







Nouns & Articles

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Supplementary Material





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

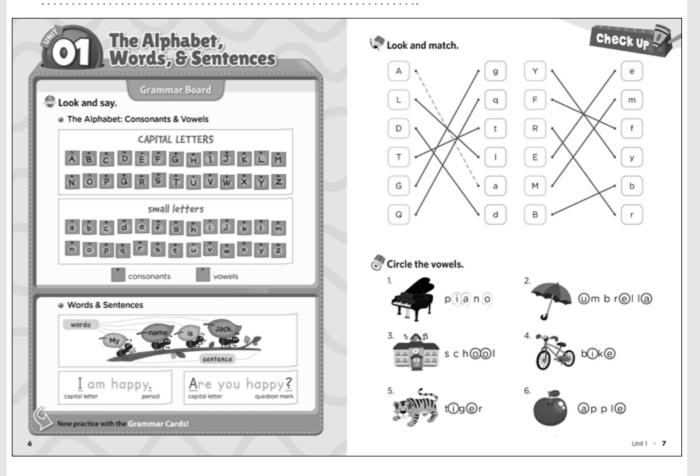
with a partner and guess how many words they think there are. Then have them count the words in the passage. Which of the partners made the better guess? Have the students count the sentences as well.

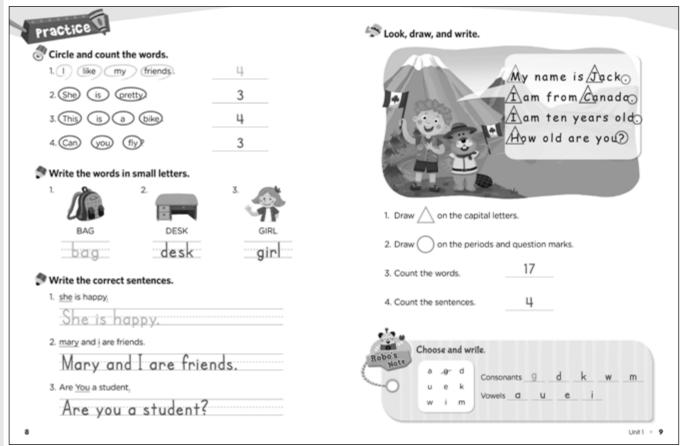
Extra Idea (optional):

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.

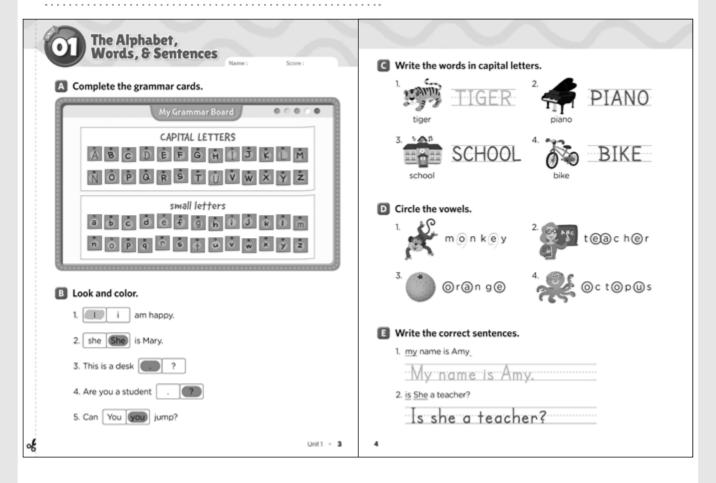
Review

- 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: WORKBOOK



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 the 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):

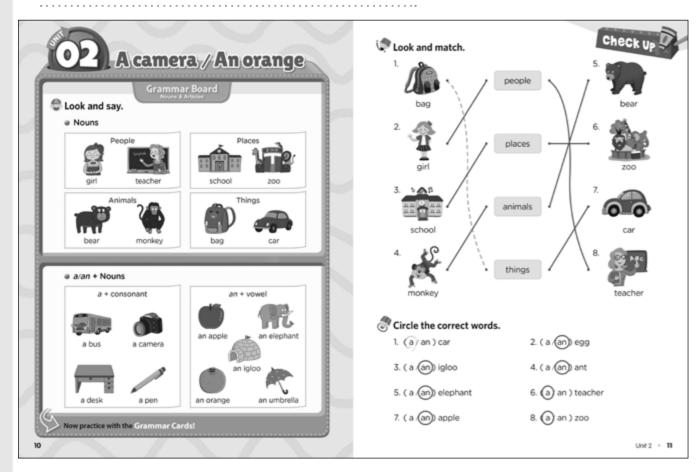
Make your own guessing game with classroom objects. Put the classroom objects in a box or a bag. Have the students take turns closing their eyes and picking up one of the objects. Tell them to guess what the object is by saying "It is a/an (word)."

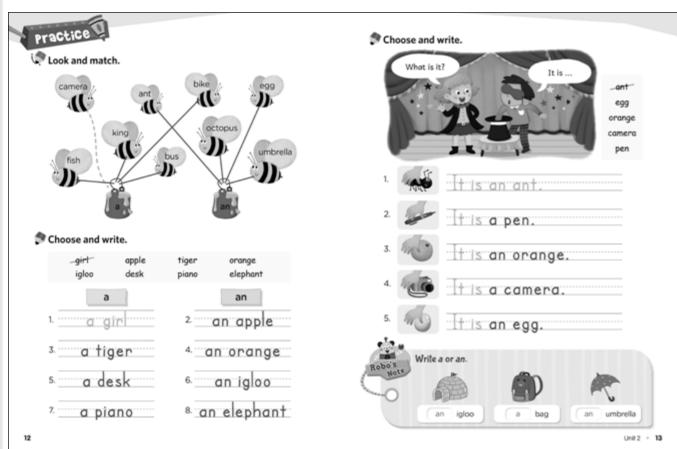
Review

- 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

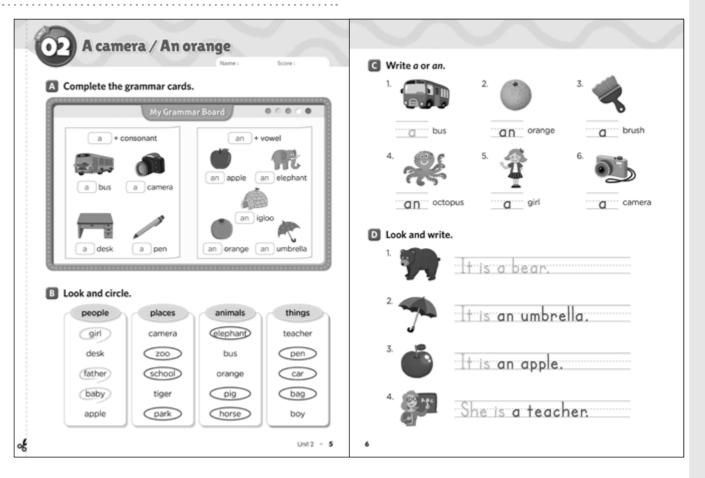
own. Have the students work with a partner to check their test sheets, check the answers as a class, or collect the test sheets and grade them on your own. If the students struggled with any of the test questions, review the material before class ends.

ANSWER KEY: STUDENT BOOK





ANSWER KEY: WORKBOOK





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

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 matchs, 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):

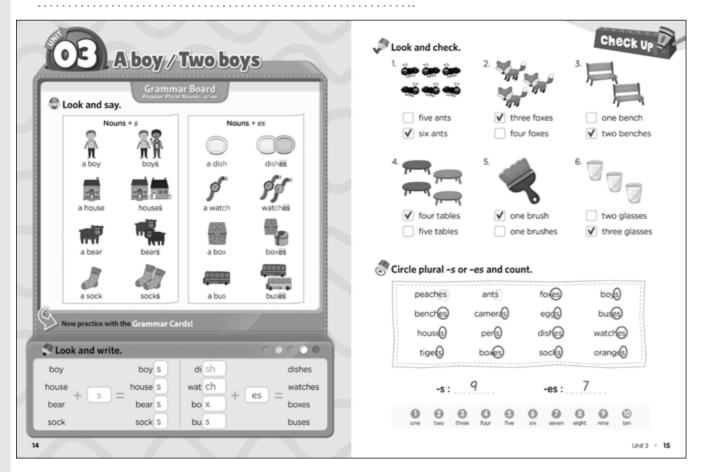
Play tic-tac-toe with the singular nouns from page 16. Draw a 3 X 3 grid on the board and write a singular noun in each of the boxes. There are nine spaces and only seven singular nouns on page 16, so you can use two of the singular nouns from the Grammar Board as well. Next to each of the singular nouns, write a numeral from 2 to 10. Split the students into two teams (team X and team 0). 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.

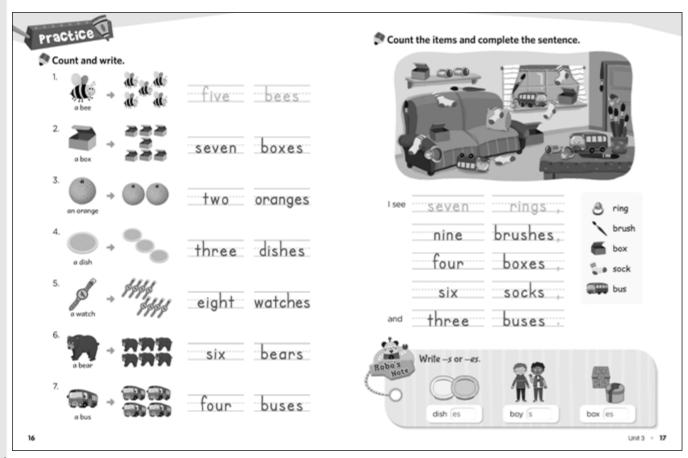
2. Look at the picture at the top of the page together as a class. Do the students think the room is clean or messy? Do they have a clean or a messy room at home? Ask the students what objects they can see in the picture. Have the students count the items on their own and then complete the sentences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

Review

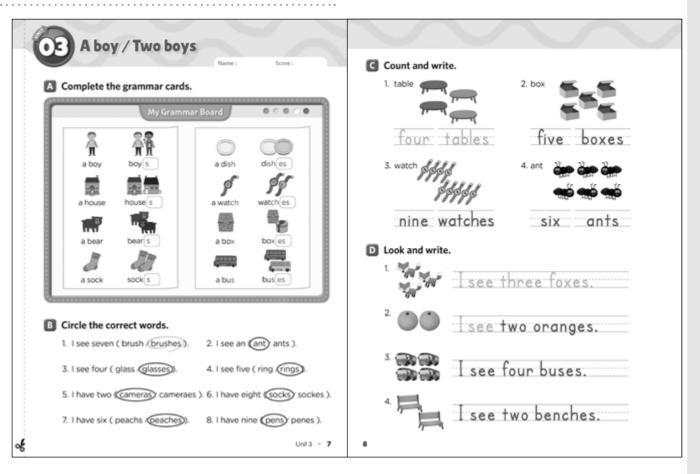
- 1. Ask the students when they should use -s and -es. Remind them that if a word ends in -sh, -ch, -x, or -s, we use -es on the end of it for plural nouns. Write some singular nouns on the board and have the students take turns coming to the front and making them plural. Then have them look at Robo's 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





ANSWER KEY: WORKBOOK





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.

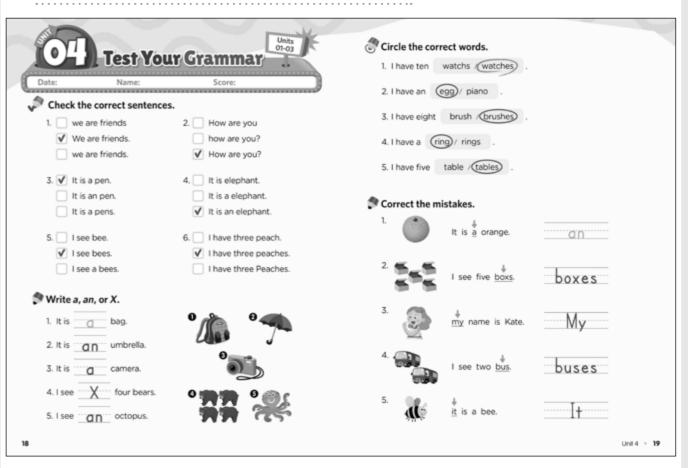
Extra Idea (optional):

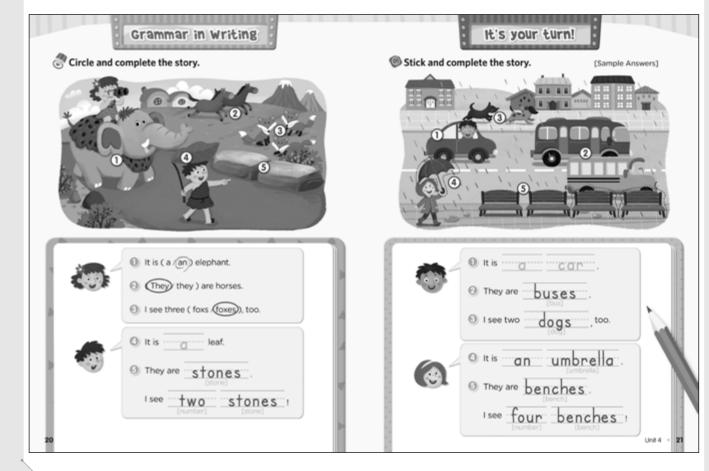
Let the students take turns telling their stories to the class. Encourage them to speak clearly and slowly and to use a loud voice so that everyone can hear them.

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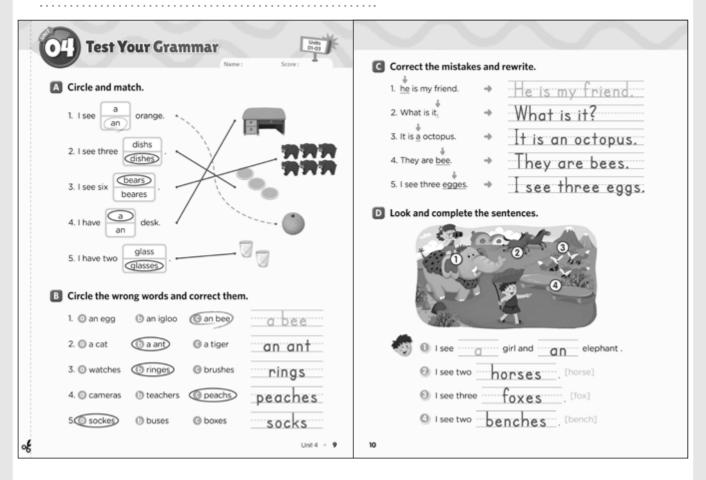
Review

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.





ANSWER KEY: WORKBOOK



Unit 05 | I am a student.

Unit Objectives:

- 1. Students will learn about subject pronouns and the verb be.
- 2. Students will be able to understand what subject pronouns are.
- 3. 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):

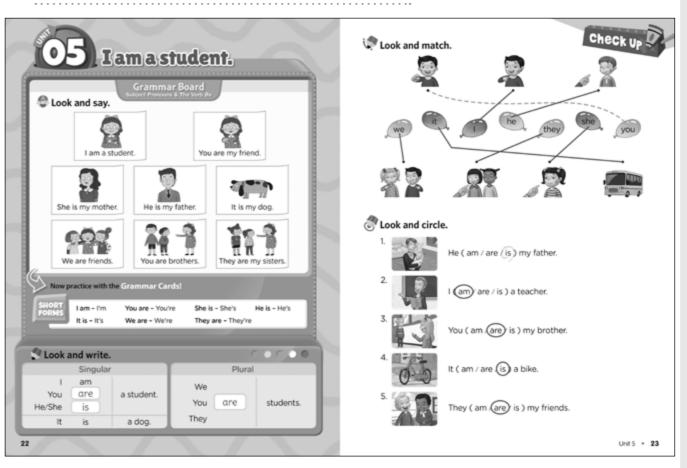
Tell the students to draw a picture of their own family dressed up as superheroes. Ask them to write about their family using pronouns and the verb be. Encourage them to use the activity on page 25 as a guideline. When they are finished, have the students take turns showing the class their pictures and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

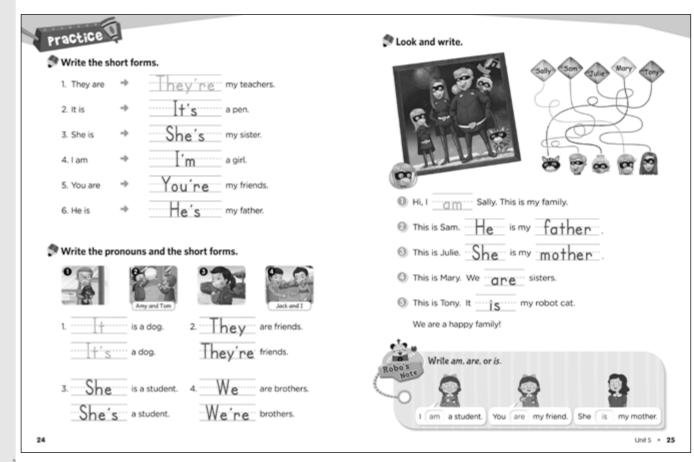
Review

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

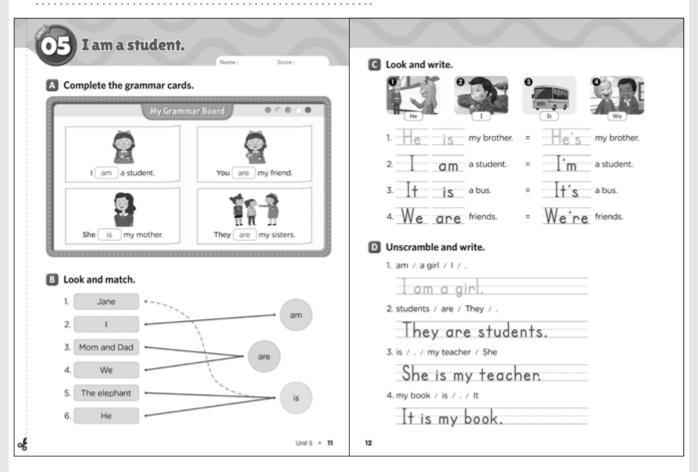
spaces. Check the answers as a class.

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: WORKBOOK



Unit 06 | She is not hungry.

Unit Objectives:

- 1. Students will learn about the negative form of the verb be.
- 2. Students will be able to make negative sentences with be verbs.
- 3. 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

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.

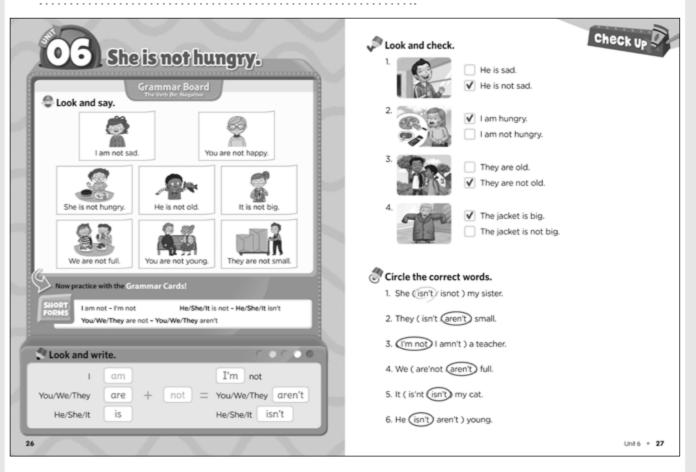
Extra Idea (optional):

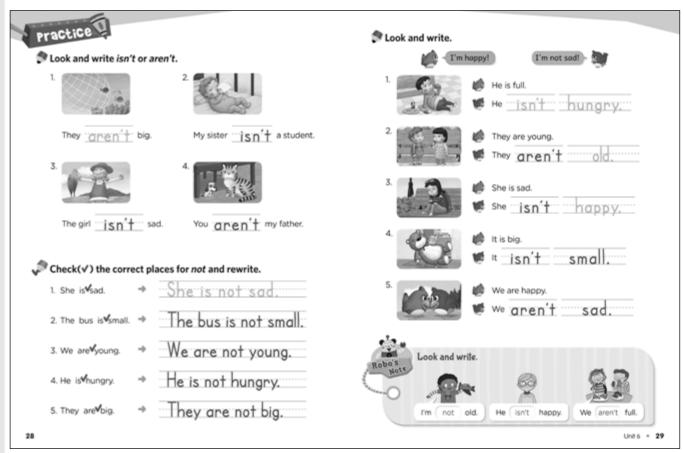
Have the students work in pairs. Tell one student to be the blue bird and the other student to be the red bird. Have each pair read all of the sentences from the

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

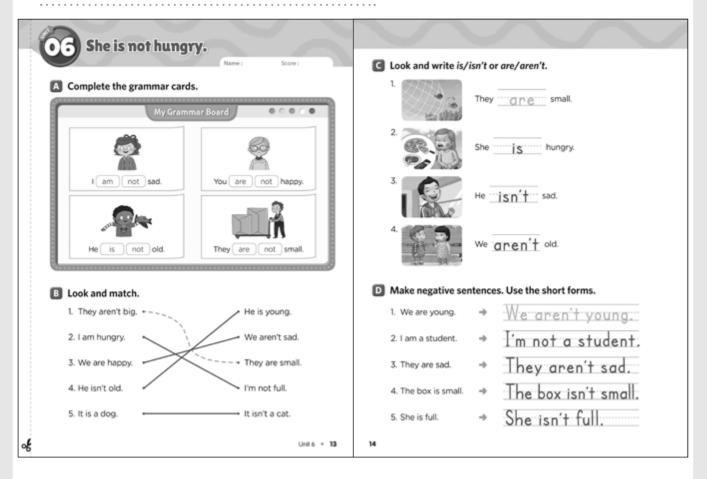
Review

- 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: WORKBOOK



Unit 07 | Are you a cook?

Unit Objectives:

- 1. Students will learn about questions with the verb be.
- 2. 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.

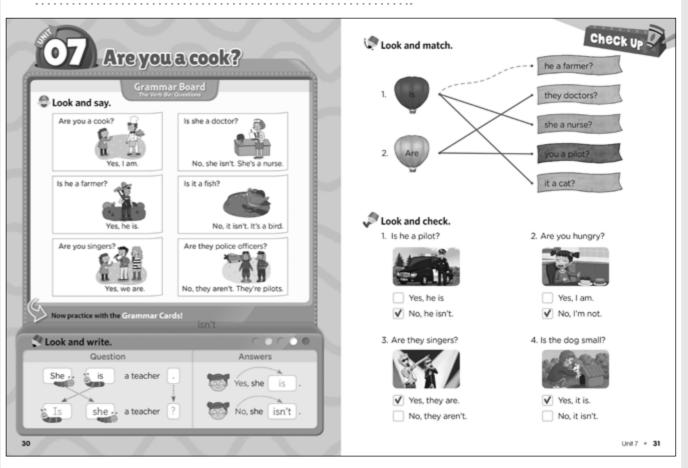
Extra Idea (optional):

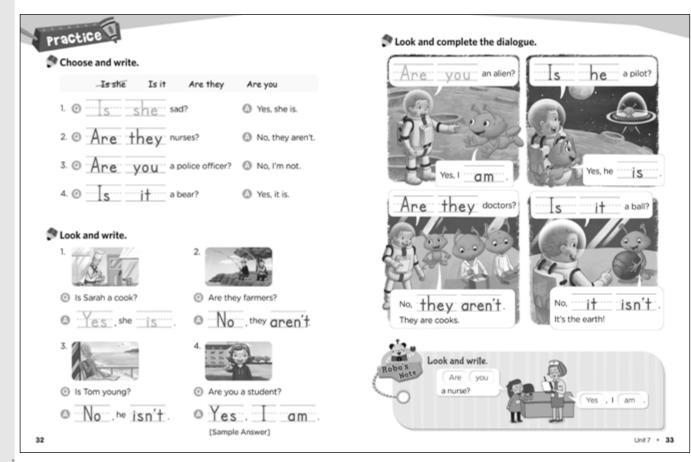
Have the students work in pairs and act out the dialogue. Encourage them to use actions and to change their voices to sound like an astronaut and an alien. Have each pair perform their dialogue in front of the class.

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.

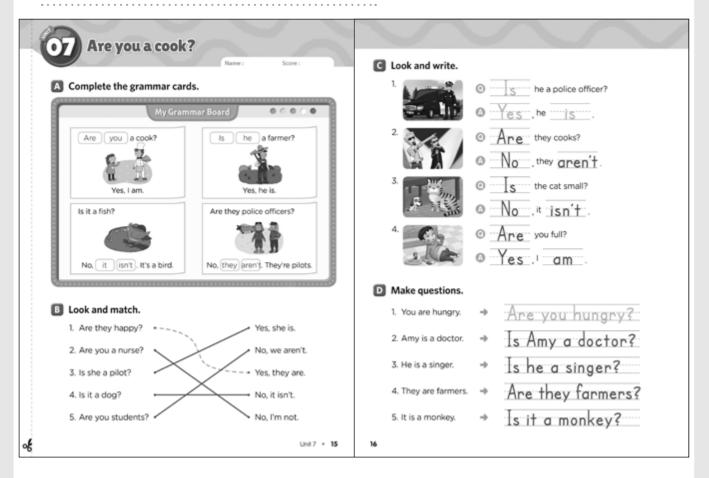
ANSWER KEY: STUDENT BOOK





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ANSWER KEY: WORKBOOK



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

Unit Objectives:

- 1. Students will be able to check their understanding of subject pronouns and the verb be.
- 2. 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.

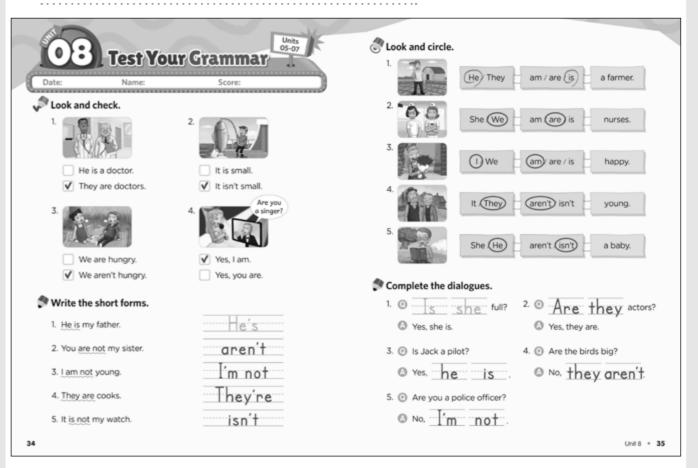
After finishing the activity, have the students work in pairs and act out the dialogue. Tell them to take turns being the cat and the mole. Choose some of the pairs to act out the dialogue in front of the class.

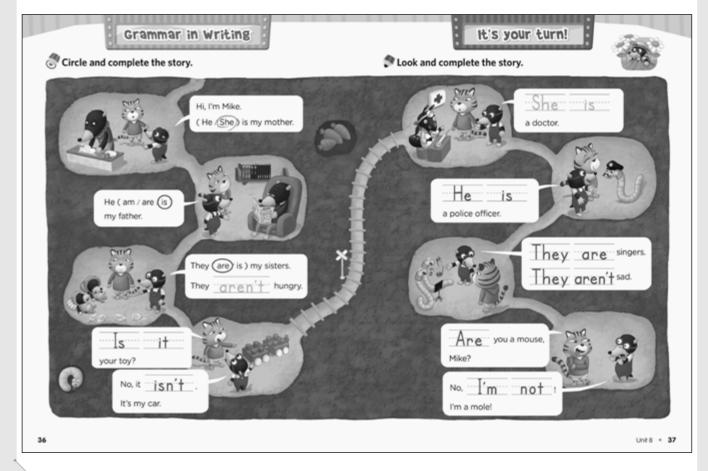
Extra Idea (optional):

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.

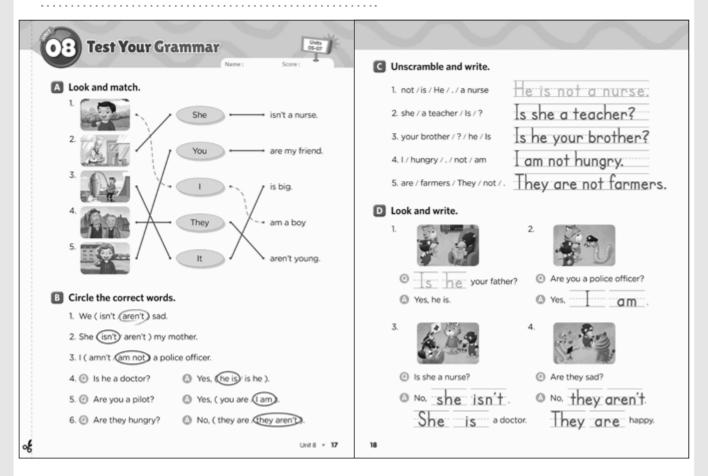
Review

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



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 0). 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 0) 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):

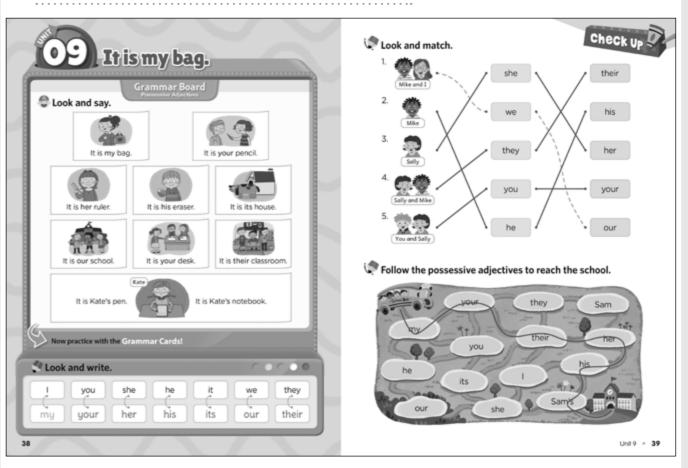
Have the students close their eyes. Remove a classroom object (or a few objects) from someone's desk. Tell the students to open their eyes and then hold up the object. Ask them what it is and who it belong to.

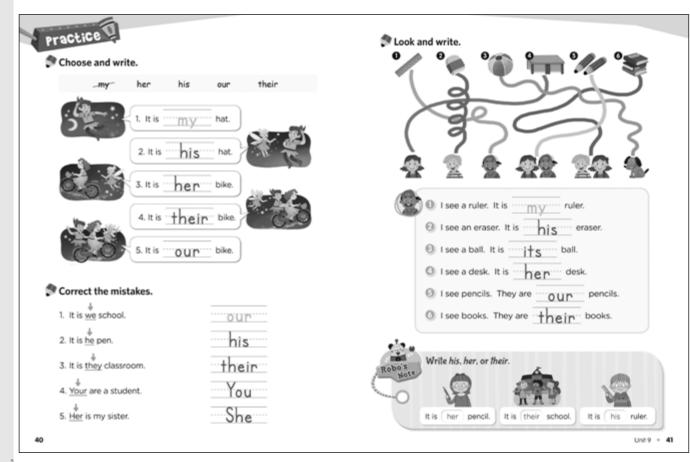
Review

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

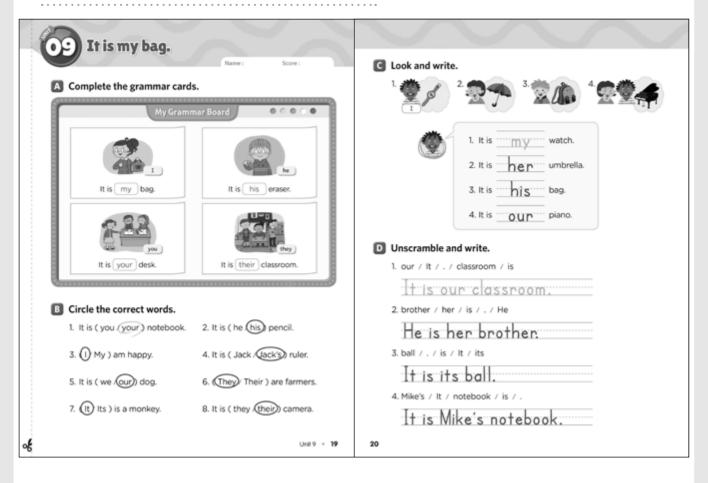
use his, her, or their to complete the sentences. Check the answers as a class.

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: WORKBOOK



Unit 10 | This is a robot.

Unit Objectives:

- 1. Students will learn about demonstrative pronouns.
- 2. Students will be able to understand the meaning of this/that and these/those.
- 3. 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.

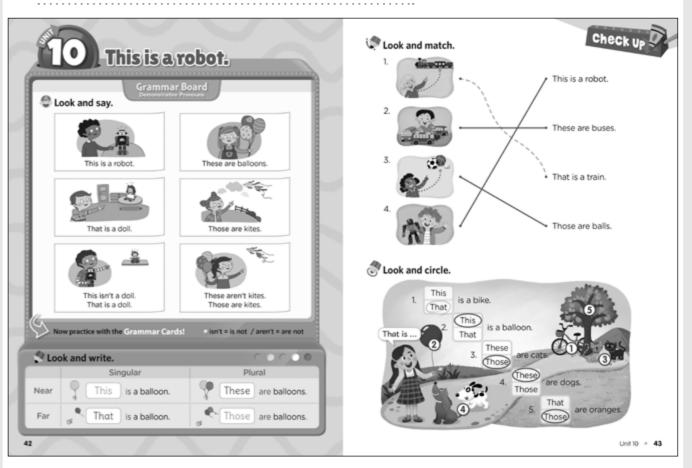
3. Look at the picture at the top of the page. Ask the students what the different children are doing. Which of the activities do the students enjoy doing? Tell the students to look at the picture again and complete the sentences. Check the answers as a class.

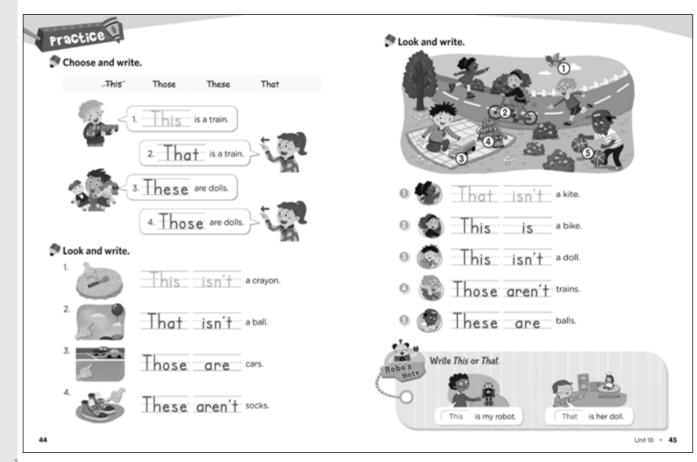
Extra Idea (optional):

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.

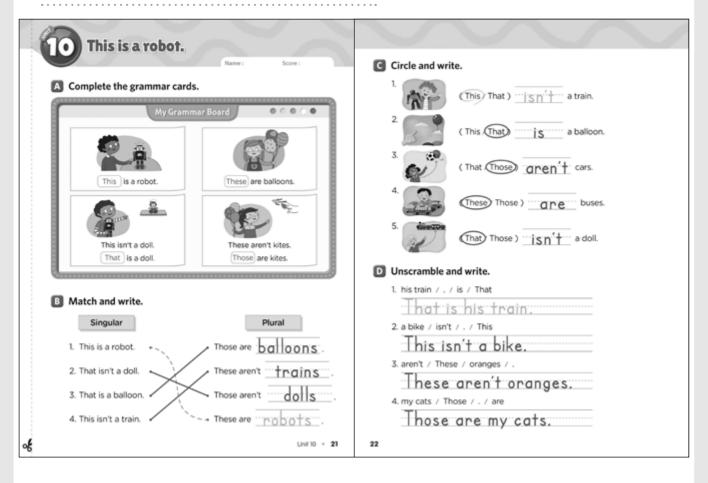
Review

- 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: WORKBOOK



Unit 11 | Is this a shirt?

Unit Objectives:

- 1. Students will learn about questions with demonstrative pronouns.
- 2. 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.

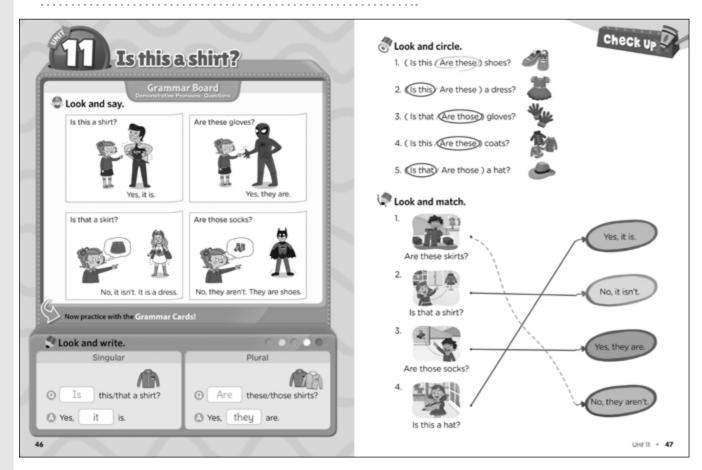
Extra Idea (optional):

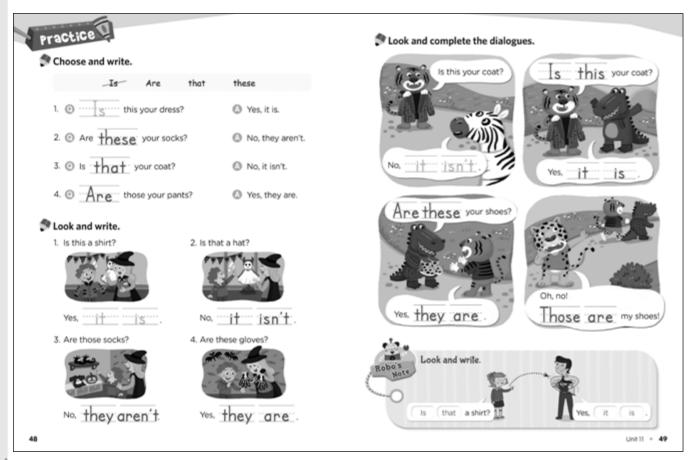
Have the students work in groups of four to act out the dialogues. Have each student play one of the characters. Encourage them to use actions and / or props when saying their lines. Have each of the groups perform their dialogues in front of the class.

Review

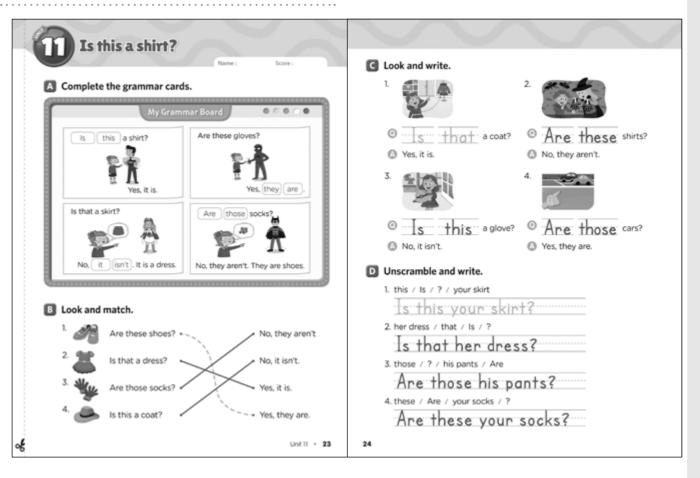
- 1. Write Is/Are/this/that/these/those on the board. Have the students use the words to make simple yes/no questions. Tell the students to look at Robo's Note. Ask them to complete the sentences. Check the answers as a class.
- 2. Print off enough unit review tests from http://www.ibuildandgrow.com 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





ANSWER KEY: WORKBOOK





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.

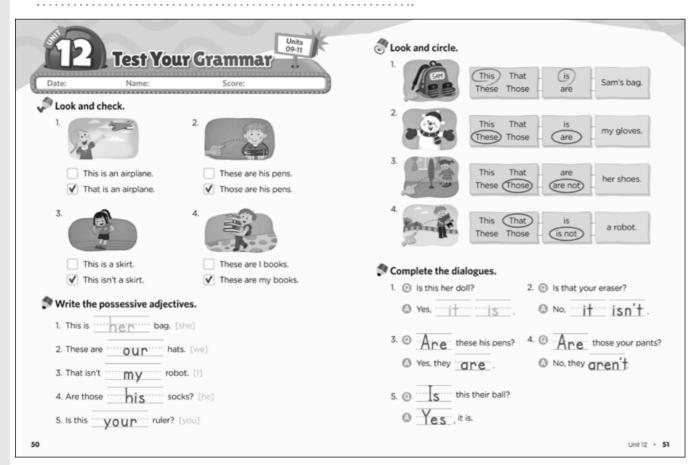
Extra Idea (optional):

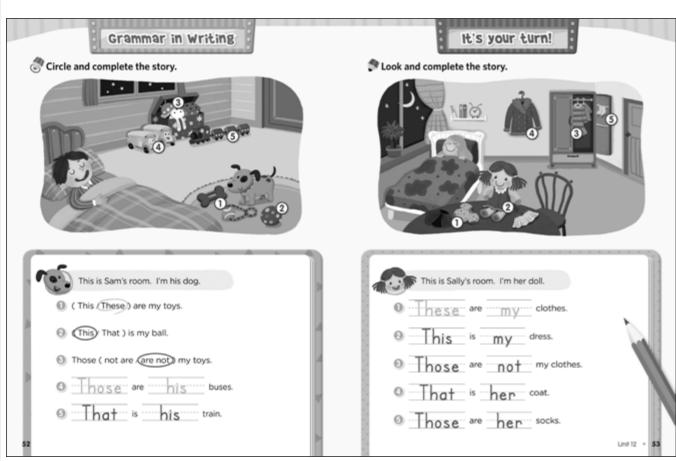
Have the students draw their own picture and write their own story about their room. Tell them to use the story in the book as a guideline for making their own story. After they have finished, have the students take turns showing their picture and telling their story to the class.

Review

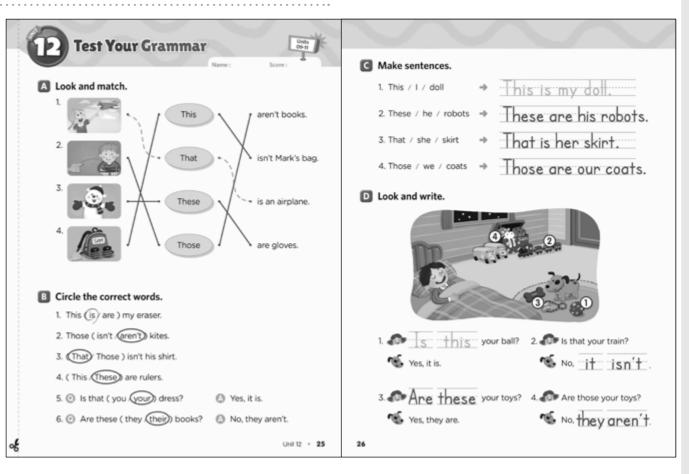
Have the students play some fun card games with the Grammar Cards from units 9-11 to continue practicing what they have learned. Here's one game idea. Have the students work in pairs. Ask them to put one set of their Grammar Cards in a pile and shuffle them. They can take turns choosing cards and asking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

ANSWER KEY: STUDENT BOOK





ANSWER KEY: WORKBOOK





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 0). 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 0) 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

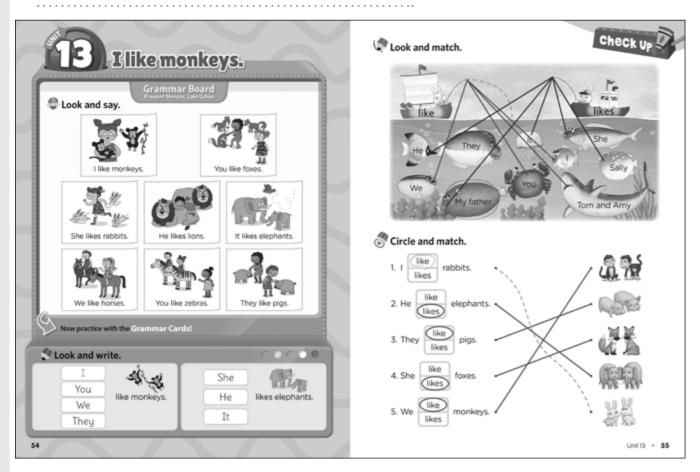
- 1. Look at the pictures at the top of the activity as a class. Which animals do the students like the best? Ask the students to look at the chart and write "like" or "likes" to complete the sentences. Check the answers as a class.
- 2. Read what each character in the second activity is saying as a 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.

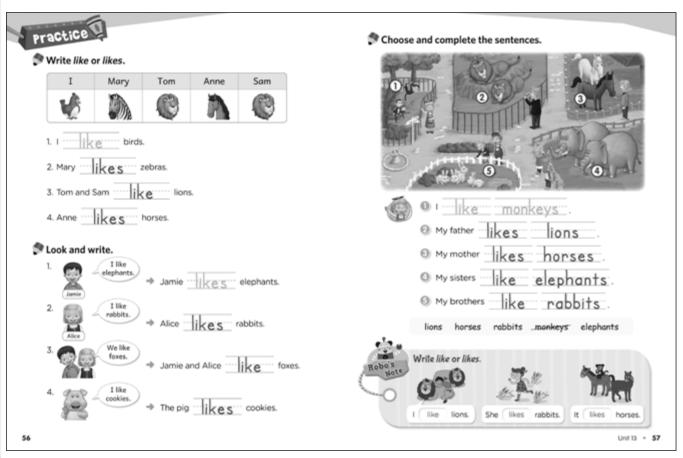
Extra Idea (optional):

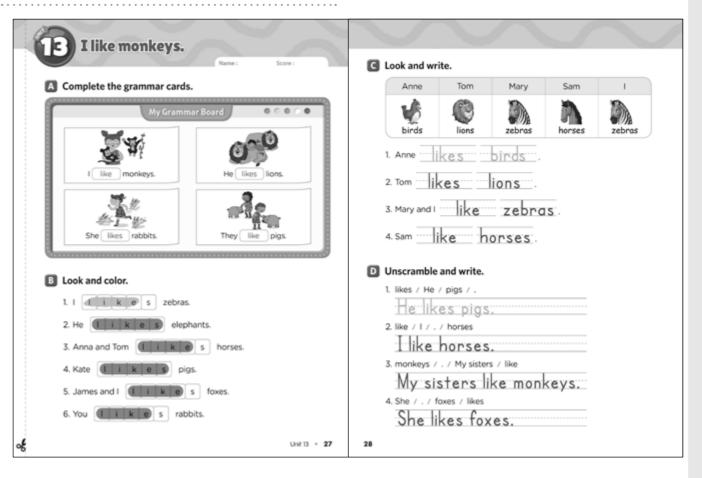
Have the students draw a picture of their family at the zoo and write sentences about it. Tell them they can choose whatever animals and family members they want. When they are finished, have the students take turns showing their pictures and reading their sentences to the class.

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.









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):

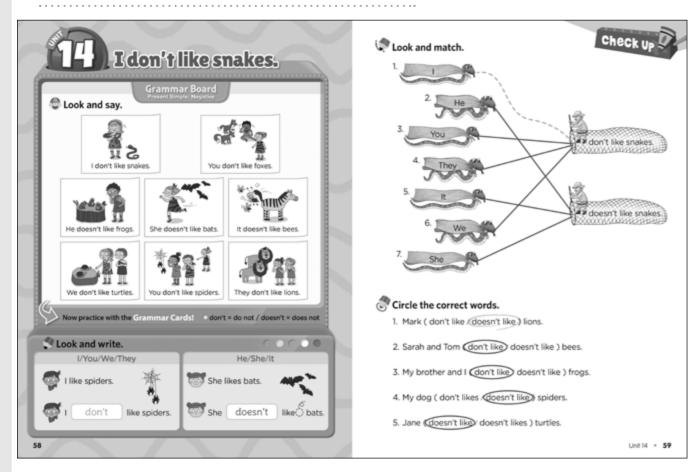
Ask the students to choose four animals. Write the animals on the board. Give one student a coin and have them flip it. If the coin lands on "heads," they will make a sentence with "like." If the coin lands on "tails," they will make a sentence with "don't like." Have them flip the coin four times to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

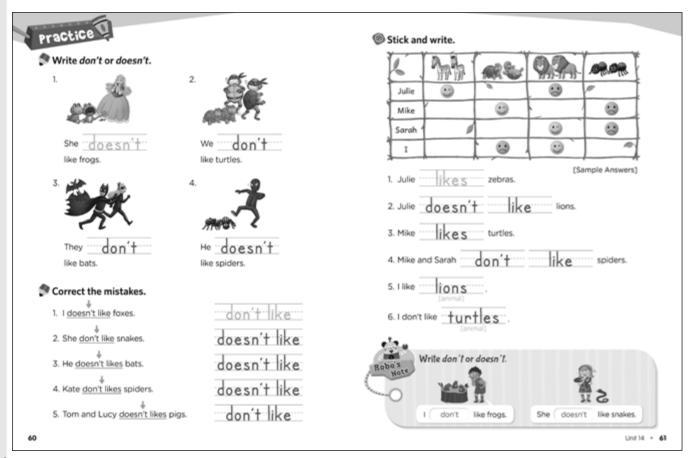
Review

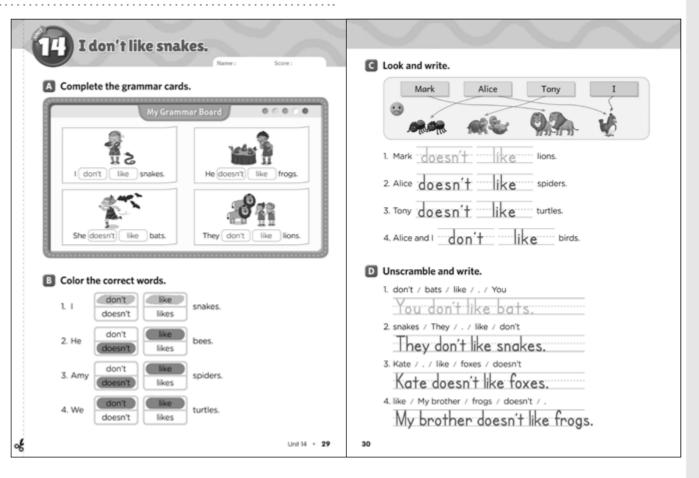
1. Write the subject pronouns on the board. Ask the students which words use "don't" and which ones use "doesn't." Then ask them to make sentences by choosing

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.









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.

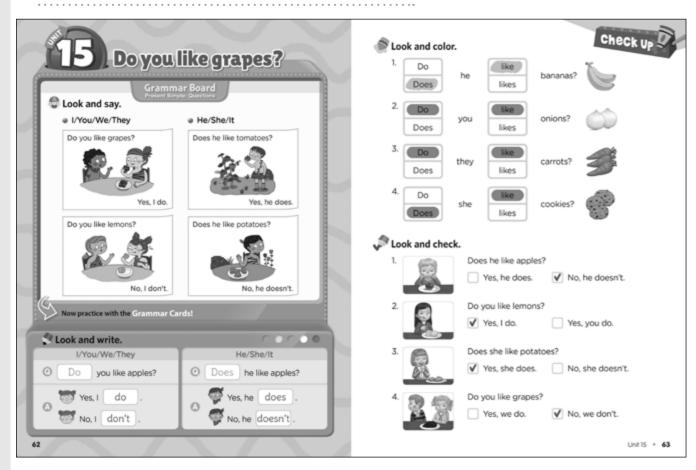
Extra Idea (optional):

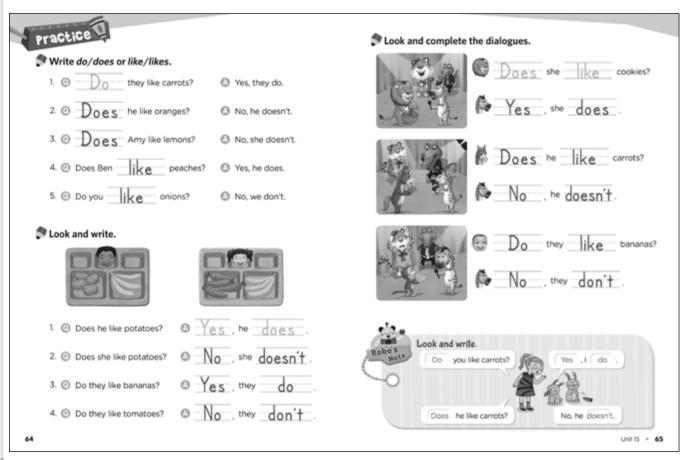
Make flashcards with different foods on them. Show the students one of the flashcards and then choose three students to come to the front of the class. Have the three students stand close together and tell them to pass the flashcard behind their backs until you say "stop." Have the students sitting down 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."

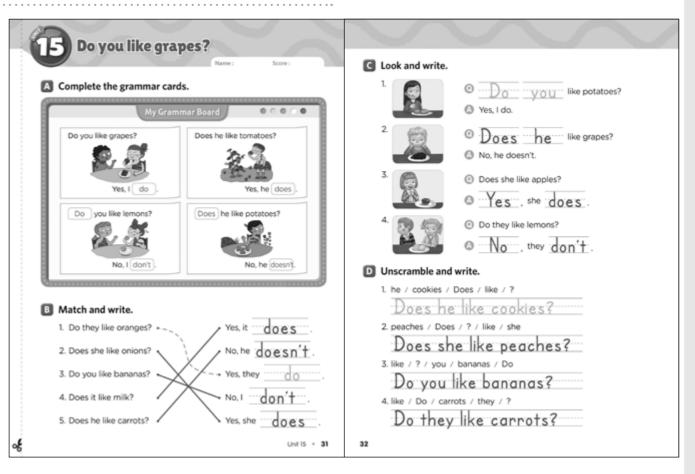
3. Look at pictures together as a class. What animals do the students see in each picture? What do they think is happening in each picture? Ask the students to look at the pictures and complete the dialogues. Check the answers as a class. Afterward, have some pairs of the students read the dialogue out 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.









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

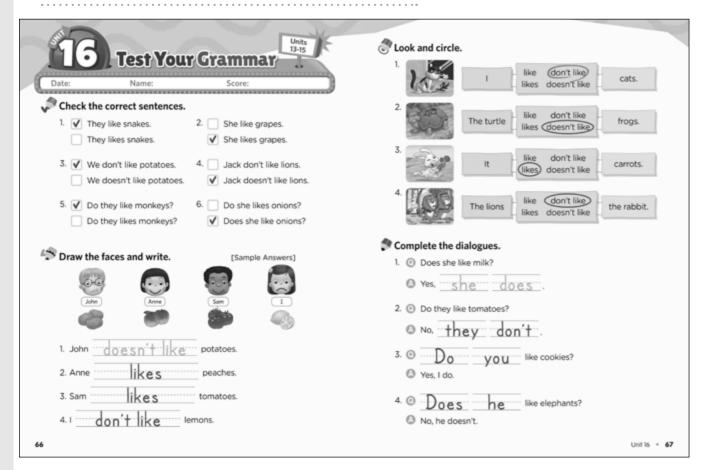
Ask the students to look at information cards. Read the information cards for the other children as a class and then ask the students to make their own information card. Tell them to draw their face, write their name, and mark the fruit that they like and don't like. Then tell them to complete the sentences.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

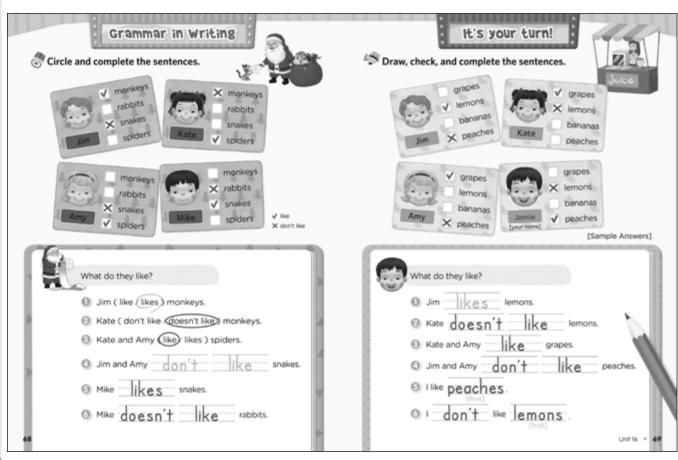
Extra Idea (optional):

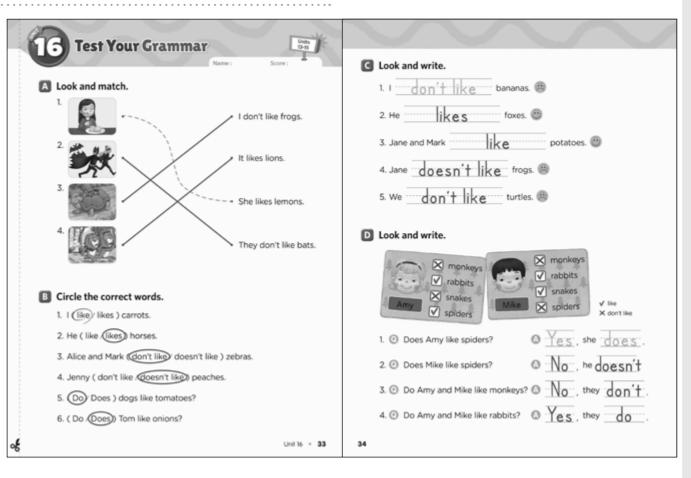
Have the students work in groups of four. Tell them to make an information card for themselves and for the other three people in their group. The information cards can be about fruit, animals, or something else. After they have made their information cards, ask the students to write about them. Tell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









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):

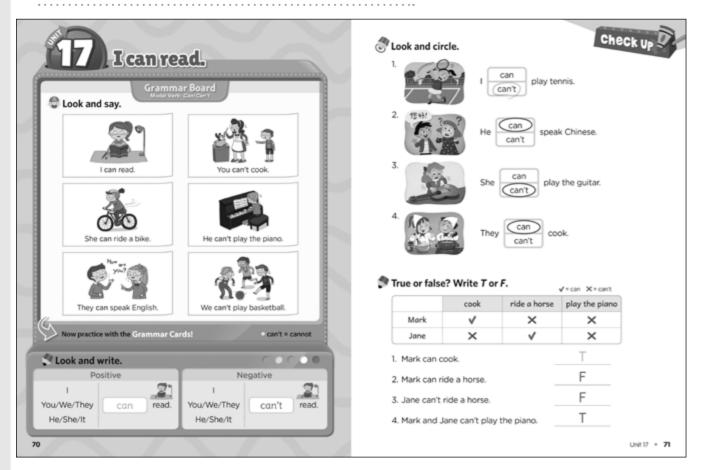
Have the students work in pairs. Using the information from the activity, tell each student to stand up and tell the class about the things their partner can and can't do. Ask them to add one more thing that their partner can do to the list.

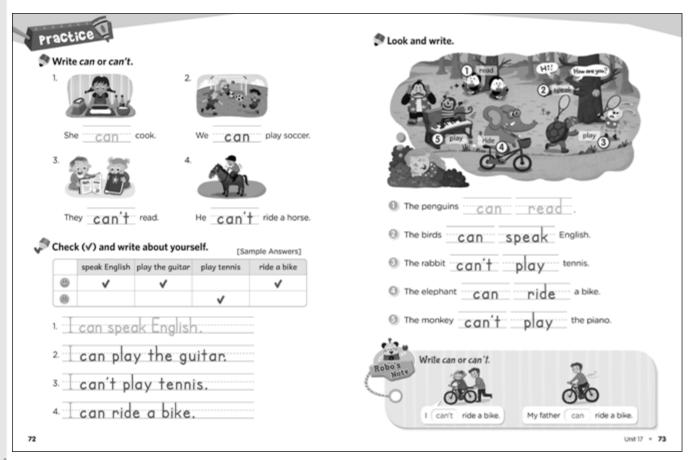
3. Look at the picture at the top of the page. Can the students name all of the animals in the picture and the activities they are doing? Ask the students to use the picture to complete the sentences. Check the answers as a class. Afterward, have the students take turns saying which of the activities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

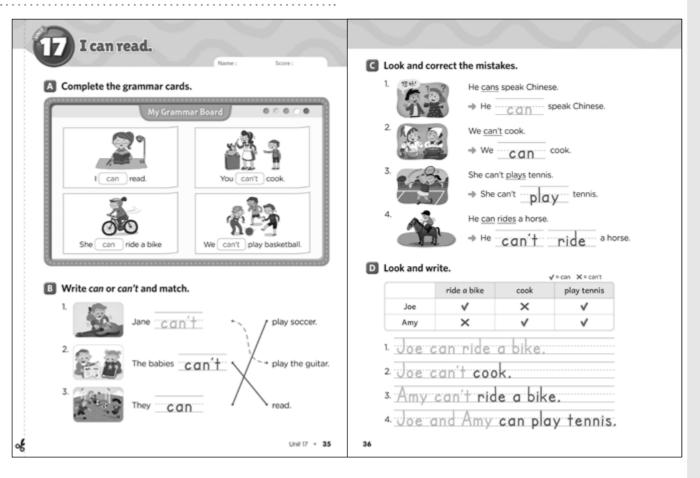
Review

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.

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.









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 0). 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"

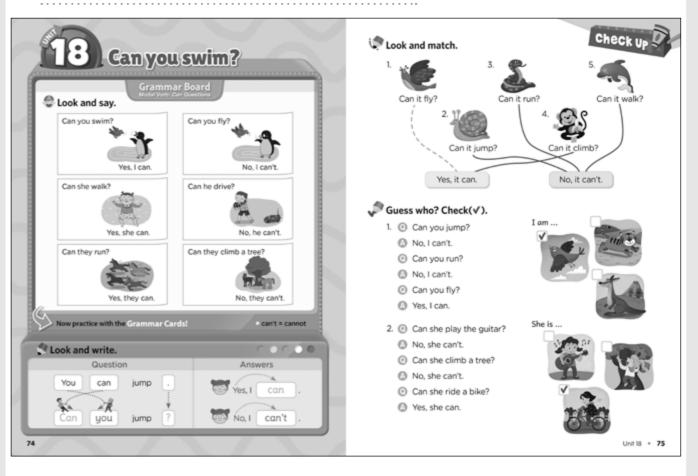
question with the action and to ask one of their teammates to answer it. Then ask them to put their team's symbol (X or O) in the square. The first team to make a straight line with three of their symbols is the winner.

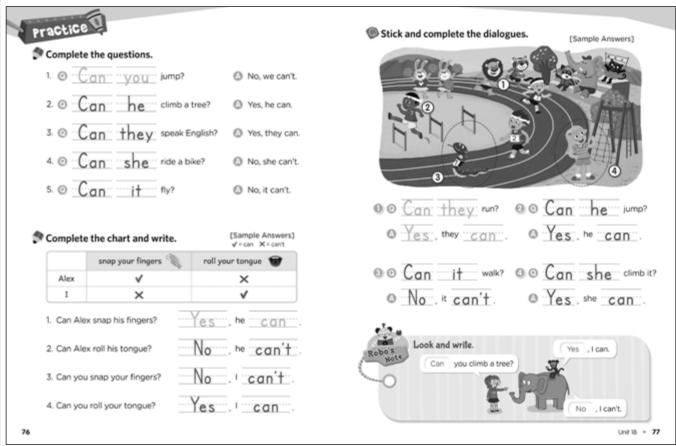
- 2. Ask the students to complete the chart and then answer the questions. Ask the students to check their answers with a partner. After the activity is finished, have each student tell the class whether their partner can snap their fingers and roll their tongue.
- 3. Look at the picture at the top of 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.

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.

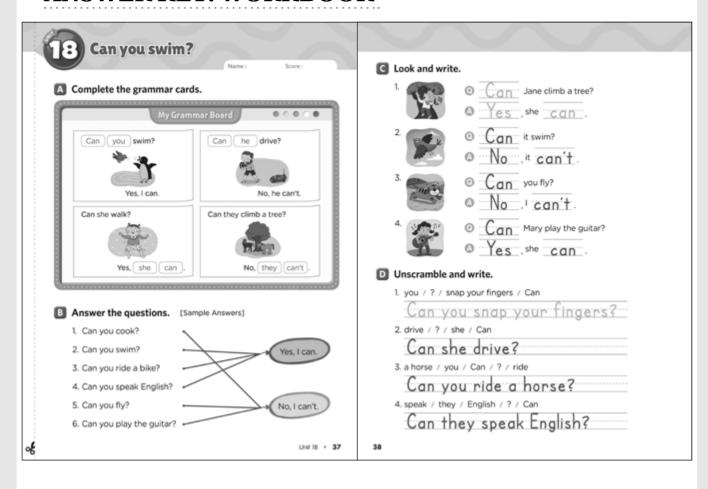
ANSWER KEY: STUDENT BOOK





102

ANSWER KEY: WORKBOOK





Unit 19 | It is on the cheese.

Unit Objectives:

- 1. Students will learn about prepositions of place.
- 2. 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.

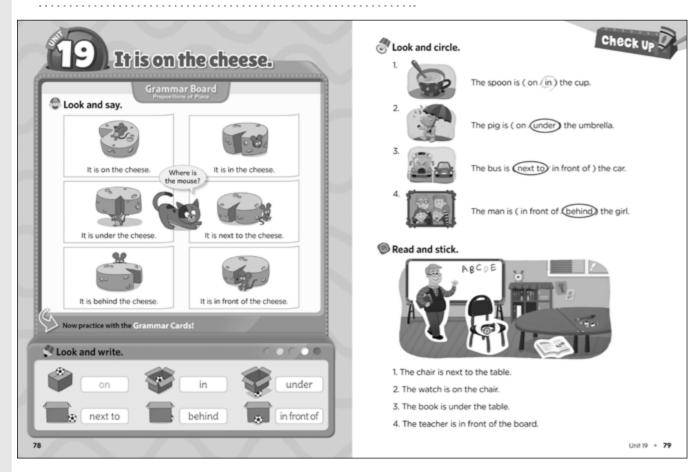
2. Look at the picture at the top of the page. Do the students think it looks like a good bedroom? Why or why not? Ask the students to choose stickers from page 89 to complete their picture. Then have them complete the sentences. Ask the students to check their answers with a partner.

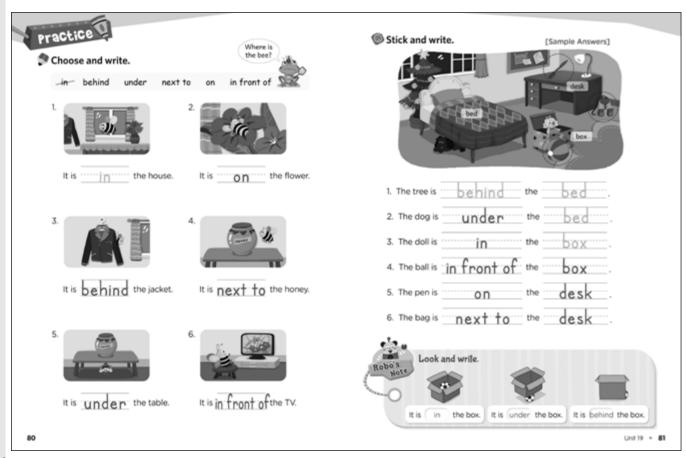
Extra Idea (optional):

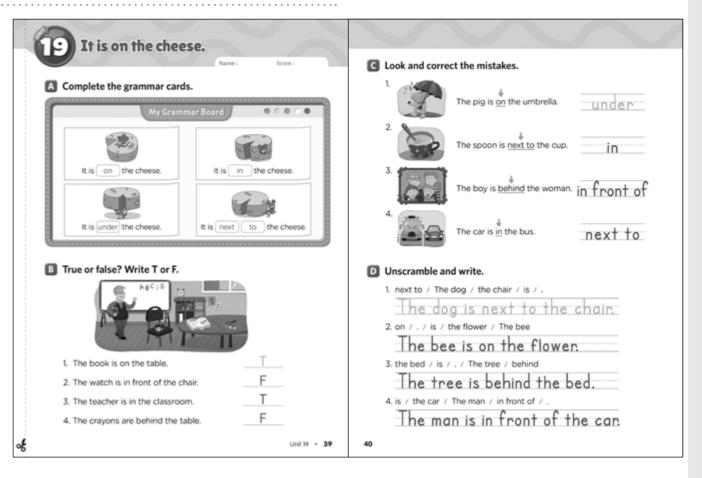
Tell the students to draw a picture of their room and write simple sentences describing where their things are in the room. Tell them to use the activity as a guideline. When they are finished, have them show their pictures to the class and read their sentences out loud.

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.









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

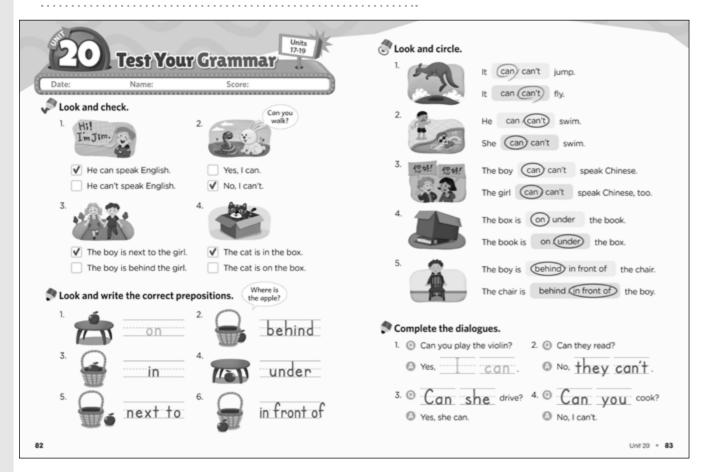
Ask the students to look at the pictures. What do they think is happening in each picture? Tell them to fill in the blanks to complete the dialogue. Check the answers as a class.

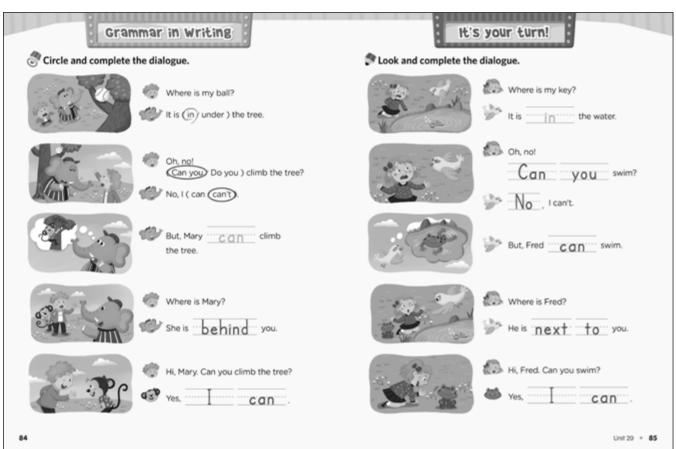
Extra Idea (optional):

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.

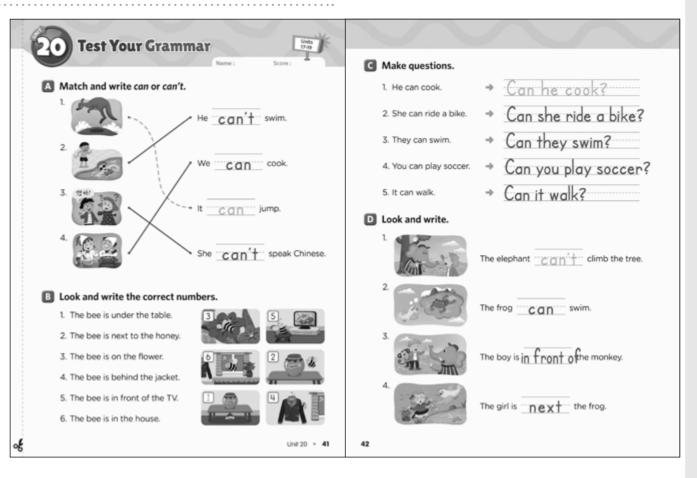
Review

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.





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