as a class.

### Check Up

1. Read the subject pronouns as a class. Encourage the students to try and make a negative sentence for each of the subject pronouns. Then have them look at the activity and match each subject pronoun to the correct place. Check the answers as a class.

#### Extra Idea (optional):

Make snakes on pieces of paper and write subjects / subject pronouns on them. You can use the same words from the activity or choose different subjects. Scatter the snakes all over the board. Draw two baskets on the board and write “don’t like snakes” and “doesn’t like snakes” above the baskets. Let the students take turns coming to the front and moving one of the snakes into the correct basket.

2. Ask the students to read the sentences and correct the mistakes. Check the answers as a class. Afterward, ask the students to tell you some things that they don’t like. Use the information to write similar sentences as the ones in the activity. Have the students take turns coming to the front and circling the correct words in the sentences. Ask them to read the sentences out loud before they return to their seats.



## Practice

1. Look at the pictures in the activity as a class. What do the students see in each picture? Ask the students to look at each picture and write “don’t” or “doesn’t” to complete the sentences. Check the answers as a class.

### Extra Idea (optional):

Write the sentences on the board but scramble the letters in each of the words. Call three students to the front. Ask them to look at the scrambled sentence and then write the sentence properly. Whoever finishes first is the winner.

2. Ask the students to correct the mistakes in the sentences. Check the answers as a class.
3. Look at the animals at the top of the page. Which of the animals do the students like? Which of the animals do the students not like? Ask the students to use the stickers from page 89 to mark the animal they like and don’t like on the chart. Then ask them to use the chart to complete the sentences. Check the answers as a class.

### Extra Idea (optional):

Ask the students to choose four animals. Write the animals on the board. Give one student a coin and have them flip it. If the coin lands on “heads,” they will make a sentence with “like.” If the coin lands on “tails,” they will make a sentence with “don’t like.” Have them flip the coin four times to talk about the animals on the board. After they have finished, let the other students have a turn.

something for each subject pronoun to not like. Have the students look at Robo’s Note. Tell them to use don’t/doesn’t to complete the sentences. Check the answers as a class.

2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## Review

1. Write the subject pronouns on the board. Ask the students which words use “don’t” and which ones use “doesn’t.” Then ask them to make sentences by choosing

## ANSWER KEY: STUDENT BOOK

### UNIT 14 I don't like snakes.

**Look and say.**

**Grammar Board**  
Present Simple: Negative

I don't like snakes. You don't like foxes.  
He doesn't like frogs. She doesn't like bats. It doesn't like bees.  
We don't like turtles. You don't like spiders. They don't like lions.

Now practice with the Grammar Cards! • don't = do not / doesn't = does not

**Look and write.**

I/You/We/They: I like spiders. She likes bats.  
I don't like spiders. She doesn't like bats.

**Look and match.**

1. I 2. He 3. You 4. They 5. It 6. We 7. She

don't like snakes. doesn't like snakes. doesn't like snakes.

**Circle the correct words.**

1. Mark ( don't like / doesn't like ) lions.  
2. Sarah and Tom ( don't like / doesn't like ) bees.  
3. My brother and I ( don't like / doesn't like ) frogs.  
4. My dog ( don't like / doesn't like ) spiders.  
5. Jane ( doesn't like / doesn't like ) turtles.

Unit 14 • 59

## ANSWER KEY: WORKBOOK

### UNIT 14 I don't like snakes.

**Complete the grammar cards.**

**My Grammar Board**

I don't like snakes. He doesn't like frogs.  
She doesn't like bats. They don't like lions.

**Color the correct words.**

1. I ( don't / like ) snakes.  
2. He ( don't / like ) bees.  
3. Amy ( don't / like ) spiders.  
4. We ( don't / like ) turtles.

**Look and write.**

Mark Alice Tony I

1. Mark doesn't like lions.  
2. Alice doesn't like spiders.  
3. Tony doesn't like turtles.  
4. Alice and I don't like birds.

**Unscramble and write.**

1. don't / bats / like / . / You  
You don't like bats.  
2. snakes / They / . / like / don't  
They don't like snakes.  
3. Kate / . / like / foxes / doesn't  
Kate doesn't like foxes.  
4. like / My brother / frogs / doesn't / .  
My brother doesn't like frogs.

Unit 14 • 29 30

### Practice

**Write don't or doesn't.**

1. She doesn't like frogs.  
2. We don't like turtles.  
3. They don't like bats.  
4. He doesn't like spiders.

**Correct the mistakes.**

1. I doesn't like foxes. → I don't like foxes.  
2. She don't like snakes. → She doesn't like snakes.  
3. He doesn't likes bats. → He doesn't like bats.  
4. Kate don't likes spiders. → Kate doesn't like spiders.  
5. Tom and Lucy doesn't likes pigs. → Tom and Lucy don't like pigs.

**Stick and write.**

Julie	Mike	Sarah	I
likes	doesn't like	likes	likes

[Sample Answers]

1. Julie likes zebras.  
2. Julie doesn't like lions.  
3. Mike likes turtles.  
4. Mike and Sarah don't like spiders.  
5. I like lions.  
6. I don't like turtles.

**Write don't or doesn't.**

I don't like frogs. She doesn't like snakes.

Unit 14 • 61

## Unit 15 | Do you like grapes?

### Unit Objectives:

1. Students will learn about questions in the present simple.
2. Students will be able to understand how to make yes/no questions with do/does.

### LESSON GUIDE

#### Grammar Board

Have the students look at the Grammar Board. Look at the pictures for I/you/we/they and read the sentences as a class. Tell the students that we use “do” to make questions and answers for I/you/we/they. Then look at the pictures for he/she/it and read the sentences as a class. Tell the students that we use “does” to make questions and answers for he/she/it.

#### Extra Idea (optional):

Have the class stand in a circle. Tap a balloon to one student and ask a yes/no question with do/does (“Do you like apples?”). The student will answer the question (“Yes, I do!”) and then tap the balloon to someone else and ask them a yes/no question with do/does (“Do you like strawberries?”).

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 62. Check the answers as a class.

### Check Up

1. Look at the four foods on the side of the page. Do the students like to eat them?  
Ask the students to read the sentences and color the correct words. Check the answers as a class.
2. Ask the students to read the sentences and place check marks next to the ones that match with the pictures. Check the answers as a class.

#### Extra Idea (optional):

Make flashcards with different foods on them. Make two flashcards for each food item, and on one of the flashcards, put an X over the food to indicate that someone doesn’t like it. Put the flashcards on the board. Place two chairs in front of the board with a fly swatter on each chair. Divide the class into two teams. Have one student from each team sit on the chairs with their backs to the board. Ask “Does he/she like (food item)?” and then answer “Yes, he/she does” or “No, he/she doesn’t.” After you finish speaking, the first student to stand up and hit the correct picture with their fly swatter gets a point for their team.

## Practice

1. Tell the students to write do/does or like/likes to complete the sentences. Check the answers as a class. Afterward, write several similar sentences on the board but make errors in them. Choose students to come to the front and correct your mistakes.
2. Ask the students what they ate for lunch today. Did they like everything they ate? Were there any foods they didn't like? Have the students look at the two lunch trays above the activity and fill in the blanks to complete the sentences. Check the answers as a class.

### Extra Idea (optional):

Make flashcards with different foods on them. Show the students one of the flashcards and then choose three students to come to the front of the class. Have the three students stand close together and tell them to pass the flashcard behind their backs until you say "stop." Have the students sitting down try to guess which student is holding the flashcard. Point to one of the students and ask "Does he/she like (food)?" If the students think the person is holding the flashcard they will answer "Yes, he/she does." If they don't think the person is holding the flashcard they will answer "No, he/she doesn't."

3. Look at pictures together as a class. What animals do the students see in each picture? What do they think is happening in each picture? Ask the students to look at the pictures and complete the dialogues. Check the answers as a class. Afterward, have some pairs of the students read the dialogue out loud. Have one student play the zebra and the other student play the other roles. Encourage the students playing multiple roles to change their voices for each character.

## Review

1. Write the subject pronouns on the board. Ask the students which words use "do" and which ones use "does" for questions and answers. Have the students look at Robo's Note. Tell them to use do/does to complete the questions and answers. Check the answers as a class.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## ANSWER KEY: STUDENT BOOK

**UNIT 15 Do you like grapes?**

**Grammar Board**  
Present Simple Questions

**Look and say.**

**I/You/We/They**  
Do you like grapes?  
Yes, I do.  
Do you like lemons?  
No, I don't.

**He/She/It**  
Does he like tomatoes?  
Yes, he does.  
Does he like potatoes?  
No, he doesn't.

**Now practice with the Grammar Cards!**

**Look and write.**

**I/You/We/They**  
Q Do you like apples?  
A Yes, I do.  
A No, I don't.

**He/She/It**  
Q Does he like apples?  
A Yes, he does.  
A No, he doesn't.

**Look and color.**

1. Do he like bananas?  
Does he likes bananas?

2. Do you like onions?  
Does you likes onions?

3. Do they like carrots?  
Does they likes carrots?

4. Do she like cookies?  
Does she likes cookies?

**Check up**

**Look and check.**

1. Does he like apples?  
☐ Yes, he does. ☒ No, he doesn't.

2. Do you like lemons?  
☒ Yes, I do. ☐ Yes, you do.

3. Does she like potatoes?  
☒ Yes, she does. ☐ No, she doesn't.

4. Do you like grapes?  
☐ Yes, we do. ☒ No, we don't.

## ANSWER KEY: WORKBOOK

**UNIT 15 Do you like grapes?**

**A Complete the grammar cards.**

**My Grammar Board**

Do you like grapes?  
Yes, I do.

Does he like tomatoes?  
Yes, he does.

Do you like lemons?  
No, I don't.

Does he like potatoes?  
No, he doesn't.

**B Match and write.**

1. Do they like oranges? Yes, it does.

2. Does she like onions? No, he doesn't.

3. Do you like bananas? Yes, they do.

4. Does it like milk? No, I don't.

5. Does he like carrots? Yes, she does.

**C Look and write.**

1. ☐ Do you like potatoes?  
A Yes, I do.

2. ☐ Does he like grapes?  
A No, he doesn't.

3. ☐ Does she like apples?  
A Yes, she does.

4. ☐ Do they like lemons?  
A No, they don't.

**D Unscramble and write.**

1. he / cookies / Does / like / ?  
Does he like cookies?

2. peaches / Does / ? / like / she  
Does she like peaches?

3. like / ? / you / bananas / Do  
Do you like bananas?

4. like / Do / carrots / they / ?  
Do they like carrots?

**Practice**

**Write do/does or like/likes.**

1. ☐ Do they like carrots? A Yes, they do.

2. ☐ Does he like oranges? A No, he doesn't.

3. ☐ Does Amy like lemons? A No, she doesn't.

4. ☐ Does Ben like peaches? A Yes, he does.

5. ☐ Do you like onions? A No, we don't.

**Look and write.**

1. Does he like potatoes? A Yes, he does.

2. Does she like potatoes? A No, she doesn't.

3. Do they like bananas? A Yes, they do.

4. Do they like tomatoes? A No, they don't.

**Look and complete the dialogues.**

1. Does she like cookies?  
Yes, she does.

2. Does he like carrots?  
No, he doesn't.

3. Do they like bananas?  
No, they don't.

**Robo's Note**

Do you like carrots? Yes, I do.

Does he like carrots? No, he doesn't.



# Unit 16 | **Test Your Grammar** (Units 13-15)

## Unit Objectives:

1. Students will be able to check their understanding of the previous three units.
2. Students will be able to make positive sentences, negative sentences, and ask questions in the present simple.

## LESSON GUIDE

### Test Your Grammar

Before starting the test, have the students go through the Grammar Cards from the previous three units to review what they have learned. Tell the students to work with a partner to ask and answer questions about the cards.

Ask the students to open their student books to Unit 16. Explain what they need to do in each section of the test. Then ask them to answer all of the questions. When everyone is finished, you can check the answers as a class or have the students exchange books with a partner and check the answers that way. If the students struggled with any of the test questions, review the material before moving on.

### Grammar in Writing

Ask the students to look at the information cards. Which of the animals do they like on the information card? Which animal don't they like? Tell the students to circle the correct words and fill in the blanks to complete the sentences. Check the answers as a class.

### It's Your Turn

Ask the students to look at information cards. Read the information cards for the other children as a class and then ask the students to make their own information card. Tell them to draw their face, write their name, and mark the fruit that they like and don't like. Then tell them to complete the sentences. Have the students check their answers with a partner.

#### Extra Idea (optional):

Have the students work in groups of four. Tell them to make an information card for themselves and for the other three people in their group. The information cards can be about fruit, animals, or something else. After they have made their information cards, ask the students to write about them. Tell them they can use the sentences in the activity as a guideline.

### Review

Have the students play some fun card games with the Grammar Cards from units 13–15 to continue practicing what they have learned. Here's one game idea. Have the students work in pairs. Ask them to put one set of their Grammar Cards in a pile and shuffle them. They can take turns choosing cards and asking each other about them. The pair that finishes asking about all their cards the fastest is the winner.

## ANSWER KEY: STUDENT BOOK





### UNIT 16 Test Your Grammar

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Score: \_\_\_\_\_

**Check the correct sentences.**

- ☒ They like snakes. ☐ They likes snakes.
- ☐ She like grapes. ☒ She likes grapes.
- ☒ We don't like potatoes. ☐ We doesn't like potatoes.
- ☐ Jack don't like lions. ☒ Jack doesn't like lions.
- ☒ Do they like monkeys? ☐ Do they likes monkeys?
- ☐ Do she likes onions? ☒ Does she like onions?

**Draw the faces and write.** [Sample Answers]

- John doesn't like potatoes.
- Anne likes peaches.
- Sam likes tomatoes.
- I don't like lemons.

**Look and circle.**

- I like cats.
- The turtle likes frogs.
- It likes carrots.
- The lions like the rabbit.

**Complete the dialogues.**





- Q Does she like milk?  
A Yes, she does.
- Q Do they like tomatoes?  
A No, they don't.
- Q Do you like cookies?  
A Yes, I do.
- Q Does he like elephants?  
A No, he doesn't.

## ANSWER KEY: WORKBOOK

### UNIT 16 Test Your Grammar

Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Look and match.**

-  I don't like frogs.
-  It likes lions.
-  She likes lemons.
-  They don't like bats.


**B Circle the correct words.**

- I like / likes carrots.
- He (like / likes) horses.
- Alice and Mark (don't like / doesn't like) zebras.
- Jenny ( don't like / doesn't like ) peaches.
- Do / Does dogs like tomatoes?
- ( Do / Does ) Tom like onions?


**C Look and write.**

- I don't like bananas.
- He likes foxes.
- Jane and Mark like potatoes.
- Jane doesn't like frogs.
- We don't like turtles.

**D Look and write.**



- ☒ monkeys
- ☒ rabbits
- ☒ snakes
- ☒ spiders




- ☒ monkeys
- ☒ rabbits
- ☒ snakes
- ☒ spiders

✓ like    ✗ don't like


- Q Does Amy like spiders? A Yes, she does.
- Q Does Mike like spiders? A No, he doesn't.
- Q Do Amy and Mike like monkeys? A No, they don't.
- Q Do Amy and Mike like rabbits? A Yes, they do.

### Grammar in Writing


**Circle and complete the sentences.**




- ☒ monkeys
- ☐ rabbits
- ☒ snakes
- ☐ spiders



- ☐ monkeys
- ☐ rabbits
- ☐ snakes
- ☒ spiders



- ☐ monkeys
- ☐ rabbits
- ☒ snakes
- ☒ spiders



- ☐ monkeys
- ☒ rabbits
- ☒ snakes
- ☐ spiders


✓ like    ✗ don't like

What do they like?


- Jim ( like / likes ) monkeys.
- Kate ( don't like / doesn't like ) monkeys.
- Kate and Amy like / likes ) spiders.
- Jim and Amy don't / like ) snakes.
- Mike likes / like ) snakes.
- Mike doesn't / like ) rabbits.

### It's your turn!


**Draw, check, and complete the sentences.**




- ☐ grapes
- ☒ lemons
- ☐ bananas
- ☒ peaches



- ☐ grapes
- ☒ lemons
- ☐ bananas
- ☐ peaches



- ☒ grapes
- ☐ lemons
- ☐ bananas
- ☒ peaches



- ☐ grapes
- ☒ lemons
- ☐ bananas
- ☒ peaches

[Sample Answers]

What do they like?

- Jim likes lemons.
- Kate doesn't like lemons.
- Kate and Amy like grapes.
- Jim and Amy don't like peaches.
- I like peaches.
- I don't like lemons.

# Unit 17 | I can read.

## Unit Objectives:

1. Students will learn about modal verbs (can/can't).
2. Students will be able to understand how to use can or can't to express ability.

## LESSON GUIDE

### Grammar Board

Have the students look at the Grammar Board. Look at the pictures and read the sentences as a class. Teach the students that we use “can” and “can’t” to talk about our abilities. Tell them that “can” keeps the same form no matter what the subject is. After talking about “can” and “can’t”, tell the students something that you can/can’t do. Ask the students what some of the things they can/can’t do are.

#### Extra Idea (optional):

Make flashcards for all of the images on the grammar board. Pass one student the first flashcard and say “I can read.” Have them pass it to the next student and say the same thing. Then pass the first student the second flashcard and say “You can’t cook.” Keep passing all of the flashcards around the room until everyone has said all six sentences. Time the students to see how long it takes them to finish. Then do it one more time. Were they able to do it faster the second time around?

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 70. Check the answers as a class.

### Check Up

1. Look at the pictures as a class. What do the students see? Ask the students to read the sentences next to the pictures and circle the correct words. Check the answers as a class.

#### Extra Idea (optional):

Give one student a die and ask them to roll it. If it lands on an even number they will have to make sentences with can. If it lands on an odd number they will make sentences with can’t. Then tell them to roll the die one more time. The number on the die will be how many sentences they will make. Tell them the can/can’t sentences can be about them or a friend. After they have finished making their sentences, give the die to another student.

2. Look at the chart together as a class. Ask the boys to say what Mark can and can’t do. Ask the girls to say what Jane can and can’t do. Tell the students to read the sentences and write “T” if a sentence is true and “F” if it is false. Check the answers as a class.

## Practice

1. Look at the pictures in the activity as a class. What do the students see in each picture? Ask the students to write can or can't to complete the sentences. Check the answers as a class. After finishing the activity, ask the students if they can or can't do each of the activities.
2. Read the four abilities at the top of the chart as a class. Then ask the children to put check marks in the happy face column if they can do something and in the sad face column if they can't do something. When they have finished that, ask the students to write about themselves by completing the sentences. Have them work with a partner to check their answers.

### Extra Idea (optional):

Have the students work in pairs. Using the information from the activity, tell each student to stand up and tell the class about the things their partner can and can't do. Ask them to add one more thing that their partner can do to the list.

3. Look at the picture at the top of the page. Can the students name all of the animals in the picture and the activities they are doing? Ask the students to use the picture to complete the sentences. Check the answers as a class. Afterward, have the students take turns saying which of the activities they can and can't do.

2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

## Review

1. Write can and can't on the board. Underneath the words, write some abilities on the board (ride a bike, speak English, drive a car, play piano, fly a jet, etc.). Ask the students to say whether they can or can't do each of the things. Have the students look at Robo's Note. Tell them to use can or can't to complete the sentences.



## ANSWER KEY: STUDENT BOOK

### UNIT 17 I can read.

**Look and say.**

I can read.

You can't cook.

She can ride a bike.

He can't play the piano.

They can speak English.

We can't play basketball.

**Look and write.**

Positive		Negative	
I	can read.	I	can't read.
You/We/They	can read.	You/We/They	can't read.
He/She/It	can read.	He/She/It	can't read.

**Look and circle.**

- I can play tennis.
- He can speak Chinese.
- She can play the guitar.
- They can cook.

**True or false? Write T or F.**

	cook	ride a horse	play the piano
Mark	✓	✗	✗
Jane	✗	✓	✗

- Mark can cook. T
- Mark can ride a horse. F
- Jane can't ride a horse. F
- Mark and Jane can't play the piano. T

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## ANSWER KEY: WORKBOOK

### UNIT 17 I can read.

**Complete the grammar cards.**

I can read.

You can't cook.

She can ride a bike.

We can't play basketball.

**Write can or can't and match.**

- Jane can't play soccer.
- The babies can't play the guitar.
- They can read.

**Look and correct the mistakes.**

- He can speak Chinese.  
→ He can speak Chinese.
- We can't cook.  
→ We can cook.
- She can't plays tennis.  
→ She can't play tennis.
- He can rides a horse.  
→ He can't ride a horse.

**Look and write.**

	ride a bike	cook	play tennis
Joe	✓	✗	✓
Amy	✗	✓	✓

- Joe can ride a bike.
- Joe can't cook.
- Amy can't ride a bike.
- Joe and Amy can play tennis.

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### Practice

**Write can or can't.**

- She can cook.
- We can play soccer.
- They can't read.
- He can't ride a horse.

**Check (✓) and write about yourself.** [Sample Answers]

	speak English	play the guitar	play tennis	ride a bike
😊	✓	✓		✓
😞			✓	

- I can speak English.
- I can play the guitar.
- I can't play tennis.
- I can ride a bike.

**Look and write.**

- The penguins can read.
- The birds can speak English.
- The rabbit can't play tennis.
- The elephant can ride a bike.
- The monkey can't play the piano.

**Write can or can't.**

I can't ride a bike.

My father can ride a bike.

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## Unit 18 | Can you swim?

### Unit Objectives:

1. Students will learn about modal verbs (can questions).
2. Students will be able to understand how to ask yes/no questions with can.

### LESSON GUIDE

#### Grammar Board

Have the students look at the Grammar Board. Look at the pictures and read the sentences as a class. Teach the students that to make a yes/no question with “can,” we place “can” before the subject.

#### Extra Idea (optional):

Write verbs on strips of paper and put them in a hat or box. Have the students take turns pulling out a strip of paper. Ask them to make a “can” sentence with the verb and choose someone in the class to answer it.

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 74. Check the answers as a class.

### Check Up

1. Look at the pictures as a class. Do the students know the names of all the animals? Ask the students to read the questions and match them to “Yes, it can.” or “No, it can’t.” Check the answers as a class.

#### Extra Idea (optional):

Show the students pictures of other animals. You can do this by making animal flashcards, or show them pictures of animals from the Internet. Ask questions about what the animal can do, similar to the questions in the activity.

2. Ask the students to read the questions and answers and put a check mark beside the picture they think is being written about. Check the answers as a class.

### Practice

1. Read the answers as a class. Then ask the students to complete the questions. Check the answers as a class.

#### Extra Idea (optional):

Play tic-tac-toe with actions and “can” questions. Draw a 3 X 3 grid on the board and write the five actions from the activity in the squares. Ask the students to think of four other actions to fill the remaining squares. Split the students into two teams (team X and team O). Give a student from one team a foam ball and ask them to throw it at the grid. If they hit one of the squares, tell them to make a “can”

question with the action and to ask one of their teammates to answer it. Then ask them to put their team's symbol (X or O) in the square. The first team to make a straight line with three of their symbols is the winner.

2. Ask the students to complete the chart and then answer the questions. Ask the students to check their answers with a partner. After the activity is finished, have each student tell the class whether their partner can snap their fingers and roll their tongue.
3. Look at the picture at the top of the page. What do the students think is happening in the picture? Ask the students to choose stickers from page 89 to complete their picture. Then have them answer the questions. Ask the students to check their answers with a partner.

## ANSWER KEY: STUDENT BOOK

**UNIT 18 Can you swim?**

**Grammar Board**  
Model Vocab: Can Questions

**Look and say.**

Can you swim?  Yes, I can.	Can you fly?  No, I can't.
Can she walk?  Yes, she can.	Can he drive?  No, he can't.
Can they run?  Yes, they can.	Can they climb a tree?  No, they can't.

Now practice with the Grammar Cards! • can't = cannot

**Look and write.**

Question	Answers
You can jump .	Yes, I can .
Can you jump ?	No, I can't .

**Look and match.**

**Check up**

**Guess who? Check (✓).**

- Can you jump?  
A No, I can't.  
Can you run?  
A No, I can't.  
Can you fly?  
A Yes, I can.
- Can she play the guitar?  
A No, she can't.  
Can she climb a tree?  
A No, she can't.  
Can she ride a bike?  
A Yes, she can.

I am ...  
She is ...

## Review

1. Write "can" on the board. Ask the students to work with a partner. Have each pair take turns standing up and asking each other "can" questions. Then have the students look at Robo's Note. Tell them to look at the picture and fill in the blanks. Check the answers as a class.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

**Practice**

**Complete the questions.**

- Can you jump? A No, we can't.
- Can he climb a tree? A Yes, he can.
- Can they speak English? A Yes, they can.
- Can she ride a bike? A No, she can't.
- Can it fly? A No, it can't.

**Complete the chart and write.** [Sample Answers] ✓ = can ✗ = can't

	snap your fingers	roll your tongue
Alex	✓	✗
I	✗	✓

- Can Alex snap his fingers? Yes, he can.
- Can Alex roll his tongue? No, he can't.
- Can you snap your fingers? No, I can't.
- Can you roll your tongue? Yes, I can.

**Stick and complete the dialogues.** [Sample Answers]

- Can they run? A Yes, they can.
- Can he jump? A Yes, he can.
- Can it walk? A No, it can't.
- Can she climb it? A Yes, she can.

**Robo's Note**

**Look and write.**

Can you climb a tree? Yes, I can.  
No, I can't.

## ANSWER KEY: WORKBOOK

**18 Can you swim?** Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Complete the grammar cards.**

**My Grammar Board**

Can you swim?  Yes, I can.	Can he drive?  No, he can't.
Can she walk?  Yes, she can.	Can they climb a tree?  No, they can't.

**B Answer the questions.** [Sample Answers]

1. Can you cook?	Yes, I can.
2. Can you swim?	
3. Can you ride a bike?	No, I can't.
4. Can you speak English?	
5. Can you fly?	
6. Can you play the guitar?	

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**C Look and write.**

- Q: Can Jane climb a tree?  
A: Yes, she can.
- Q: Can it swim?  
A: No, it can't.
- Q: Can you fly?  
A: No, I can't.
- Q: Can Mary play the guitar?  
A: Yes, she can.

**D Unscramble and write.**

- you / ? / snap your fingers / Can  
Can you snap your fingers?
- drive / ? / she / Can  
Can she drive?
- a horse / you / Can / ? / ride  
Can you ride a horse?
- speak / they / English / ? / Can  
Can they speak English?

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## Unit 19 | It is on the cheese.

### Unit Objectives:

- Students will learn about prepositions of place.
- Students will be able to understand the meaning of prepositions.

## LESSON GUIDE

### Grammar Board

Have the students look at the Grammar Board. Look at the pictures and read the sentences as a class. Tell the students that prepositions of place show where something is located.

#### Extra Idea (optional):

Make two sets of flashcards with all the photos and sentences from the Grammar Board on them. Spread the flashcards all over the board facedown. Split the students into two teams. Have one of the students come to the front and turn over two of the flashcards. Tell them to read the sentence on each of the flashcards. If the two sentences match, the student scores a point for their team.

Let the students practice the grammar points with the Grammar Cards. Tell the students to remove the Grammar Cards for the unit from their student books. Have

them work with a partner or individually to fill in the missing information on the cards (they can either write the missing information or simply say it). Tell the students to work with a partner to ask and answer questions about the cards.

After they have finished practicing with the grammar cards, ask the students to fill in the chart at the bottom of page 78. Check the answers as a class.

## Check Up

1. Look at the pictures as a class. What do the students see in each picture? Tell the students to read the sentences and circle the correct words. Check the answers as a class.

### Extra Idea (optional):

Write all the prepositions of place (except for “in”) on pieces of paper and put them in a hat or box. Ask the students to work in pairs. Have one pair come to the front of the class. Ask them to pick a piece of paper from the hat or box and then mime out the preposition on it.

2. Ask the students to read the sentences and stick the stickers from page 89 in the correct places. Have them check their answers with a partner.

## Practice

1. Read the prepositions of place at the top of the page as a class. Then ask the students to complete the sentences. Check the answers as a class.

### Extra Idea (optional):

Show the students a classroom object. Ask the students to close their eyes and hide the object in the classroom. Tell them to open their eyes and ask, “Where is it?” Use a preposition of place to tell where it is. Then have the students stand up and look for it.

2. Look at the picture at the top of the page. Do the students think it looks like a good bedroom? Why or why not? Ask the students to choose stickers from page 89 to complete their picture. Then have them complete the sentences. Ask the students to check their answers with a partner.

### Extra Idea (optional):

Tell the students to draw a picture of their room and write simple sentences describing where their things are in the room. Tell them to use the activity as a guideline. When they are finished, have them show their pictures to the class and read their sentences out loud.

## Review

1. Write the prepositions of place on the board. Ask the students to use each preposition of place to describe where something is in the classroom. Then have the students look at Robo’s Note. Tell them to look at the pictures and fill in the blanks. Check the answers as a class.
2. Print off enough unit review tests from <http://www.ibuildandgrow.com> for all the students. Hand the test out and ask the students to answer the questions on their own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.



## ANSWER KEY: STUDENT BOOK

### UNIT 19 It is on the cheese.

**Grammar Board**  
Prepositions of Place

**Look and say.**

It is on the cheese.

It is in the cheese.

It is under the cheese.

It is next to the cheese.

It is behind the cheese.

It is in front of the cheese.

Now practice with the Grammar Cards!

**Look and write.**

on

in

under

next to

behind

in front of

**Check up**

**Look and circle.**

- The spoon is ( on / in ) the cup.
- The pig is ( on / under ) the umbrella.
- The bus is ( next to / in front of ) the car.
- The man is ( in front of / behind ) the girl.

**Read and stick.**

- The chair is next to the table.
- The watch is on the chair.
- The book is under the table.
- The teacher is in front of the board.

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## ANSWER KEY: WORKBOOK

### UNIT 19 It is on the cheese.

**A Complete the grammar cards.**

**My Grammar Board**

It is on the cheese.

It is in the cheese.

It is under the cheese.

It is next to the cheese.

**B True or false? Write T or F.**

- The book is on the table. T
- The watch is in front of the chair. F
- The teacher is in the classroom. T
- The crayons are behind the table. F

**C Look and correct the mistakes.**

- The pig is on the umbrella. under
- The spoon is next to the cup. in
- The boy is behind the woman. in front of
- The car is in the bus. next to

**D Unscramble and write.**

- next to / The dog / the chair / is / .  
The dog is next to the chair.
- on / / is / the flower / The bee  
The bee is on the flower.
- the bed / is / / The tree / behind  
The tree is behind the bed.
- is / the car / The man / in front of / .  
The man is in front of the car.

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**Practice**

**Choose and write.**

in behind under next to on in front of

- It is in the house.
- It is on the flower.
- It is behind the jacket.
- It is next to the honey.
- It is under the table.
- It is in front of the TV.

**Stick and write.** [Sample Answers]

- The tree is behind the bed.
- The dog is under the bed.
- The doll is in the box.
- The ball is in front of the box.
- The pen is on the desk.
- The bag is next to the desk.

**Robo's Note**

**Look and write.**

It is in the box.

It is under the box.

It is behind the box.

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## Unit 20 | **Test Your Grammar** (Units 17-19)

### Unit Objectives:

1. Students will be able to check their understanding of the modal verb can and prepositions of place.
2. Students will be able to use can and can't to express ability, ask yes/no questions with can, and use prepositions of place to describe the location of things.

### LESSON GUIDE

#### Test Your Grammar

Before starting the test, have the students go through the Grammar Cards from the previous three units to review what they have learned. Tell the students to work with a partner to ask and answer questions about the cards.

Ask the students to open their student books to Unit 20. Explain what they need to do in each section of the test. Then ask them to answer all of the questions. When everyone is finished, you can check the answers as a class or have the students exchange books with a partner and check the answers that way. If the students struggled with any of the test questions, review the material before moving on.

#### Grammar in Writing

Ask the students to look at the pictures. What do they think is happening in each picture? Tell them to circle the correct words and fill in the blanks to complete the dialogue. Check the answers as a class.

#### It's Your Turn

Ask the students to look at the pictures. What do they think is happening in each picture? Tell them to fill in the blanks to complete the dialogue. Check the answers as a class.

#### Extra Idea (optional):

Have the students work in pairs. Tell them to act out the dialogue on either page 84 or 85. Encourage them to use actions and to change their voice to match their character. Have each pair perform the dialogue in front of the class.

#### Review

Have the students play some fun card games with the Grammar Cards from units 17–19 to continue practicing what they have learned. Here's one game idea. Have the students work in pairs. Ask them to put one set of their Grammar Cards in a pile and shuffle them. They can take turns choosing cards and asking each other about them. The pair that finishes asking about all their cards the fastest is the winner.

## ANSWER KEY: STUDENT BOOK

### UNIT 20 Test Your Grammar

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Score: \_\_\_\_\_

**Look and check.**

1. ☒ He can speak English. ☐ He can't speak English.

3. ☒ The boy is next to the girl. ☐ The boy is behind the girl.

2. ☐ Yes, I can. ☒ No, I can't.

4. ☒ The cat is in the box. ☐ The cat is on the box.

**Look and write the correct prepositions.**

1. on

3. in

5. next to

2. behind

4. under

6. in front of

**Look and circle.**

- It can / can't jump.  
It can / can't fly.
- He can / can't swim.  
She can / can't swim.
- The boy can / can't speak Chinese.  
The girl can / can't speak Chinese, too.
- The box is on / under the book.  
The book is on / under the box.
- The boy is behind / in front of the chair.  
The chair is behind / in front of the boy.

**Complete the dialogues.**

- Q Can you play the violin? A Yes, I can.
- Q Can they read? A No, they can't.
- Q Can she drive? A Yes, she can.
- Q Can you cook? A No, I can't.

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## ANSWER KEY: WORKBOOK

### UNIT 20 Test Your Grammar

Name: \_\_\_\_\_ Score: \_\_\_\_\_

**A Match and write can or can't.**

1. He can't swim.

2. We can cook.

3. It can jump.

4. She can't speak Chinese.

1. He can't swim.

2. We can cook.

3. It can jump.

4. She can't speak Chinese.

**B Look and write the correct numbers.**

- The bee is under the table. 3
- The bee is next to the honey. 5
- The bee is on the flower. 6
- The bee is behind the jacket. 2
- The bee is in front of the TV. 1
- The bee is in the house. 4

**C Make questions.**

- He can cook. → Can he cook?
- She can ride a bike. → Can she ride a bike?
- They can swim. → Can they swim?
- You can play soccer. → Can you play soccer?
- It can walk. → Can it walk?

**D Look and write.**

- The elephant can't climb the tree.
- The frog can swim.
- The boy is in front of the monkey.
- The girl is next to the frog.

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### Grammar in Writing

**Circle and complete the dialogue.**

1. Where is my ball?  
It is in / under the tree.

2. Oh, no! Can you / Do you climb the tree?  
No, I can / can't.

3. But, Mary can / can't climb the tree.

4. Where is Mary?  
She is behind / in front of you.

5. Hi, Mary. Can you climb the tree?  
Yes, I / can.

1. Where is my key?  
It is in / on the water.

2. Oh, no! Can you / Can you swim?  
No / I can't.

3. But, Fred can / can't swim.

4. Where is Fred?  
He is next to / in front of you.

5. Hi, Fred. Can you swim?  
Yes, I / can.

### It's your turn!

**Look and complete the dialogue.**

- Where is my key?  
It is in the water.
- Oh, no! Can you swim?  
No, I can't.
- But, Fred can swim.
- Where is Fred?  
He is next to you.
- Hi, Fred. Can you swim?  
Yes, I can.

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MEMO

Handwriting practice lines on the left page. The page contains 20 horizontal lines, each consisting of a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.

MEMO

Handwriting practice lines on the right page. The page contains 20 horizontal lines, each consisting of a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.

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