

Teacher's Guide

## Methodological Approach

The Engage, Study, Activate (ESA) approach is a common learning methodology accepted and practiced in English language schools worldwide. During the *Engage* phase students learn about the target language see examples. In the *Study* phase, students practice the target language through a series of activities. During the *Activate* phase, students perform activities that further reinforce the target language so students feel confident using it.

Each unit in ***Grammar Starter*** includes each component of the ESA approach. Each unit's structure ensures that the learner is engaged by the grammar skill, practices the grammar skill, then is finally able to activate the grammar skill.

A grammar rules section, complete with examples and images clearly demonstrates each unit's target grammar.



The *Practice* and *More Practice* sections provide a variety of activities to ensure students focus on the unit's target grammar.



The *Challenge* and *My Grammar Notes* sections reinforce students' knowledge and help them build confidence in their knowledge of each unit's target grammar skill.

## Why Choose *Grammar Starter*?

*Grammar Starter* is a three-book full-color series for young, beginning-level students. Chapters are organized around basic grammar topics and units are structured to engage students, help them study, and then fully utilize their knowledge of the series' key grammar points. Practice exercises ensure students build self-confidence and accuracy in English grammar. Additional speaking activities are designed to increase student fluency. Built-in review tests ensure that teachers can assess students' progress. Overall, *Grammar Starter* provides a solid foundation in English grammar.

### Features:

- Five 4-units chapters presenting a controlled, systematic range of grammar topics
- Clear grammar explanations with accompanying illustrations and examples
- A variety of practice exercises reinforcing grammar points
- Speaking activities designed to increase fluency
- A writing workbook with additional practice exercises
- Downloadable answer keys available online

# Getting to Know the Book

## Introduction to the *Grammar Starter* Student Books

The *Grammar Starter* series covers a wide range of grammar topics. Each unit contains four pages of activities, beginning with clear grammar explanations. The use of images helps reinforce key concepts and target language. Age- and level-appropriate examples help reinforce students' understanding of the materials. Practice activities help students understand the grammar points while also preparing them for test-taking.

### Student Book Contents:



- Grammar Rules**
- Each unit's target grammar is introduced.
  - Easy-to-read table with clear examples, and full-color pictures engage the students
  - Student-friendly content ensures comprehension.



- Practice**
- Exercises focus on the grammar point.
  - Simple exercises ensure students' total comprehension.
  - Simple activities help students gain confidence in their test-taking skills.

**More Practice**

Write the correct words on the lines for the types of nouns.

1. 2. 3. 4. 5.

6. 7. 8. 9. 10.

11. 12. 13. 14. 15.

16. 17. 18. 19. 20.

People: \_\_\_\_\_

Places: \_\_\_\_\_

Things: \_\_\_\_\_

Animals: \_\_\_\_\_

**More Practice**

- Activities requiring more writing build on the **Practice** section.

**Challenge**

Circle the nouns that are different.

1. doctor / doll / artist
2. brother / aunt / house
3. school / hospital / spider
4. tree / school / park
5. city / table / chair
6. horse / chair / elephant
7. monkey / apple / zebra
8. book / pencil / duck
9. school / horse / lion
10. ball / tree / dog

**My Grammar Notes**

Fill in the blanks.

People	Places	Things	Animals
teacher	city	flower	lion
student		doll	
artist	school	shoe	puppy
queen	hospital		cow

park      duck      garden      teacher  
ball      piano      doctor      turtle

Proper nouns: names of people or places  
Proper nouns start with capital letters.  
By Donald Acker, Paris, Canada

**Challenge**

- Focused exercises encourage critical thinking.
- Activities better prepare students to understand why and how grammar points work.
- All *Challenge* section activities can also be used as speaking activities.

**My Grammar Notes and Tip**

- This focused activity provides a solid wrap-up of the unit.
- The tips section reviews common errors to ensure students completely understand the unit's content.

**Review 1 (Units 1-4)**

Write person, place, thing, or animal.

1. 2. 3. 4.

5. 6. 7. 8.

9. 10. 11. 12.

Circle the correct words.

1. A book is a (thing / place).
2. An owl is a(n) (person / animal).
3. A school is a (place / thing).
4. A doctor is a (thing / person).

**Review**

- After every four units a review of the key grammar points is provided.
- Review sections can be used in class, for homework, or as tests.

## Scope and Sequence

### Grammar Starter 1

<b>Unit</b>	<b>Title</b>	<b>Vocabulary</b>
<b>1</b>	People / Places / Things / Animals	cat, doctor, doll, park, table
<b>2</b>	A / An	apple, ball, flower, igloo, umbrella
<b>3</b>	The	alligator, bike, moon, orange, sun
<b>4</b>	Cats / Foxes	benches, boxes, boys, buses, dishes
<b>5</b>	I / You / He / She / It	book, dog, singer, student, teacher
<b>6</b>	We / You / They	dogs, friends, kites, students, teachers
<b>7</b>	This Is a Ring	giraffe, horse, lion, ring, spider
<b>8</b>	These Are Monkeys	bats, birds, clothes, flowers, monkeys
<b>9</b>	I Am a Teacher	car, farmer, pencil, police officer, tigers
<b>10</b>	He Is Not a Doctor	fox, hairdresser, nurses, queen, turtle
<b>11</b>	Are You a Student?	football players, hospital, king, pilots, soccer players
<b>12</b>	What Is It?	cap, eggs, pears, piano, worm
<b>13</b>	I Like Apples	like, play, reads, swims
<b>14</b>	She Has a Ball	do, does, goes, have
<b>15</b>	I Don't Watch Movies	drink, listen to, ride, watch
<b>16</b>	Do You Ride a Bike?	car, movie, mountain, sea, wings
<b>17</b>	It Is a Red Apple	frogs, girl, green, mouse, small, tall
<b>18</b>	I Am Happy	healthy, hungry, sad, sick, strong
<b>19</b>	This Pen Is Blue	that, these, this, those, pens
<b>20</b>	In / On / Under / Next to	in, on, next to, under

Suggested Lesson Plan

Grammar Starter 1

Warm-Up:

- The teacher shows a picture from a previous unit (*Grammar Rules* section) and has students say sentences using the target grammar skill.
- The teacher says words aloud; students have to identify the parts of speech.
- The teacher writes a part of speech or grammar point on the board and students have to say as many related words or phrases as possible.
- The teacher asks questions using a target grammar skill and students have to respond using the appropriate language.

Homework Check:

- The teacher checks that homework has been completed.

Grammar Quiz:

- Quizzes can be simple and dictated by the teacher.  
Ex. What is a thing? Write three examples of things.

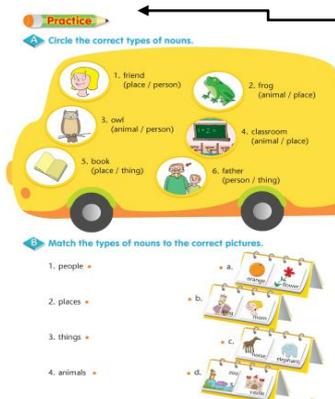
Page 1)



Grammar Rules

- The teacher shows the *Grammar Rules* page, and first has students identify the vocabulary.
- Once students understand the vocabulary, the teacher asks questions about the vocabulary.  
Ex. What does a doctor do?
- The teacher then introduces the grammar concept and asks students questions to ensure their understanding.  
Ex. How is a place different from a person?
- The teacher asks questions and has students answer in complete sentences to further their understanding.  
Ex. What are some places near our school?
- Students then work in pairs to write sentences using the target grammar skills.

Page 2)



Practice

- The teacher introduces the activity to the students using a clear example on the board.
- Students complete the activities.
- The teacher and students correct the questions together. At this age it's fun to have an assigned 'Teacher's Helper' to lead some aspects of correcting activities as a group.
- The teacher can extend the activity by having students follow directions to complete similar problems.  
Ex. I'm thinking of an animal. It has four legs. It barks. What is it? Is it a person, place, or animal?

\*\*This section can also be used for homework or for in-class testing.

Page 3)

**More Practice**

Write the correct words on the lines for the types of nouns.



1. queen 2. uncle 3. airport 4. ball 5. lion  
6. beach 7. aunt 8. puppy 9. pen 10. garden  
11. piano 12. duck 13. shoe 14. sister 15. school  
16. chair 17. cow 18. farm 19. brother 20. turtle

People \_\_\_\_\_  
Places \_\_\_\_\_  
Things \_\_\_\_\_  
Animals \_\_\_\_\_

**More Practice**

- The teacher introduces the activity to the students using a clear example on the board.
  - Students complete the activities.
  - The teacher can write answers on the board for students to introduce the concept of self-correction. The teacher can assign a 'Teacher's Helper' or correct the activities as a large group.
  - The teacher can then have students work in pairs to create similar questions.
- \*\*This section can also be used for homework or for in-class testing.

Page 4)

**Challenge**

Circle the nouns that are different.

1. doctor / doll / artist
2. brother / aunt / house
3. school / hospital / spider
4. tree / school / park
5. city / table / chair
6. horse / chair / elephant
7. monkey / apple / zebra
8. book / pencil / duck
9. school / horse / lion
10. ball / tree / dog

**My Grammar Notes**

Fill in the blanks.

People	Places	Things	Animals
teacher	city	flower	lion
student		doll	
artist	school	shoe	puppy
queen	hospital		cow

Word Box

park	duck	garden	-teacher-
ball	piano	doctor	turtle

Proper nouns names of people or places  
Proper nouns start with capital letters.  
my Queen Beatrix, Paris, Canada

**Challenge**

- The teacher explains the activities to the students.
- Students complete the activities.
- Students work in pairs or groups to create a role play based on the target language. For this activity, the teacher will have to provide a set of question prompts.

**My Grammar Notes and Tip**

- This section is ideal for an in-class review, test, or homework assignment so the teacher can assess student understanding.
- The *Tip* section can be introduced with the teacher writing key language with errors on the board, having students identify the errors, and then correcting them.

**Homework:**

- The teacher assigns homework from the book and/or independent sentence writing. Homework at this level should be simple so that students clearly understand the homework in relation to the target goals of the unit.

**Wrap-Up:**

- The teacher verbally quizzes students on key lesson components.  
Ex. Tell me two people who work at this school.

## Test Overview

### ***Grammar Starter Tests:***

Tests assess students' understanding of the material covered in the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Final tests should be assigned after students have completed units 11-20.
- The teacher walks around the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, the teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- The teacher should keep accurate records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

**Grammar Starter 1 Midterm Test (Units 1-10)**

(1-3) Circle the correct type of noun.

1.



(thing / place)

2.



(person / animal)

3.



(thing / animal)

(4-7) Circle the correct article.

- 4. (a/an) orange
- 5. (a/an) cat
- 6. (a/an) girl
- 7. (a/an/the) sun

(8) Write *a*, *an*, or *the*.

8. ( ) Earth

(9-10) Underline the mistake.

- 9. The moon is in a sky.
- 10. I ate an food.

(11-13) Circle the correct plural noun.

- 11. boy → (boyes/boys)
- 12. truck → (trucks/truckes)
- 13. box → (boxes/boxs)

(14-16) Circle the correct word.

14.



(they / it)

15.



(he / she)

16.



(you / they)

(17-20) Change the underlined word(s) to a pronoun.

17. You and I are tall. \_\_\_\_\_

18. Beth has short hair. \_\_\_\_\_

19. Grant and Bill play basketball. \_\_\_\_\_

20. The dog has food. \_\_\_\_\_

(21-30) Circle the correct word.

21.



(That / This) dog is fast.

22.



(That / This) is my house.

23.



(These / Those) mountains are tall.

24.



(These / Those) are clean cars.

25. (This / Those) is his toy.

26. (That / Those) boat is red.

27. She (is / am) a doctor.

28. They (is / are) friends.

29. I (am / is) smart.

30. You (is / are) kind.

***Grammar Starter 1* Midterm Test (Units 1-10) Answer Key**

1. place
2. person
3. thing
4. an
5. a
6. a
7. the
8. the
9. a->the
10. an->the
11. boys
12. trucks
13. boxes
14. it
15. he
16. they
17. We
18. She
19. They
20. It
21. That
22. This
23. Those
24. These
25. This
26. That
27. is
28. are
29. am
30. are

**Grammar Starter 1 Final Test (Units 11-20)**

(1-4) Circle the correct word.

1. He (is not / are not) funny.
  2. They (are not / am not) nice.
  3. We (are not / is not) boys.
  - 4.
- Q: Are you a student?  
A: Yes, (I am / I am not).

(5-6) Answer the question.

5.



Q: Are they pens?

A: No, \_\_\_\_\_.

6.



Q: Is the marker blue?

A: Yes, \_\_\_\_\_.

(7-9) Circle the correct words.

- 7.
- Q: What (is they / are they)?
- A: They are carrots.
- 8.
- Q: What is it?
- A: (It's / They're) a bag.
9. They (sit / sits) on the floor.

(10) Fill in the blank.

10. We \_\_\_\_\_ chocolate milk. (love)

(11-14) Circle the correct word.

- 11. Kelly and Mike (have / has) a brother.
- 12. They (go / goes) to the mall.
- 13. I (do / does) my homework.
- 14. Gina (doesn't / don't) like cheese.

(15-16) Fill in the blank with *don't* or *doesn't*.

- 15. He \_\_\_\_\_ like vegetables.
- 16. They \_\_\_\_\_ study for class.

(17-23) Circle the correct word.

- 17. (Do / Does) you have a sister?
- 18. (Do / Does) I like movies?

19.



This is an (old house / new house).

20.



It is a (red house / blue house).

21.



The boy is (sick / angry).

22.



He is (strong / weak).

23.



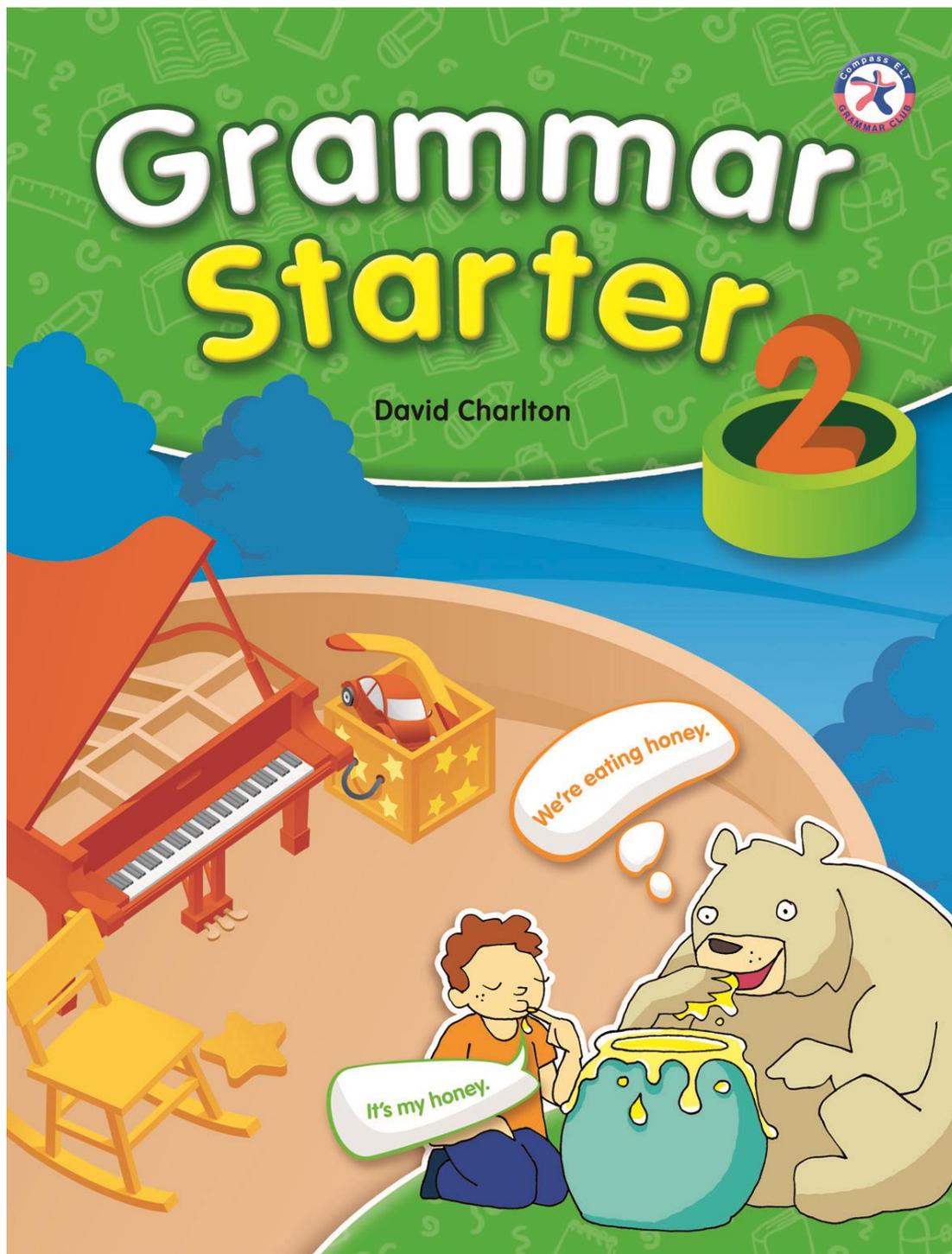
It is (sunny / windy).

(24-30) Choose the correct sentence.

- |                                  |                              |
|----------------------------------|------------------------------|
| 24. a. These dogs are hungry.    | b. That dogs are hungry.     |
| 25. a. Those boats are green.    | b. This boats are green.     |
| 26. a. Mike likes those foods.   | b. Mike likes this food.     |
| 27. a. He is under the pool.     | b. He is in the pool.        |
| 28. a. The milk is in the table. | b. The milk is on the table. |
| 29. a. The sugar is in the tea.  | b. The sugar is on the tea.  |
| 30. a. I am next to the car.     | b. I am on the car.          |

***Grammar Starter 1 Final Test (Units 11-20) Answer Key***

1. is not
2. are not
3. are not
4. I am
5. they aren't
6. it is
7. are they
8. It's
9. sit
10. love
11. have
12. go
13. do
14. doesn't
15. doesn't
16. don't
17. Do
18. Do
19. old house
20. red house
21. sick
22. strong
23. windy
24. a
25. a
26. b
27. b
28. b
29. a
30. a



Teacher's Guide

## Scope and Sequence

### Grammar Starter 2

Unit	Title	Vocabulary
<b>1</b>	Boy / Boys; A / An / The	banks, bees, school, sky, tables
<b>2</b>	Leaves / Mice	babies, feet, flies, mice, babies
<b>3</b>	Dogs / Milk	butter, dolls, juice, milk, orange
<b>4</b>	A / An / Ø	coffee, England, Jenny, money, sugar
<b>5</b>	It Is My Dog	her, his, my, their, your
<b>6</b>	Mary's Dog Is Brown	cats', girls', Mary's, snails', women's
<b>7</b>	Who Are You?	actress, clowns, drummer, principal, snake
<b>8</b>	Andrew Loves Her	her, him, me, them, us, you
<b>9</b>	She Swims Every Day	exercise, laundry, music, pool, rabbit
<b>10</b>	She Is Running Now	eating, reading, running, sitting, skating
<b>11</b>	He Is Not Riding a Bike	listening, riding, studying, walking, watching
<b>12</b>	Are You Playing Tennis?	cooking, doing, playing, sleeping, swimming
<b>13</b>	They Are Students	artist, bananas, leaves, puppies, tree
<b>14</b>	I Was a Student	fast, happy, short, was, were
<b>15</b>	You Weren't Cold	cold, new, old, scary, slow,
<b>16</b>	Were They Full?	angry, big, ducks, full, round
<b>17</b>	He Is a Funny Boy	bright, dark, funny, thin, thirsty
<b>18</b>	I Walk Slowly	late, nicely, quietly, slowly, well
<b>19</b>	There Is a Pen on the Table	cage, classroom, grass, kitchen, park
<b>20</b>	Some / Any	ants, homework, milk, peanuts, water

Suggested Lesson Plan

Grammar Starter 2

Warm-Up:

- The teacher shows a picture from a previous unit (*Grammar Rules* section) and has students say sentences using the target grammar skill.
- The teacher says words aloud; students have to identify the parts of speech.
- The teacher writes a part of speech or grammar point on the board and students have to say as many related words or phrases as possible.
- The teacher asks questions using a target grammar skill and students have to respond using the appropriate language.

Homework Check:

- The teacher checks that homework has been completed.

Grammar Quiz:

- Quizzes can be simple and dictated by the teacher.  
Ex. What is a thing? Write three things.

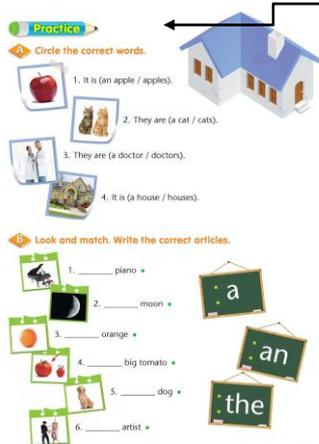
Page 1)



Grammar Rules

- The teacher shows the *Grammar Rules* page, and first has students identify the vocabulary.
- Once students understand the vocabulary, the teacher asks questions about the vocabulary.  
Ex. What does a doctor do?
- The teacher then introduces the grammar concept and asks students questions to ensure their understanding.  
Ex. How is a place different from a person?
- The teacher asks questions and has students answer in complete sentences to further their understanding. Ex. What are some places near our school?
- Students then work in pairs to write sentences using the target grammar skills.

Page 2)



Practice

- The teacher introduces the activity to the students using a clear example on the board.
- Students complete the activities.
- The teacher and students correct the questions together. At this age it's fun to have an assigned 'Teacher Helper' to lead some aspects of correcting activities as a group.
- The teacher can extend the activity by having students follow directions to complete similar problems.  
Ex. I'm thinking of an animal. It has four legs. It barks. What is it? Is it a person, place, or animal?

\*\*This section can also be used for homework or for in-class testing.

Page 3)

**More Practice**

Write the correct plural forms of the nouns.

1. a dish → four dishes

2. an egg → \_\_\_\_\_

3. a box → \_\_\_\_\_

4. a girl → \_\_\_\_\_

Write the correct words from the box.

foxes students the Earth an elephant  
books a chair a school the young woman

**People**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

**Places**

5. \_\_\_\_\_ 6. \_\_\_\_\_

**Animals**

7. \_\_\_\_\_ 8. \_\_\_\_\_

**More Practice**

- The teacher introduces the activity to the students using a clear example on the board.
  - Students complete the activities.
  - The teacher can write answers on the board for students to begin the concept of self-correction. The teacher can assign a 'Teacher Helper' or correct the activities as a large group.
  - The teacher can then have students work in pairs to create similar questions.
- \*\*This section can also be used for homework or for in-class testing.

Page 4)

**Challenge**

Rewrite the sentences correctly.

1. This is a ambulance. 2. It is dolls.

3. That is a moon. 4. Josh lives in the Canada.

**My Grammar Notes**

Fill in the blanks.

	Singular	Plural
People	princess	artists
Places	house	parks
Things	apple	dishes
Animals	elephant	foxes

Write the correct words from the box.

A/An		The	
A	An	Only One Thing	Specific Thing
a ball	an ant	the sun	the tall building
a tree	an umbrella	the Earth	the young woman

Word Box: sea egg red hat flower owl new pencil moon box

**Challenge**

- The teacher explains the activities to the students.
- Students complete the activities.
- Students work in pairs or groups to create a role play based on the target language. For this activity, the teacher will have to provide a set of question prompts.

**My Grammar Notes and Tip**

- This section is ideal for an in-class review, test, or homework assignment so the teacher can assess student understanding.
- The *Tip* section can be introduced with the teacher writing key language with errors on the board, having students identify the errors, and then correcting them.

**Homework:**

- The teacher assigns homework from the book and/or independent sentence writing. Homework at this level should be simple so that students clearly understand the homework in relation to the target goals of the unit.

**Wrap-Up:**

- Teacher verbally quizzes students on key lesson components. Ex. Tell me two people who work at this school.

## Test Overview

### ***Grammar Starter Tests:***

Tests assess students' understanding of the material covered in the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Final tests should be assigned after students have completed units 11-20.
- The teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, the teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- The teacher should keep accurate records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

**Grammar Starter 2 Midterm Test (Units 1-10)**

(1-6) Circle the correct words.

1. He is (a boy/ boys).
2. (The doctors/ The doctor) is in her office.
3. My (school is/ schools is) next to my house.
4. woman → women/womanes
5. knife → knives / knifes
6. church → churhs/churches

(7-9) Fill in the blanks. Use the correct form of the given word.

7.



The \_\_\_\_\_ are cute. (baby)

8.



These are school \_\_\_\_\_. (bus)

9.



The \_\_\_\_\_ cook. (man)

(10-21) Circle the correct answer.

10. I have (a / X) money.
11. She has (a / X) doll.
12. They live in (a / X) Canada.
13. They are (our / we) parents.
14. She has a computer. It is (her/ his) computer.
15. You have a ball. It's (his / your) ball.
16. The (teachers' / teacher's) book is big.
17. (Bill' / Bill's) wife is nice.
18. This (boy's / boys') bother is older.
19. Who (is / are) those people?
20. Who (is / are) he?
21. Who (is / are) your mom?

(22-24) Correct the mistake.

22.



I like him. → \_\_\_\_\_

23.



Our mom loves we. → \_\_\_\_\_

24.



I watch he dance. → \_\_\_\_\_

(25-27) Circle the correct word.

- 25. We (like / likes) pizza a lot.
- 26. She (love / loves) her dog.
- 27. (Do / Does) they live in London?

(28-30) Circle the correct spelling.

- 28. They are (running / runing).
- 29. He is (siting / sitting) on a bench.
- 30. We're (going / goesing) to the park.

***Grammar Starter 2* Midterm Test (Units 1-10) Answer Key**

1. a boy
2. The doctor
3. school is
4. women
5. knives
6. churches
7. babies
8. buses
9. men
10. X
11. a
12. X
13. our
14. her
15. your
16. teacher's
17. Bill's
18. boy's
19. are
20. is
21. is
22. him->them
23. we->us
24. he->him
25. like
26. loves
27. do
28. running
29. sitting
30. going

### Grammar Starter 2 Final Test (Units 11-20)

(1-3) Fill in the blanks with the correct form of the word given.

1.



→ They aren't \_\_\_\_\_ the movie. (watch)

2.



→ He isn't \_\_\_\_\_. (sing)

3.



→ She isn't \_\_\_\_\_ her food. (eat)

(4-8) Circle the correct answer.

4.

Q: Are they in class?

a. Yes, they are in class.    b. They are in class now.

5.

Q: Is Nick sick?

a. No, he isn't sick.    b. He is sick.

6.

Q: What are you wearing?

a. Yes, I'm wearing.    b. I'm wearing a shirt.

7.

They (are / isn't) good students.

8.

I (am not / aren't) going to school today.

(9) Choose the correct question.

9. a. Are he a police officer?

b. Is he a police officer?

(10-16) Circle the correct word.

10. They (were / was) hungry.
11. I (was / were) late for class.
12. Bill and Sara (was / were) in the library.
13. We (weren't / wasn't) singing.
14. He (weren't / wasn't) very happy.
15. You and I (weren't / wasn't) in trouble.
16. (Was / Were) they talking loud?

(17-18) Choose the correct question.

17.
  - a. Was he sleeping?
  - b. Were he sleeping?
18.
  - a. Was you winning the race?
  - b. Were you winning the race?

(19-20) Circle the correct word.

19. He is (a fast boy / fast boy).
20. It is (a blue car / blue car).

(21-24) Complete the sentence using the given word.

21. He works \_\_\_\_\_. (slow)
22. They sing \_\_\_\_\_. (nice)
23. Fiona runs \_\_\_\_\_. (fast)
24. We talk \_\_\_\_\_. (loud)

(25-27) Choose the correct answer.

25.



- Q: Is there a woman in the car?  
 a. Yes, there is.    b. No there isn't.

26.



- Q: Are there plates on the table?  
 a. Yes, there are.    b. No, there aren't.

27.



Q: Are there kids in class?

a. Yes, there are.    b. No, there aren't.

(28-30) Circle the correct word.

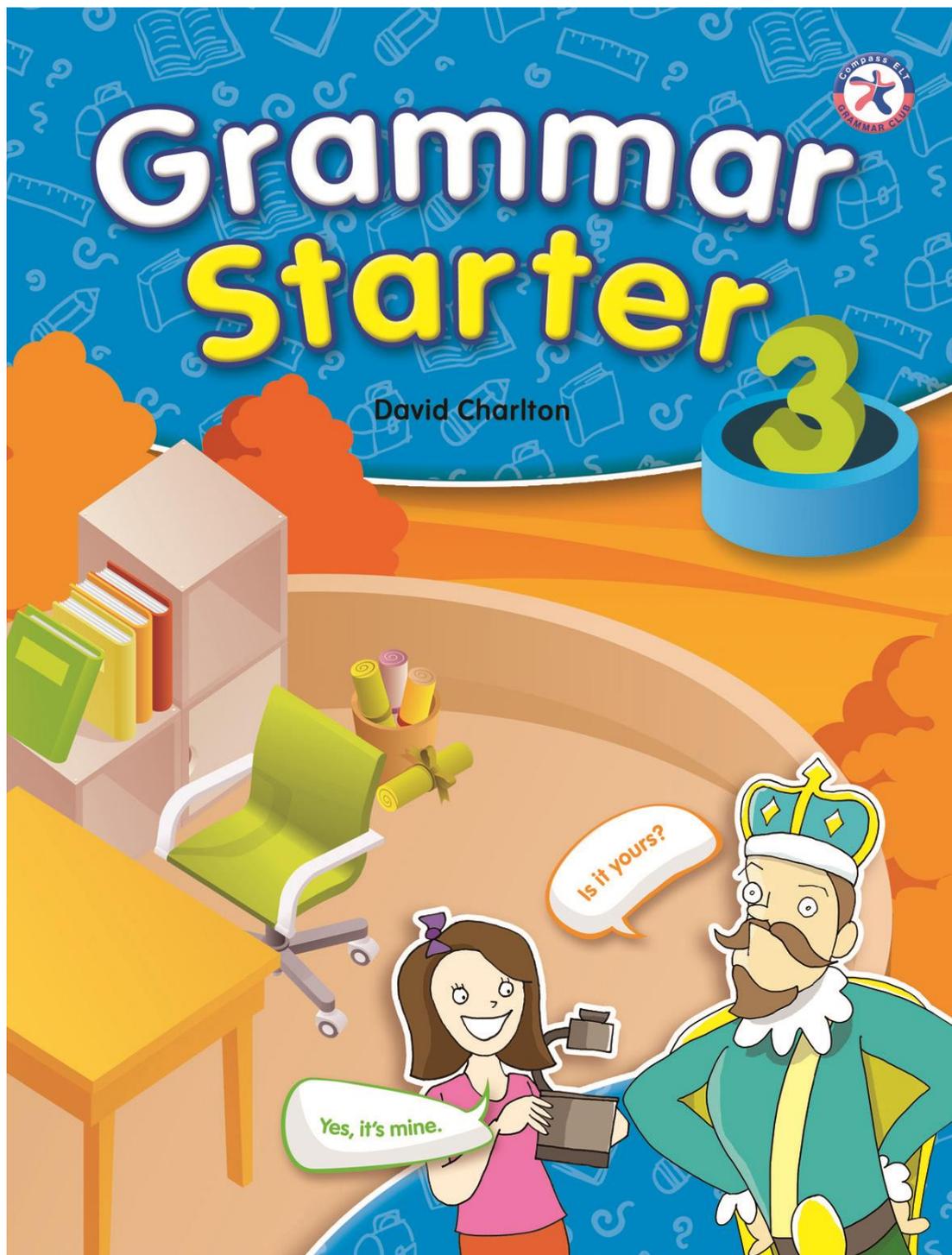
28. I need (some / any) money.

29. Do you have (any / some) candy?

30. There are (some / any) books on my desk.

**Grammar Starter 2 Final Test (Units 11-20) Answer Key**

1. watching
2. singing
3. eating
4. a
5. a
6. b
7. are
8. am not
9. b
10. were
11. was
12. were
13. weren't
14. wasn't
15. weren't
16. were
17. a
18. b
19. a fast boy
20. a blue car
21. slowly
22. nicely
23. fast
24. loudly
25. a
26. b
27. b
28. some
29. any
30. some



# Teacher's Guide

## Scope and Sequence

### Grammar Starter 3

<b>Unit</b>	<b>Title</b>	<b>Vocabulary</b>
<b>1</b>	The Pink Bike Is Mine	his, Mary's, mine, ours, theirs, yours
<b>2</b>	Whose Pencil Is This?	bag, pencil case, shoes, socks, truck
<b>3</b>	Smaller / Better	better, bigger, easier, more colorful, prettier
<b>4</b>	Smallest / Best	biggest, largest, most interesting, smartest, worst
<b>5</b>	We Walked to School Yesterday	cried, danced, finished, studied, walked
<b>6</b>	The Boys Did Their Homework	ate, did, ran, swam, took
<b>7</b>	Amy Didn't Eat Pizza	drive, had, helped, liked, moved
<b>8</b>	Did Sandra Go to Work?	basketball, French, paint, vegetables, zoo
<b>9</b>	I Can Speak English	fly, guitar, jump, picture, song
<b>10</b>	Can the Cow Eat Meat?	climb, cook, meat, newspaper, violin
<b>11</b>	May I Borrow a Pencil, Please?	eraser, hockey, kiss, restroom, tennis
<b>12</b>	Close the Door	bring, buy, raise, wash, yell
<b>13</b>	Where Is It?	bathroom, desk, library, sofa, table
<b>14</b>	My Dad Sometimes Cooks	always, never, often, sometimes, sofa
<b>15</b>	At / On / In	at, in, on, spring, summer, Sunday
<b>16</b>	When Is Your Birthday?	birthday, camp, parade, party, vacation
<b>17</b>	I Will Play Tennis Tomorrow	bake, beach, butterflies, clean, hug
<b>18</b>	Will You Marry Me?	geese, lesson, marry, math, potatoes
<b>19</b>	We Are Going to Study Math	dinner, drawer, fly, golf, thief
<b>20</b>	The Pink Bike Is Mine	his, Mary's, mine, ours, theirs, yours

## Suggested Lesson Plan

### Grammar Starter 3

#### Warm-Up:

- The teacher shows a picture from a previous unit (*Grammar Rules* section) and has students say sentences using the target grammar skill.
- The teacher says words aloud; students have to identify the parts of speech.
- The teacher writes a part of speech or grammar point on the board and students have to say as many related words or phrases as possible.
- The teacher asks questions using a target grammar skill and students have to respond using the appropriate language.

#### Homework Check:

- The teacher checks that homework has been completed.

#### Grammar Quiz:

- Quizzes can be simple and dictated by the teacher.  
Ex. What is a thing? Write three things.

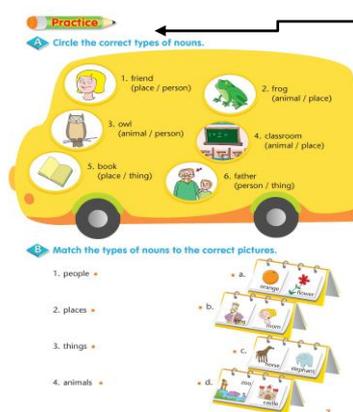
Page 1)



#### Grammar Rules

- The teacher shows the *Grammar Rules* page, and has students identify the vocabulary.
- Once students understand the vocabulary, the teacher asks questions about the vocabulary.  
Ex. What does a doctor do?
- The teacher then introduces the grammar concept and asks students questions to ensure their understanding.  
Ex. How is a place different from a person?
- The teacher asks questions and has students answer in complete sentences to further their understanding. Ex. What are some places near our school?
- Students then work in pairs to write sentences using the target grammar skills.

Page 2)



#### Practice

- The teacher introduces the activity to the students using a clear example on the board.
- Students complete the activities.
- The teacher and students correct the questions together. At this age it's fun to have an assigned "Teacher's Helper" to lead some aspects of correcting activities as a group.
- The teacher can extend the activity by having students follow directions to complete similar problems.  
Ex. I'm thinking of an animal. It has four legs. It barks. What is it? Is it a person, place, or animal?

\*\*This section can also be used for homework or for in-class testing.

Page 3)

**More Practice**

Write the correct words on the lines for the types of nouns.

1. queen 2. uncle 3. airport 4. ball 5. lion  
6. beach 7. aunt 8. puppy 9. pen 10. garden  
11. piano 12. duck 13. shoe 14. sister 15. school  
16. chair 17. cow 18. farm 19. brother 20. turtle

People \_\_\_\_\_  
Places \_\_\_\_\_  
Things \_\_\_\_\_  
Animals \_\_\_\_\_

**More Practice**

- The teacher introduces the activity to the students using a clear example on the board.
  - Students complete the activities.
  - The teacher can write answers on the board for students to introduce the concept of self-correction. The teacher can assign a 'Teacher's Helper' or correct the activities as a large group.
  - The teacher can then have students work in pairs to create similar questions.
- \*\*This section can also be used for homework or for in-class testing.

Page 4)

**Challenge**

Circle the nouns that are different.

1. doctor / doll / artist
2. brother / aunt / house
3. school / hospital / spider
4. tree / school / park
5. city / table / chair
6. horse / chair / elephant
7. monkey / apple / zebra
8. book / pencil / duck
9. school / horse / lion
10. ball / tree / dog

**My Grammar Notes**

Fill in the blanks.

People	Places	Things	Animals
teacher	city	flower	lion
student		doll	puppy
artist	school	shoe	
queen	hospital		cow

Word Box

park	duck	garden	teacher
ball	piano	doctor	turtle

Proper nouns: names of people or places  
Proper nouns start with capital letters.  
Ex: Daniel, Alice, Paris, Canada

**Challenge**

- The teacher explains the activities to the students.
- Students complete the activities.
- Students work in pairs or groups to create a role play based on the target language. For this activity, the teacher will have to provide a set of question prompts.

**My Grammar Notes and Tip**

- This section is ideal for an in-class review, test, or homework assignment so the teacher can assess student understanding.
- The *Tip* section can be introduced with the teacher writing key language with errors on the board, having students identify the errors, and then correcting them.

**Homework:**

- The teacher assigns homework from the book and/or independent sentence writing. Homework at this level should be simple so that students clearly understand the homework in relation to the target goals of the unit.

**Wrap-Up:**

- The teacher verbally quizzes students on key lesson components.  
Ex. Tell me two people who work at this school.

## Test Overview

### ***Grammar Starter Tests:***

Tests assess students' understanding of the material covered in the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Final tests should be assigned after students have completed units 11-20.
- The teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are struggling with the test, the teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- The teacher should keep accurate records of students' results to pass to the next teacher.

**Grammar Starter 3 Midterm Test (Units 1-10)**

(1-6) Circle the correct word.

1. I have a phone. The phone is (mine / yours).
2. We have a new dog. The dog is (theirs / ours).
3. You have a sandwich. The sandwich is (yours / hers).
4. These are (mine / my) toys.
5. It's (his / Tims) turn to play.
6. It is at (theirs / their) house.

(7-9) Complete the sentence using the given word.

7.



→ The girl is \_\_\_\_\_ than the boy. (young)

8.



→ The truck is \_\_\_\_\_ than the car. (big)

9.



→ Red apples are \_\_\_\_\_ than green apples. (good)

(10-12) Circle the correct word(s).

10. You are the (taller / tallest) student in our class.
11. They are from the (richer / richest) country in Europe.
12. I am the (best / better) player on my team.

(13-15) Correct the mistake.

13. They turn in their project yesterday.

→ \_\_\_\_\_

14. I carred the bag to the car:

→ \_\_\_\_\_

15. Claire fix her computer last night.

→ \_\_\_\_\_

(16-18) Fill in the blank with the past form of the given verb.

16.



→ They \_\_\_\_\_ in the pool. (swim)

17.



→ He \_\_\_\_\_ the baseball. (throw)

18.



→  
We \_\_\_\_\_ to the store. (walk)

(19-27) Circle the correct word.

19. The girl didn't (sing / sang) last night.

20. His sister didn't (do / done) her homework.

21. I didn't (eat / ate) lunch today.

22.

Q: What did she wear?

A: She (wears / wore) a dress.

23.

Q: What did you (do / did) last night?

A: I watched a movie.

24.

Q: Did they (finish / finished) cleaning?

A: Yes, they (finished / finish) cleaning.

25. We can (go / went) to dinner.

26. Hillary can (write /writes) well.

27. They can't (find / found) their shoes.

(28-30) Look and make a question.

28.



(play outside)

Q: \_\_\_\_\_?

A: No, he can't.

29.



(eat some cake)

Q: \_\_\_\_\_?

A: Yes, they can.

30.



(sing well)

Q: \_\_\_\_\_?

A: No, he can't.

**Grammar Starter 3 Midterm Test (Units 1-10) Answer Key**

1. mine
2. ours
3. yours
4. my
5. his
6. their
7. younger
8. bigger
9. better
10. tallest
11. richest
12. best
13. turn-> turned
14. carred-> carried
15. fix-> fixed
16. swam
17. threw
18. walked
19. sing
20. do
21. eat
22. wore
23. do
24. finish / finished
25. go
26. write
27. find
28. Can they play outside?
29. Can they eat some cake?
30. Can he sing well?

Grammar Starter 3 Final Test (Units 11-20)

(1-9) Circle the correct word.

- 1.  
Q: (Can / May) I go to the bathroom, please?  
A: No, you may not.
- 2.  
Q: (Can / May) you hear me?.  
A: Yes.
- 3.  
Q: (Can / May) I buy a new cell phone, Mom?  
A: Yes, you may.

- 4. (Has / Have) some ice cream.
- 5. Don't (talk / talks) during the class.
- 6. (Doesn't do / Don't do) that again.

7.



The family is (in front of / next to) the house.

8.



He has flowers (behind / on) his back.

9.



The dog is (under/ in) the blanket.

(10-12) Add the given frequency adverb to the sentence.

- 10. I go to the mall on Saturdays. (always)  
→ \_\_\_\_\_.
- 11. Bill eats his vegetables. (never)  
→ \_\_\_\_\_.
- 12. They play basketball. (sometimes)  
→ \_\_\_\_\_.

(13-18) Circle the correct word.

13. The meeting is (in / on) my office.
14. The meeting is (in / at) 10 a.m.
15. The meeting is (at / on) Tuesday.
16. (Why / When) is the game?
17. When (is / are) the show?
18. It's (on / at) Sunday.

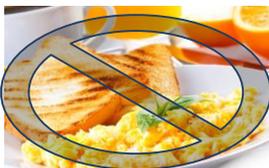
(19-21) Look and circle the correct word.

19.



Kerry and Carl (will / won't) go out to eat.

20.



I (will / won't) eat my breakfast.

21.



They (will / won't) join a band.

(22-24) Circle the correct word.

22. Will we (see / saw) an elephant at the zoo?
23. Will you (bring / brought) me my hat?
24. Will she (go / went) to the grocery store today?

(25-27) Complete the sentence using *be going to*.

25. They \_\_\_\_\_ see the painting.
26. I \_\_\_\_\_ finish my chores.
27. Yana \_\_\_\_\_ go to the gym after school.

(28-30) Underline and correct the mistake.

28.

Q: Will Jerry be at the party?

A: Yes, he is.

→ \_\_\_\_\_.

29.

Q: Will they do it?

A: No, they willn't.

→ \_\_\_\_\_.

30.

Q: Is I going to get a good grade?

A: Yes, you are.

→ \_\_\_\_\_.

**Grammar Starter 3 Final Test (Units 11-20) Answer Key**

1. May
2. Can
3. May
4. Have
5. talk
6. Don't do
7. in front of
8. behind
9. under
10. I always go to the mall on Saturdays.
11. Bill never eats his vegetables.
12. They sometimes play basketball.
13. in
14. at
15. on
16. When
17. is
18. on
19. will
20. won't
21. will
22. see
23. bring
24. go
25. are going to
26. am going to
27. is going to
28. is -> will
29. willn't -> won't
30. Is -> Am

## Optional Activities

### Grammar Rules:

- Students create their own grammar rules notebook. They write their own understanding of grammar rules and their own examples. Lower-level students can also use pictures to help their own understanding.
- Over the semester, students can be assigned certain units that they are "Experts" of. This means that anytime a teacher reviews a concept, the teacher calls on the "Experts" to help explain the meaning of the grammar rules and how they are used.

### Grammar Stories:

- For each unit have the students create a short story using language from the target grammar. At this level students can work in pairs and also add artwork to their stories.
- Students can then present their work to the class several times during the semester to also encourage speaking fluency.
- The teacher can record the students' presentations for use in a portfolio that is uploaded online.

### Grammar Games:

- Have the students create cards featuring the key unit vocabulary. They can then play a game of "Go Fish." Ex. Book 1, Unit 1: "Do you have a person? Do you have a place? Do you have a thing?"
- The teacher divides the class into two teams. Each team lines up behind a leader facing the board. The teacher writes an incorrect phrase or sentence on the board. The first team to find the error AND correct it gets a point.
- The teacher photocopies the grammar rules page from the student book and cuts it so the key parts are separated. The teacher gives this package to groups of two or three students. They then have to put the key parts together.
- Students work in pairs to create their own grammar games. Each game must have a clear goal and rules. Give students white paper, scissors and crayons to create their games. (This kind of activity will probably become more successful after being repeated throughout the semester.)
- Students find key grammar points in other English textbooks. The students with the most "finds" win!

## Pacing Suggestion

The following is a pacing suggestion for a 28-week program:

Week	Class 1	Class 2
1	Unit 1, pages 6, 7 (1 page WB homework)	Unit 1, pages 8, 9 (1 page WB homework)
2	Unit 2, pages 10, 11 (1 page WB homework)	Unit 2, pages 12, 13 (1 page WB homework)
3	Unit 3, pages 14, 15 (1 page WB homework)	Unit 3, pages 16, 17 (1 page WB homework)
4	Unit 4, pages 18, 19 (1 page WB homework)	Unit 4, pages 20, 21 (1 page WB homework)
5	<b>Review 1 (Units 1-4)</b>	
6	Unit 5, pages 24, 25 (1 page WB homework)	Unit 5, pages 26, 27 (1 page WB homework)
7	Unit 6, pages 28, 29 (1 page WB homework)	Unit 6, pages 30, 31 (1 page WB homework)
8	Unit 7, pages 32, 33 (1 page WB homework)	Unit 7, pages 34, 35 (1 page WB homework)
9	Unit 8, pages 36, 37 (1 page WB homework)	Unit 8, pages 38, 39 (1 page WB homework)
10	<b>Review 2 (Units 5-8)</b>	
11	Unit 9, pages 42, 43 (1 page WB homework)	Unit 9, pages 44, 45 (1 page WB homework)
12	Unit 10, pages 46, 47 (1 page WB homework)	Unit 10, pages 48, 49 (1 page WB homework)
13	<b>Midterm Test</b>	
14	Unit 11, pages 50, 51 (1 page WB homework)	Unit 11, pages 52, 53 (1 page WB homework)
15	Unit 12, pages 54, 55 (1 page WB homework)	Unit 12, pages 56, 57 (1 page WB homework)
16	<b>Review 3 (Units 9-12)</b>	<b>Review 3 review and related practice.</b>
17	Unit 13, pages 60, 61 (1 page WB homework)	Unit 13, pages 62, 63 (1 page WB homework)
18	Unit 14, pages 64, 65 (1 page WB homework)	
19	Unit 15, pages 68, 69 (1 page WB homework)	Unit 15, pages 70, 71 (1 page WB homework)
20	Unit 16, pages 72, 73 (1 page WB homework)	Unit 16, pages 74, 75 (1 page WB homework)
21	<b>Review 4 (Units 13-16)</b>	<b>Review 4 review and related practice.</b>
22	Unit 17, pages 78, 79 (1 page WB homework)	Unit 17, pages 80, 81 (1 page WB homework)

23	Unit 18, pages 82, 83 (1 page WB homework)	
24	Unit 19, pages 86, 87 (1 page WB homework)	Unit 19, pages 88, 89 (1 page WB homework)
25	Unit 20 pages 90, 91 (1 page WB homework)	Unit 20, pages 92, 93 (1 page WB homework)
26	<b>Review 5 (Units 17-20)</b>	
27	<b>Review using additional activities focusing on Units 1-20. **Complete grammar assessments.</b>	
28	<b>Final Test</b>	<b>Final test review and wrap-up</b>