



Welcome to *Grammie and Max* — a dynamic, inclusive educational journey designed to inspire young learners through creativity, movement, and meaningful engagement.

This book is grounded in the principles of **Universal Design for Learning (UDL)**, a research-based framework that emphasizes flexible learning environments to accommodate the diverse needs of all students. By offering multiple means of representation, expression, and engagement, UDL ensures that every learner has equal opportunities to succeed .

To support students with learning differences, the text is presented in an **accessible, dyslexia-friendly font**, enhancing readability and reducing visual stress. This thoughtful design choice aligns with UDL's commitment to minimizing barriers to learning.

The activities within are **multisensory and kinesthetic**, encouraging students to cut, paste, color, and move as they learn. Such hands-on experiences not only make learning more engaging but also cater to various learning styles, reinforcing understanding through action.

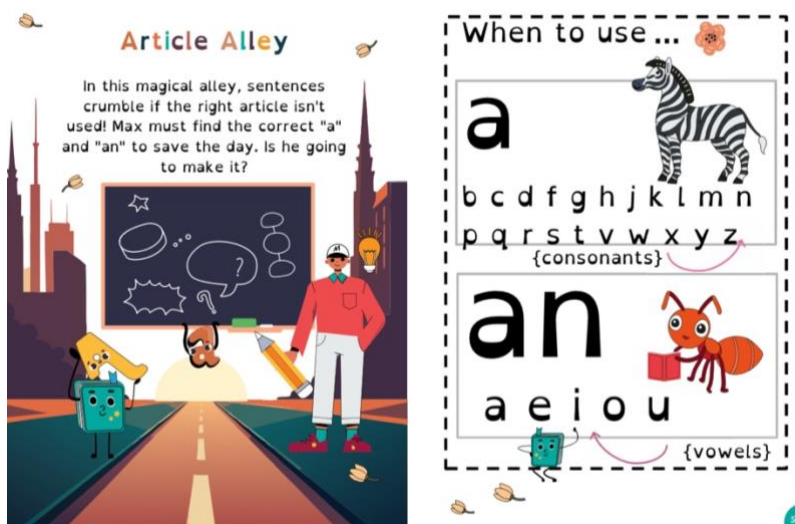
We highly recommend the use of an **interactive notebook** alongside this book. Interactive notebooks serve as personalized learning tools where students can organize information, reflect on their learning, and express their understanding creatively. They promote active learning and have been shown to enhance memory retention and critical thinking skills .

*Grammie and Max* can be seamlessly integrated into a **two-year curriculum** or adapted for an **intensive one-year course**, offering flexibility to meet different educational settings and pacing needs.

Join Grammie and Max on this enriching adventure, where every student is empowered to learn, grow, and succeed.

- **Introduction**
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## Pages 4–6: Article Alley



### Objective:

Students learn the correct use of “a” and “an” before nouns.

### Teacher Instructions:

- Explain that "a" is used before consonant sounds, "an" before vowel sounds.
- Show real objects (e.g., apple, pencil) and model the correct usage.
- Practice together with sentences: "This is a pencil," "This is an apple."
- Play a sorting game: show flashcards; students shout "a" or "an."
- Show the mnemonic hand page 6

### Activity 1:

1. Go to Appendix pages 83 and 87 and cut out the articles “a” and “an” along with the images.
2. Glue the articles “a” and “an” at the top of a new page in your interactive notebook.
3. Then, glue each picture under the correct article.

### Activity 2:

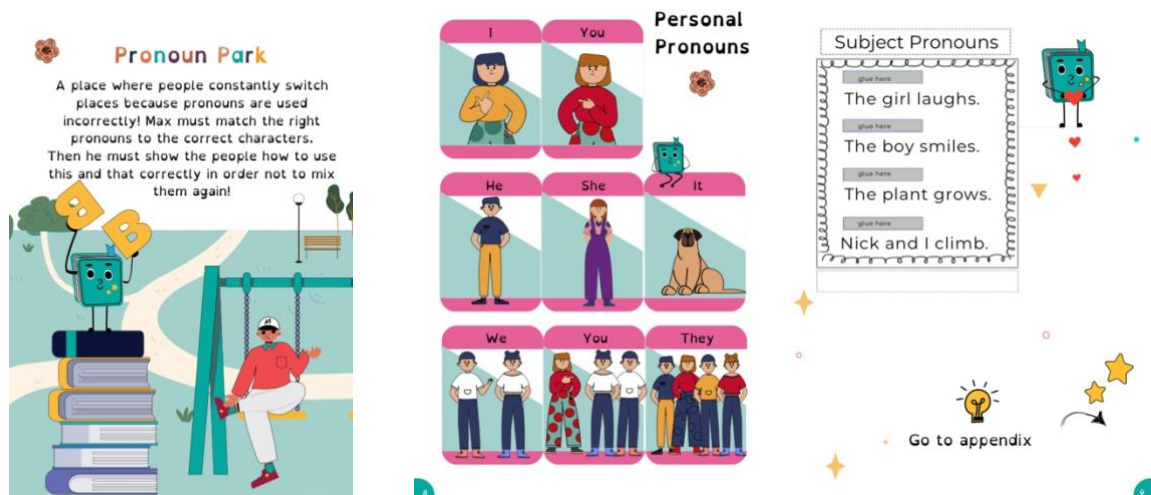
1. Go to Appendix page 85 and cut out the activity sheet.
2. Cut along the lines to separate the two columns and glue them into your interactive notebook.
3. Cut out the pictures and paste them in the correct column.

### Homework Suggestion:

- Scan and play (page 6)



## Pages 8-9: Pronoun Park



### Objective:

Students recognize and correctly use personal pronouns (I, you, he, she, it, we, you, they).

### Teacher Instructions:

- Show pictures page 8
- Introduce each pronoun with gestures.

### Activity 1:

- Go to Appendix page 95 and cut out the activity sheet (**only he/ she / it / we**)
- Cut along the lines and glue them into the box (glue here) page 9

### Activity 2:

- Go to Appendix pages **89–92** and cut out the activity sheets.
- Cut along the lines and glue the **margaritas (flower shapes) upside down** into your interactive notebook (so that the petals can open and close like a flap).
- Cut out the **hexagons** with the correct pronouns.
- Paste each **hexagon** in the **center** of a flower so that when you **close the petals**, the pronoun is hidden inside.

## **Roleplay: Switch Places (optional)**

### **Objective:**

To help students internalize subject pronouns (I, you, he, she, it, we, they) through movement and active listening.

### **How to Play:**

#### **1. Preparation:**

Arrange students in a circle (or seated in a semi-circle if space is limited).

Assign one pronoun to each student. For example:

- Anna is "**she**",
- Mark is "**he**",
- Alex and Maria are "**they**",
- Tom and the teacher are "**we**", etc.

Use name cards or pronoun badges if helpful.

#### **2. The Game:**

The teacher calls out simple sentences using pronouns, such as:

- "**He is a doctor.**"
- "**They are my friends.**"
- "**She is reading.**"

If the **correct pronoun** is used for the assigned student(s), they stay in place.

If the **wrong pronoun** is used, the student(s) **stand up and switch places** with another student.

#### **3. Example Scenario:**

Anna is assigned "**she**".

The teacher says: "**He is reading.**" while pointing at Anna.

Because Anna is "she," not "he," she **must stand up and switch seats** with someone else.

## Pages 10–11: This, That, These, Those

### This, That, These, Those

this 	that 	these 	those 
----------	----------	-----------	-----------

Add the correct word to each sentence to describe each picture.

are my dogs.

is my dog.

is my dog.

are my dogs.

Draw the missing item from each picture to show if they are near or far away.

I like these crayons.

This is my hat.

Those ducks are noisy.

That ice cream looks yummy.

### This, That, These, Those

Complete each sentence with this, that, these or those.

 <input type="text"/> are chairs.	 <input type="text"/> is a girl.
 <input type="text"/> are ants.	 <input type="text"/> is a dog.
 <input type="text"/> are bananas.	 <input type="text"/> are cars.

### Objective:

Students practice demonstrative pronouns for near and far objects.

### Teacher Instructions:

- Use objects around the room.
- "This is a pen" (near) vs "That is a chair" (far).
- Complete the workbook sentences and drawings page 10

## Optional Activity:

### “Demonstrative Treasure Hunt”

#### How to Play:

##### 1. Set the Scene:

Before the game, place or identify various objects **near** and **far** from the students around the classroom.

These can include school supplies, toys, or flashcards (e.g., a pencil on a desk, a poster on the wall, two books close together, etc.).

##### 2. Explain the Pronouns:

Use examples to review:

- **This** – one thing, close to me
- **That** – one thing, far from me
- **These** – more than one thing, close to me
- **Those** – more than one thing, far from me

##### 3. The Hunt:

The teacher (or a student leader) calls out an instruction like:

- “Find something far and singular!”
- “Find two things that are near!”

Students walk around and **point to the correct object(s)** while **shouting the correct pronoun**:

- “**That** is a clock!”
- “**These** are books!”

##### 4. Variation (Team Play):

- Divide students into teams.
- Call out a description (e.g., “two things far from you”), and the first team to point and shout the correct sentence wins a point.

## Homework Suggestion:

- Draw and write 2 examples for each pronoun (junior b)

## Pages 12–21: Plural Palace

### Plural Palace

Chaos reigns in the palace as objects randomly change size depending on whether singular and plural forms are used correctly or not. Max must fix the nouns to restore order.



## Nouns



THINGS



PEOPLE

Can you spot the nouns? Circle the nouns that you find in each sentence.

1. I am a student.
2. I work at a hospital.
3. It is a big tree.
4. I like pizza.
5. He is my brother.
6. I am a girl.
7. My hair is black.
8. He is a boy
9. I like this ball.
10. They are my friends.

**FIND IT!**

Go to appendix

13

### Objective:

Students learn singular and plural forms of nouns and pluralization rules.

### Teacher Instructions:

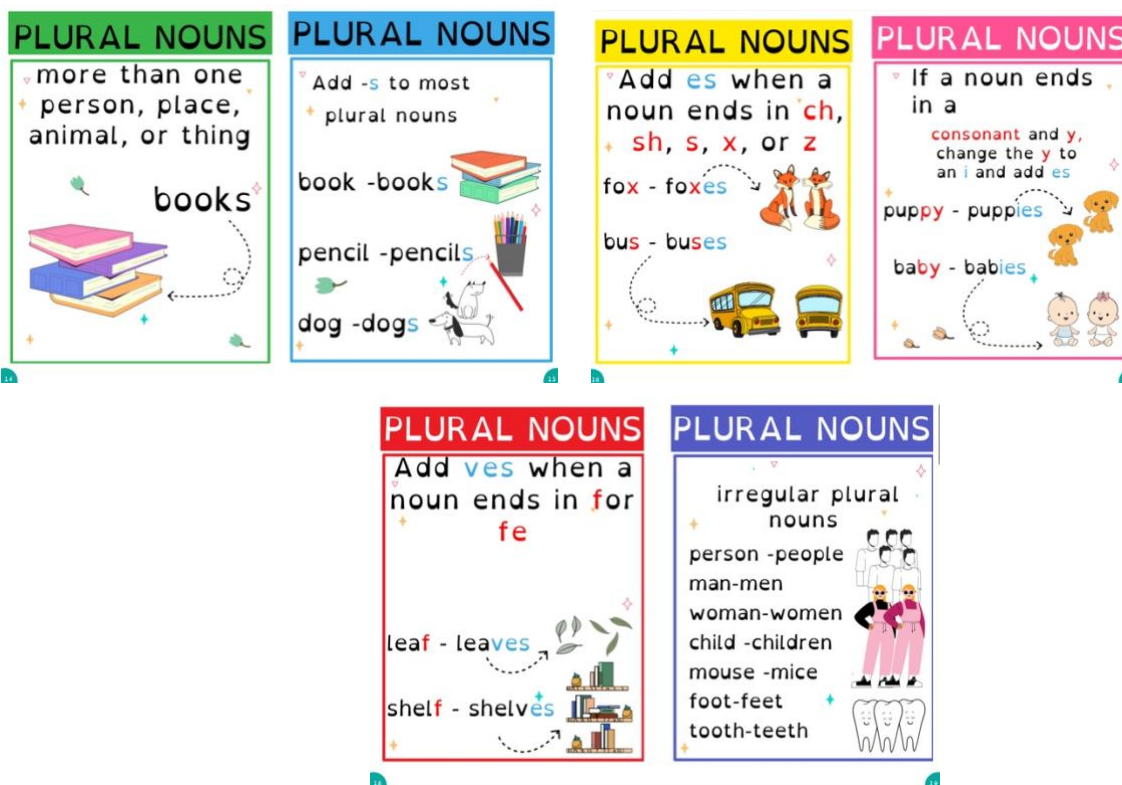
### Pages 12-13

- Teach what a noun is
- Do exercise page 13 where students circle the nouns.

### Activity

- Go to **Appendix page 97** and cut out the activity sheet.
- Cut **along the table lines** and glue the table into your interactive notebook.
- Cut out the pictures and glue each one into the **correct tab** of the table.

## Pages 14-19



- Teach the main plural rules: **add -s**, **add -es**, **change -y to -ies**, **change -f/fe to -ves**, and **irregular plurals**, according to the students' level.

- It is recommended to **introduce -s and -es** in **Junior A** classes, and teach the remaining rules (-ies, -ves, irregulars) in **Junior B**.

- It is also suggested to complete **pages 20 and 21** in **Junior A**, and continue with the rest of the plural activities pages 22-25 in **Junior B**.

### Plural Noun with -ies

Direction: Write the plural noun for each singular noun.

- 1.a baby \_\_\_\_\_
- 2.a party \_\_\_\_\_
- 3.a fly \_\_\_\_\_
- 4.a spy \_\_\_\_\_
- 5.a cherry \_\_\_\_\_
- 6.a city \_\_\_\_\_
- 7.a family \_\_\_\_\_
- 8.a trophy \_\_\_\_\_
- 9.a kitty \_\_\_\_\_
- 10.a story \_\_\_\_\_

### Plural Nouns

Direction: Circle the correctly spelled plural noun.

1. beaches	beach	beaches
2. glass	glasses	glassies
3. pear	pears	pear
4. friend	friendes	friends
5. boy	boies	boys
6. school	schools	schooles
7. eraser	erasers	eraserss
8. match	match	matches
9. church	churches	church
10. branch	branches	branchs

let's play

Go to appendix

### Singular Noun and Plural Noun Sort

Direction: Read the words below and then sort them into the correct space.

Singular Noun	Plural Noun
bags	book
pencil	ants
desk	brother
pens	chairs
	mum
	cats

### Plural Noun with -s

Add S to make a plural noun.

- 1.a dog \_\_\_\_\_
- 2.a cow \_\_\_\_\_
- 3.a pen \_\_\_\_\_
- 4.a worm \_\_\_\_\_
- 5.a bowl \_\_\_\_\_
- 6.a pencil \_\_\_\_\_
- 7.a nail \_\_\_\_\_
- 8.a hand \_\_\_\_\_
- 9.a skirt \_\_\_\_\_
- 10.a cat \_\_\_\_\_
- 11.an egg \_\_\_\_\_

### Activities:

- Go to **Appendix page 99 (a junior)** and **101 (b junior)** and cut out the activity sheets.
- Cut **along the table lines** and glue the table into your interactive notebook.
- Cut out the words and glue each one into the **correct tab** of the table.

### Plural Noun -es

Add ES to make a plural noun if the noun ends with s, ch, sh, or x.

1. sandwich \_\_\_\_\_
2. brush \_\_\_\_\_
3. class \_\_\_\_\_
4. bus \_\_\_\_\_
5. dish \_\_\_\_\_
6. bush \_\_\_\_\_
7. box \_\_\_\_\_
8. fox \_\_\_\_\_
9. lunch \_\_\_\_\_
10. dress \_\_\_\_\_

let's play

## Optional Activity: Create a “Plural Wall”

### Objective:

To help students recognize and practice plural noun forms by creating a colorful classroom display.

### How to Do It:

#### 1. Prepare the Wall or Board:

Designate a section of your classroom wall, bulletin board, or even a large poster as the “**Plural Wall.**”

Label it clearly with a fun title like:

➤ “*plural palace*”

#### 2. Student Involvement:

Provide students with **colorful paper cutouts** (e.g., word bricks, leaves, stars, etc.).

Ask them to **write a singular noun** and its **plural form** on each card.

Example:

➤ *apple – apples*

➤ *bus – buses*

➤ *baby – babies*

#### 3. Grammar Focus:

Encourage a variety of plural rules:

- ✓ Add **-s** (dog → dogs)
- ✓ Add **-es** (box → boxes)
- ✓ Change **-y to -ies** (puppy → puppies)
- ✓ Irregulars (man → men)

#### 4. Extension Idea:

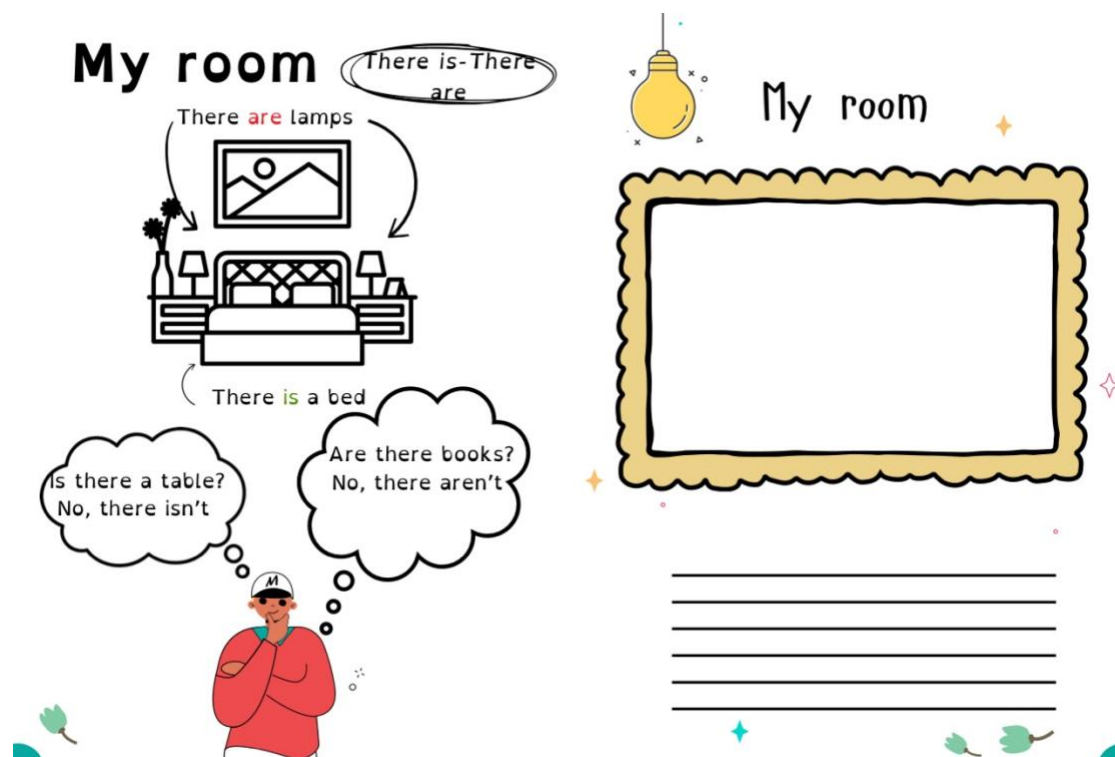
Group words by rule using different **colors** or **sections** of the wall.

Add pockets/envelopes where students can place **mini plural quizzes** or **sorting games** for early finishers.

### Homework Suggestion:

Scan & play the games pages 23 and 25

## Pages 26–27: There is / There are



### Objective:

Students use "There is" and "There are" for singular and plural.

### Teacher Instructions:

- Use the classroom: "There is a clock," "There are books."
- Practice questions and negative forms: "Is there...?", "No, there isn't."

### Activity 1:

- Room Detective Game: students spot objects and describe.

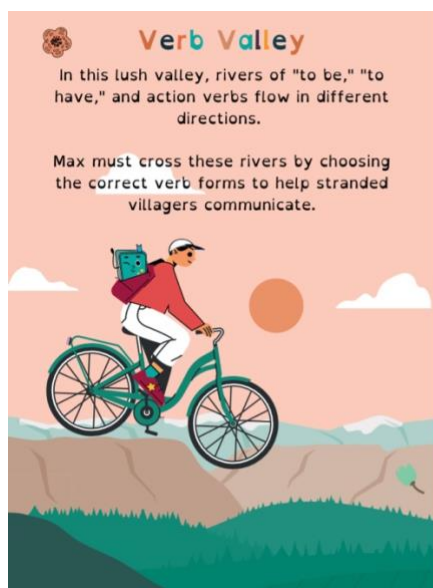
### Differentiation Tips:

- Weaker students: use only affirmative sentences first.
- Stronger students: practice questions and negatives.

### Activity 2:

- Draw a room and write 5 "There is" or "There are" sentences.

## Pages 28–32: Verb Valley – *To Be* (Affirmative)



### To be-Affirmative

I	am
You	are
He	is
She	is
It	is
We	are
You	are
They	are



Go to appendix

### Objective:

Students will correctly use the verb “to be” in affirmative sentences.

### Teacher Instructions:

- Use flashcards with pronouns and verb forms.
- Model each subject + verb combo on the board: “I am,” “You are,” “He is,” etc.
- Practice chorally and individually(drills)
- Use physical gestures or role tags for each pronoun and verb form to reinforce structure.

### Activity 1:

Page 30: Complete the exercises

### Activity 2:

Interactive notebook

- Use cutouts from Appendix pages 104–105.
- Mix them and then have students match subjects to the correct forms (e.g., “He” with “is”) and glue them in order.

Circle

She

am  
is  
are

choose and write

She \_\_\_\_\_ a girl.

We \_\_\_\_\_ happy.

are is

Trace and fill in

We \_\_\_\_\_ students.

He \_\_\_\_\_ a boy.

Fill in the gap and colour the correct picture

She \_\_\_\_\_ a queen.

Unscramble the sentences

1.pen/is/it.

2.they/doctors/are.

3.sad/are/you .

4.are/we/sisters.

Correct the mistakes

1.You is a man.

2.She are a teacher.

3.They am books.

4.I are a chef

choose and write

I \_\_\_\_\_ a farmer.

He \_\_\_\_\_ a pilot.

is am

Circle

we

am  
is  
are

### To be-Affirmative

	Short form
I	'm
You	're
He	's
She	's
It	's
We	're
You	're
They	're

## Optional Game: *Verb Bridge*

*Setup:*

### 1. Prepare Cards:

- Write subject pronouns on half the cards: I, You, He, She, It, We, They.
- Write the correct forms of the verb “to be” on the other half: am, are, is.

### 2. Arrange the “Bridge”:

- Lay out the cards on the floor in two parallel rows like stepping stones across a “river.”
- One row has **subject pronouns**, the other has **verb forms**, but in **random** order.

*How to Play:*

### 1. Crossing the Bridge (Solo Version):

- A student starts at one side of the “river.”
- Their goal is to cross by stepping only on correct **Subject** → **Verb** pairs.
- Example: Step 1: “She” → Step 2: “is”

### 2. Teacher Checks:

- If the student steps on an incorrect pair (e.g., “They” → “is”), they “fall in the river” and start over or return to the last correct step.

### 3. Team Version:

- Divide the class into teams.
- One team member at a time tries to cross the bridge correctly.
- The fastest team with the most correct crossings wins.

## Homework Suggestion:

Complete page 32 exercises



## Pages 33–37: Verb Valley – *To Be* (Questions and Negatives)

### To be-Question

Am	I ?
Are	you?
Is	he?
Is	she?
Is	it?
Are	we?
Are	you?
Are	they?

Go to appendix

circle

Am you? I? we?

choose and write

she a girl? Are Is

we happy?

Trace and fill in

we students? he a boy?

Unscramble the sentences

1. pen/is/it? 2. they/doctors/are? 3. sad/are/you? 4. are/we/sisters?

Correct the mistakes

1. You is a man? 2. She are a teacher? 3. They am books? 4. I are a chef?

choose and write

I a farmer? Is Am

she a pilot.

circle

Are we? I? he?

### To be-Negative

Long form			Short form
I	am	not	I'm not
You	are	not	You aren't
He	is	not	He isn't
She	is	not	She isn't
It	is	not	It isn't
We	are	not	We aren't
You	are	not	You aren't
They	are	not	They aren't

### Objective:

Students will form yes/no questions and negative statements using the verb “to be.”

### Teacher Instructions:

- Review affirmative forms briefly.
- Introduce question structure: Am I...? Is she...? Are we...?
- Use call-and-response to practice yes/no questions.
- Explain negative forms: I am not, He isn't, They aren't.

### Activity 1:

Interactive notebook

- Use short form vs. long form cutouts from Appendix pages 107
- Create question form

### Activity 2:

Page 34 Complete the exercises

### Activity 3:

Complete the missing word page 36

#### Turn the sentences into negative

1. I am \_\_\_\_\_ a boy
2. You are \_\_\_\_\_ happy
3. He is \_\_\_\_\_ a doctor
4. She is \_\_\_\_\_ a vet
5. It is \_\_\_\_\_ a car
6. We are \_\_\_\_\_ brothers
7. You are \_\_\_\_\_ sad
8. They are \_\_\_\_\_ pencils

#### Unscramble the sentences

is/ She/ not/ a teacher \_\_\_\_\_

They/ pens/ aren't \_\_\_\_\_

is / not / a / car/ It \_\_\_\_\_

You / a/ are/ not / doctor \_\_\_\_\_

am/a / chef / I / not \_\_\_\_\_

He/a/pilot/is/not \_\_\_\_\_

Go to appendix

Let's play

### **Optional Game: Yes/No Line Jump**

#### *Setup:*

1. **Create Two Lines on the Floor:**
  - Use tape, string, or chalk to make two parallel lines labeled **YES** and **NO** about 1–2 meters apart.
2. **Explain the Rules:**
  - The teacher will say a yes/no question aloud using *to be* (e.g., “Is he a teacher?”).
  - Students must listen carefully and **jump to the correct line** based on whether the statement **is true or false**.

#### *How to Play:*

1. **Assign Pronouns or Identities:**
  - Assign students simple roles: “You are a boy,” “He is tall,” “She is a doctor,” etc.
  - You can use name tags, role cards, or classroom context (pointing at students or pictures).
2. **Ask Yes/No Questions:**
  - Say a sentence/question aloud, sometimes correct, sometimes not.
  - Students quickly decide and jump to either the YES or NO line.

#### **Example 1:**

- Teacher: “Is she a doctor?” (Pointing to a girl assigned the role of ‘doctor’)
- Student(s) jump to YES.

#### **Example 2:**

- Teacher: “Are they teachers?” (Referring to two students pretending to be students)
  - Student(s) jump to NO.
3. **Follow-Up:**
    - After each jump, call on a student to **correct** the sentence if it was false:
      - “No, they are students.”

#### *Variations:*

- **True or False Signs:** Instead of jumping, students hold up “Yes” or “No” cards if space is limited.
- **Team Competition:** Divide into two teams. Each correct jump earns a point.
- **Silent Round:** Teacher only shows pictures or gestures—students infer the question.

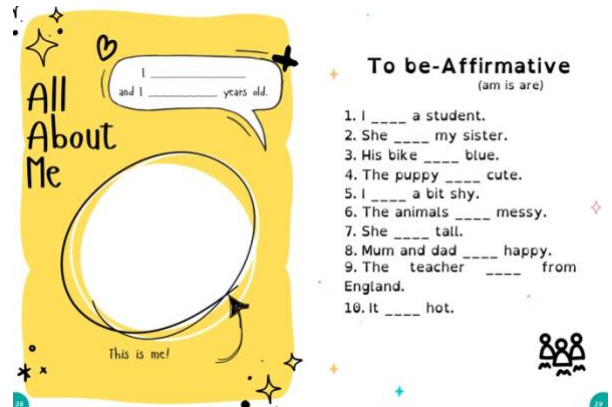
#### Activity 4:

Scan and play the game page 37 (or you can assign it as homework)

#### Activity 5:

Student's book page 38

- Fill in personal details.
- Complete fill-in-the-blank sentences.
- Create a mini poster: "All About Me."

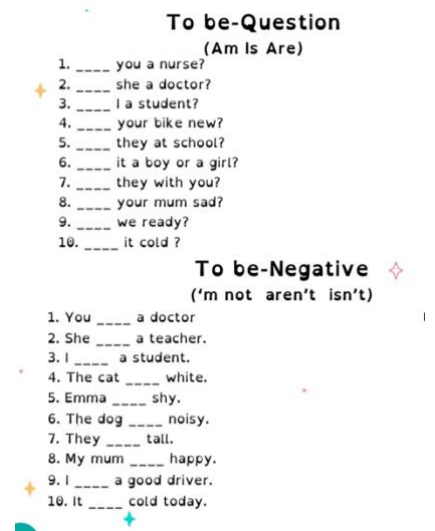


#### Activity 6:

- Go to appendix pages 109-113
- Cut the sentences and paste them on your interactive notebook to make sentences.

#### Homework Suggestion:

Complete the sentence unscramble task from page 37 and complete the missing words pages 39-40



## Pages 41-44: Have Got (Affirmative)

### Have got-Affirmative

### Has or Have

The dog...	We...	A book...
has   have	has   have	has   have
Ben and Lilly...	The car...	My cousins...
has   have	has   have	has   have

- I \_\_\_\_\_ a blue bike.
- They \_\_\_\_\_ brown hair.
- My dog \_\_\_\_\_ a house.
- He \_\_\_\_\_ blue eyes.
- Tara \_\_\_\_\_ a pencil.
- Horses \_\_\_\_\_ long legs.
- Mum \_\_\_\_\_ a red bag.
- I \_\_\_\_\_ blue eyes.

### Have got-Affirmative

### Objective:

Students practice using "have got" and "has got" in the affirmative.

### Teacher Instructions:

- Discuss personal items and appearance.
- Review subject-verb pairings: I/you/we/they + have got, he/she/it + has got.

### Activity 1:

Page 41: Scan and play

### Activity 2:

Page 42

- Students circle the correct answer page 42
- Then they match pronouns to the correct "have/has got" form.

### Activity 3:

Demonstrate how we form the short form

Page 43: Scan and play

### Activity 4:

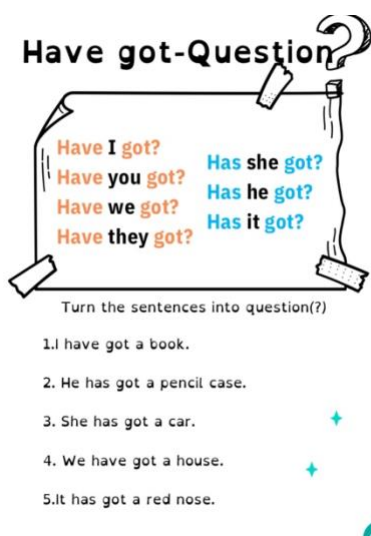
Page 44: Rewrite the sentences in short form

### Long form

### short form

**Optional Game: Mystery Bag (Real Objects):** Use an actual bag with real or toy objects. A student feels inside and answers "I've got..." without showing the object.

## Pages 45-47: Have Got (Questions)



### Objective:

Students form questions using "have/has got."

### Teacher Instructions:

- Model question forms using visuals and realia.
- Drill orally: "Have you got a pencil?" "Yes, I have."

### Activity 1:

Page 45

- Convert statements into questions.
- Practice Q&A with a partner.

### Activity 2:

Pages 46-47: *What Has It Got?*

- Use the "Little Monster" character.
- Students tick the correct box below each picture
- Students create descriptions: "It has got three eyes!"

What has it got?

**LITTLE MONSTER**



I have <input type="checkbox"/>	I have <input type="checkbox"/>
I have <input type="checkbox"/>	I have <input type="checkbox"/>
I have <input type="checkbox"/>	I have <input type="checkbox"/>

What has it got?

**LITTLE MONSTER**



I have <input type="checkbox"/>	I have <input type="checkbox"/>
I have <input type="checkbox"/>	I have <input type="checkbox"/>
I have <input type="checkbox"/>	I have <input type="checkbox"/>

### Homework Suggestion:

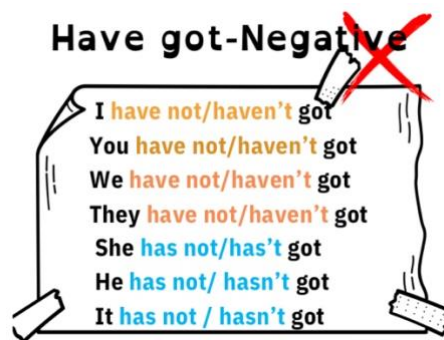
Draw your own monster page 48 and write five sentences using "has got" and present it to class.



### Optional Pair Work: *Find Someone Who...*

- Create a checklist: "Find someone who has got a red pencil."

## Pages 49: Have Got (Negative)



Turn the sentences into negative (X)

1. I have got a book.
2. He has got a pencil case.
3. She has got a car.
4. We have got a house.
5. It has got a red nose.

Let's play



### Objective:

Students use negative forms of "have got."

### Teacher Instructions:

- Contrast affirmative and negative: "She has got..." vs "She hasn't got..."
- Show examples and elicit student responses.

### Activity 1:

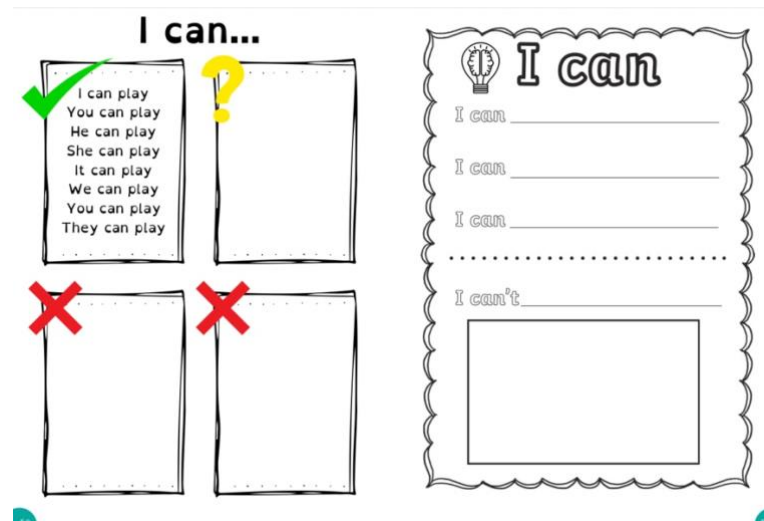
Page 49

- Rewrite sentences in negative form.
- Scan and play

### Homework Suggestion:

Based on the monster they created write at least 4 negative "have got" sentences about their monster description.

## Pages 50–53: Can / Can't



### Objective:

Students use "can" to express ability.

### Teacher Instructions:

- Introduce verb "can" with action verbs: run, jump, sing, etc.
- Use gestures and miming to demonstrate.

### Activity 1:

Page 50

- Fill in the blanks using "can."

### Activity 2:

Page 51-Project!

- Fill in the blanks using "can" and draw yourself!

### Activity 3:

Page 52: Complete the sentences

### Optional Activity: Ability Charades

- One student mimes an action. Others guess: "He can swim!"



- Fill in the gaps using the right verb from the box.
1. We can \_\_\_\_\_ with our toys and games.
  2. I can \_\_\_\_\_ when I am sad.
  3. At school, we can \_\_\_\_\_ to the teacher.
  4. At night, I can \_\_\_\_\_ in bed.
  5. You can \_\_\_\_\_ on the phone.
  6. I can \_\_\_\_\_ lots of books.
  7. You can \_\_\_\_\_ a tower with bricks.
  8. I can \_\_\_\_\_ when I am happy.
  9. We can \_\_\_\_\_ films on the TV.
  10. I can \_\_\_\_\_ my lunch at school.

### Homework Suggestion:

Write 5 sentences: things you can or can't do and /or you can assign page 52

## Pages 53–56: Adjective Archipelago

### Adjective Archipelago

A chain of colorful islands, each representing a different category of adjectives (size, color, feelings, etc.).

Max must collect descriptive words to restore life to the bland, gray main island.



### Objective:

Students identify and use descriptive adjectives (size, color, emotion, etc.) in sentences.

### Teacher Instructions:

- Introduce adjectives as “describing words.”
- Use real objects or images to describe with size, color, and feeling words (e.g., “a big red ball”).
- Encourage sentence building: “This is a small, happy dog.”
- Present Possessive adjectives and the mnemonic rule “myμου” page 54

### Activity 1:

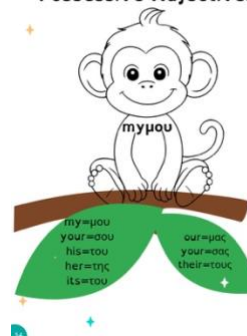
Page 55

Use the correct possessive adjective to complete the sentences

### Activity 2:

Max and his friend Martha are going on vacation. Help them pack their things

### Possessive Adjectives



- Go to appendix page 115 and cut the pictures
- Create sentences using the objects and the appropriate possessive adjective (this is his book)

### Activity 3:

Interactive notebook

- Students create “adjective islands” with categories: color, size, number, emotion.
- Cut and paste examples from magazines or draw their own.

### Optional Game: Adjective Treasure Hunt

- Hide colored objects or emoji cards around the room.
- Students find and describe: “I found a small yellow duck!”

### Homework Suggestion:

Write 5 sentences using adjectives to describe your toys or pets.

## Pages 57–60: The Marketplace of Plenty and Scarcity (Some/Any & Countable/Uncountable)

### Objective:

Students distinguish between countable and uncountable nouns and use “some” and “any” correctly.

### Teacher Instructions:

- Set up a pretend “market” in class with real or toy food items.
- Review countable (apples, bananas) vs. uncountable (milk, bread).
- Teach rules:
  - “some” in affirmative
  - “any” in negatives and questions

### The Marketplace of Plenty and Scarcity

In this noisy marketplace, shopkeepers are confused about what they can count and what they cannot!

Max must help them sort countable and uncountable items while using some and any correctly to keep the market running smoothly.



### Activity 1:

Page 58

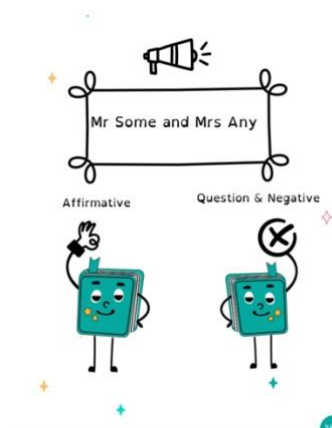


- Go to appendix page 117 and cut the pictures
- Sort nouns into countable/uncountable.
- Scan and play

### Activity 2:

Page 59

- Use “Mr. Some and Mrs. Any” puppets or illustrations created by students like those illustrated on their books. They can cut it and stick in tongue depressors (optional)
- Use realia of countable or uncountable nouns
- Practice mini conversations: “Have you got any milk?” “Yes, I have some milk.”



### Activity 3:

Page 60

Complete the sentences


### Optional Game: Shopping List Race

- Teams create shopping lists using correct quantifiers. Win points for accuracy and speed.

### Homework Suggestion:

Draw a fridge and write what's in it using some/any.

## Pages 61–67: Sentence Safari – *Present Simple(affirmative)*



A wild jungle where animals roam as fragments of sentences.

Max must complete their sentences into the correct Tense to transform them into full, cohesive creatures.

### Present Simple-Affirmative

	Singular	Plural	
I	run	we	run
you	run	you	run
he she it	runs	they	run

Highlight only Present Simple forms.

listened goes play

eat get listening

paying running sell

steeps playing

dance

plays drink stays

listening listen

Color Present Simple verbs.

crying
writing
waiting
do

sings
added
takes
brings

robbed
checks
stay
looks

Choose the correct word.

drinks
fly
cooks
help
swims

- Sally \_\_\_\_\_ in the river in summer.
- My cat \_\_\_\_\_ milk from this bowl.
- Friends \_\_\_\_\_ each other.
- Zebras \_\_\_\_\_ very fast.
- Mary \_\_\_\_\_ pasta every weekend.
- Planes \_\_\_\_\_ very high in the sky.
- Apples \_\_\_\_\_ in the trees.

### Objective:

Students use the Present Simple tense in affirmative, negative, and interrogative forms.

### Teacher Instructions:

- Introduce Present Simple for routines and general truths.
- Affirmative: I play, He plays
- Negative: I don't play, He doesn't play
- Questions: Do you play? Does he play?

### Activity 1:

**Materials:** Verb cards (infinitive), pegs, worksheet with affirmative verb conjugation

### Steps:

1. Write a simple sentence (e.g., *I get up at 7 o'clock*).
2. Underline the verb and explain that we use this tense for daily routines and frequent actions.
3. Write the full affirmative conjugation on the board, highlighting the -s in the third person singular in red.
4. Emphasize that third person usually requires an -s.
5. Ask students to orally conjugate a verb (offer examples if needed).
6. Students copy the conjugation into their notebooks.
7. On the board, write the spelling rule exceptions (**-es**, **-ies**) with examples.
8. **Game:** Each child matches the correct third-person singular ending using pegs on the right verb cards.

## Activity 2:

Pages 62–63

- Verb sorting:(page 62) highlight Present Simple verbs.
- Page 63 colour Present Simple verbs
- Choose the correct word

Optional game: Error correction. Teacher says different sentences and the students find the mistakes e.g. “She don’t like cake” → “She doesn’t like cake.”

## Pages 64–66: Sentence Safari – *Present Simple* (*Negative, Questions*)

### Activity 1:

**Materials:** Cards with do/does, subjects, infinitive verbs, pegs

### Steps:

1. Write a simple sentence (e.g., *I cook dinner*) and conjugate it affirmatively.
2. Remind students about the **-s** for third person.
3. Add *do* at the beginning to form a question and explain the structure.
4. Conjugate for all subjects, emphasizing that in questions the **-s** moves to *does*.
5. Ask students to orally conjugate a verb.
6. Students copy the question form into their notebooks.
7. Write the negative form on the board and highlight the third person rule again.
8. **Game:** Each student builds a correct third-person form with a pegs and then forms the question by rearranging cards. They then remove the pegs and form the negative.

### Activity 2:

Page 64: Make the sentences into negative form

### Activity 3:

Page 65: Highlight the mistakes

### Activity 4:

**Present Simple**

Singular		Plural	
I	don't run	we	don't run
you	don't run	you	don't run
he	doesn't run	they	don't run
she			
it			

Task 1. Make the forms according to the example.

He plays → He doesn't play

They see	
I walk	
She hears	
We write	
You fall	
He eats	
She cooks	

Highlight the mistakes in the verbs.

He don't drink    Mary don't write  
They doesn't read  
My parents doesn't cook  
The cat don't run  
The horse don't speak  
We doesn't eat    I doesn't fall  
Jake don't watch  
Macy don't go

Page 66: Colour the correct answer

**Present Simple**

Do	you/ we/ they/ I	run?
Does	he/ she/ it	run?

Choose and color the correct answer.

Do Does he play tennis every morning?

Do Does they teach English?

Do Does I write this word correctly?

Do Does Ann jump high?

Do Does you write fast?

Do Does we sleep till late?

Do Does your dog eat a lot?


Do Does they go to the beach?

Do Does Toby drink soda?

**ABOUT YOU...**

What do you do every day?

Let's play



## Page 67: Sentence Safari – *Present Simple (uses)*

**Materials:** Verb cards, auxiliary verbs, key words, pegs, Jenga game

**Steps:**

1. Write a sentence (e.g., *I get up at 7 o'clock*).
2. Underline the verb and explain the use of Present Simple for habits and routines.
3. Ask students what they usually do and write those verbs on the board.
4. Have students say sentences about their daily routines.
5. Highlight that Present Simple expresses habits.
6. Introduce frequency adverbs (e.g., *always, often, never*) and show their position in the sentence.
7. Introduce time expressions (e.g., *every week, in the morning*) and show placement.
8. **Game 1:** Students create sentences using cards and pegs.
9. **Game 2:** Play Jenga – each piece has a verb. Students form a Present Simple question before placing it back.

Page 67 – Project!

Write about yourself -What do you do every day?

Scan and play

### **Optional Game: *Jungle Trail***

- Lay out sentence starters on the floor like stepping stones.
- Students complete the sentence correctly to move forward:  
“He \_\_\_ tennis” → “plays.”


### **Homework Suggestion:**

Write 5 things you do every day. Include one negative and one question.

## Pages 68–70: Sentence safari : Present Continuous (affirmative)

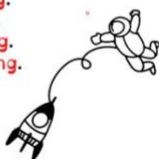
**Present Continuous Affirmative** now

am/is/are + verb + ing



I am sleeping. She is walking. They are reading.

I am playing. You are playing. He is playing. She is playing. It is playing. We are playing. They are playing.




**Rules -ing:**

**Most Verbs**  
Just add **ing**  
Example: kick → I am **kicking** the ball.

**Verbs that end in "E"**  
Drop the **e** and add **ing**  
Example: make → He is **making** a cake.

**Consonant-Vowel-Consonant**  
Double the last consonant and add **ing**  
Example: run → They are **running**.

ENJOY! Let's play



### Objective:

Students use the Present Continuous tense to describe actions happening now.

### Teacher Instructions:

- Model structure: am/is/are + verb-ing.
- Use gestures and classroom actions: “I am writing,” “You are listening.”

### Activity 1:

Page 70: Fill in sentences using correct verb form.

Directions: Use what you have learned to fill in the blanks with the new present continuous

**verb: hurry**  
The superhero is hurry to the rescue.

1. verb: take The chef _____ bread.	6. verb: dance Layla _____ in ballet class.
2. verb: plant I _____ a young tree.	7. verb: hit Aida _____ the baseball.
3. verb: look He _____ at the snow out the window.	8. verb: smell Eva _____ the flowers.
4. verb: put Owen _____ on his sweater.	9. verb: travel Lucia _____ home.
5. verb: play We _____ on the playground.	10. verb: paint I _____ a picture.

### Activity 2: Optional Game

#### Materials Needed:

- Picture cards (e.g. children running, eating, sleeping, etc.)
- Sentence strips with gaps (e.g. “She is \_\_\_\_.”)
- Verb cards (e.g. playing, jumping, dancing, etc.)
- A small whiteboard or chalkboard
- Play-dough or magnetic letters (optional tactile element)

#### Warm-Up: Charades (Kinesthetic & Auditory)

- The teacher acts out an action (e.g. running), and students say the sentence:

“You are running.” / “She is running.”

#### 2. Introduce the Structure (Visual & Auditory)

- Write a sentence: “**He is eating.**”
- Underline “**is eating**” and color-code: *blue* for “is”, *red* for the verb + -ing.
- Repeat with more subjects: *I am, you are, they are, she is...*

### *3. Action Station Game (Kinesthetic, Tactile & Visual)*

- Set up stations around the room:
  - Station 1: Picture cards
  - Station 2: Verb cards
  - Station 3: Sentence strips
- Children rotate, collect parts, and build the correct sentence.

e.g. Find a picture of a girl dancing → Find “is dancing” → Match with “She is dancing.”

### *4. Play-Dough or Magnetic Sentence Building (Tactile)*

- Students form words like “**jumping**” with play-dough letters or arrange magnetic letters on boards.

# Pages 71-76: Sentence safari :Present Continuous (question&negative)

### Present Continuous

Look at the pictures and answer the questions

What's John doing?  
☐ A. He's flying a plane.  
☐ B. He's driving a car.  
☐ C. He's riding a skateboard.  
☐ D. He's riding a bike.

What's Maria doing?  
☐ A. She's eating food.  
☐ B. She's sleeping.  
☐ C. She's drinking water.  
☐ D. She's riding a bike.

What's Marios doing?  
☐ A. He's playing tennis.  
☐ B. He's playing basketball.  
☐ C. He's playing football.  
☐ D. He's playing hockey.

What's Peter doing?  
☐ A. She's baking a cake.  
☐ B. She's jumping.  
☐ C. She's swimming.  
☐ D. She's talking.

What's Helen doing?  
☐ A. She's reading a magazine.  
☐ B. She's writing.  
☐ C. She's reading a book.  
☐ D. She's doing her homework.

Write the sentences in the correct order.

is/what/doing/Mia?  
 sleeping/Mia/is.  
 Manos/drinking/what/is?  
 hot/He/water/is/drinking.  
 Tina/doing/Sofia/and/What/are?  
 playing/They/are/football.

Look at the pictures and write sentences about what the people are doing.  
 What are they doing?

What's Sofia doing?

What's George doing?

## Activity 1: Pages 72-75

- Read pictures and choose correct sentences.
- Rearrange jumbled words into proper order.
- Scan and play

## Present Continuous Tense

1. I \_\_\_\_\_ TV now. (not /watch)
2. \_\_\_\_my mum\_\_\_\_\_banana cakes?(bake)
3. The cat \_\_\_\_\_ under the table. (sleep)
4. \_\_\_\_the birds \_\_\_\_\_in the sky?(fly)
5. We\_\_\_\_\_ lunch. (not/have)
6. The boy \_\_\_\_\_ his bicycle. (ride)
7. My sister \_\_\_\_\_ her hands. (clap)
8. My friends \_\_\_\_\_ some apple juice. (drink)
9. \_\_\_\_\_they \_\_\_\_\_ badminton. (play)
10. Bob and Kate \_\_\_\_\_ in the sea. (not/swim)

**ABOUT YOU...**

What are you doing now?What is your friend/family doing now?

ABCDEF GHIJKLM NOPQRST UVWXYZ!

## Activity 2: page 76: Project: Write about yourself

### Optional Game: Charades with a Twist

- Student acts, class guesses with full sentence: "She is jumping!"

## Homework Suggestion:

Draw your family doing something and write 1-2 Present Continuous sentences for each.

## Pages 77–81: Preposition Plains – *Prepositions of Place and Time*



### Objective:

Students understand and use prepositions of place (in, on, under, behind, between, next to) and time (in, on, at) accurately.

### Prepositions of Place

#### Teacher Instructions:

- Use classroom objects to demonstrate:
  - “The pencil is on the desk.”
  - “The bag is under the chair.”
- Introduce vocabulary with visuals or toy animals.

#### Activity 1:

Page 79

- Match prepositions to images and make sentences (e.g., “The cat is in the box.”)
- Label and complete picture scenes.

#### Activity 2:

Craft

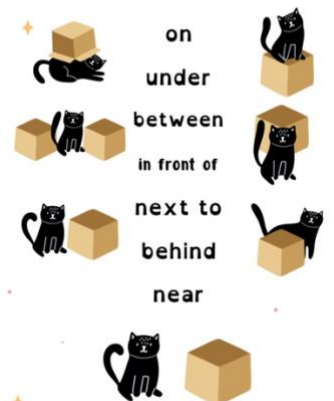


- Create a 3D classroom model (with a box and cut-out objects).
- Students position items using preposition cues.

#### Prepositions of place



Match the prepositions with the pictures.



## Optional Game: *Preposition Obstacle Course*

### How to Set It Up

#### 1. Prepare a Safe Obstacle Course in Your Classroom

- Use classroom furniture and safe props:
  - Chairs
  - Tables
  - Cones
  - Boxes or cushions
  - A soft mat (optional)

#### 2. Label the Stations (or give verbal instructions)

- Examples of tasks:
  - “Go **behind** the chair.”
  - “Crawl **under** the table.”
  - “Stand **next to** the cushion.”
  - “Jump **on** the mat.”
  - “Walk **between** the two cones.”
  - “Sit **in front of** the box.”

#### 3. Demonstrate Each Preposition

- Before students begin, model each one.
- Use flashcards or pictures on the board to help with visual support.

### How to Play

- Call one student at a time and say a sequence of 2–3 preposition-based instructions.

Example: “Go behind the chair, then stand next to the table, and finally sit under the desk.”

- The student follows the instructions.
- You can turn it into a **team challenge** or **relay game** to make it more exciting:
  - Each student performs one instruction and tags the next player.

### Variation Ideas

- Let students **give the instructions** to each other.
- Blindfold one student and have classmates give directions (use with caution and supervision).
- Take photos of students in each position and make a “Preposition Poster.”

## Homework Suggestion:

Draw your room. Write 3 sentences using prepositions (e.g., “My books are on the shelf.”)

## Prepositions of Time

### Prepositions of time

**At** - used with a precise time, a clock time. e.g., I'll see you **at 4pm**.



**On** - used with a day or date e.g., **On Tuesday** it was sunny.



**In** - used for long periods of time, a month, a year etc. e.g., **In June** we'll go on holiday.



### Bingo

in	on	at
June	1980	MONDAY
4 o'clock	WINTER	my birthday
night	SAT	3 o'clock

### Teacher Instructions:

- Explain rules simply:
  - “on” + day/date (on Monday, on May 5)
  - “in” + month/year/part of day (in July, in 1995)
  - “at” + clock time (at 7:30)

### Activity:

Page 80: *Time Bingo*

### How to Play

- Distribute** small counters or tokens (or let students mark with a pencil).
- Call out a time phrase from your clue set:  
  
e.g. “At 9 o'clock”
- Students **listen carefully** and **cover the correct square** if they have that phrase.
- The first student to cover a **full row, column, or diagonal** shouts “**BINGO!**”
- Check their answers by reading them back together.

### Homework Suggestion:

Write a weekly schedule with prepositions of time:  
“I play football on Saturday,” etc.