

# Introduction and notes for teachers

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*Grammar Friends* is a six-level series of grammar reference and practice books for children aged from about six to about twelve, taking them from beginner to elementary (CEF A2) level.

The books can be used as supplementary support and resource material in class or at home and can be used alongside any primary course for beginners. Each unit introduces an element of English grammar through a picture or a series of pictures with speech bubbles or captions. The grammar is then explained in simple language, with additional examples if necessary. This is followed by exercises increasing in difficulty from straightforward concept check exercises (e.g. matching tasks) to sentence-writing activities. The units are four pages long and they cover one, two or three grammar points.

The units can be used in any order, depending on the syllabus being followed. However, where there is more than one unit on a particular topic you are advised to follow the sequence indicated by the numbers in brackets alongside the topic description (see the Student's Book Contents list and the first page of each Student's Book unit).

Each topic is carefully broken down into separate elements, as is appropriate for primary pupils. For example, the present simple of *like* is presented in the first person singular affirmative and negative forms only in unit 11 of *Grammar Friends 1*. The second person interrogative form is introduced in unit 12, along with first person singular short answers. The second person singular form with the added 's' is not introduced until unit 7 of *Grammar Friends 2*.

Sometimes it is appropriate for pupils to see the bigger picture, so occasionally the grammar explanation will introduce elements of the topic that pupils are not expected to use in the exercises. Sometimes there are reminders of the grammar that they will probably have covered in earlier units. The pencil with the exclamation mark is used to signal these reminders as well as to highlight other important points. The grammar reference pages at the end of the book bring all the main grammar structures covered together in tables.

## The contexts and situations

The grammar is presented within everyday contexts, usually one related to a particular family or group of friends of the same age as the learners. The contexts or situations will probably be familiar to pupils from their own lives – and from the other materials they use in class. Because the vocabulary will be known and familiar, this means that pupils will be able to concentrate on the grammar. The clear illustrations and familiar contexts will help them to recall the vocabulary (or work out the meaning of any words that they may be unfamiliar with). At the lower levels the vocabulary sets in each unit are small, but at the higher levels it is assumed that pupils will have a wider vocabulary.

Teachers and parents can be assured that the contexts and situations are appropriate for primary pupils who are learning the importance of good moral and social values at home and at school. The action in the grammar presentations and in the exercises centres on Jamie and his younger sister, Alison, their parents and their grandparents.

## The exercises

The exercises challenge pupils to make use of their understanding of the meaning of the grammar as well as their ability to manipulate grammatical forms. This is why, especially at the lower levels, pictures are important. With the limited linguistic resources at their disposal, it is only through pictures that pupils can be expected to differentiate between the meaning of *my* and *your*, for example, or *this* and *that*.

Pupils are not expected to use correct punctuation in the exercises in *Grammar Friends 1*. However, they are expected to use short forms wherever it is most natural to do so and to put the apostrophe in these.

All exercises have a completed example for pupils to follow. In exercises where a list of words or phrases to be used is given, the word used in the example is scored through to indicate that it has been 'used'. Where the word (or phrase) used in the example is not scored through, this means that most of the words in the list are used more than once in the exercise.

In exercises where the instruction is to 'look', pupils may sometimes have to look at an illustration elsewhere on the page, or on a facing page.

## The review units

After every three units there is a review unit. These are shorter units of exercises which provide additional practice of the grammar topics presented in the three preceding units. There is no new grammar material presented or practised in these units. They can therefore also be used as progress tests to check that learners have remembered what they have learned.

## The Teacher's Book

This Teacher's Book contains the answers to the exercises in the Student's Book. There are also six photocopiable tests. Five of the tests are a single page and cover three units each. The final test is a review of the grammar covered in the whole book and is two pages long. The answers to the test questions are supplied.

## The CD-ROM

The student's CD-ROM contains simple interactive exercises with instant feedback that learners can do at home on their own. The exercises are grouped in relation to sets of three units (in a similar way to the Review units) and there are also multiple-choice tests on the grammar topics covered in the book.

# Notes on the units

## Starter Unit: Hello

- A gentle introduction to recognizing and using the question words *what*, *who* and *how* and some useful questions to use when you meet people.
- Practice in asking the question 'How old are you?' and replying.
- Numbers up to ten.

## Unit 1: School things

- Extension of *what* from 'What's your name?' to 'What's this?' with the reply 'It's a/an ...'.
- Indefinite articles *a* and *an* before singular nouns.
- School objects: pen, pencil, bag, ruler, rubber, book, pencil case, door, window (also: apple, orange, train, plane, ball, umbrella, cat, elephant).

## Unit 2: My toys

- The possessive adjectives *my* and *your*.
- Focus on *is* as a form of the verb *be* and its position in the sentence in statements and questions with *this*. The short answers 'Yes, it is' and 'No, it isn't'.
- In exercise 1 pupils need to refer to the presentation illustrations above and identify which objects belong to Jamie and which ones belong to Alison.
- In exercises 3 and 4, pupils need to look at the large picture and write what Jamie would say to Alison about the objects next to him in exercise 3 and what Alison would say to Jamie about the objects next to her in exercise 4.
- In exercise 7, pupils will need to recognize the objects and remember which ones belong to Alison and which belong to Jamie, although Alison's expression and body language will also help them here.
- Toys: ball, teddy, doll, car, train, kite.

## Unit 3: My body

- The concept of singular and plural. Regular plurals (+ s).
- The affirmative form *are* (practised alongside *is*).
- The demonstratives *this* and *these*.
- Colours: yellow, blue, green, purple, pink, red. Parts of the body: finger, arm, ear, leg, face, nose, eye, hand, ear.

**1 Match.**

- |                             |                   |                             |
|-----------------------------|-------------------|-----------------------------|
| 1 Are you my brother?       | <u>  b  </u>      | a No, she isn't.            |
| 2 Where's the kite?         | <u>          </u> | b No, I'm your dad.         |
| 3 What's Mr Jones?          | <u>          </u> | c Yes. I'm Jamie's mum too. |
| 4 What's Mrs Jones?         | <u>          </u> | d She's a doctor.           |
| 5 Is Mrs Jones a housewife? | <u>          </u> | e It's in the tree.         |
| 6 Are you Alison's mum?     | <u>          </u> | f He's a fireman.           |

/ 5

**2 Write.**

You're I'm she isn't ~~Is~~ Grandpa's under

- 1   Is   he a vet?
- 2 \_\_\_\_\_ name is Ernie.
- 3 \_\_\_\_\_ your mum.
- 4 The doll's \_\_\_\_\_ the slide.
- 5 \_\_\_\_\_ Jamie, my brother.
- 6 Is she a pupil? No, \_\_\_\_\_.

/ 5

**3 Write the words in the correct order.**

- |   |   |
|---|---|
| 1 <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">teddy</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">the</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">Where's</span>   | 2 <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">pilot</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">she</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">Is</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">a</span>        |
| <u>  Where's the teddy  </u> ?  | _____ ?   |
| 3 <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">bag</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">The</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">the</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">in</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">ball's</span> | 4 <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">grandma</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">my</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">not</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">You're</span> |
| _____ .   | _____ .   |
| 5 <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">is</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">This</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">family</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">Alison's</span>   | 6 <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">you</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">Are</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">sister</span> <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">my</span>     |
| _____ .   | _____ ?   |

/ 5

Total / 15

**1 Match.**

- |                        |              |                       |
|------------------------|--------------|-----------------------|
| 1 Is there a cupboard? | <u>  b  </u> | a That's a good idea. |
| 2 Can it sing?         | _____        | b Yes, there is.      |
| 3 Can she climb?       | _____        | c Yes, she can.       |
| 4 Is there a puzzle?   | _____        | d Yes, it can.        |
| 5 Let's go in a boat.  | _____        | e No, there isn't.    |
| 6 Can he swim?         | _____        | f No, he can't.       |

/ 5

**2 Write the words in the correct order.**

- |   |                              |   |                       |
|---|------------------------------|---|-----------------------|
| 1 | there Is kite a              | 2 | can't A climb fish    |
|   | <u>  Is there a kite  </u> ? |   | _____.                |
| 3 | a make Let's sandcastle      | 4 | two are There pillows |
|   | _____.                       |   | _____.                |
| 5 | a Can talk parrot            | 6 | football Don't play   |
|   | _____?                       |   | _____!                |

/ 5

**3 Write.**

Let's There are Find Don't ~~Can~~ There's

- 1   Can   it talk?
- 2 \_\_\_\_\_ the ball!
- 3 \_\_\_\_\_ a kite in the toy box.
- 4 \_\_\_\_\_ eight books on the bed.
- 5 \_\_\_\_\_ forget!
- 6 \_\_\_\_\_ have an ice lolly.

/ 5

Total / 15