



Teacher's Guide

Gillian Flaherty and James Bean

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Introduction

Welcome to *Grammar Club*! In writing this series, we have aimed to make learning English grammar lively and engaging for primary students. At the start of the book, students meet four young friends – Lisa, Tim, Jack, and Sally – the members of the “*Grammar Club*.” These characters guide students through the book, showing them how to use new grammar structures in familiar contexts. The delightful illustrations in the book are designed to make contexts and meanings clear. In *Grammar Club*, grammar really comes to life!

How to use *Grammar Club*

The Student’s Book is divided into ten six-page units, each with its own theme.

The opening page of each unit gives an overview of the unit’s content. At the top of the page is a context-setting picture. Encourage students to talk about this picture. Ask questions such as *Who is in the picture? Where is he/she? Where are they? What is he/she doing? What are they doing?* and *What else can you see in the picture?* Say the language that appears in the speech bubbles in these pictures; say it clearly and ask students to repeat it. Where possible, demonstrate the language using objects in the classroom.

In the middle of the page is a vocabulary activity that introduces the key words for the unit. This consolidates the theme of the unit.

At the bottom of the page is a summary of the grammar structures presented in the unit. This is designed as a reference for teachers and students. You may choose to read through it with the class, but it is not necessary to do so. The same information is introduced gradually through the unit. You may find it useful to refer to throughout the lesson, and some students may want to refer to it while completing activities.

In each unit, the opening page is followed by four pages of activities. This is where new structures are presented and students can practise using them. There is a wide variety of activities, including drawing activities and puzzles. The activities are graded within each unit so students can develop skills and then use the language they have learned with confidence. Check the answers after students have completed the activities. You can do this with the whole class, eliciting answers from students, or ask students to check their answers in pairs.

The final page of each unit is a review page, covering the main structures of the unit. Some review pages also contain personalized activities in which students write about themselves using the structures they have learned.

At the end of the book, students complete Grammar Round-up, a review activity covering all ten units. The answers for Grammar Round-up are provided in the Student's Book so students can check their own work. They can then fill out a Grammar Club certificate saying they are members of the club. You might like to sign this certificate for them.

This Teacher's Guide contains step-by-step guidance to help you use the Student's Book effectively with your class. The language structures, sample language and key vocabulary for each unit are provided as well as the answers to all questions. There are also two review tests: Test 1 reviews Units 1 to 5, and Test 2 reviews Units 6 to 10. These tests may be photocopied for classroom use or self-study.

We hope you find *Grammar Club* an enjoyable and stimulating resource for your classroom.

Gillian Flaherty and James Bean

Scope and Sequence

Structures

Sample language

Key vocabulary

Unit 1

Page 9

A and an

Indefinite articles:
a and **an**

a pencil
a book
a rubber
an orange

pencil, rubber, chair,
crayon, desk, ruler, pen,
book, apple, orange,
umbrella, egg

Theme:
Doing
homework

Unit 2

Page 15

**One rabbit,
two rabbits**

Plurals and numbers

one duck
two ducks
one foot
two feet

rabbits, kittens, parrots,
ants, ducks, frogs, dogs,
snakes, tortoises,
horses, nose, eye,
mouth, arm, ear, leg,
foot, hand

Theme:
Pets

Unit 3

Page 21

**I am, he is,
she is**

Present simple of
the verb **to be**:
I am, he is, she is

I am a clown.
He is a bus driver.
She is a teacher.

clown, vet, cook,
fireman, builder, doctor,
hairdresser, bus driver,
teacher

Theme:
Jobs

Unit 4

Page 27

**This, that,
these, and
those**

This, that, these,
and **those** used
as pronouns
Adjectives

This is a boat.
That is a rocket.
These are marbles.
Those are dolls.

train, kite, rocket,
puzzle, ball, doll, plane,
boat, marbles, car, big,
small, old, new, dirty,
clean

Theme:
Toys

Unit 5

Page 33

**What is it?
What are they?**

Questions with
What...?
Yes/No questions
with **Is it...?** and
Are they...?

What is it?
What are they?
Is it a lion?
Are they kangaroos?

giraffe, kangaroo, tiger,
monkey, elephant,
crocodile, bear, lion,
zebra

Theme:
Animals

Structures

Sample language

Key vocabulary

Unit 6

Page 39

My, his
and **her**

Theme:
Clothes

Possessive adjectives:
my, his, and her
Questions with
Whose...?
Colours

This is my sweater.
This is his jacket.
These are her boots.
Whose scarf is this?
It is my scarf.
Whose trousers are these?
They are his trousers.

cap, boots, jacket, scarf,
sweater, gloves, trousers,
socks, T-shirt, glasses,
shoes, bag, blue, red,
yellow, green, black,
white, brown

Unit 7

Page 45

In, on, under
and **behind**

Theme:
In the garden

Prepositions of place:
in, on, under, and
behind
Questions with
Where...?

Sally is in the shed.
The dog is under the
table.
The bird is on the chair.
Jack is behind the tree.
Where is Sally?

shed, cat, dog, tree, bird,
grass, table, box, bicycle,
ball, chair

Unit 8

Page 51

I have got,
he has got,
she has got

Theme:
Food

Present simple of the
verb **have got: I have**
got, he has got, she
has got
Questions with **What...?**
Yes/No questions with
Have you got...?

I have got a drink.
She has got a banana.
What have you got?
Have you got a pear?

sandwich, bar of
chocolate, orange,
banana, biscuit, drink,
cake, apple, pear,
ice cream

Unit 9

Page 57

Can and **can't**

Theme:
Having fun

Can for ability
Can't
Yes/No questions with
Can you...?,
Can he...?, and
Can she...?

I can ride a bicycle.
She can't climb a tree.
Can you catch a ball?

swim, climb, catch, kick,
ride, jump, throw, hit, fly,
play, guitar, bicycle, ball,
tree

Unit 10

Page 63

Jack is
running.

Theme:
At the beach

Present continuous
Questions with **What...?**
Yes/No questions with
Is...?

I am listening to music.
He is eating an ice
cream.
She is reading the
newspaper.
What is Sally doing?
Is Lisa swimming?

make, run, listen, sleep,
read, eat, swim, play,
climb, paint, ride,
newspaper, ice cream,
music, sandcastle,
bicycle, cricket, apple,
music, book, picture

Unit 1 A and an

Theme	Structures	Sample language	Key vocabulary
Doing homework	Indefinite articles: a and an	a pencil a book an apple an orange	pencil, rubber, chair, crayon, desk, ruler, pen, book, apple, orange, umbrella, egg

Page 9

Ask students to look at the picture at the top of the page. Ask them where Jack and Sally are – at school or at home? (They are at home, doing homework.) Ask students what they can see in the picture. They may already know some of the words for the objects in the picture; for example, *book, apple, pencil*. Say the phrases *a pencil* and *an apple* and ask students to repeat them.

Words to learn: Doing homework

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs.

Page 10

A. Write the words.

This is a tracing exercise, designed to give guided practice in forming letters and words. Students trace, or write over, the grey letters to form the words *a* or *an*.

When students have finished tracing, ask them to look at the words that have *a* before them. These words – *desk, chair, book, pen, crayon, and rubber* – begin with consonants. Then ask students to look at the words that have *an* before them. These words – *apple, orange, umbrella, and egg* – begin with vowels.

Explain to students that we use *a* and *an* when we are talking about one thing or person. Explain that we use *a* before words that begin with consonants and *an* before words that begin with vowels.

(Note: There are a few exceptions to this rule. We use the article *an* with words beginning with *h* where the *h* is silent because the word is pronounced with a vowel sound at the beginning; for example, *an hour*. We use the article *a* with words which begin with vowels but are pronounced with a consonant sound at the beginning; for example, *a university*. However, it is not necessary to

introduce these exceptions at this elementary level.)

To teach students the difference between vowels and consonants, write two groups of letters on the board, like this:

Consonants

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

Vowels

a e i o u

Page 11

B. Circle the words.

Students draw a circle around either *a* or *an* before each word. Practise saying the phrases with students: *a book, a crayon, an egg*, etc.

Page 12

C. Write the words beside *a* or *an*.

Pupils sort the list of words at the top of the page into two groups. Beside 1 to 6 they write the words that should have *a* before them, and beside 7 to 10 they write the words that should have *an* before them.

Page 13

D. Draw and write the words.

This is a drawing and writing activity. Students complete the partly-drawn pictures, then write the correct names of the objects. They should write *a* or *an* and the correct nouns; for example, *a ruler, an orange*.

Page 14 Review

A. Write the words.

Students write the missing words in the boxes in the picture. Again, they should write *a* or *an* and the correct nouns.

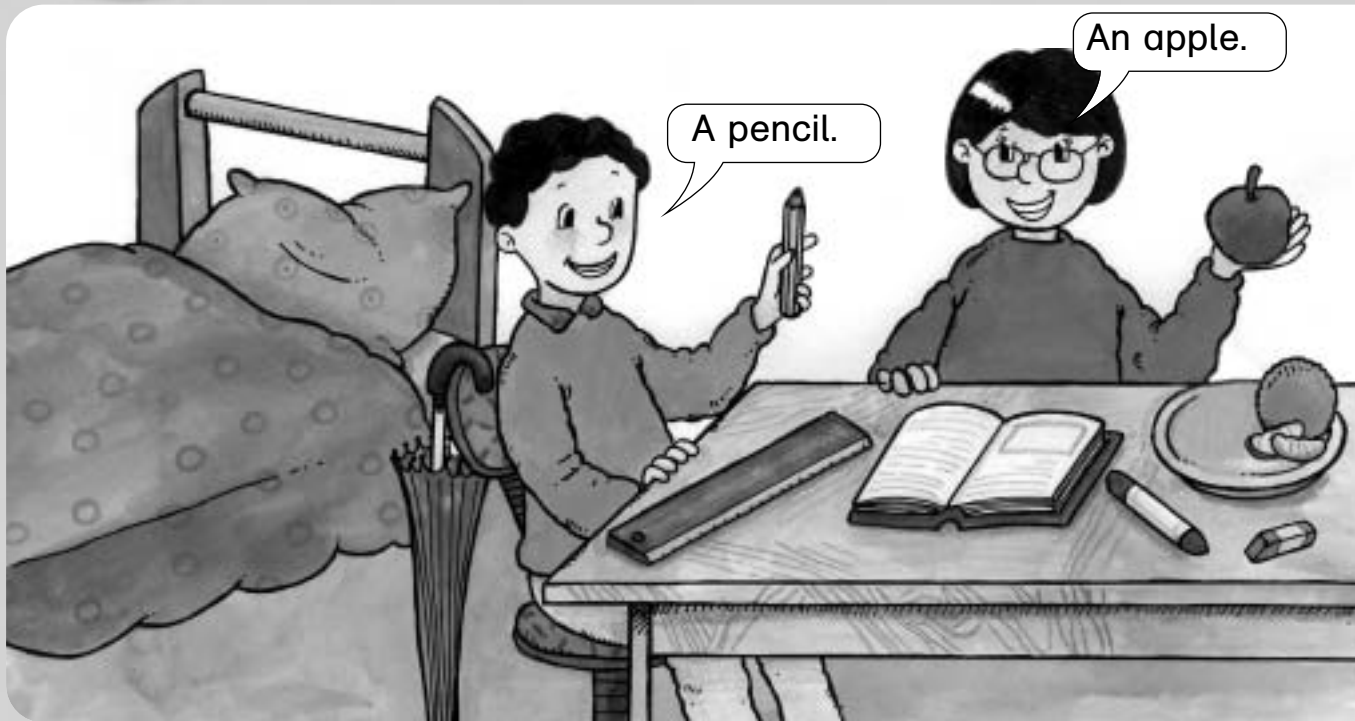
B. Draw some things on the desk. Write the words.

This is a drawing and writing activity. Students draw any objects they like on the top of the desk in the picture. Then they write the names of the objects, including *a* and *an*.

You can ask students to show their drawings to other students and tell each other what they have drawn. Check that students are using *a* and *an* correctly.

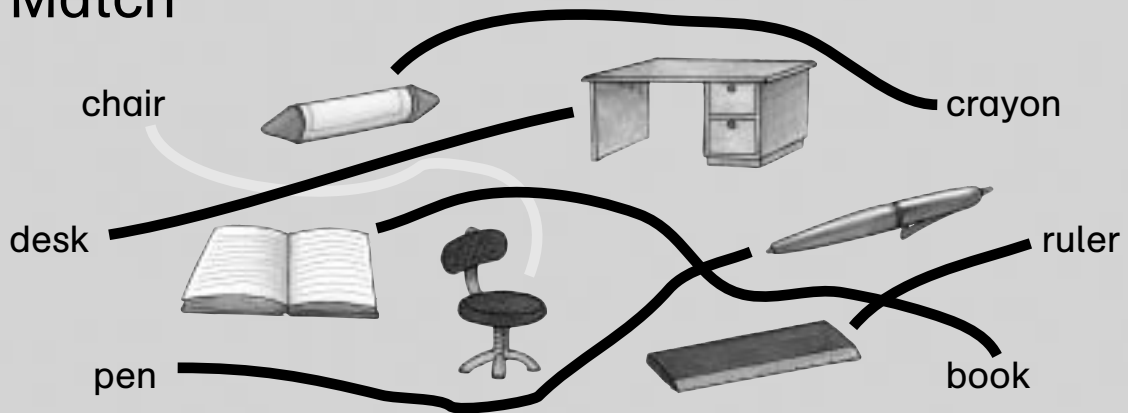


A and an



Words to learn: Doing homework

Match



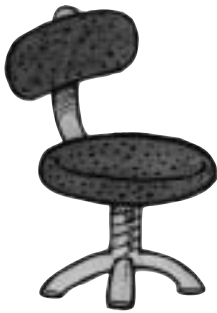
We use **a** before words that begin with consonants.

a pencil
a book

We use **an** before words that begin with vowels: a, e, i, o, u.

an apple
an orange

A. Write the words.

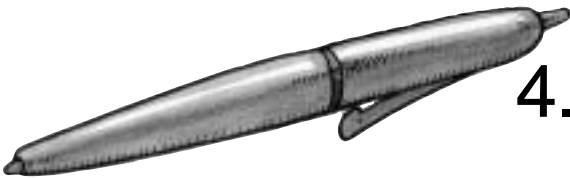


1. a desk



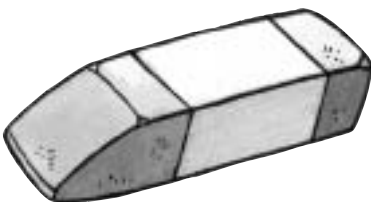
2. a chair

3. a book



4. a pen

5. a crayon



6. a rubber

7. an apple



8. an orange



9. an umbrella



10. an egg



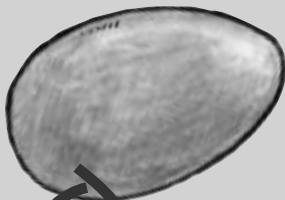
B. Circle the correct words.



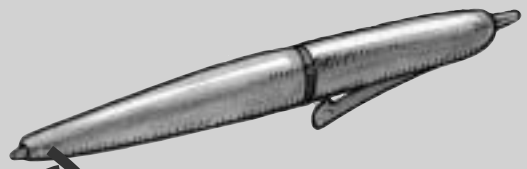
1. **a** / **an** book



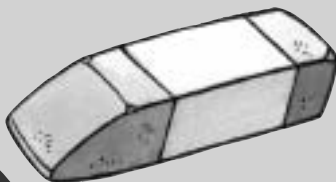
2. **a** / **an** crayon



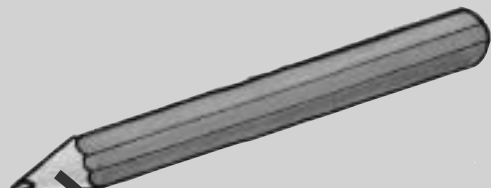
3. **a** / **an** egg



4. **a** / **an** pen



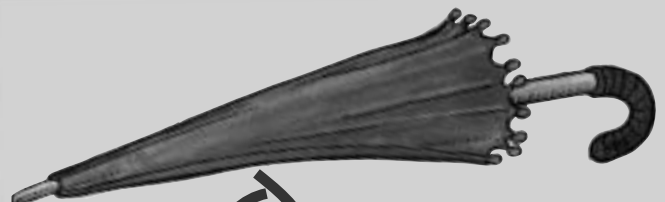
5. **a** / **an** rubber



6. **a** / **an** pencil

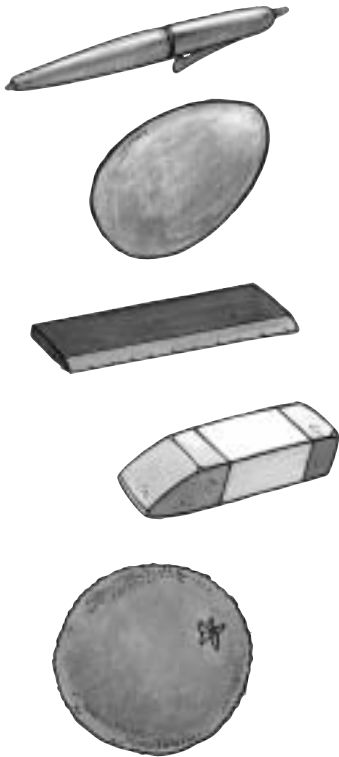


7. **a** / **an** orange



8. **a** / **an** umbrella

C. Write the correct words beside **a** or **an**.



~~pen~~
~~egg~~
umbrella
ruler
apple
chair
rubber
pencil
orange
book



1. a pen

6. a rubber

2. a ruler

7. an egg

3. a chair

8. an apple

4. a pencil

9. an umbrella

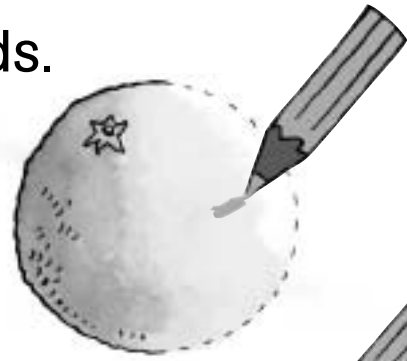
5. a book

10. an orange

D. Draw and write the words.



1. a ruler



2. an orange



3. an umbrella



4. a pen



5. an egg



6. a crayon



7. a book



8. a rubber



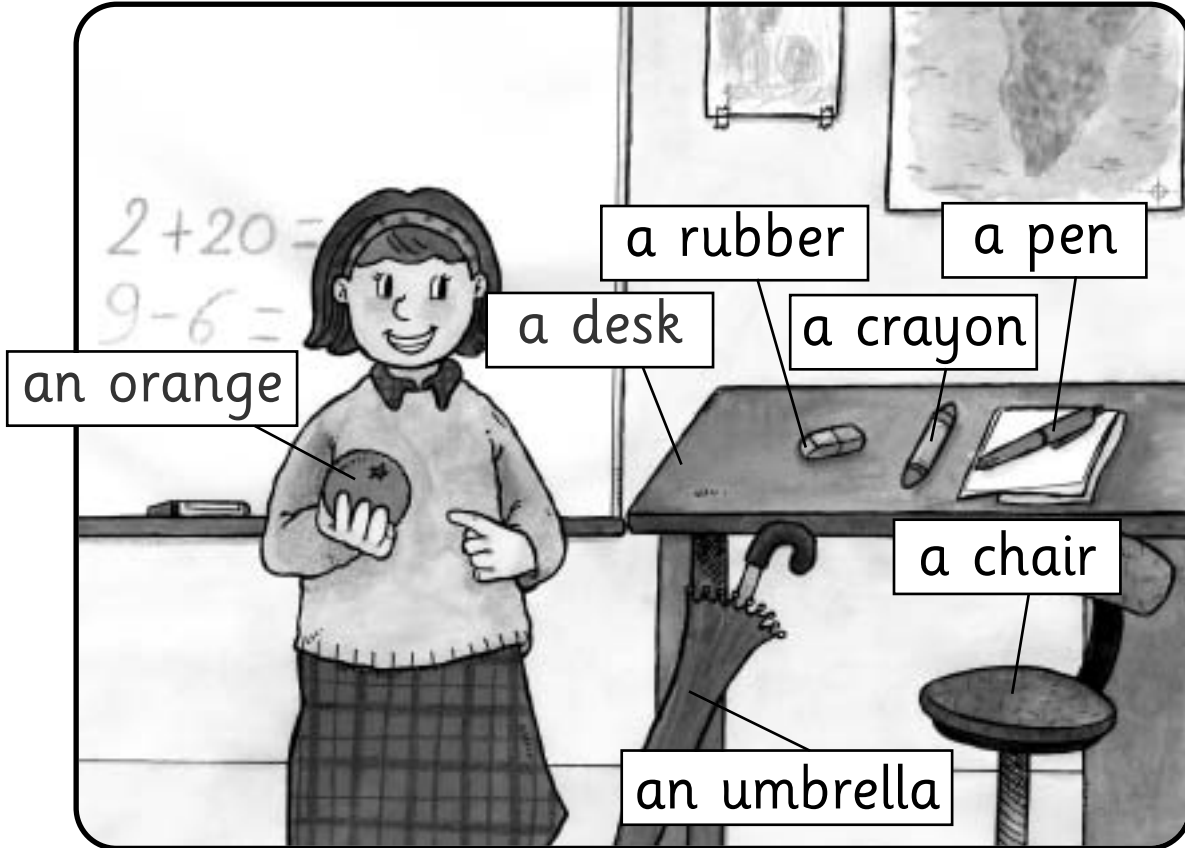
9. a desk



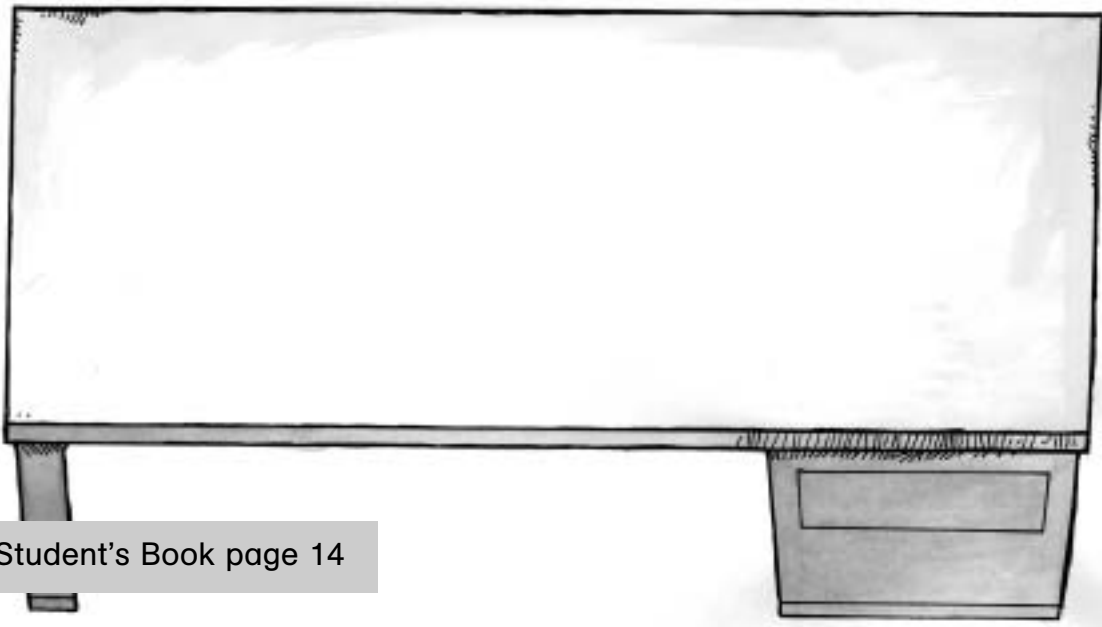
10. an apple

Review

A. Write the words.



B. Draw a few things on the desk. Write the words.



Unit 2 One rabbit, two rabbits

Theme	Structures	Sample language	Key vocabulary
Pets	Plurals and numbers	one duck two ducks one foot two feet	rabbits, kittens, parrots, ants, ducks, frogs, dogs, snakes, tortoises, horses, nose, eye, mouth, arm, ear, leg, foot, hand

Page 15

Ask students to look at the picture at the top of the page. Ask them what they can see in the picture. Lisa and Tim are playing with some animals. Practise saying the words *rabbits* and *kittens* with students. (Explain that a kitten is a young cat.) Count the rabbits with students: *one, two*. Then count the kittens: *one, two, three*. Say the phrases *two rabbits* and *three kittens* and ask students to repeat them. Ask students if they have any pets at home. Ask them what animals they have as pets.

Words to learn: Pets

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs.

Page 16

The illustration at the top of the page introduces plurals. First, point to the left-hand picture. Ask students how many rabbits they can see. Encourage them to reply: *One rabbit*. Then point to the right-hand picture, which shows two rabbits. Count the rabbits: *one, two*. Ask students how many rabbits they can see. Encourage them to reply: *Two rabbits*. Draw students' attention to the *s* at the end of *rabbits*. Explain that we add the *s* because there is more than one rabbit. Explain that *rabbits* is the plural of *rabbit*. Say *rabbit* and *rabbits* with students, to highlight the final *s*.

A. Write s to make plurals.

This is a tracing exercise, designed to give guided practice in forming the letter *s*. Students trace, or write over, the grey letters to form plurals of the animal words.

Page 17

B. Count the frogs. Then write the numbers.

This activity gives students practice in identifying and writing the words for the numbers *one* to *ten*. Students count the number of frogs in each row, then find the correct number in the box and write it – as a word – beside the row. You can begin the activity with them. Count *one frog* then point to the word

one beside the picture of the frog. Count *one frog, two frogs*, then indicate the word *two* beside the two frogs. Count *one frog, two frogs, three frogs*, then tell students to find the word *three* in the box. They then write *three* beside the three frogs, and so on.

Page 18

C. Count the animals. Then write the numbers.

This activity gives students more practice in writing numbers as words. They count the number of each animal. Then they write the correct number beside each of the plural nouns. You can begin the activity with them. Count *one ant, two ants, three ants, four ants, five ants*. Then indicate the word *five* beside *ants*. Next, count the dogs: *one dog, two dogs*. Ask students, *How many dogs?* and tell them to write *two* beside *dogs*, etc.

Page 19

The illustration at the top of the page introduces vocabulary for parts of the body. Explain that Tim, the boy, is holding a picture that he has drawn. (Explain that it is a picture of a monster, not a real animal.) Explain that Tim has written the names of various parts of the monster's body on his drawing: *ear, eye, mouth, nose, arm, hand, leg, and foot*. Ask students to point to their own ears, eyes, and so on. Practise saying the words with students.

D. Write the words.

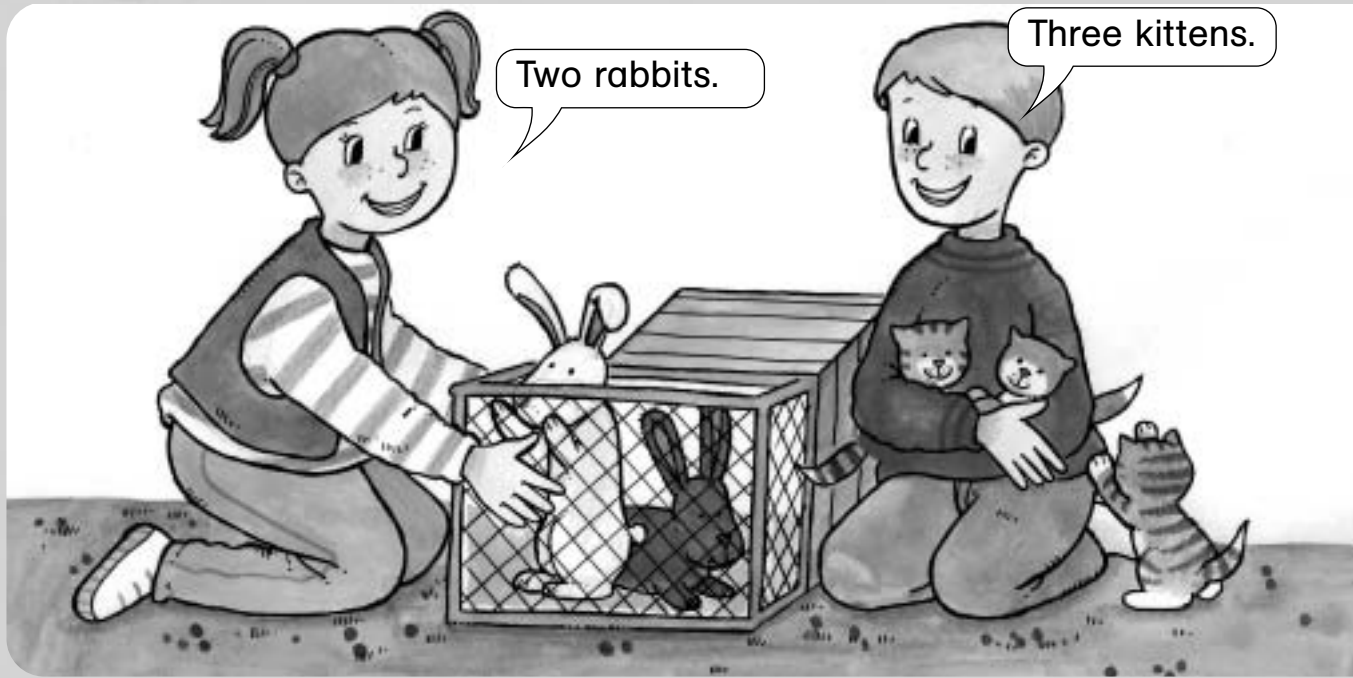
This activity gives students practice in writing plurals. Students identify the parts of the body in the pictures and then write the correct plurals beside the numbers. Draw students' attention to *six feet*. Explain that *feet* is the plural of *foot*. Explain that this plural is different (an irregular plural) because we don't add *s*.

Page 20 Review

Draw. Then write the numbers and words.

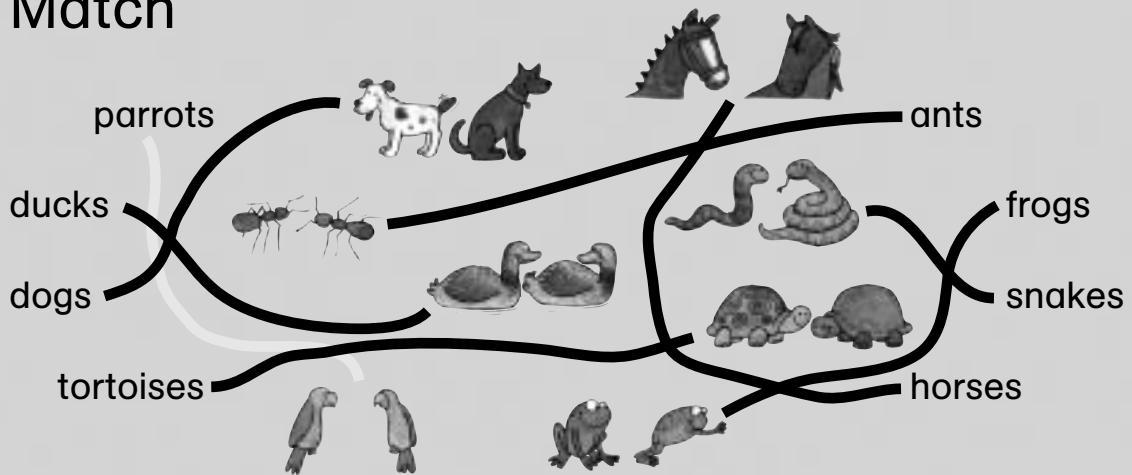
This is a drawing and writing activity. First ask students to look at the example drawing of a kitten. Explain that for each part of the body listed – eye, nose, ear, and leg – the correct number and the plural or singular noun are written (*two eyes, one nose*, and so on). Next, students draw a rabbit in the space labeled *Rabbit*. Tell them they can look back at page 15 to see a rabbit. They then write the number and the plural or singular noun for each part of the body. Finally, students draw themselves in the space labeled *Me*, and write the correct numbers and plurals for the parts of the body listed.

One rabbit, two rabbits



Words to learn: Pets

Match



We add **s** to make most plurals.

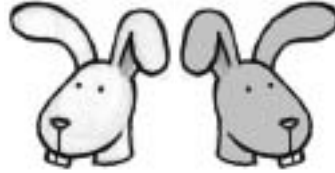
one duck *two ducks*

The plural of **foot** is **feet**.

one foot *two **feet***

2 One rabbit, two rabbits

one rabbit



two rabbits

A. Write **s** to make plurals.



1. two kittens



2. two horses



3. two dogs



4. two tortoises



5. two frogs



6. two snakes



7. two parrots



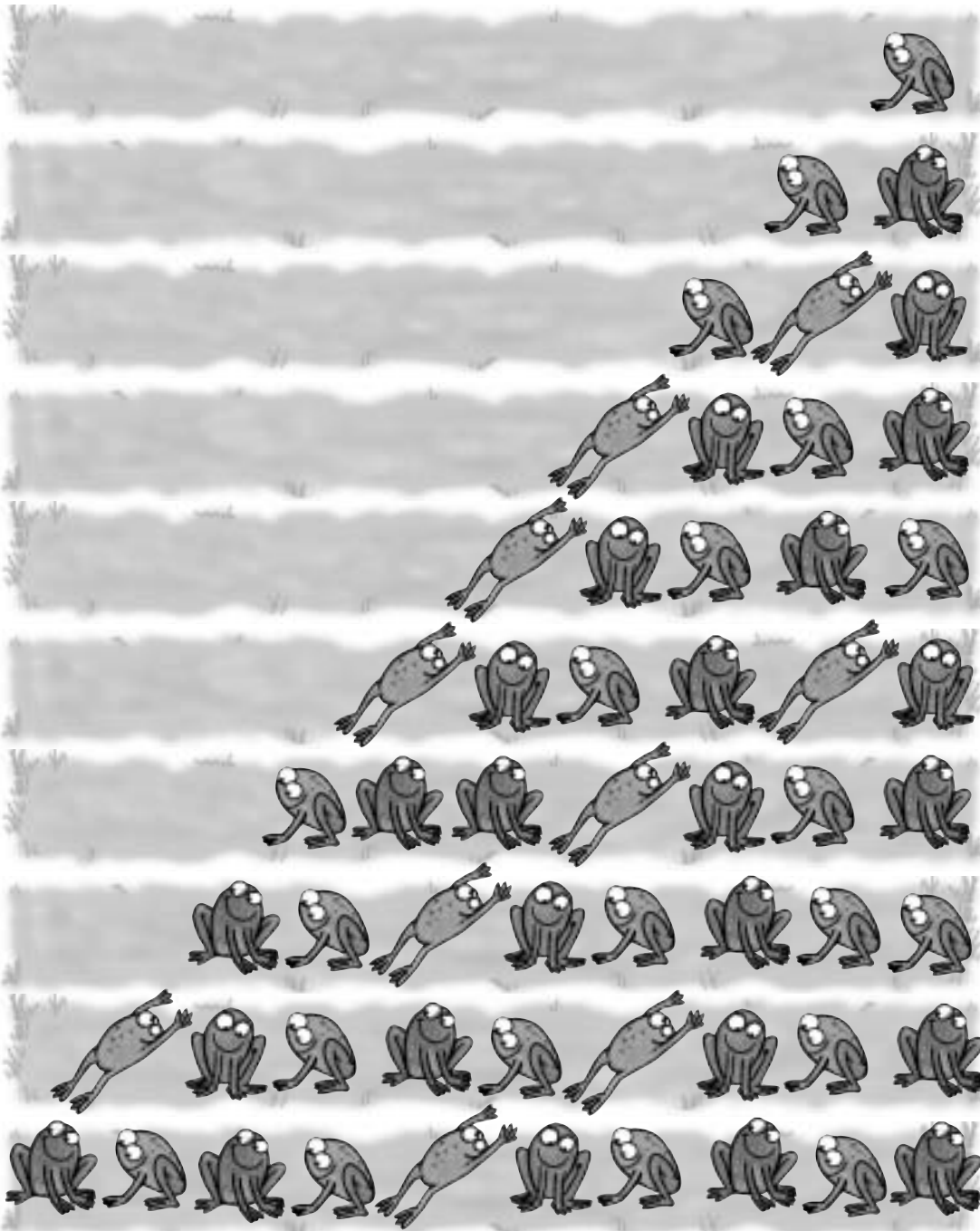
8. two ducks



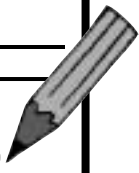
9. two ants

B. Count the frogs and write the numbers.

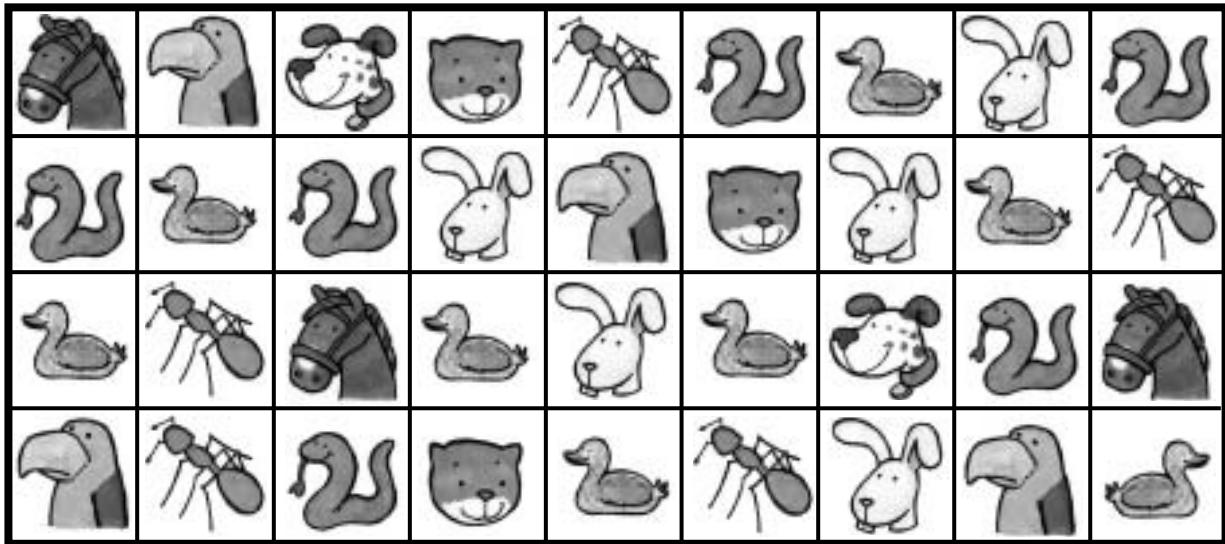
seven four nine three ~~one~~
ten five ~~two~~ eight six




one
two
three
four
five
six
seven
eight
nine
ten



2 One rabbit, two rabbits












C. Count the animals. Write the numbers.

1. five  ants
2. two dogs
3. eight ducks
4. three kittens
5. six snakes
6. four parrots
7. three horses
8. five rabbits




D. Write the words.

1. 	eight <u>eyes</u> 
2. 	two <u>ears</u>
3. 	three <u>noses</u>
4. 	seven <u>mouths</u>
5. 	ten <u>legs</u>
6. 	nine <u>hands</u>
7. 	four <u>arms</u>
8. 	six <u>feet</u>

Review

Draw, then write the numbers and words.

Kitten



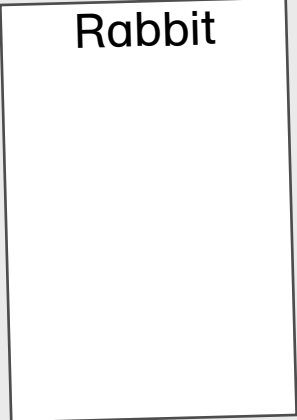
eye two eyes

nose one nose

ear two ears

leg four legs

Rabbit



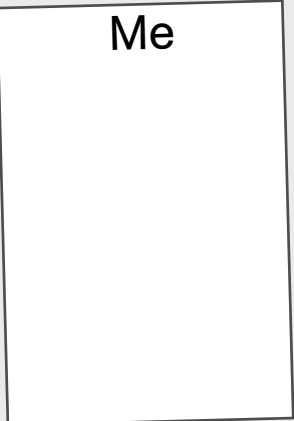
eye two eyes

nose one nose

ear two ears

leg four legs

Me



eye two eyes

hand two hands

ear two ears

leg two legs

Unit 3 I am, he is, she is

Theme	Structures	Sample language	Key vocabulary
Jobs	Present simple of the verb to be : I am, he is, she is	I am a clown. He is a bus driver. She is a teacher.	clown, vet, cook, fireman, builder, doctor, hairdresser, bus driver, teacher

Page 21

Ask students to look at the picture at the top of the page. Ask them what Tim, Lisa, and Jack are doing. They are playing dressing-up – putting on special clothes and pretending to be somebody different. Tim is dressed as a clown, Lisa is dressed as a doctor, and Jack is dressed as a builder. Say the sentence *I am a clown* and ask students to repeat it.

Words to learn: Jobs

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs.

Page 22

Ask students to look at the illustration at the top of the page. Ask them what Lisa and Jack are dressed up as. Practice saying *I am a doctor* and *I am a builder* with students.

A. Write the words.

The first four exercises in this activity are tracing exercises, designed to give guided practice in writing the words *I am a*. Students trace, or write over, the grey letters to write the words. For the final three sentences, students write *I am a* on the line without the assistance of grey letters.

Page 23

B. Draw the hats. Then write sentences.

This is a drawing and writing activity. Students draw the hats by following the dotted lines. Then they choose the correct words from the box and write sentences for each person, beginning each one with *I am a*.

C. Draw you and draw your hat. Then complete the sentence.

This is a drawing and writing activity. Students draw a picture of themselves wearing one of the hats shown in this unit. They then complete the sentence by writing in the job they have chosen.

Page 24

The illustration at the top of the page introduces the use of *she is* and *he is*.

Explain that in each sentence Sally is telling us about another child. When we are talking about one other person, we use *he* or *she* (the third person singular): *he* for men and boys, and *she* for women and girls.

D. Write He or She.

This activity gives students practice in writing *he* and *she*. They look at the pictures, decide whether the people are male or female and then write *He* or *She* in the spaces. You could demonstrate the use of *he* and *she* by pointing to children in the class and saying *He is a boy* or *She is a girl*.

Page 25

E. Finish the pictures. Then write the sentences.

This is a drawing and writing activity. Students look at the four pictures of people doing jobs. Explain that in three of the pictures, something is missing. Then tell students to look at the box at the bottom of the page. It contains the missing objects: a marker pen, a saw, and a pair of scissors. (The kitten has already been drawn on picture 1.) Students draw the objects onto the correct pictures; for example, they draw a saw on picture 4. Then they write sentences beginning with *He is a...* or *She is a...* beneath the pictures.

Page 26 Review

Put the words in the correct order. Then match.

This is a writing and matching activity. Show pupils how the scrambled words *am, bus, driver, I, a* can be rearranged to make the sentence *I am a bus driver*. Students then write sentences by arranging the words in the correct order. (Note that there are sentences beginning with *I am a...*, with *She is a...*, and with *He is a...*)

I am, he is, she is



Words to learn: Jobs

Match

vet

fireman

doctor

bus driver

cook

builder

teacher

hairdresser

When we are talking about jobs, we can use the verb **to be**.
Verb is an action word. It describes something that one does.

I am a clown.

He is a bus driver.

She is a teacher.

3 I am, he is, she is

I am a doctor.



I am a builder.



A. Write the words.

1.  I am a clown.



2. I am a teacher.



3. I am a cook.



4. I am a hairdresser.



5. I am a bus driver.



6. I am a fireman.



7. I am a vet.



B. Draw the hats, then write sentences.

builder ~~cook~~ fireman clown

1.



I am a cook.

2.



I am a clown.

3.



I am a builder.

4.



I am a fireman.

C. Draw yourself and draw your hat. Complete the sentence.

I am a _____.

She is a teacher.



He is a builder.

D. Write He or She.

1. He is a fireman.



2. She is a cook.



3. She is a vet.



4. He is a hairdresser.



5. He is a clown.



6. She is a doctor.



7. He is a builder.



E. Finish the pictures, then write the sentences.

1.



He is a vet.

2.



She is a hairdresser.

3.



She is a teacher.

4.



He is a builder.



Review

Put the words in the correct order. Then match.

1. am bus driver I a

I am a bus driver.

2. hairdresser a He is

He is a hairdresser.

3. is a teacher She

She is a teacher.

4. a doctor am I

I am a doctor.

5. She a is vet

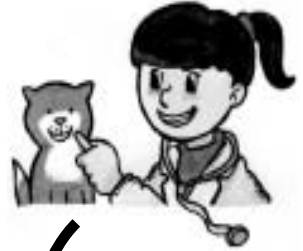
She is a vet.

6. am a I cook

I am a cook.

7. clown is a He

He is a clown.



Unit 4 This, that, these, and those

Theme	Structures	Sample language	Key vocabulary
Toys	This, that, these, and those used as pronouns Adjectives	This is a boat. That is a rocket. These are cards. Those are dolls.	train, kite, rocket, puzzle, ball, doll, plane, boat, marbles, car, big, small, old, new, dirty, clean

Page 27

Ask students to look at the picture at the top of the page. Ask them what they can see in the picture. Ask them where Lisa, Jack, and Tim are and what they are doing. You could ask students if they have any of the toys shown. Say the sentences *This is a train* and *That is a kite* and ask students to repeat them. You could demonstrate the use of *this* and *that* with objects in the classroom; for example, *This is a book. That is a window.*

Words to learn: Toys

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs.

Page 28

The illustration at the top of the page reinforces the concepts of *this* and *that*. In the left-hand picture, Jack is talking about something close to him – the train – while in the right-hand picture, he is talking about something farther away from him – the plane. Explain that we use *this* to talk about something close to us, and *that* to talk about something farther away from us.

A. Write This is or That is.

The first four exercises in the activity are tracing exercises, designed to give guided practice in writing the phrases *This is* and *That is*. Students trace, or write over, the grey letters to write the words. For the final four exercises, students write without the assistance of the grey letters. They choose *This is* or *That is* depending on whether the objects or people are close to the speakers or farther away from them.

Page 29

The illustration at the top of the page introduces *these* and *those*. In both pictures, Jack is talking about more than one thing: puzzles and cars. *These* and *those* go with plurals. Explain that we use *these* to talk about things near us, and *those* to talk about things farther away from us. Again, you could demonstrate the use of *these* and *those* with items in the classroom.

B. Write *These are* or *Those are*.

Students write *These are* or *Those are* depending on whether the objects are close to the speakers or farther away from them.

Page 30

C. Tick the correct sentence.

Students choose the correct sentences, depending on whether the objects are close to the speakers or farther away from them.

D. Circle *This* or *These*.

In this activity students circle *This* or *These* depending on whether the nouns in the sentences are singular or plural.

E. Circle *That* or *Those*.

In this activity students circle *That* or *Those* depending on whether the nouns in the sentences are singular or plural.

Page 31

F. Write.

Students write complete sentences. The nouns in the sentences on the left are singular (*doll, car*, and so on) while the nouns in the sentences on the right are plural. Students write sentences to complete the table.

G. Write.

Students write *This is* or *That is* and the correct nouns. The activity introduces the adjectives *old, new, dirty*, and *clean*. Check that students understand the meanings of these adjectives.

Page 32 Review

A. Circle *True* or *False*.

This activity provides more practice in recognizing adjectives: *clean, big*, and *new*. Students look at the pictures and circle *True* or *False* for each sentence.

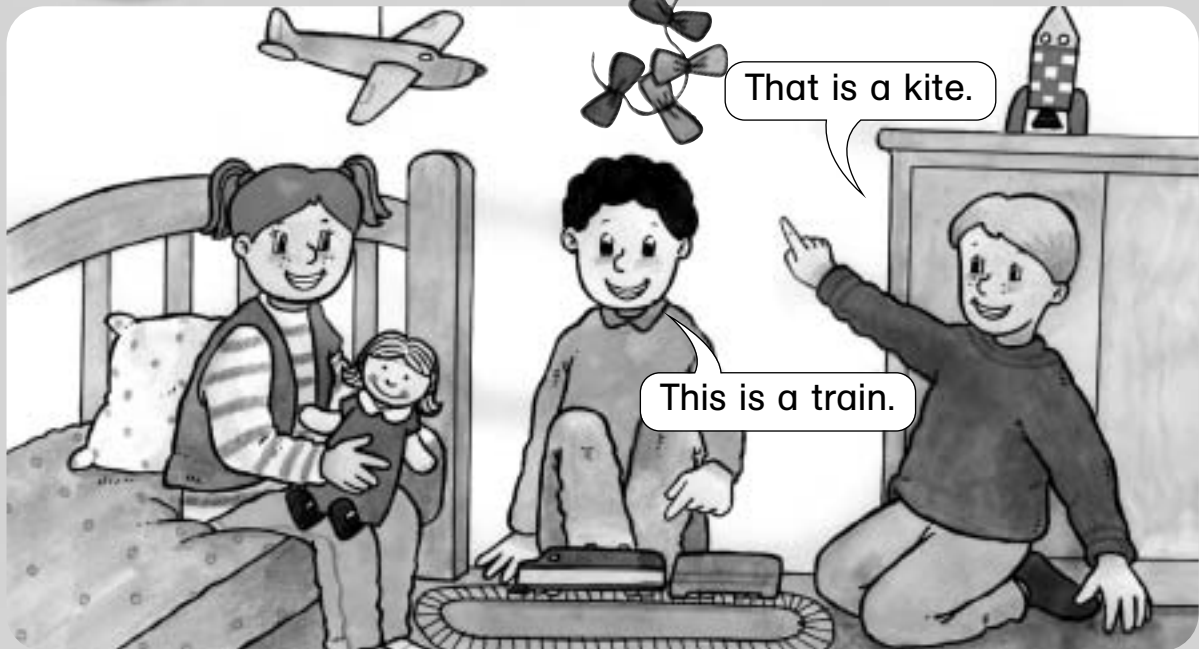
B. Write *This* or *These*.

In this activity students write *This* or *These* depending on whether the nouns are singular or plural.

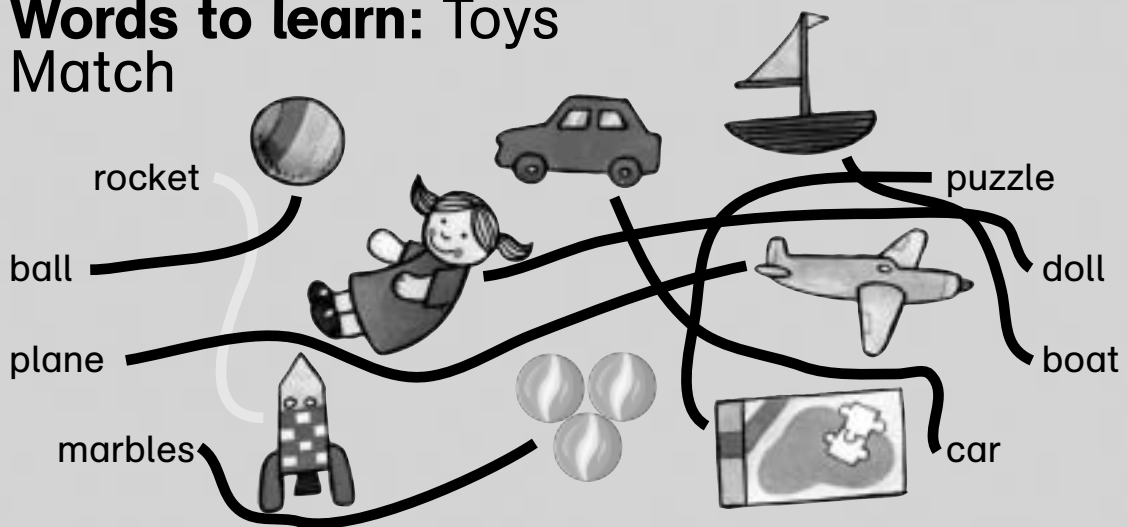
C. Write *That* or *Those*.

In this activity students write *That* or *Those* depending on whether the nouns are singular or plural.

This, that, these and those



Words to learn: Toys Match



We use **this** to talk about something near us.

This is a boat.

We use **that** to talk about something farther away from us.

That is a rocket.

The plural of **this** is **these**.

These are marbles.

The plural of **that** is **those**.

Those are dolls.

4 This, that, these and those



This is a train.



That is a plane.



A. Write This is or That is.

1.



That is a rocket.

2.



This is a doll.

3.



This is a kite.

4.



That is a kite.

5.



That is a boat.

6.



This is a ball.

7.

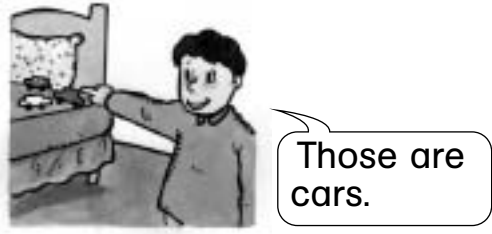
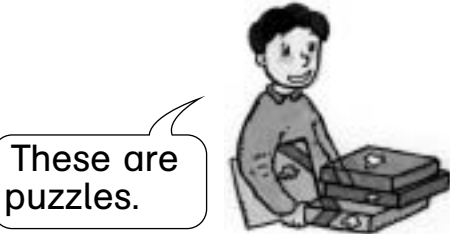


This is Sally.

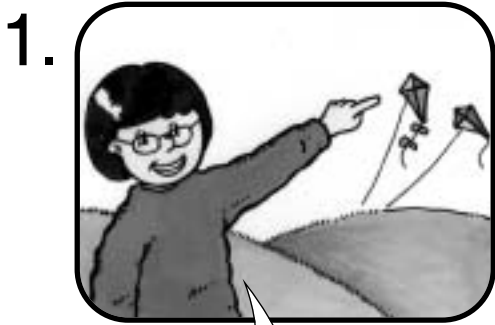
8.



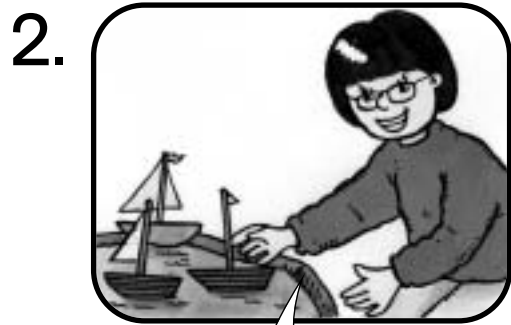
That is Jack.



B. Write These are or Those are.



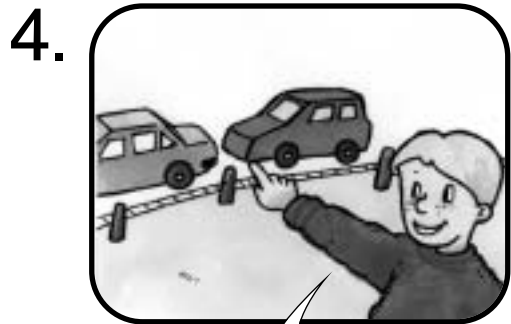
Those are kites.



These are boats.



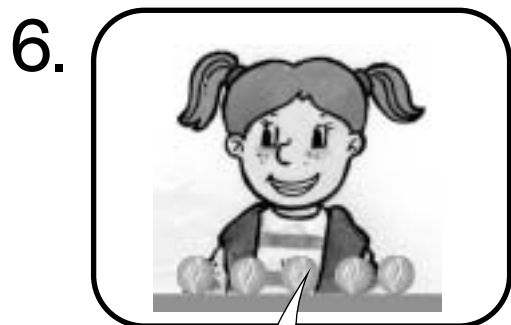
These are balls.



Those are cars.



Those are boats.



These are marbles.

C. Tick the correct sentence.

1.



This is Sally.
That is Sally.

2.



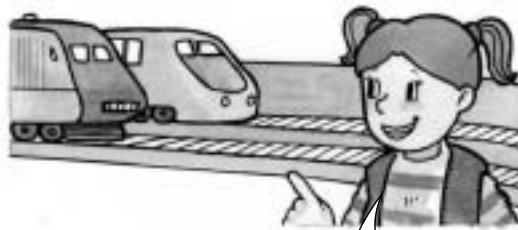
These are planes.
Those are planes.

3.



This is a plane.
That is a plane.

4.



These are trains.
Those are trains.

D. Circle This or These.

1. **This** / These is Sally.

2. **This** / These is a kite.

3. **This** / **These** are cars.

4. **This** / **These** is a doll.

E. Circle That or Those.

1. That / **Those** are trains.

2. **That** / Those is Tim.

3. **That** / Those is a plane.

4. That / **Those** are boats.

F. Write.

Singular

1. This is a doll.
2. That is a car.
3. This is a boat.
4. That is a ball.
5. This is a marble.
6. That is a kite.

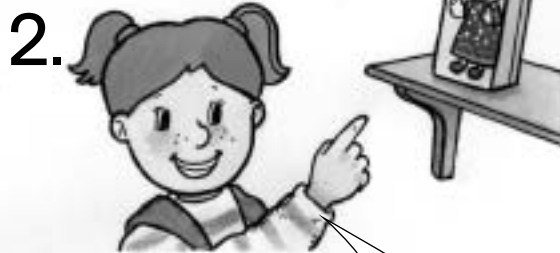
Plural

- These are dolls.
- Those are cars.
- These are boats.
- Those are balls.
- These are marbles.
- Those are kites.

G. Write **this is** or **that is**.



This is an old doll.



That is a new doll.



This is a dirty car.



That is a clean car.

Review

A. Circle True or False.



1. This is a clean car.

True / False



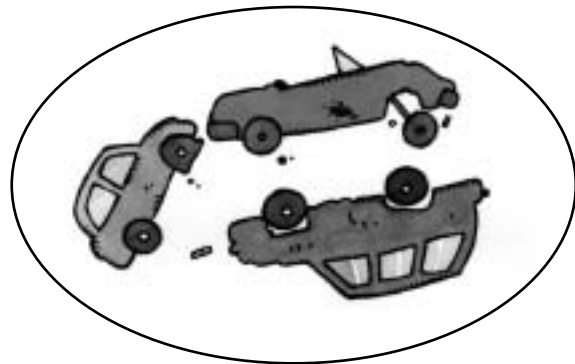
2. These are big planes.

True / False



3. This is a new doll.

True / False



4. These are new cars.

True / False

B. Write This or These.

1. This is a small ball.
2. These are dirty cars.
3. This is a big plane.
4. This is an old puzzle.

C. Write That or Those.

1. Those are new cars.
2. That is a big rocket.
3. That is a small car.
4. Those are old boats.

Unit 5 What is it? What are they?

Theme	Structures	Sample language	Key vocabulary
Animals	Questions with What...? “Yes/No” questions with Is it...? and Are they...?	What is it? What are they? Is it a lion? Are they kangaroos?	giraffe, kangaroo, tiger, monkey, elephant, crocodile, bear, lion, zebra

Page 33

Ask students to look at the picture at the top of the page. Ask them where the children are. Ask them if they have ever seen a giraffe. Say the question and the answer: *What is it? It is a giraffe.* Ask students to repeat the question and the answer.

Words to learn: Animals

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs.

Page 34

Ask students to look at the illustration at the top of the page. It introduces the question *What is it?* Say the question and the answer: *What is it? It is a tiger.* Ask students to repeat the question and the answer.

A. Match the questions and answers.

For each animal on the left, students draw a line to match the question *What is it?* with the correct answer.

B. Write and draw.

This is a tracing and drawing activity. First students trace over the questions and answers. Then they draw a kangaroo and a monkey in the boxes provided.

Page 35

The illustration at the top of the page introduces the question *What are they?* Ask students how many monkeys they see. Ask them to look back at the tiger at the top of page 34. Ask them how many tigers they see there. Explain that *tiger* is singular and *monkeys* is plural. For plural nouns we use *are* and *they*. Say the question and the answer: *What are they? They are monkeys.* Ask students to repeat the question and the answer.

C. Write.

For each group of animals on the left, students write *What are* to complete the questions and *They are* to complete the answers.

D. Match.

Students draw lines to match the sentences to the pictures. If a sentence begins with *They are*, there are two animals, but if it begins with *It is*, there is only one.

Page 36

The illustration at the top of the page introduces *Yes/No* questions beginning with *Is it...?* Say the questions and answers in the illustration and ask the students to repeat them. You could demonstrate the use of these questions further using objects in the classroom; for example, *Is it a pen? No, it isn't. It is a pencil.*

E. Tick *Yes, it is* or *No, it isn't*. If you tick **No, it isn't**, write the correct answer.

Students tick (✓) the correct answer. If the correct answer is *No, it isn't*, they write the correct answer. For example, to answer Question 2, students simply tick *Yes, it is*. To answer Question 3, they tick *No, it isn't* and write *It is a bear*.

Page 37

The illustration at the top of the page introduces *Yes/No* questions beginning with *Are they...?* Say the questions and answers in the illustration and ask students to repeat them.

F. Tick *Yes, they are* or *No, they aren't*. If you tick **No, they aren't**, write the correct answer.

Activity F is the same as Activity E, but with plural nouns. Students tick (✓) the correct answer. If the correct answer is *No, they aren't*, they write the correct answer.

Page 38 Review

A. Cross out the wrong question. Then write the answer.

Students cross out the *wrong* question, depending on whether there is one animal or more than one in the picture on the left; that is, whether the noun is singular or plural. Then they answer the correct question.

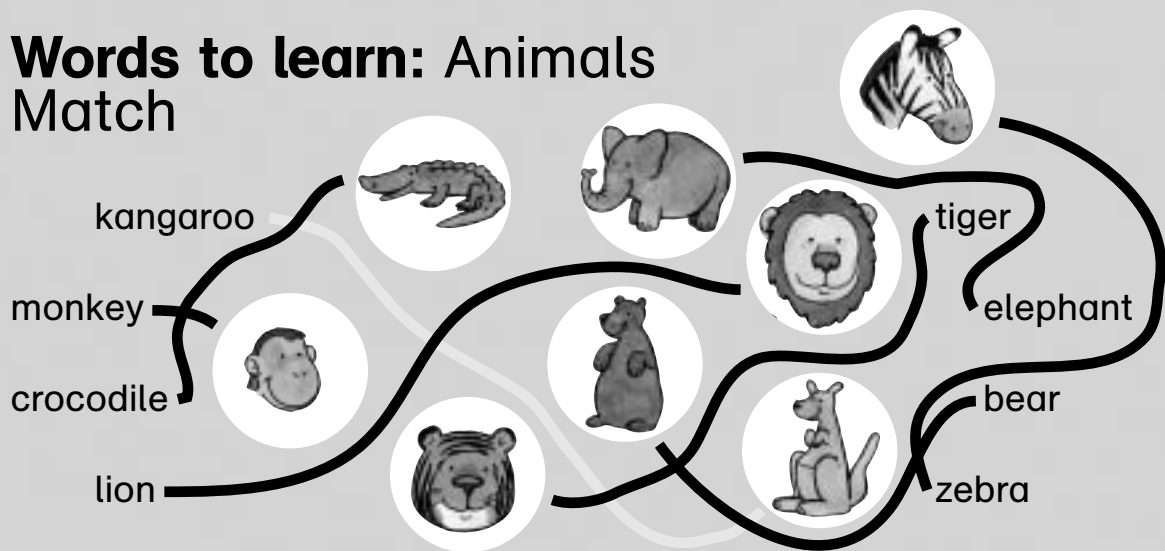
B. Look at the numbers and colour the shapes. Find the animal then answer the question.

This is a “colour-by-numbers” puzzle. Students need black, green, pink, and blue pencils. They colour the shapes in the picture according to the key. Shapes marked with the number 1 should be coloured black. Shapes marked with the number 2 should not be coloured – they should be left white. Shapes marked with the number 3 should be coloured green, and so on. When students have coloured the picture, they write the answer to the question: *It is a zebra.*

What is it? What are they?



Words to learn: Animals Match



We use **What...?** to ask about animals and things.

What is it?

It is a tiger.

What are they?

They are bears.

We can also put **is** or **are** at the beginning of questions.

Is it a lion?

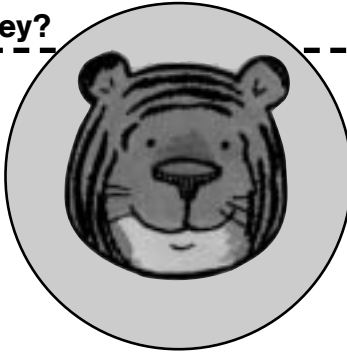
Yes, it is. / No, it isn't.

Are they kangaroos?

Yes, they are. / No, they aren't.











5 What is it? What are they?

What is it?



It is a tiger.

A. Match the questions and answers.

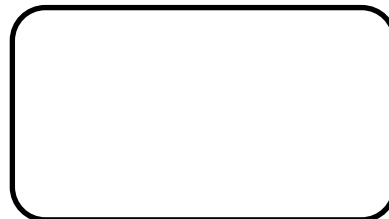
1. 	What is it?		It is a bear.
2. 	What is it?		It is a crocodile.
3. 	What is it?		It is an elephant.
4. 	What is it?		It is a giraffe.
5. 	What is it?		It is a zebra.

B. Write and draw.

1. What is it? It is a lion.



2. What is it? It is a kangaroo.







3. What is it? It is a monkey.

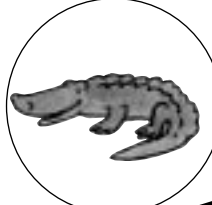



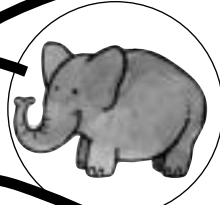



C. Write.


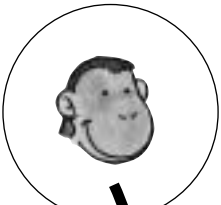
- 1.  What are they? They are lions.
- 2.  What are they? They are kangaroos.
- 3.  What are they? They are bears.
- 4.  What are they? They are giraffes.

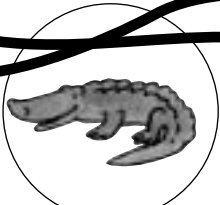

D. Match.

1. They are crocodiles.  

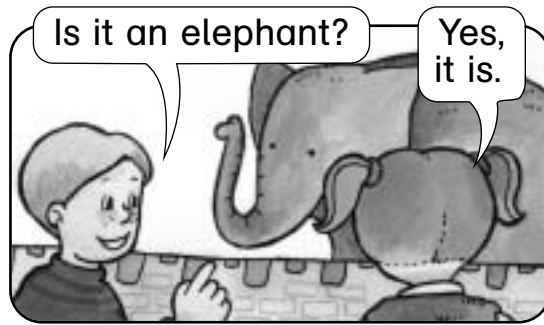
2. It is an elephant. 

3. They are zebras. 

4. They are kangaroos.  


5. It is a monkey.  


5 What is it? What are they?




E. Tick Yes, it is or No, it isn't.


If you tick **No, it isn't**, write the correct answer.

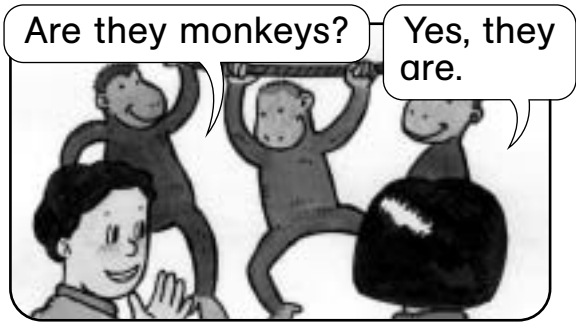
1.  Is it an elephant? Yes, it is.
 No, it isn't. It is a zebra.

2.  Is it a kangaroo? Yes, it is.
 No, it isn't. _____

3.  Is it a crocodile? Yes, it is.
 No, it isn't. It is a bear.

4.  Is it a tiger? Yes, it is.
 No, it isn't. It is a crocodile.

5.  Is it a tiger? Yes, it is.
 No, it isn't. _____



F. Tick Yes, they are or No, they aren't. If you tick No, they aren't, write the correct answer.

1. Are they monkeys? Yes, they are.
 No, they aren't. _____



2. Are they elephants? Yes, they are.
 No, they aren't. _____



3. Are they kangaroos? Yes, they are.
 No, they aren't. They are bears.



4. Are they zebras? Yes, they are.
 No, they aren't. They are tigers.

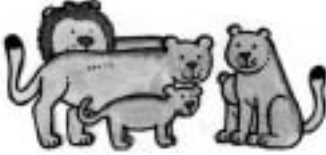



5. Are they crocodiles? Yes, they are.
 No, they aren't. _____





Review

A. Cross out the wrong question and write the answer.

1.  ~~What is it?~~ They are lions.
What are they?

2.  What is it? It is a kangaroo.
~~What are they?~~

3.  ~~What is it?~~ They are giraffes.
What are they?

4.  What is it? It is a zebra.
~~What are they?~~

B. Look at the numbers and colour the shapes. Find the animal then answer the question.

1 = black; 2 = white; 3 = green;
4 = pink; 5 = blue

What is it? It is a zebra.



Test 1

A. Write **a** or **an** before these words.

- | | |
|-----------------|-------------------|
| 1. _____ tiger | 6. _____ ant |
| 2. _____ eye | 7. _____ frog |
| 3. _____ kite | 8. _____ apple |
| 4. _____ cook | 9. _____ umbrella |
| 5. _____ orange | 10. _____ chair |

B. Write the words.



1. two _____



4. five _____



2. three _____



5. six _____



3. four _____

C. Use these words to complete the sentences.

- I am _____ vet.
- She _____ a doctor.
- I _____ a hairdresser.
- He _____ a teacher.
- _____ am a cook.

is a am I is

D. Write This or These.

1. _____ is Lisa.
2. _____ are old dolls.
3. _____ is a rocket.
4. _____ is a big ball.
5. _____ are puzzles.

E. Write That or Those.

1. _____ is a big car.
2. _____ is Sally.
3. _____ are new cars.
4. _____ is a plane.
5. _____ are small boats.

F. Complete the questions using **is it or **are they** and then write the correct answers.**



1. What _____ ? _____.

2. What _____ ? _____.



3. What _____ ? _____.



4. What _____ ? _____.



5. What _____ ? _____.



G. Put the words in the correct order.

1. is a She hairdresser _____.
2. am I clown a _____.
3. He a cook is _____.
4. is a doll This _____.
5. small is That a car _____.
6. These marbles are _____.
7. are trains Those _____.
8. is It tiger a _____.
9. They bears are _____.
10. a crocodile is It _____.

Unit 6 My, his and her

Theme	Structures	Sample language	Key vocabulary
Clothes	Possessive adjectives: my, his, and her Questions with Whose...? Colours	This is my sweater. This is his jacket. These are her boots. Whose scarf is this? It is my scarf. Whose trousers are these? They are his trousers.	cap, boots, jacket, scarf, sweater, gloves, trousers, socks, T-shirt, glasses, shoes, bag, blue, red, yellow, green, black, white, brown

Page 39

Ask students to look at the picture at the top of the page. Ask them what Sally, Tim, and Lisa are doing. (They are putting on warm clothes, ready to go outside on a cold day.) Say the sentence *This is my hat*. Ask students to repeat it.

Words to learn: Clothes

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs.

Page 40

The illustration at the top of the page introduces the use of the possessive *my*. Ask students what Sally is doing. (She is putting on her jumper and her boots.) Say the sentences *This is my sweater* and *These are my boots*. You could demonstrate the use of *This is my* and *These are my* further by using your own items of clothing; for example, *This is my shirt*.

A. Write my.

This is a tracing exercise, designed to give guided practice in writing the word *my*. Students trace, or write over, the grey letters to write *my* in each sentence. You could extend this activity by asking students to repeat the sentences while pointing to their own clothes. Introduce the words for other items of clothing if necessary. Note that glasses is plural. We say *These are my glasses*.

B. Put the words in the correct order.

Show students how the scrambled words *is, This, cap, my* can be rearranged to make the sentence *This is my cap*. Students write sentences by arranging the words in the correct order.

Page 41

The illustration at the top of the page introduces the use of the possessives *his* and *her*. Ask students who the children are (Tim, Sally, and Lisa). Explain that when Sally is talking about her own cap, she says *This is my cap*. When she is talking about Tim's cap, she says *This is his cap* because Tim is a boy. When she

is talking about Lisa's cap, she says *This is her cap* because Lisa is a girl.

C. Match the labels to the clothes.

Students draw lines to match the labels (*her jacket, his boots*, and so on) to the items of clothing in the picture. This activity gives practice in distinguishing between *her* and *his*.

Page 42

D. Circle His or Her.

Students look at the colours Lisa and Tim are wearing and circle *His* or *Her* in each sentence.

E. Match.

Students look at the first part of each sentence then find the picture that matches it. They then make a complete sentence by drawing a line to match the first part of the sentence to the second part.

Page 43

F. Match the questions to the answers. Then write his or her.

This is a matching and writing activity. It introduces questions beginning with *Whose...?* Ask students to look at Question 1, *Whose umbrella is this?* Explain that the umbrella belongs to somebody pictured in the right-hand column. (It belongs to Tim – the wind has blown it out of his hands.) Tim is a boy, so the correct response is *It is his umbrella*. Students match the questions on the left to the responses on the right and then write *his* or *her* depending on whether the child in the picture is a boy or a girl.

Page 44 Review

A. Write.

For each picture on the left, students write *Whose* to complete the questions, then look at the picture of Sally and Jack and write *It is his, It is her, They are his*, or *They are her* to complete the response.

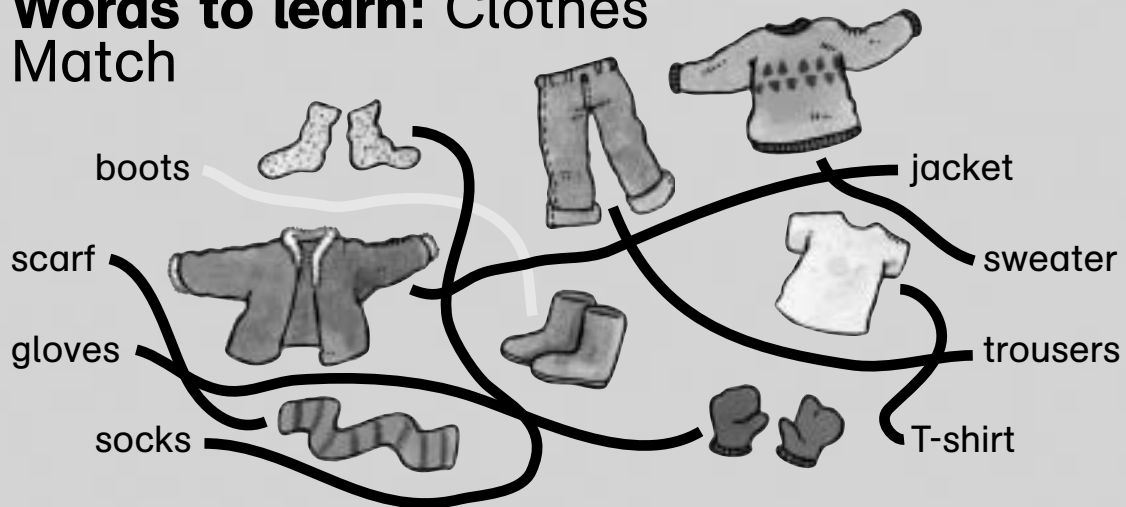
B. Colour the picture. Then write the words.

This is a colouring and writing activity. Students use colour pencils to colour the picture of Tim with any colours they like. They then complete the sentences with the colours they have chosen.

My, his and her



Words to learn: Clothes Match



We can use **my**, **his**, and **her** to talk about who things belong to.

*This is **my** scarf. This is **his** jacket. These are **her** boots.*

We can use **whose** when we want to ask who something belongs to.

Whose scarf is this?

*It is **my** scarf.*

Whose trousers are these?

*They are **his** trousers.*

Whose boots are these?

*They are **her** boots.*



A. Write my.



B. Put the words in the correct order.

1. is This cap. my This is my cap.

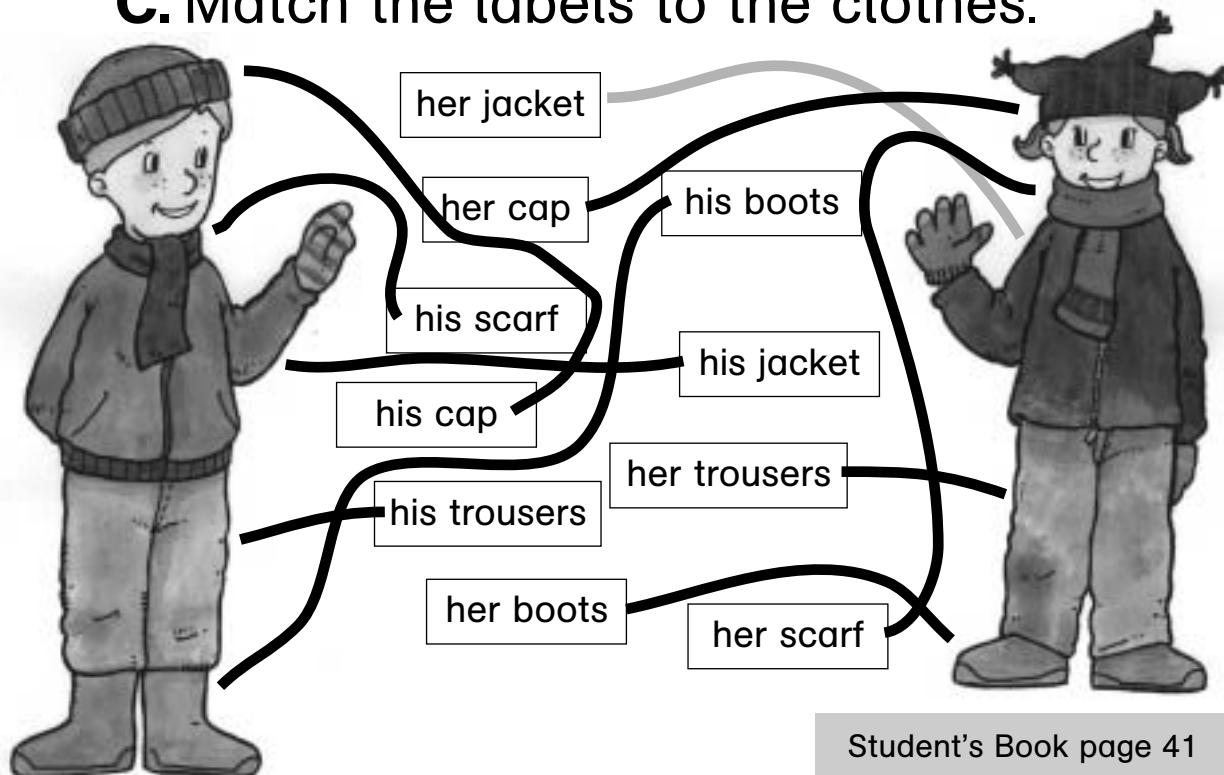
2. boots. These my are These are my boots.

3. my This jacket. is This is my jacket.

4. These glasses. are my These are my glasses.

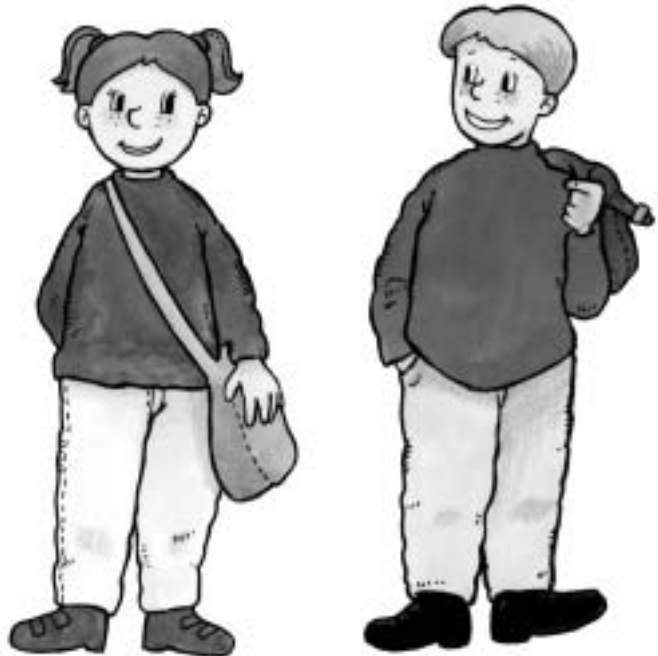


C. Match the labels to the clothes.



D. Circle His or Her.

1. **His** / **Her** sweater is blue.
His / **Her** sweater is red.
2. **His** / **Her** trousers are yellow.
His / **Her** trousers are white.
3. **His** / **Her** shoes are black.
His / **Her** shoes are brown.
4. **His** / **Her** bag is yellow.
His / **Her** bag is green.



E. Match.

1. Her cap is brown.
2. His cap is green.
3. Her jacket is blue.



4. His jacket is red.
5. Her scarf is black.
6. His scarf is white.



F. Match the questions to the answers and then write **his** or **her**.



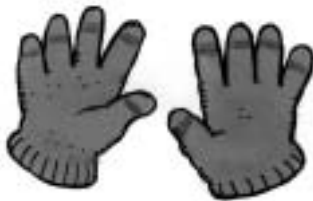
1. Whose umbrella is this?



2. Whose boots are these?



3. Whose glasses are these?



4. Whose gloves are these?



5. Whose cap is this?

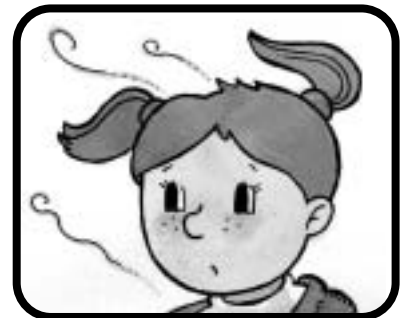
They are his boots.

They are his gloves.

It is his umbrella.

It is her cap.

They are her glasses.



Review

A. Write.



1. Whose T-shirt is this?
It is his T-shirt.



2. Whose T-shirt is this?
It is her T-shirt.



3. Whose bag is this?
It is her bag.



4. Whose shoes are these?
They are her shoes.



5. Whose socks are these?
They are his socks.



B. Colour the picture. Write the words.



My cap is _____.

My scarf is _____.

My jacket is _____.

___ trousers are _____.

___ boots are _____.

Unit 7 In, on, under and behind

Theme	Structures	Sample language	Key vocabulary
In the garden	Prepositions of place: in, on, under, and behind Questions with Where...?	Sally is in the shed. The dog is under the table. The bird is on the chair. Jack is behind the tree. Where is Sally?	shed, cat, dog, tree, bird, grass, table, box, bike, ball, chair

Page 45

Ask students to look at the picture at the top of the page. Ask them what Tim, Sally, and Jack are doing. (They are playing hide and seek in the garden. Sally and Jack are hiding from Tim.) You could then ask students *Where is Jack?* to elicit the response *Jack is behind the tree.*

Words to learn: In the garden

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs.

Page 46

The illustration at the top of the page introduces the prepositions *in*, *behind*, and *on*. Ask students to point to Sally, Jack, and the ball. Check that students understand the meaning of *in*, *behind* and *on*. Say the three sentences in the illustration and ask students to repeat them.

A. Write and match.

This is a tracing and matching activity. Students trace, or write over, the grey letters to write the preposition in each sentence. They then match each sentence to the correct picture.

B. Tick the correct place.

Referring to the pictures in Activity A, students tick (✓) the correct prepositional phrase to complete each sentence.

Page 47

The illustration at the top of the page introduces questions with *Where...?* Say the question and the answer: *Where is Jack? He is behind the tree.* Ask students to repeat the question and the answer.

C. Circle the correct word.

Students look at the pictures and answer the questions by circling the correct preposition in each response.

D. Write.

Students write *Where is* to complete the questions and then write *is* with the correct preposition to complete the responses.

Page 48

The illustration at the top of the page introduces the preposition *under*, in contrast to *on*. Say the two sentences and ask students to repeat them. Make sure students understand the meanings of the two prepositions. You could demonstrate using objects in the classroom; for example, *The book is on the desk. The book is under the desk.*

E. Write on or under.

Students look at the pictures and complete the sentences by writing *on* or *under*.

F. Match the questions and the answers.

Students look at the pictures of the bird in various places. Then, for each picture, they draw a line from the question *Where is the bird?* to the correct response; for example, *It is in the tree.*

Page 49

G. Tick the correct answer.

Students read each question then tick (✓) the correct response. This activity gives practice choosing *he* or *she* for people and *it* for objects, as well as choosing the correct prepositional phrases.

Page 50 Review

A. Circle the correct word.

Students circle the correct preposition in each sentence to describe the position of the cat.

B. Read the sentences. Then draw the ball.

This is a drawing activity. In each picture students draw a ball in the place described in the sentence.

In, on, under and behind

Jack is behind the tree.



Words to learn: In the garden Match



We can use **in**, **on**, **under** and **behind** to describe where things are.

*Sally is **in** the shed.*

*The dog is **under** the table.*

*The bird is **on** the shed.*

*Jack is **behind** the tree.*

We can use **Where...?** to ask where things are.

Where is Sally? *She is in the shed.*

7 In, on, under and behind



Sally is in the shed.

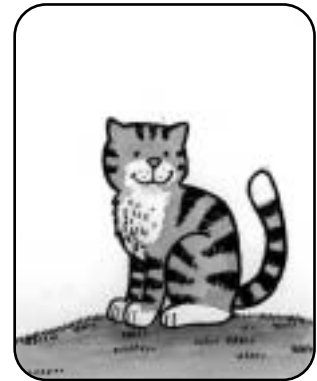
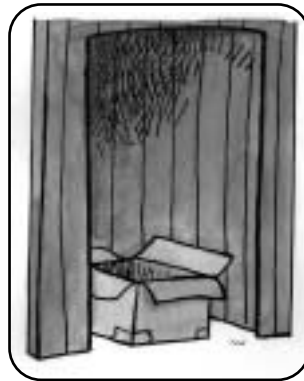
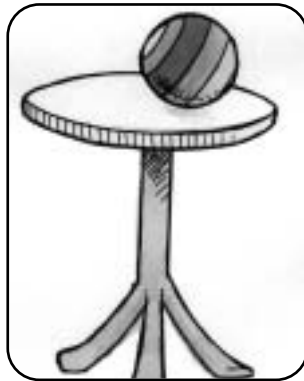


Jack is behind the tree.



The ball is on the table.

A. Write and match.



1. The ball is on the table.

2. The bicycle is behind the shed.

3. The cat is on the grass.

4. The box is in the shed.

B. Tick the correct place.

1. The cat is in the shed.
on the grass.

2. The ball is on the table.
behind the tree.

3. The bicycle is in the shed.
behind the shed.

Where is Jack?

He is behind the tree.



C. Circle the correct word.

1. Where is Tim? He is **behind** / **in** the tree.



2. Where is Sally? She is **on** / **in** the table.

3. Where is Jack? He is **behind** / **on** the bicycle.



4. Where is Lisa? She is **in** / **behind** the shed.

D. Write.

1. Where is Tim? He is on the grass.



2. Where is Sally? She is in the shed.

3. Where is Lisa? She is behind the chair.



4. Where is Jack? He is behind the tree.

7 **In, on, under** and **behind**

The ball is **on** the table.

The dog is **under** the table.



E. Write on or under.



1. The cat is on the chair.

2. The cat is under the chair.



3. Jack is on the bicycle.

4. Jack is under the bicycle.



F. Match the questions and the answers.



1. Where is the bird?

It is on the chair.



2. Where is the bird?

It is in the tree.



3. Where is the bird?

It is behind the tree.



4. Where is the bird?

It is under the chair.



5. Where is the bird?

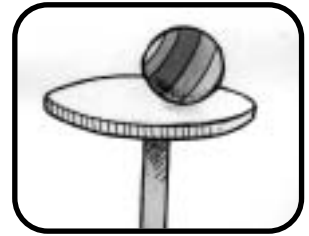
It is on the table.

G. Tick the correct answer.

1. Where is the ball?

She is on the table.
It is under the table.
It is on the table.

—



2. Where is Jack?

He is on the table.
He is under the table.
It is under the table.

—
—



3. Where is the bicycle?

It is in the shed.
It is on the shed.
It is behind the shed.

—



4. Where is Sally?

She is on the chair.
She is on the table.
She is behind the chair.

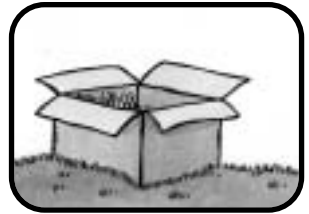
—
—



5. Where is the box?

She is on the grass.
It is under the grass.
It is on the grass.

—



6. Where is Lisa?

He is in the shed.
She is behind the shed.
She is in the shed.

—
—



Review

A. Circle the correct word.

1. The cat is **on** / **in** / **under** / **behind** the box.



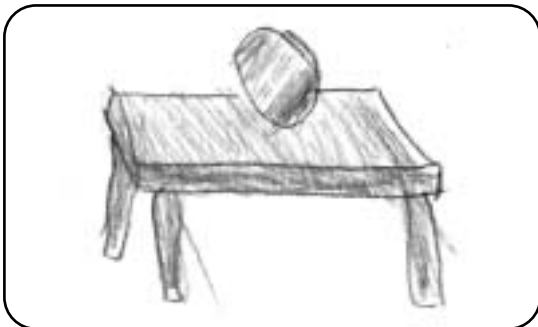
2. The cat is **on** / **in** / **under** / **behind** the box.

3. The cat is **on** / **in** / **under** / **behind** the box.

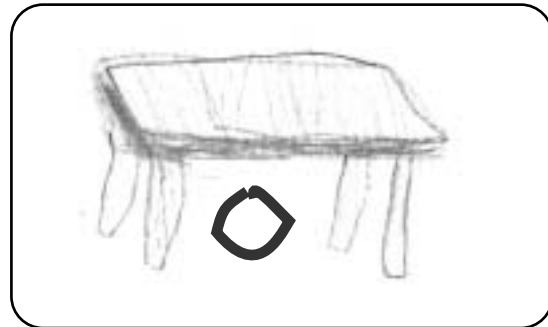


4. The cat is **on** / **in** / **under** / **behind** the box.

B. Read the sentences and then draw the ball.



1. The ball is on the table.



2. The ball is under the table.



3. The ball is in the shed.



4. The ball is on the chair.

Unit 8 I have got, he has got, she has got

Theme	Structures	Sample language	Key vocabulary
Food	Present simple of the verb have got : I have got, he has got, she has got Questions with What...? “Yes/No” questions with Have you got...?	I have got a drink. She has got a banana. What have you got? Have you got a pear?	sandwich, bar of chocolate, orange, banana, biscuit, drink, cake, apple, pear, ice cream

Page 51

Ask students to look at the picture at the top of the page. Ask them what Lisa is doing. (She is eating her lunch.) Ask them what they like eating for lunch. Ask them what is in Lisa’s hands. (It is a sandwich.) Say the sentence *I have got a sandwich*. Ask students to repeat it. You could demonstrate further by holding an object, such as a pen, and saying *I have got a pen*.

Words to learn: Food

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs.

Page 52

The illustration at the top of the page introduces the structure *I have got + a/an + noun*. Say the sentence *I have got an apple*. Ask students to repeat it.

A. Write.

This is a tracing and matching activity. Students trace, or write over, the grey letters to write *I have got a* in each sentence.

B. Put the words in the correct order.

Show students how the scrambled words *have, biscuit, a, got, I* can be rearranged to make the sentence *I have got a biscuit*. Students write sentences by arranging the words in the correct order.

Page 53

The illustration at the top of the page introduces the question *What have you got?* Say the question and Tim’s answer *I have got a banana*. Ask students to repeat the question and the answer.

C. Write.

Students write *have you got* to complete the questions and *I have got* to complete the responses.

D. Write the questions and the answers.

Students use the prompt words to write complete questions and responses. Note that this activity is different from Activity B. In D, students do not change the order of the given words.

Page 54

The illustration at the top of the page introduces *Yes/No* questions beginning with *Have you got...?* Jack and Lisa are playing a guessing game; Jack is trying to guess what fruit Lisa has. Say the questions and the answers, and ask students to repeat them. You could demonstrate further by asking a student to hold an object behind his or her back and asking, for example, *Have you got a book?* and getting the pupil to respond with *Yes, I have* or *No, I haven't*.

E. Complete the questions. Then circle **Yes, I have or **No, I haven't**.**

Students write *Have you got* to complete the questions, and then circle the correct responses for each picture.

Page 55

The illustration at the top of the page introduces the use of *has got* for the third person singular. Say the sentence and ask students to repeat it.

F. Write.

Students write *has got a* to complete the sentences.

G. Match the questions to the answers.

Students draw a line to match each question to the correct response.

Page 56 Review

A. Write.

Students write *What has* to complete the questions, and then write the responses, using *She has got* or *He has got* and the correct food.

B. Draw some food in this lunchbox. Write sentences about what you have got.

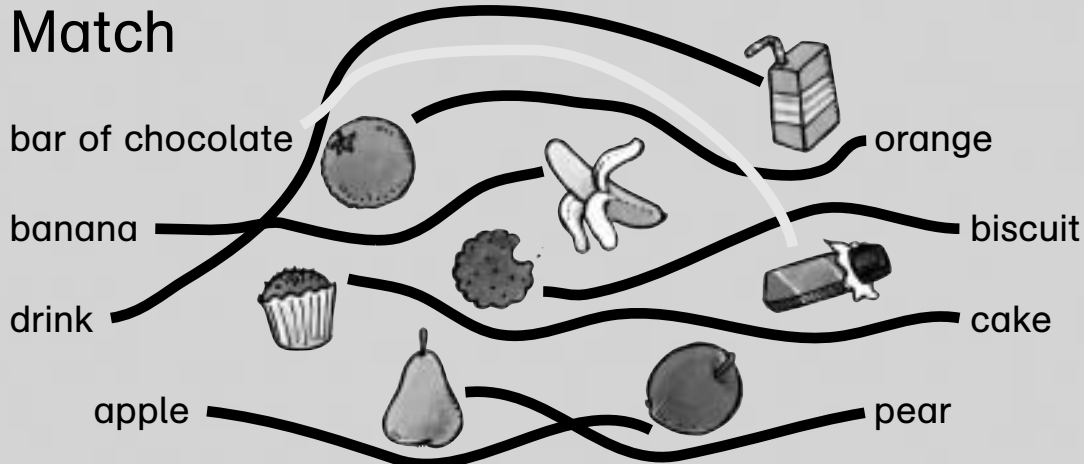
This is a drawing and writing activity. First students draw items of food in the lunchbox. They can draw any food they like. They then complete the sentences to describe what they have drawn.

I have got, he has got, she has got

I have got a sandwich.



Words to learn: Food Match



We use **have got** + noun. Noun is the name of person/animal, place or thing.

*I **have got** a drink. He **has got** a biscuit. She **has got** a banana.*

We put **have** at the beginning of a sentence to make a question.

***Have** you got a pear? Yes, I have. / No, I haven't.*

We can also put **what** at the beginning of a sentence to make a question.

***What** have you got? I have got a biscuit.*



A. Write.



B. Put the words in the correct order.

1. have biscuit. a I got I have got a biscuit.
2. got orange. an I have I have got an orange.
3. a I got have cake. I have got a cake.
4. banana. a have got I I have got a banana.
5. I got a pear. have I have got a pear.



C. Write.

1.

What have you got?



I have got an orange.

2.

What have you got ?



I have got a pear.

3.

What have you got ?



I have got an apple.

D. Write the questions and the answers.

1. What ► you?

I ► cake

What have you got? I have got a cake.

2. What ► you?

I ► drink

What have you got? I have got a drink.

3. What ► you?

I ► biscuit

What have you got? I have got a biscuit.



Have you got a banana?

No, I haven't.

Have you got an apple?

Yes, I have.



E. Complete the questions and then circle Yes, I do or No, I don't.

1.



Have you got a banana?

Yes, I have. / No, I haven't.

Have you got an apple?

Yes, I have. / No, I haven't.

Have you got an orange?

Yes, I have. / No, I haven't.



2.



Have you got an apple?

Yes, I have. / No, I haven't.

Have you got an orange?

Yes, I have. / No, I haven't.

Have you got a banana?

Yes, I have. / No, I haven't.





Jack has got an ice cream.

F. Write.



Tim has got a biscuit.

Sally has got a cake.

Lisa has got a bar of chocolate.

G. Match the questions to the answers.

- | | | |
|------------------------|--|---------------------------------|
| 1. What has Lisa got? | | He has got an ice cream. |
| 2. What has Jack got? | | She has got a cake. |
| 3. What has Tim got? | | She has got a bar of chocolate. |
| 4. What has Sally got? | | He has got a biscuit. |



Review

A. Write.

1. What has she got? She has an orange.



2. What has he got? He has got an ice cream.

3. What has she got? She has got an apple.



4. What has he got? He has got a biscuit.

5. What has she got? She has got a cake.



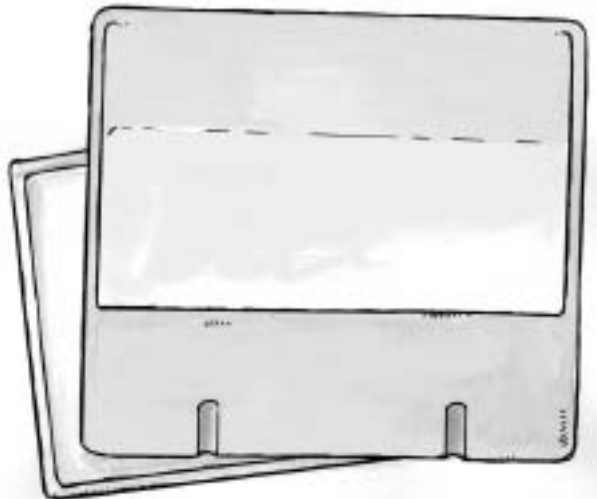
B. Draw some food in this lunchbox. Write sentences about what you have got.

1. I have got _____.

2. I have got _____.

3. I have got _____.

4. I have got _____.



Unit 9 Can and can't

Theme	Structures	Sample language	Key vocabulary
Having fun	Can for ability Can't "Yes/No" questions with Can you...? , Can he...? , and Can she...?	I can ride a bicycle. She can't climb a tree. Can you catch a ball?	swim, climb, catch, kick, ride, jump, throw, hit, fly, play, guitar, bicycle, ball, tree

Page 57

Ask students to look at the picture at the top of the page. Ask them where Jack is. (He is in a swimming pool.) Ask them if they like going to the swimming pool. Ask them what they do there. Say the sentence *I can swim*. Ask students to repeat it.

Words to learn: Having fun

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs. Note that whereas the words in the Words to learn activities in previous units are nouns, all the words here are verbs.

Page 58

The illustration at the top of the page introduces the structure *I can + verb*. Say the sentence *I can jump*. You could demonstrate the meaning of *I can* by bringing a ball into the classroom and getting a student to throw the ball to you. Catch it, and then say *I can catch a ball*. Ask students to make statements about themselves beginning with *I can...* using the verbs on page 57.

A. Write.

This is a tracing exercise, designed to give guided practice in writing *can* with verbs. Students trace, or write over, the grey letters to complete each sentence.

B. Write He can or She can.

Students write *He can* or *She can* depending on whether the person being spoken about is a boy or a girl.

Page 59

The illustration at the top of the page introduces the use of *can't*. In the right-hand picture, Jack says that he can fly. But in the left-hand picture, he has fallen to the ground, and Lisa says *He can't fly*. Say this sentence.

C. Write.

This is a tracing exercise, designed to give guided practice writing *personal pronoun + can't*. Students trace, or write over, the grey letters to complete each sentence.

D. Match. Then write *He can't* or *She can't*.

Students draw lines to match the sentences with the correct pictures. Then they write *He can't* or *She can't* depending on whether the child in the picture is a boy or a girl.

Page 60

The illustration at the top of the page introduces *Yes/No* questions beginning with *Can you...?* Say the questions and answers in the illustration and ask students to repeat them. Practice further by asking individual students questions like *Can you swim?* *Can you ride a bicycle?* and encouraging them to respond *Yes, I can* or *No, I can't*.

E. Complete the questions. Then write *Yes, I can* or *No, I can't*.

Students write *Can you* to complete the questions, then write *Yes, I can* or *No, I can't* depending on whether the children in the pictures look able to do each thing or not.

Page 61

F. Look and write.

Students look at the pictures showing what Jack and Lisa can and can't do. A ✓ indicates things that they can do, while a ✗ indicates things that they can't do. The students complete the questions and responses below.

Page 62 Review

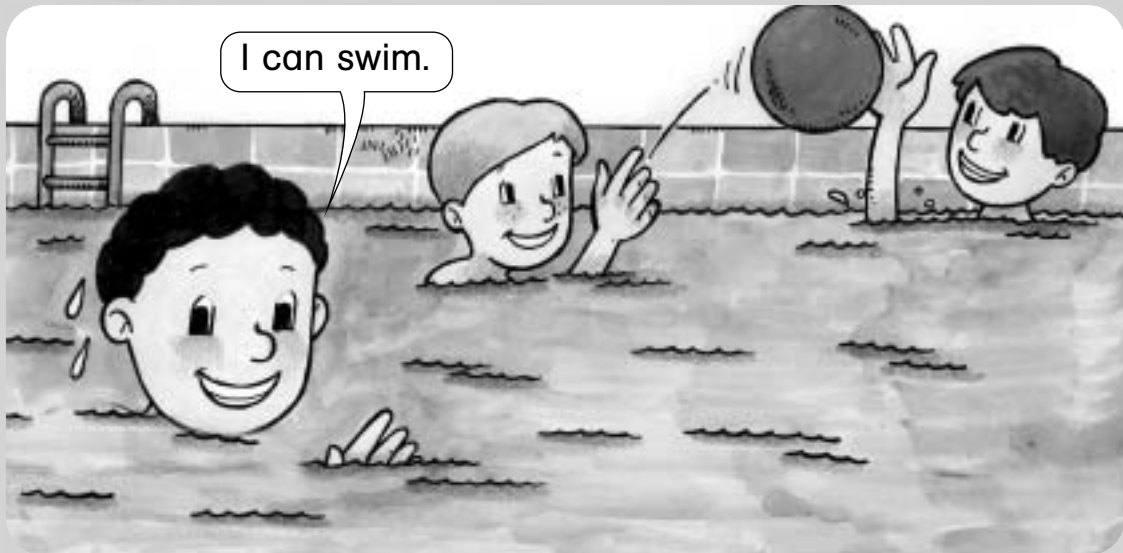
A. Write the answers.

Students answer the questions by writing *Yes, he can* or *No, he can't* depending on whether the people in the pictures look able to do each thing or not.

B. What can *you* do? Tick *Yes, I can* or *No, I can't*.

Students tick (✓) *Yes, I can* or *No, I can't* to answer the questions about their own abilities.

Can and can't



Words to learn: Having fun Match



We use **can** to talk about things that people are able to do.
*I **can** ride a bicycle.*

We use **can't** to talk about things that people are not able to do.

*I **can't** climb a tree.*

We put **can** at the beginning of a sentence to make a question.

Can you catch a ball? Yes, I can. / No, I can't.

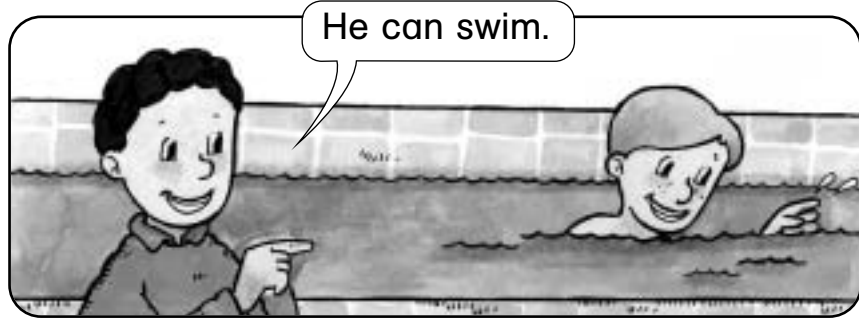
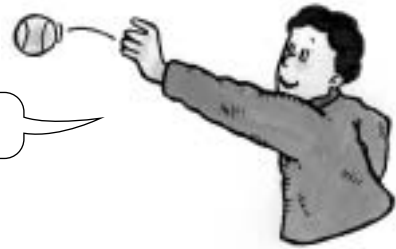


A. Write.



I can catch a ball.

I can throw a ball.



B. Write He can or She can.

1.



She can hit a ball.

He can kick a ball.



2.

3.

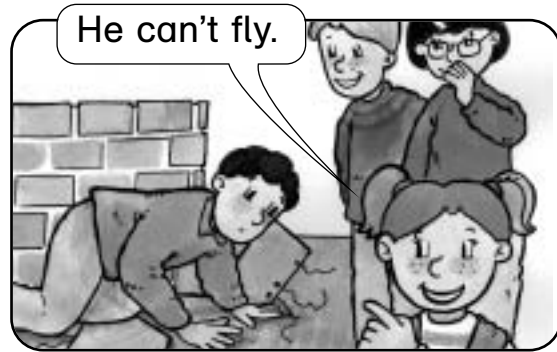


She can play the guitar.

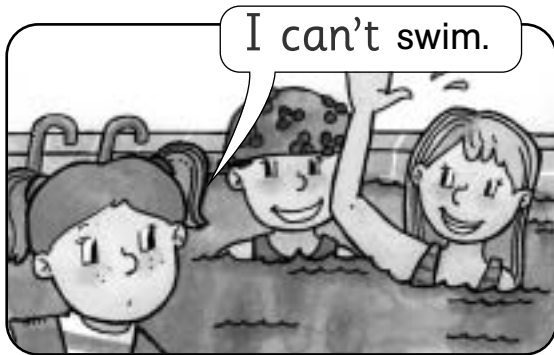
She can ride a bicycle.



4.



C. Write.



D. Match. Then write He can't or She can't.



1. She can't throw a ball.

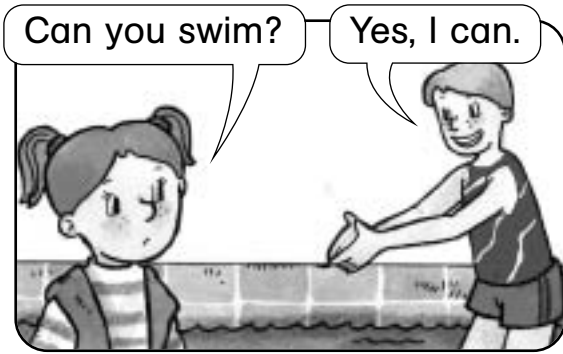
2. She can't climb a tree.

3. He can't ride a bicycle.

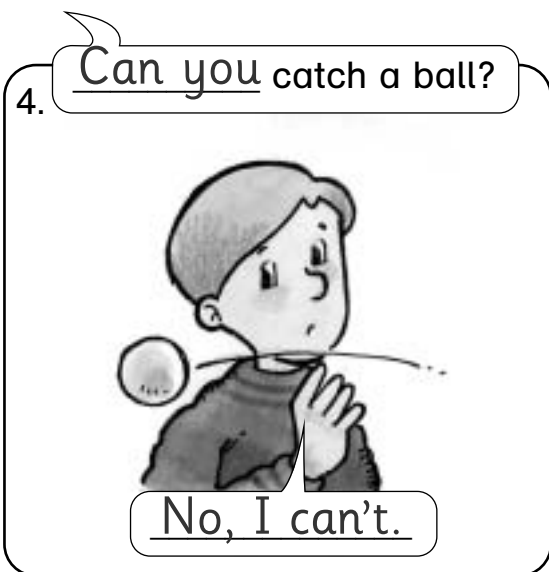
4. She can't kick a ball.

5. He can't catch a ball.



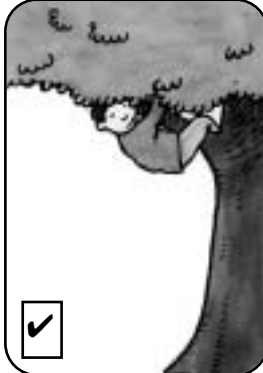
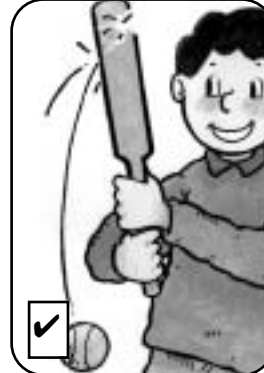


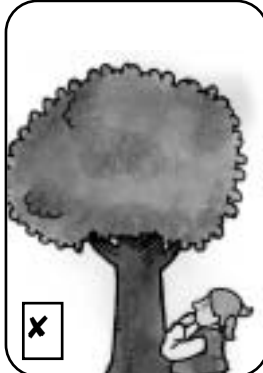





E. Complete the questions. Write Yes, I can or No, I can't.



F. Look and write.

	swim	ride a bicycle	climb a tree	hit a ball
Jack	 ✓	 ✗	 ✓	 ✓
Lisa	 ✗	 ✓	 ✗	 ✓

Jack

- Can Jack swim?
Yes, he can.
- Can Jack ride a bicycle?
No, he can't.
- Can Jack climb a tree?
Yes, he can.
- Can Jack hit a ball?
Yes, he can.

Lisa

- Can Lisa swim?
No, she can't.
- Can Lisa ride a bicycle?
Yes, she can.
- Can Lisa climb a tree?
No, she can't.
- Can Lisa hit a ball?
Yes, she can.

Review

A. Write the answers.

1. Can she ride a bicycle? No, she can't.



2. Can he ride a bicycle? Yes, he can.

3. Can he climb a tree? No, he can't.



4. Can he catch a ball? Yes, he can.



B. What can *you* do? Tick **Yes, I can** or **No, I can't**.

1. Can you throw a ball? Yes, I can. ___

No, I can't. ___

2. Can you catch a ball? Yes, I can. ___

No, I can't. ___

3. Can you swim? Yes, I can. ___

No, I can't. ___

4. Can you climb a tree? Yes, I can. ___

No, I can't. ___

5. Can you ride a bicycle? Yes, I can. ___

No, I can't. ___

Unit 10 Jack is running.

Theme	Structures	Sample language	Key vocabulary
At the beach	Present continuous Questions with What...? “Yes/No” questions with Is...?	I am listening to the music. He is eating an ice cream. She is reading a newspaper. What is Sally doing? Is Lisa swimming?	make, run, listen, sleep, read, eat, swim, play, climb, paint, ride, newspaper, ice cream, music, sandcastle, bicycle, cricket, apple, music, book, picture

Page 63

Ask students to look at the picture at the top of the page. Ask them where the people are. (They are at the beach.) Ask them if they like the beach. Say the sentence *I am running*. Ask students to repeat it. Demonstrate using simple actions; for example, say *I am walking* while walking, or say *I am writing* while writing.

Words to learn: At the beach

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs. Note that, like the words in the Words to learn activity in Unit 9, these words are verbs.

Page 64

The illustration at the top of the page introduces the present continuous. Note the way the present continuous is formed with the verb to be (*am*) and the *-ing* form of the main verb. Say the sentence *I am swimming*. Ask students to repeat it.

A. Match. Then write the sentences.

This is a matching and writing activity. Students first draw lines to match the sentences to the correct pictures. They then write the sentences in the speech bubbles for each character.

Page 65

B. Write the words.

This activity introduces the present continuous for the third person singular. Note the way the present continuous is formed here with the verb *to be* (*is*) and the *-ing* form of the main verb. Students complete the sentences by writing the correct present continuous verbs.

C. Write.

Ask students to look at the illustration of Lisa swimming. This illustration introduces *What is...doing?* questions. Say the question and the answer: *What is Lisa doing? She is swimming*. Ask students to repeat the question and the answer.

The first two questions in this activity are a tracing exercise, designed to give guided practice with the structure *What is...doing?* Students trace, or write over, the grey letters to write the questions. For the final three sentences, pupils complete the questions without the assistance of the grey letters.

Page 66

The illustration at the top of the page introduces more verbs in the *-ing* form. Say the phrases and ask students to repeat them.

D. Match.

Students draw lines to match the first parts of the sentences to the second parts.

E. Write the sentences.

Students use the prompt words to write complete sentences. Note that students do not change the order of the given words.

Page 67

F. Write the words.

Students look at the pictures and complete the answers to the questions. Note that the answer to each question begins *No, he isn't* or *No, she isn't*. Students need to write what the person is doing in the picture; for example, *He is swimming*.

Page 68 Review

A. Write *am* or *is*.

Students complete the sentences by writing the correct form of the verb *to be*: *am* or *is*.

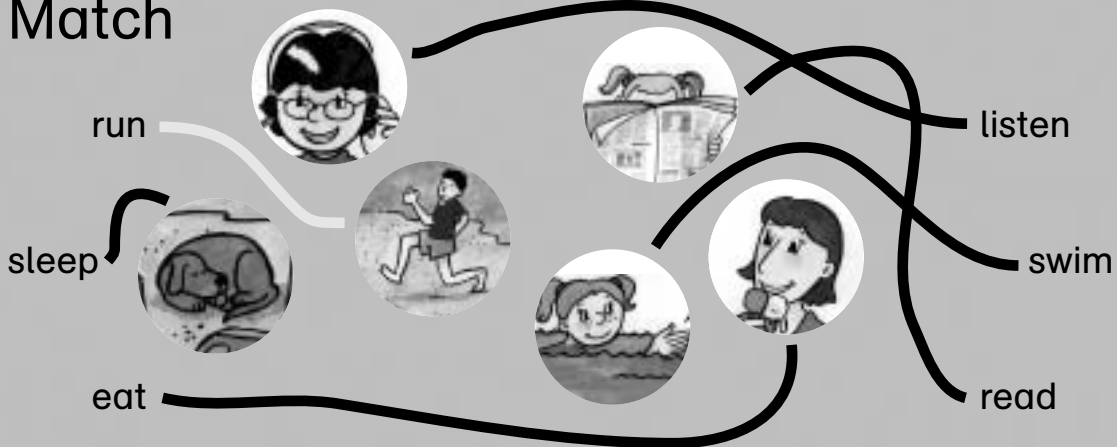
B. Write the questions and the answers.

Students use the prompt words to write complete questions and answers. Note that students do not change the order of the given words.

Jack is running.



Words to learn: At the beach



We use the **present continuous** tense (“**be**” + **verb + ing**) to talk about things that are happening now.

*I **am listening** to the radio.*

*He **is eating** an ice cream.*

*She **is reading** the newspaper.*

We can put **what** at the beginning of a sentence to make a question.

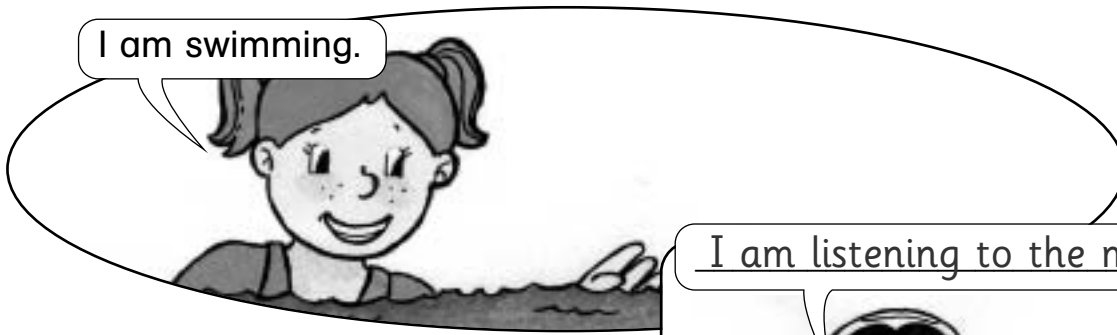
***What** is Sally doing?*

She is listening to music.

We can also put **is** at the beginning of a sentence to make a question.

***Is** Lisa swimming?*

Yes, she is. / No, she isn't.



A. Match, then write the sentences.

1. I am making a sandcastle.

2. I am reading a newspaper.

3. I am eating an ice cream.

4. I am running.

5. I am listening to music.



B. Write the words.

is reading is running ~~is sleeping~~ is listening
is eating is making



1. The dog is sleeping.



2. Sally is listening to music.



3. Tim is making a sandcastle.



4. Mr Adams is reading a newspaper.



5. Jack is running.



6. Mrs Adams is eating an ice cream.



C. Write.

1. What is Sally doing?

She is listening to music.

2. What is Jack doing?

He is running.

3. What is Tim doing ?

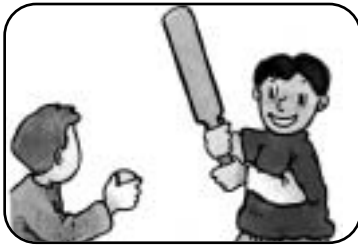
He is making a sandcastle.

4. What is Mr Adams doing ?

He is reading a newspaper.

5. What is Mrs Adams doing ?

She is eating an ice cream.



playing cricket



climbing a tree



reading a book



eating an apple



painting a picture



riding a bicycle

D. Match.

- | | |
|---------------------|------------|
| 1. They are playing | a book. |
| 2. She is climbing | an apple. |
| 3. He is reading | cricket. |
| 4. She is eating | a picture. |
| 5. She is painting | a bicycle. |
| 6. She is riding | a tree. |

E. Write the sentences.

- | | |
|--------------------------|-----------------------------------|
| 1. She ➤ ride ➤ bicycle | <u>She is riding a bicycle.</u> |
| 2. She ➤ paint ➤ picture | <u>She is painting a picture.</u> |
| 3. They ➤ play ➤ cricket | <u>They are playing cricket.</u> |
| 4. She ➤ eat ➤ apple | <u>She is eating an apple.</u> |
| 5. He ➤ read ➤ book | <u>He is reading a book.</u> |
| 6. She ➤ climb ➤ tree | <u>She is climbing a tree.</u> |

F. Write the words.

1. Is he making a sandcastle?

No, he isn't.

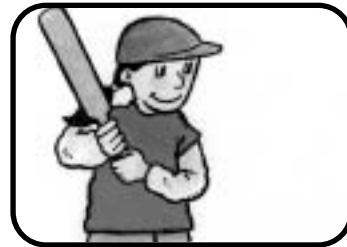
He is swimming.



2. Is she sleeping?

No, she isn't.

She is playing cricket.



3. Is he listening to music?

No, he isn't.

He is painting a picture.



4. Is she eating an ice cream?

No, she isn't.

She is eating an apple.



5. Is he climbing a tree?

No, he isn't.

He is riding a bicycle.



6. Is she reading a book?

No, she isn't.

She is reading a newspaper.



Review

A. Write **am** or **is**.

1. She is climbing a tree.
2. I am reading a book.
3. Jack is swimming.
4. He is making a sandcastle.
5. I am playing cricket.



B. Write the questions and the answers.

1. Lisa ► doing? ride ► bicycle
What is Lisa doing? She is riding a bicycle.
2. Sally ► doing? listen ► music
What is Sally doing? She is listening to music.
3. Jack ► doing? climb ► tree
What is Jack doing? He is climbing a tree.
4. Tim ► doing? eat ► ice cream
What is Tim doing? He is eating an ice cream.
5. Mr. Adams ► doing? read ► book
What is Mr Adams doing? He is reading a book.

Test 2

my Whose
white This
cap these
are is

A. Use these words to complete the sentences.

1. _____ sweater is this?
2. It is _____ sweater.
3. His _____ is red.
4. Her gloves are _____.
5. His jacket _____ blue.
6. _____ is my scarf.
7. Whose glasses are _____?
8. They _____ her glasses.

B. Complete these sentences using **in**, **on**, **under** or **behind**.



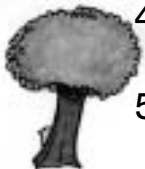
1. The bird is _____.



2. The bird is _____.



3. The bird is _____.



4. The bird is _____.



5. The bird is _____.

C. Write **have got** or **has got**.

1. What _____ she _____?
2. Jack _____ a biscuit.
3. I _____ an apple.
4. She _____ a cake.
5. _____ you _____ a banana?
6. What _____ you _____?
7. He _____ an orange.
8. What _____ Lisa _____?
9. Sally _____ a sandwich.
10. What _____ Tim _____?

D. Complete these sentences using **can** or **can't** and a verb.



1. He _____ a ball.

2. He _____ a bicycle.



3. He _____ a tree.



4. She _____ a ball.



5. She _____ the guitar.

E. Write **am**, **is**, or **are**.

1. I _____ listening to music.

7. Tim _____ riding a bicycle.

2. They _____ playing cricket.

8. He _____ swimming.

3. Jack _____ eating a biscuit.

9. Lisa _____ riding a bicycle.

4. I _____ reading a newspaper.

10. I _____ climbing a tree.

5. Sally _____ painting a picture.

11. The cat _____ in the box.

6. They _____ sleeping.

12. These _____ my shoes.

F. Put the words in the correct order.

1. a Tim got banana has _____

2. is apple eating She an _____

3. is my This cap _____

4. These my glasses are _____

5. is Her bag brown _____

6. is the Sally in shed _____

7. is the The on cat grass _____

8. a bar got I chocolate of have _____

9. can a He climb tree _____

10. am book I reading a _____

Grammar Round-up



Tick the correct sentences from 1 to 10.

1.



I have got orange. ___

I have got a orange. ___

I have got an orange. ___

2.

I have got two kitten. ___

I have got two kittens. ___

I have got four kittens. ___



3.

She am a vet. ___

She is a vet. ___

She is vet. ___



4.

Those are kites. ___

That are kites. ___

These are kites. ___



5.

They are monkeys? ___

Are monkeys? ___

Are they monkeys? ___



6.



His scarf red. ____
 His scarf is red. ____
 Her scarf is red. ____

7.



The cat is on the box. ____
 The cat is behind the box. ____
 The cat is in the box. ____

8.

Tim have got biscuit. ____
 Tim have got a biscuit. ____
 Tim has got a biscuit. ____



9.

She can hit a ball. ____
 She can't hit a ball. ____
 She can't hit ball. ____



10.



She eat an apple. ____
 She eating an apple. ____
 She is eating an apple. ____

Well done! Here are the correct sentences.

1. I have got an orange.
2. I have got two kittens.
3. She is a vet.
4. Those are kites.
5. Are they monkeys?
6. His scarf is red.
7. The cat is on the box.
8. Tim has got a biscuit.
9. She can hit a ball.
10. She is eating an apple.



Test answer keys

Test 1, pages 49 and 50

Total score: 50

A

1. a tiger
 2. an eye
 3. a kite
 4. a cook
 5. an orange
 6. an ant
 7. a frog
 8. an apple
 9. an umbrella
 10. a chair
- (10 points)

B

1. two ears
 2. three frogs
 3. four ants
 4. five hands
 5. six feet
- (5 points)

C

1. I am a vet.
 2. She is a doctor.
 3. I am a hairdresser.
 4. He is a teacher.
 5. I am a cook.
- (5 points)

D

1. This is Lisa.
 2. These are old dolls.
 3. This is a rocket.
 4. This is a big ball.
 5. These are puzzles.
- (5 points)

E

1. That is a big car.
 2. That is Sally.
 3. Those are new cars.
 4. That is a plane.
 5. Those are small boats.
- (5 points)

F

1. What are they? They are giraffes.
 2. What is it? It is an elephant.
 3. What is it? It is a bear.
 4. What is it? It is a zebra.
 5. What are they? They are monkeys.
- (10 points)

G

1. She is a hairdresser.
 2. I am a clown.
 3. He is a cook.
 4. This is a doll.
 5. That is a small car.
 6. These are marbles.
 7. Those are trains.
 8. It is a tiger.
 9. They are bears.
 10. It is a crocodile.
- (10 points)

Test 2, pages 91 and 92

Total score: 50

A

1. Whose sweater is this? 2. It is my sweater. 3. His cap is red.
 4. Her gloves are white. 5. His jacket is blue. 6. This is my scarf.
 7. Whose glasses are these? 8. They are her glasses.
- (8 points)

B

1. The bird is on the table. 2. The bird is on the chair.
 3. The bird is under the chair. 4. The bird is in the tree.
 5. The bird is behind the tree.
- (5 points)

C

1. What has she got? 2. Jack has got a biscuit.
 3. I have got an apple. 4. She has got a cake.
 5. Have you got a banana? 6. What have you got?
 7. He has got an orange. 8. What has Lisa got?
 9. Sally has got a sandwich. 10. What has Tim got?
- (10 points)

D

1. He can't catch a ball. 2. He can ride a bicycle. 3. He can't climb a tree.
 4. She can hit a ball. 5. She can play the guitar.
- (5 points)

E

1. I am listening to music. 2. They are playing cricket.
 3. Jack is eating a biscuit. 4. I am reading a newspaper.
 5. Sally is painting a picture. 6. They are sleeping.
 7. Tim is riding a bicycle. 8. He is swimming. 9. Lisa is riding a bicycle.
 10. I am climbing a tree. 11. The cat is in the box. 12. These are my shoes.
- (12 points)

F

1. Tim has got a banana. 2. She is eating an apple. 3. This is my cap.
 4. These are my glasses. 5. Her bag is brown. 6. Sally is in the shed.
 7. The cat is on the grass. 8. I have got a bar of chocolate.
 9. He can climb a tree. 10. I am reading a book.
- (10 points)