



A three-book grammar course for higher elementary learners

GRAMMAR GALAXY

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The Spiral Curriculum of Grammar Galaxy

Grammar Galaxy 1

Grammar Points new to students in Book 1

Nouns

U1	Introduction to Nouns: Common and Proper Nouns
	Singular and Plural Nouns
	Count and Noncount Nouns
U2	<i>There is / There are</i> <i>Some</i> (affirmative) / <i>Any</i> (negative)

Pronouns and Possessives

U3	Subjects and Objects; Personal Pronouns
	Demonstratives
	Possessives: Pronouns and Adjectives

Verbs

U5	The Verb <i>Be</i> : Simple Present
	The Verb <i>Be</i> : Yes/No Questions
U6	Simple Present
	Simple Present: Third-Person Singular Verbs
U7	Present Continuous
	Present Continuous: Spelling
U8	Future
	Future: Yes/No Questions
U9	Simple Past of <i>Be</i>
	Simple Past of <i>Be</i> : Yes/No Questions
U10	Simple Past: Regular Verbs
	Simple Past: Spelling (Regular and Irregular)
U11	<i>Can</i> and <i>Could</i> for Ability
	<i>Can</i> for Permission

Adjectives and Adverbs

U12	Adjectives
	Common Adjectives
	Adverbs: Describing Verbs
U13	Adverbs: Describing Adjectives and Adverbs

Information Questions and Prepositions of Place

U14	Information Questions with <i>Be</i>
	Subject Questions
U15	Prepositions of Place

Suggestions and Requests

U16	Suggestions, Requests, and Imperatives
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Grammar Galaxy 2

Grammar Points new to students in Book 2

Spiraling back to Book 1

Nouns and Articles

U1	<i>A/An</i> + Noun
	<i>The</i> and No Article
U2	<i>Some / Any</i> with plural and noncount nouns
	<i>A lot (of) / Many / Much</i>

Pronouns and Possessives

U3	Personal Pronouns
	Possessive Pronouns and Adjectives
	Demonstratives

Verbs

U4	The Verb <i>Be</i> : Simple Present
	Simple Present of <i>Be</i> : Yes/No Questions
	The Verb <i>Be</i> : Simple Past
U5	Simple Present
	Simple Present: Third-Person Singular Spelling
U6	Present Continuous
	Present Continuous: Spelling
U7	Simple Present vs. Present Continuous: Non-Action Verbs
	Simple Present vs. Present Continuous: Yes/No Questions
U8	Future: <i>Will</i> and <i>Be going to</i>
	Future: Yes/No Questions with <i>Will</i> and <i>Be going to</i>
U9	Simple Past
	Simple Past: Spelling of Regular Verbs
U10	Simple Past: Irregular Verbs
U11	<i>Can</i> and <i>Could</i>
	<i>Should</i> and <i>Have to</i>
U12	Linking Verbs + Adjectives
	Linking Verbs vs. Action Verbs

Comparatives and Superlatives

U13	Comparatives
	Superlatives

Adverbs and Prepositions of Time

U14	Adverbs: Describing Verbs, Adjectives, and Adverbs
	Adverbs of Time
U15	Prepositions of Time

Information Questions

U16	<i>Whose / What / Which</i>
	<i>How many / How much</i>

Grammar Galaxy 3

Grammar Points new to students in Book 3

Spiraling back to Book 1

Spiraling back to Book 2

Nouns and Pronouns

U1	Articles
	<i>Some / Any / Much / Many / A lot</i> Quantifiers
	Personal Pronouns and Possessives
U2	Empty <i>It</i>

Verbs

U3	Simple Present
	Present Continuous
U4	Simple Past:
	<i>Be</i> and Regular Verbs
U5	Simple Past: Irregular Verbs
	Past Continuous
U6	Simple Past vs. Past Continuous
	Future: <i>Will</i> vs. <i>Be going to</i>
U7	Future:
	Statements and Yes/No Questions
U8	<i>Can, Should, and May</i>
	<i>Must</i> and <i>Have to</i>

Adjectives, Comparatives and Superlatives

U8	Present Participle Adjectives
	Past Participle Adjectives
U9	Comparatives
	Superlatives

Adverbs and Passive

U10	Adverbs of Frequency with the Verb <i>Be</i>
	Adverbs of Frequency with Other Verbs
U11	Passive: Form and Meaning
	Passive: No <i>by</i> phrase

Infinitives and Gerunds

U12	Infinitives as Objects
	Infinitives of Purpose
U13	Gerunds as Subjects
	Gerunds as Objects
U14	Conjunctions: <i>And</i> and <i>But</i>
	Conjunctions: <i>Or</i> and <i>So</i>

Information Questions and Tag Questions

U15	<i>Why...? and Because</i>
	<i>How + adjective/adverb ...?</i>
U16	Tag Questions with <i>Be</i>
	Tag Questions with Other Verbs

Scope and Sequence

Unit	Target Grammar	Target Sentence	Grammar Points	Grammar in Context
1	Nouns and Articles	Let's make a pizza!	A/An + Noun	I have an idea. Let's make a pizza!
			The and No Article	We're making a pizza. We need cheese.
2	Count and Noncount Nouns	Is there any cheese?	Some / Any	Is there any cheese? No, there isn't.
			A lot (of) / Many / Much	There isn't any cheese. There are a lot of tomatoes.
3	Pronouns	This book is mine.	Personal Pronouns and Possessives	Who is she? She's our piano teacher. We like her!
			Demonstratives	Is that book yours? No, that's his. This book is mine.
4	The Verb Be	Was the museum fun?	The Verb Be: Simple Present	This city is great. It isn't very big. But it's pretty, and the people are nice.
			The Verb Be: Simple Past	Was the museum fun? Yes, it was. There were a lot of beautiful paintings.
5	Simple Present	She doesn't live in my country.	Simple Present	Ana doesn't live in my country. She lives in Brazil. We talk online.
			Simple Present: Third-Person Singular Spelling	My mom sells a lot of flowers every day. My mom washes a lot of dishes every day.
6	Present Continuous	I'm not going outside today.	Present Continuous	It's raining. I'm not going outside today.
			Present Continuous: Spelling	Are you watching a movie? No, I'm not. I'm watching the news.
7	Simple Present vs. Present Continuous	I cook on Sundays. I'm cooking soup.	Simple Present vs. Present Continuous; Non-Action Verbs	I cook for my parents every Sunday. I'm cooking some soup now.
			Simple Present vs. Present Continuous: Yes/No Questions	Does he exercise every day? No, he doesn't. But he tries.
8	Future	I'll join you!	Future: Will and Be going to	We're going to spend the day at the beach. I'll join you!
			Future: Yes/No Questions	Are you going to learn to swim? Yes, I am.

Unit	Target Grammar	Target Sentence	Grammar Points	Grammar in Context
9	Simple Past I	I scored!	Simple Past I	Our team played well. I scored! But we didn't win!
			Simple Past: Spelling of Regular Verbs	Did you play soccer in school? No, I didn't. I played tennis.
10	Simple Past II	I drew a picture.	Simple Past II	What did you do in art class? I drew a picture. I made a bowl.
			Simple Past: Irregular Verbs	Max ate my picture! He broke my bowl!
11	Modal Verbs	I couldn't ride a bike then.	<i>Can</i> and <i>Could</i>	I couldn't ride a bike then. Now I can ride a bike.
			<i>Should</i> and <i>Have to</i>	You're sick. You shouldn't go to Lisa's birthday party. She's my best friend. I have to go!
12	Linking Verbs and Adjectives	This pizza smells great!	Linking Verbs and Adjectives	This pizza smells great!
			Linking Verbs vs. Action Verbs	Look at my pizza. Wow! It looks so yummy.
13	Comparatives and Superlatives	I'm more beautiful than you.	Comparatives	I'm more beautiful than you. I'm stronger than you.
			Superlatives	I'm the tallest. I'm the most handsome. I'm the smartest.
14	Adverbs	It's too salty!	Adverbs: Describing Other Words	It's too salty! Mom, how do you cook so well? I cook so badly!
			Adverbs of Time	You'll be a good cook soon. Let's make dinner together tomorrow.
15	Prepositions of Time	The school play is on March 13th.	Prepositions of Time I	The school play is on March 13th. We'll practice on Wednesdays at 3:00 p.m.
			Prepositions of Time II	The play starts in five minutes. Good luck! I'll see you after the show!
16	Information Questions	What club do you want to join?	<i>Whose</i> / <i>What</i> / <i>Which</i>	What club do you want to join? I want to join a cooking club.
			<i>How many</i> / <i>How much</i>	How many people are in the club? Fifteen.

Unit 1 Nouns and Articles

Objectives:

1. *A/An* + Noun
2. *The* and No Article

Warm Up

- Greet your students.
- Ask students to recall the difference between common and proper nouns.
- Have students think of the names of different places. Ask them if the places are common nouns or proper nouns.

Grammar Point 1

A/An + Noun

- Have students look at the explanations and the chart on page 10.
- Help students to know when they should use *a* or *an* in a sentence.
- Go through the chart to learn when they should use *a* or *an* in a sentence.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can sort nouns that use *a* and *an*.

Check-up activities


Exercise A

- Have students look at the word box first. There are 9 count nouns and 5 noncount nouns.
- Read the words together in a group or individually. Ask students to write the words accordingly in the chart. The words, a desk, are already used as an example.

Exercise B

- Have students read the first sentence. Ask them why the word, a, is circled.

Nouns and Articles




A/An + Noun

Nouns name people, places, things, animals, or ideas. The article *a/an* means *one* thing. We use *a/an* when the noun is not specific. *A/An* only comes before singular nouns that you can count.

<i>a/an</i>	count nouns	an idea	an egg	an airport		
		an interesting book	an orange bag			
		a pizza	a teacher	a mountain		
<i>a/an</i>	noncount nouns	a funny movie	a good idea			
		homework	rice	money		
		cool music	blond hair			

*See Appendix for more noncount nouns.



A Write the words in the correct boxes.

a desk
milk
a road
water
a leaf
a bag
a story
money
hair
cheese
a potato
a boy
an airport
an idea

Count Nouns	Noncount Nouns
<i>a desk, a road, a leaf, a story, a potato, an airport, a bag, a boy, an idea</i>	<i>hair, milk, water, money, cheese</i>

B Circle *a* or *an* if needed. Circle *X* if *a/an* is not needed.

- Karen's mom is a / an / X doctor.
- Let's find a / an / X interesting story to read.
- Do you live in a house or a / an / X apartment?
- Victoria is doing a / an / X homework in her room.
- Is there a / an / X milk on the table?
- I don't listen to a / an / X rock music.

- Ask students to circle **a** or **an** if needed. Circle **X** if **a/an** is not needed.

Grammar Point 2

The and No Article

- Have students look at the explanations and the chart on page 11.
- Explain that we use the article **the** before a noun when it names a specific thing or things. Also use **the** when there is only one of something. Also, some types of nouns do not need **a/an** or **the**.

The and No Article

Use the article **the** before a noun when it names a specific thing or things. Also use **the** when there is only one of something. Some types of nouns do not need either **a/an** or **the**.

the	
Specific noun	There are books in my bag. The books are heavy.
Only one	the moon the sun the sky the earth the Internet
no article	
People, cities, and countries	This is Melissa. Where is London ? She's from Japan .
Subjects	He teaches English .
Meals	Let's eat breakfast .



- Go through the rules using (or not using) the article, **the**, in sentences as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can make sentences using **the** or no article before nouns.

Check up activities

Exercise C

- Have students read the first sentence. It has been done already.
- Ask students to circle the correct article to complete the sentence.

Exercise D

- Ask students to circle the correct word(s) to complete the sentences.

C Circle the correct word.

1. Samantha has a / the big brother. His name is André.
2. You can take a bus or a train. A / The train is faster.
3. We saw some kids today. A / The kids were playing a game.
4. I need a / the pen. Can I use yours?
5. There's a soccer club and a music club. A / The music club is popular.
6. There are clouds in a / the sky.

D Circle the correct word(s).

1. A sun / The sun / Sun is bright today.
2. Can we have a dinner / the dinner / dinner now?
3. Mr. Green teaches a science / the science / science.
4. I'm a Dave / Dave.
5. He buys his clothes on an Internet / the Internet / Internet.
6. My dad is in the New York / New York now.

Exercise E

- Ask students to turn to page 12.
- Ask students to write **a**, **an**, or **X** (no article needed) beside each word. The first two have already been done as an example.
- Check the answers together after students have finished.

Exercise F

- Have students read the sentence and determine which article would correctly complete it. Remind students that sometimes, no article is necessary.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined words, the Nick, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Write a, an, or X (no article needed).

1. a group
2. X water
3. a butterfly
4. an eraser
5. X rice
6. X music
7. a man

F Write a, an, the, or X (no article needed) to complete each sentence.

1. My aunt is a nurse.
2. That was an easy class.
3. There are X boats on the lake.
4. He doesn't have time for X lunch.
5. We played a card game. I won the game.
6. They have a son and a daughter. I know the daughter.
7. Cows don't eat X meat.

G Underline the mistake. Rewrite the sentence correctly.

1. His name is the Nick.
➡ His name is Nick.
2. Erica's family lives in a Korea.
➡ Erica's family lives in Korea.
3. The class is studying the English.
➡ The class is studying English.
4. I can't see a moon in the sky.
➡ I can't see the moon in the sky.

Explore More

★ Circle the correct article. Circle X if no article is needed.



Hungry Richard

Richard: Thanks for 1 (a / X) dinner, Mom. Can I have 2 (an / X) ice cream now?

Mom: We just ate 3 (a / an) large pizza! Are you still hungry?

Richard: Yes, I am. 4 (A / The) pizza wasn't very big.

Mom: Eat your salad.

Richard: I don't like tomatoes. 5 (The / A) salad has a lot of them.

Mom: Then no ice cream! Eat your salad, including 6 (the / X) tomatoes.

Link and Review Unit 1

★ Answer the questions. Share your answers with the class.

- Q:** Open your pencil case. What do you have?
A: I have two pencils and an eraser.
- Q:** What classes do you have on Mondays?
A: I have math and English.
- Q:** What do you drink every day?
A: I drink water every day.

pencil	eraser	ruler
compass	math	English
science	gym	juice
tea	cola	water

Go to the workbook for more practice.

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Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about their experience at a restaurant.
- Ask questions such as:
 - How was your experience at a restaurant?
 - How many of you go to restaurants with your family?
 - What did you order?
- Have students circle the correct article. They should circle X if no article is needed.

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and the previous units.

- Have students answer the questions and share their answers with the class.

Homework

- Workbook 2: pages 8 to 10

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 2 Count and Noncount Nouns

Objectives:

3. *Some / Any*
4. *A lot of / Many / Much*

Warm Up

- Greet your students.
- Write several nouns on the board and ask them to identify which need an article.
- Have students write an/an or the before each of the nouns. Do remind students when they ought to use *the*.

Grammar Point 1

Some / Any

- Have students look at the explanations and the chart on page 14.
- Help students to recognize the difference between count nouns and noncount nouns. Also, help students to know when to use *some* or *any* in sentences.
- Go through the chart to learn to recognize the difference between count nouns and noncount nouns. Also, help students learn when to use *some* or *any* in sentences.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can list count and noncount nouns.

Check-up activities


Exercise A

- Have students look at the pictures first.

- Read the sentences together in a group or individually. Ask students to write **T** for **true** or **F** for **false**. The first one has been done already.

Exercise B

Count and Noncount Nouns




Is there any cheese?






Some / Any

Some and *any* can be used with plural count nouns and noncount nouns. Use *some* in affirmative sentences. Use *any* in negatives and questions.

	Plural count nouns	Noncount nouns
Affirmative	There are some sandwiches.	There is some ice cream.
Negative	There aren't any sandwiches.	There isn't any ice cream.
Question	Are there any sandwiches? - Yes, there are. - No, there aren't.	Is there any ice cream? - Yes, there is. - No, there isn't.



A Look at each picture. Write T for true or F for false.

1. T There is a blue chair in the room.
2. F There aren't any trees on the street.
3. T There are some fish in the tank.
4. T There aren't any plates on the shelves.
5. F There are some cars on the road.

B Underline the noun. Then circle the correct word.

1. Some / Any / A students are talking.
2. Please have some / any / a tea.
3. There isn't some / any / a meat.
4. Are there some / any / a red crayons?
5. We need some / any / a sugar.

- Have students read the first sentence. Ask them why the word, some, is circled.
- Ask students to underline the noun in each sentence. Then have them circle the correct word among the three options.

Grammar Point 2

A lot of / Many / Much

- Have students look at the explanations and the chart on page 11.
- Explain that we use **a lot (of)** or **many** to talk about the quantity of count nouns. Explain that we

A lot (of) / Many / Much

Use **a lot (of)** or **many** to talk about the quantity of count nouns.
Use **a lot (of)** or **much** to talk about the quantity of noncount nouns.
Much is only used in negative statements and questions.

	a lot of / many + count nouns	a lot of / much + noncount nouns
Affirmative	There are many / a lot of tomatoes.	There's a lot of cheese.
Negative	There aren't many / a lot of tomatoes.	There isn't much / a lot of cheese.
Question	Are there many tomatoes? - Yes, there are. - No, there aren't.	Is there much cheese? - Yes, there is. - No, there isn't.

C Circle the correct word.

- There are many / much girls in my class.
- There's many / a lot of money in the bank.
- There isn't many / much time.
- There aren't many / much supermarkets here.
- Are there many / much pictures on the wall?
- Is there many / much water in the glass?
- Q: Is there much soup? A: Yes, there is / are .
- Q: Are there a lot of mistakes? A: No, there isn't / aren't .

D Match to complete the sentence.

1. There's	→	a. many people in our family.
2. There are	→	b. much bread. We need to buy some.
3. There isn't	→	c. homework tonight. I can't watch TV.
4. I have lot of	→	d. tall buildings?
5. Is there a lot of	→	e. a woman at the door.
6. Are there many	→	f. oil?

use **a lot (of)** or **much** to talk about the quantity noncount nouns. Also, **much** is only used in negative statements and questions.

- Go through the rules using **a lot (of)/many/ much** as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can create affirmative and negative sentences using **a lot (of)** or **many/much**.

Check up activities

Exercise C

- Have students look at the first sentence. Ask the class why the word, many is circled.
- Ask students to circle the correct word to complete the sentence.

Exercise D

- Have students read the words on the left. Then, have the students read the words on the right. Ask the students why number 1 matches with letter e.

- Ask students to match to

complete the rest of the sentences.

Exercise E

- Ask students to turn to page 16.
- Ask students to complete the questions and the answers. The first one has been done already as an example.
- Check the answers together after students have finished.

Exercise F

- Have students read the sentence and determine whether *much* or *many* would correctly complete it.
- Check the answers together after students have finished.

Exercise G

- Read, or ask a student to read, the direction line. Clarify that the words in the green boxes make a sentence. The words are not in the correct order.
- Ask students to write sentences using all of the words and punctuation given. The first sentence has been completed already.
- Check the answers together after students have finished.

E Complete the question and the answer.

- Q: Are there any bananas? A: Yes, there are.
- Q: Is there any beef? A: No, there is.
- Q: Is there any rice? A: Yes, there is.
- Q: Are there any ducks on the lake? A: Yes, there are.
- Q: Are there any black shoes? A: No, there are.

F Write *much* or *many* to complete each sentence.

- There aren't many clouds today.
- There isn't much salt.
- Is there much grape juice?
- There are many fun holidays.
- There isn't much money in my pocket.
- Are there many restaurants?

G Unscramble and write.

- some there good movies are .
➡ There are some good movies.
- aren't pears any there .
➡ There aren't any pears.
- there some are new students .
➡ There are some new students.
- is a lot of beef there .
➡ There is a lot of beef.
- many are children there .
➡ There are many children.

Explore More

★ Fill in each blank with the correct word(s) from the box.

are many any a lot of there's there

How to Make Breakfast

Eva: Look. This cookbook shows how to make breakfast.

Roman: Great! What do we need?

Eva: Is there ① any milk?

Roman: Yes, there is. There is ② a lot of coffee, too.

③ Are there any oranges?

Eva: Yes, ④ there are six.

Roman: And are there ⑤ many eggs?

Eva: Let me see. Oh, no! ⑥ There's only one!

Roman: That's not enough. I'll go to the store and buy some.

Link and Review Units 1-2

★ Circle and write. Share your answers with the class.

My Dinner Yesterday	My Lunch Today
A / An <u>Rice</u>	A / <u>An</u> <u>egg</u>
A / An <u>Vegetables</u>	A / <u>An</u> <u>orange</u>
Some <u>Some cheese</u>	

rice / juice / egg(s) / orange(s) / vegetables / chicken / cookie(s) / cheese

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Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about their experience preparing a meal.
- Ask questions such as:
 - How was your experience making a meal?
 - How many of you have prepared a meal at home before?
 - What did you make?
- Have students fill in the blank with the correct word(s) from the box..

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and

the previous units.

- Have students answer the questions and share their answers with the class. They will need to circle the correct article according to their individual answers.

Homework

- Workbook 2: pages 11 to 13

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 3 Pronouns

Objectives:

5. *Personal Pronouns and Possessives*
6. *Demonstratives*

Warm Up

- Greet your students.
- Write 3-5 sentences on the board with the articles (some or any) missing.
- Have students write some or any before each of the nouns. Check for understanding of previous lesson.

Grammar Point 1

Personal Pronouns and Possessives

- Have students look at the explanations and the chart on page 18.
- Help students to know the difference between subject and object personal pronouns. Also, help students understand what possessives do.
- Go through the chart to learn the difference between subject and object personal pronouns. Also, help students understand what possessives do.
- Have students do the check-up exercises A and B.

Unit 3 Pronouns

Personal Pronouns and Possessives

Personal pronouns have subject and object forms. Possessives say who or what something or someone belongs to.

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
I have a cat.	My cat likes me .	I can't find my phone.	I lost mine .
You are kind.	We saw you .	Your photos are nice.	Yours are nice.
He's my uncle.	I love him .	Kevin rides his bike.	Is that bike his ?
She knows me.	We know her .	Jane drinks her juice.	It's hers .
It's a new game.	They tried it .	The dog catches its ball.	--
We are tired.	Adam helps us .	We choose our seats.	These seats are ours .
They dance.	We watch them .	The students open their bags.	Theirs are full of gifts.

*Proper noun: It's Ryan's shirt. -- It's Ryan's.

A Circle the correct pronoun.

1. Julia isn't at home. She / Her is at school.
2. The grapes are gone. Alan ate they / them.
3. Let's ask the teacher. She'll help us / we.
4. I can't find my phone! I lost it / them.
5. My friend is having a party, but I / me am not going.
6. Where's Dad in this picture? I don't see her / him.

B Look at the underlined word. Write the correct possessive pronoun.

1. Our classroom is loud. Their classroom is quiet. ➡ Theirs is quiet.
2. His shoes are dirty. Her shoes are clean. ➡ Hers are clean.
3. Your birthday is in May. My birthday is in April. ➡ Mine is in April.
4. Julia's lunch is hot. Mario's lunch is cold. ➡ His is cold.
5. Your class has ten people. Our class has fifteen. ➡ Ours has fifteen.

18

Expansion

- Ask students list the different pronoun forms for subject and object. Ask student to list possessive pronouns and group them with the subject/object pronouns accordingly.

Check-up activities

Exercise A

- Have students read number 1 and ask why the word, she, is circled..
- Read the sentences together in a group or individually. Ask students to circle the correct pronoun

to complete each sentence.

Exercise B

- Have students read the sentences on the left and look at the underlined word(s).
- Ask students to write the correct possessive pronoun for each sentence. The first one has been done already as an example.

Demonstratives

The demonstrative pronouns are *this*, *that*, *these*, and *those*. We use them to point out people, places, animals, or things without naming them. When *this*, *that*, *these*, and *those* come before nouns, they are called **demonstrative adjectives**.

	Singular	Plural
Near the speaker	This is my friend. This boy is my friend.	These are fresh. These apples are fresh.
Far from the speaker	That is my sister. That girl is my sister.	Those are stars. Those lights are stars.

C Circle the correct word.

1. This / These is Nora. She's a new student.
2. Those / That are cute jeans!
3. We need new scissors. This / These are broken.
4. This / These is for you. It's a letter from Grandma.
5. My parents aren't here. This / Those are Jeffrey's parents.

D Look at each picture. Then circle the correct word.

1. This / That plane is landing.
2. Are these / those glasses too big for me?
3. We like this / that restaurant.
4. These / Those buildings look pretty.
5. I'm drawing. Do you like this / that picture?

19

Grammar Point 2

Demonstratives

- Have students look at the explanations and the chart on page 19.
- Explain that **demonstrative pronouns** are *this*, *that*, *these*, and *those*. Explain that we use them to point out people, places, animals, or things without naming them. Also, explain that when *this*, *that*, *these*, and *those* come before nouns, they are called **demonstrative adjectives**.
- Go through the rules using *this*, *that*, *these*, and *those* as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Point to items around the room, including random students, and ask the class to use *this*, *that*, *these*, and *those* correctly to identify the item or person.

Check up activities

Exercise C

- Have students look at the first

sentence. Ask the class why the word, This, is circled.

- Ask students to circle the correct word to complete the sentence.

Exercise D

- Have students look at the pictures first. Then, have students look at number 1. Ask students to explain why the word, That, is circled.
- Ask students to circle the correct word to complete the rest of the sentences.

Exercise E

- Ask students to turn to page 20.
- Read, or ask a student to read, the direction line. Clarify that the words in the green boxes make a sentence. The words are not in the correct order.
- Ask students to write sentences using all of the words and punctuation given. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise F

- Have students read the questions on the left. Then have them complete each answer with the given word as a hint.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined word, their, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the rest of the corrections on the lines.

E Unscramble and write.

1. doesn't know him she .
⇒ She doesn't know him.
2. see them every day we .
⇒ We see them every day.
3. your you homework didn't do .
⇒ You didn't do your homework.
4. is this bedroom their ?
⇒ Is this their bedroom?

F Complete each answer. Use the given word as a clue.

1. Q: Who is he? A: He's my brother. (I)
2. Q: Who are they? A: They're her friends. (she)
3. Q: What's that? A: It's your birthday present. (you)
4. Q: Is that your car? A: No, it's theirs. (they)
5. Q: Whose coat is this? A: It's his. (he)
6. Q: Whose chopsticks are these? A: They're hers. (she)

G Underline the mistake. Write the correction.

1. Their can sit at our table.
⇒ They
2. She's pet rabbit is sick.
⇒ Her
3. I don't understand this questions.
⇒ this question / these questions
4. How was you holiday?
⇒ your
5. That isn't my guitar. It's him.
⇒ his
6. Q: What is those? A: That's a fruit salad.
⇒ that

Explore More

★ Read the conversation. Circle the correct words.

Briana: Whose textbook is ❶ (these / this)?

Erik: It's ❷ (your / yours)!

Briana: No, I found it in the music room.

Erik: Maybe it's ❸ (Rob's / Rob). ❹ (His / He) always loses things.

Briana: No, it's not his. He isn't here today. He's sick.

Erik: Then I don't know. Wait a second. ❺ (My / Mine) book isn't in my bag. And I was in ❻ (that / those) room. It's ❼ (my / mine)!

Briana: Here, take it. And write ❶ (you / your) name on it!

Link and Review Units 2-3

★ Circle and write. Share your answers with the class.

Q: What is in my / your room at home?

A: In my room, there is a / an bed.

There are many toys.

There aren't any lamps.

bed(s) blanket(s)
toy(s) book(s)
picture(s)
desk(s) lamp(s)

Go to the workbook for more practice.

21

Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about a time they lost something.
- Ask questions such as:
 - Have you ever lost something important?
 - Were you ever able to find it again?
 - What do you do now to make sure you don't lose things?
- Have students read the conversation and circle the correct words.

Link and Review

- This activity gives students the chance to practice the grammar points they have

learned in both the current and the previous units.

- Have students answer the questions and share their answers with the class. They will need to circle the correct pronoun in the questions and the correct article according to their individual answers.

Homework

- Workbook 2: pages 14 to 16

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 4 The Verb *Be*

Objectives:

7. The Verb *Be*: Simple Present
8. The Verb *Be*: Simple Past

Warm Up

- Greet your students.
- Ask several students to stand at different distances from the center of the room.
- Have the students at the center of the room use *this* or *that* to talk about the students around the room. Have two students use *these* and *those* to talk about the students at the center of the room depending on their proximity.

Grammar Point 1

The Verb *Be*: Simple Present

- Have students look at the explanations and the chart on page 22.
- Help students to know how to conjugate the verb *be* in simple present. Also, help students to form Yes/No questions in simple present.
- Go through the chart to learn the different forms of the verb *be*. Also, help students learn how to form Yes/No questions in simple present.
- Have students do the check-up exercises A and B.


Expansion

- Ask students *yes/no* questions and have them respond however they like in the correct form.

Check-up activities

Exercise A

- Have students read number 1 and ask why the word, *are*, is circled.
- Read the sentences together in a group or individually. Ask students to circle the correct form of the verb *be* to complete each sentence.



Was the museum fun?

The Verb *Be*: Simple Present

Use the verb *be* to say who, what, how, and where a person or thing is. The verb *be* has three forms (*am/are/is*) in the simple present. To form yes/no questions, use *Am/Are/Is + subject ... ?*

Affirmative		Negative		Yes/No Questions	
I	am	I	am not	Am I late?	Yes, you are. No, you aren't.
I'm		I'm			
You	are	You	are not	Are you late?	Yes, I am. No, I'm not.
You're		You			
He/She/It	is	He/She/It	is not	Is he/she/it late?	Yes, S* is. No, S isn't.
He's/She's/It's		He's/She's/It's			
We/You/They	are	We/You/They	are not	Are we/you/they late?	Yes, S are. No, S aren't.
We're/You're/They're		We're/You're/They're			

*In this book, a capital S in a sentence stands for the subject.

A Circle the correct word(s).

- We am / is / are in the computer club.
- She am not / isn't / aren't angry at you.
- I am / is / are hungry after basketball practice.
- You am / is / are nice to your little sister.
- Billy and Don am not / isn't / aren't at school today.
- That dog am / is / are so noisy!
- You and I am / is / are on the same team.
- Q: Are those TVs new? A: No, they isn't / aren't.

B Match to complete the sentence.

1. You and Jumi	→	a. isn't very sweet.
2. Our hotel	→	b. are old friends.
3. That cake	→	c. am not afraid of snakes.
4. Those towels	→	d. is near the beach.
5. I	→	e. aren't dry.

Exercise B

- Have students read the words on the left. These are the subjects of the sentences. Then have students read the words on the right.
- Ask students to match to complete the sentence. The first one has been done already as an example.

Grammar Point 2

The Verb *Be*: Simple Past

- Have students look at the explanations and the chart on page 23.
- Explain that the simple past of **be** has two forms (**was/were**). Also, explain that to form yes/no questions, use **Was/Were + subject...?**

The Verb *Be*: Simple Past

The simple past of *be* has two forms (*was/were*).
To form yes/no questions, use *Was/Were + subject ... ?*

Affirmative		Negative		Yes/No Questions	
I	was	I	was not wasn't	Was I late?	Yes, you were. No, you weren't.
You	were	You	were not weren't	Were you late?	Yes, I was. No, I wasn't.
He/She/It	was	He/She/It	was not wasn't	Was he/she/it late?	Yes, S was. No, S wasn't.
We/You/They	were	We/You/They	were not weren't	Were we/you/they late?	Yes, S were. No, S weren't.

C Circle the correct word(s).

1. I was / were sick last week.
2. That milk was / were fresh in the morning.
3. I / You was too loud.
4. Q: Were your parents at home? A: Yes, they was / were.
5. Q: Was the book interesting? A: No, it weren't / wasn't.
6. Were they / They were at the hotel?
7. Was the movie / The movie was funny?

D Fill in each blank with the correct simple past form of *be*.

1. The TV show wasn't very good. It was boring.
2. Mary and I were best friends. We were always together.
3. We weren't cold. We were hot.
4. Their clothes were dirty. They were playing outside all day.
5. Sam wasn't at school last week. He was very sick.
6. The weather was bad yesterday. It was windy and rainy.

23

- Go through the rules to form sentences and yes/no questions with the verb **be** in simple past as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students questions about where they were or what they did the night before.

Check up activities

Exercise C

- Have students look at the first sentence. Ask the class why the word, was, is circled.
- Ask students to circle the correct word(s) to complete the sentence.

Exercise D

- Have students read the first sentence. It has been done already.
- Ask students to fill in each blank with the correct simple past form of **be**.

Exercise E

- Ask students to turn to page 24.
- Read, or ask a student to read, the direction line. Clarify that the words in the green boxes make a sentence. The words are not in the correct order.
- Ask students to write sentences using all of the words and punctuation given. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise F

- Have students read the sentences. Then have them change the statement into a yes/no question.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined words, not am, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the rest of the corrections on the lines.

E Unscramble and write.

- very busy the bus station is .
➡ The bus station is very busy.
- are answers correct not these .
➡ These answers are not correct.
- he soccer player a is ?
➡ Is he a soccer player?
- was your friendly cat ?
➡ Was your cat friendly?

F Change the statement into a yes/no question.

- Kelly was 12 last year.
➡ Was Kelly 12 last year?
- That actor was famous.
➡ Was that actor famous?
- They were at work yesterday.
➡ Were they at work yesterday?
- Tim and Jenna were best friends.
➡ Were Tim and Jenna best friends?
- The water was warm.
➡ Was the water warm?

G Underline the mistake. Write the correction.

- | | |
|--|--|
| 1. I <u>not am</u> tired at all.
➡ <u>am not</u> | 3. Q: <u>Does</u> his hair long? A: Yes, it was.
➡ <u>Was</u> |
| 2. Those windows <u>wasn't</u> open.
➡ <u>weren't</u> | 4. My parents <u>was</u> farmers.
➡ <u>were</u> |

Explore More

★ Fill in each blank with the correct word from the box.

isn't ~~it's~~ are aren't

#1 Travel Agency: Visit Washington, D.C.!





Q What is Washington, D.C.?

A 1 It's the capital of the US.

Q Is it a small city?

A No, it 2 isn't. It's a large city.

Q Are the hotels there cheap?

A No, they 3 aren't. But we'll help you save money!

Q 4 Are there a lot of fun things to do?

A Yes, there are. There are great museums and parks. You can also visit the White House!

Link and Review Units 3-4

★ Answer the questions in complete sentences. Share your answers with the class.

1. **Q:** What is the name of your hometown?
A: It is / It's Seoul.

2. **Q:** Is it a big city or a small town?
A: It is / It's a big city.

Go to the workbook for more practice.

25

Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about places they have traveled to.
- Ask questions such as:
 - Where are some places you have visited?
 - Who did you visit while you were there?
 - What are some things you saw there?
- Have students fill in each blank with the correct word from the box.

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and the previous units.

- Have students answer the questions and share their answers with the class.

Homework

- Workbook 2: pages 17 to 19

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 5 Simple Present

Objectives:

9. Simple Present
10. Simple Present: Third-Person Singular Spelling

Warm Up

- Greet your students.
- Have the students review the forms of the simple past of *be*. Ask yes/no questions in the past form to check for understanding of the previous lesson.

Grammar Point 1 Simple Present

- Have students look at the explanation and the chart on page 26.
- Help students to know when to use simple present. Also, help students understand how to form third-person singular in simple present.
- Go through the chart to learn when to use simple present. Also, help students learn how to form third-person singular in simple present.
- Have students do the check-up exercises A and B.


Expansion

- Ask students to form sentences using simple present and third-person singular.

Check-up activities

Exercise A

- Have students read number 1 and ask why the word, walk, is circled.
- Read the sentences together in a group or individually. Ask students to circle the correct form of the verb to complete each sentence.



Simple Present

She doesn't live in my country.

Ana doesn't live in my country. She lives in Brazil. We talk online.

Simple Present





Use the **simple present** to talk about facts and people's habits, routines, etc. After a third-person singular subject (*he/she/it*), the verb ends with *-s*.

Affirmative	Negative	Yes/No Questions
I/You/We/You/They talk.	I/You/We/You/They do not don't talk.	Do I/you/we/you/they talk?
He/She/It talks.	He/She/It does not doesn't talk.	Does he/she/it talk?
		Yes, <i>I do</i> . No, <i>I don't</i> . Yes, <i>he does</i> . No, <i>he doesn't</i> .

A Circle the correct word(s).

- I walks / walk to school every day.
- My mom cook / cooks good meals.
- You wear / wears nice clothes every day.
- They don't watch / doesn't watch TV on Monday evenings.
- Tina don't play / doesn't play computer games.
- Q: Is / Does she live here? A: Yes, she does / is .
- Q: Does he drive / drives a bus? A: No, he isn't / doesn't .

B Circle the correct word to complete the question. Then look at each picture and underline the correct answer.

- Q: Do / Does she teach math? A: Yes, she does. / No, she doesn't.
- Q: Does he drive / drives to work every day? A: Yes, he does. / No, he doesn't.
- Q: Does he like / like he vegetables? A: Yes, he does. / No, he doesn't.
- Q: Do they enjoys / enjoy going to the beach? A: Yes, they do. / No, they don't.

Exercise B

- Have students circle the correct word to complete each question. The first one has been done already.
- Ask students to look at each picture and underline the correct answer.

Grammar Point 2

Simple Present: Third-Person Singular Spelling

Simple Present: Third-Person Singular Spelling

Read the rules for spelling third-person singular verbs in the simple present.

Ending	Third-Person Singular Spelling (he/she/it)
Most verbs	-s see-sees make-makes love-loves
-s, -ch, -sh, -z, or -x	-es teach-teaches pass-passes
consonant + -y	-ies carry-carries try-tries
Irregular	do-does go-goes have-has

JOY My mom sells a lot of flowers every day.
ANA My mom washes a lot of dishes every day.

C Write the third-person singular verb in the simple present.

- agree → agrees
- wash → washes
- marry → marries
- practice → practices
- have → has
- watch → watches
- study → studies
- shout → shouts
- fix → fixes
- play → plays

D Fill in each blank with the correct word from the box. Use the simple present.

go dry work have brush relax

- My sister brushes my hair every morning.
- James goes to a different school now.
- He has short black hair.
- Mom worries a lot. She never relaxes.
- Helen is a cook. She works at a restaurant.
- I wash the dishes. Then Eric dries them.

27

- Have students look at the chart on page 27.
- Explain that most verbs in third-person singular end in -s. Explain that verbs ending in -s, -ch, -sh, -z, or -x end in -es. Also, verbs ending with a consonant + -y will lose the -y and end in -ies. Give students the three irregular verb conjugations for do, go, and have.
- Go through the rules to form third-person singular in simple present as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students to form third-person singular for different verbs.

Check up activities

Exercise C

- Have students look at the words. The first one has been done already.
- Ask students to write the third-person singular form in the simple present for each of the verbs given.

Exercise D

- Have students look at the words in the box first. Ask student to look at number 1. Have the students explain why the word, brushes, is correct.
- Ask students to fill in each blank with the correct word from the box. Remind them to use simple present.

Exercise E

- Ask students to turn to page 28.
- Ask students to complete each sentence with the given word(s) in the simple present. The first sentence has been completed already as an example.
- Check the answers together after students have finished.

Exercise F

- Read, or ask a student to read, the direction line. Clarify that the words in the green boxes make a sentence. The words are not in the correct order.
- Ask students to write sentences using all of the words and punctuation given. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined word, go, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Complete each sentence with the given word(s) in the simple present.

1. We talk on the phone a lot. (talk)
2. Mimi does her homework in her room. (do)
3. My cousin lives in a small town. (live)
4. You know everyone in the class. (know)
5. Kenji doesn't exercise very often. (not exercise)
6. Mom and Dad don't give me money. (not give)

F Unscramble and write.

1. don't I his name remember .
→ I don't remember his name.
2. baths doesn't like my cat .
→ My cat doesn't like baths.
3. they study after school do ?
→ Do they study after school?
4. the class at 7:00 start does ?
→ Does the class start at 7:00?

G Underline the mistake. Rewrite the sentence correctly.

1. She go shopping on Fridays.
→ She goes shopping on Fridays.
2. I don't wears a watch.
→ I don't wear a watch.
3. Does Luke has ice skates?
→ Does Luke have ice skates?
4. Are elephants eat meat?
→ Do elephants eat meat?

Explore More

★ Dante and Alex are chatting online. Circle the correct words.

Dante's New Friend

Messages

1 (You do / Do you) live in America, Alex?

No, I don't. I live in Australia. My family 2 (has / have) a farm here.

Cool! 3 (Do / Does) you grow lots of things?

We 4 (grow / grows) strawberries and apples. My sister and I help my parents with the farm.

Do 5 (you enjoy / enjoy you) that?

Yes, I 6 (am / do). But my sister 7 (don't / doesn't) like it. She says it's boring!

Link and Review Units 4-5

★ Circle and write. Share your answers with the class.

1. Q: Are you busy these days?
A: Yes / No, I am.

2. Q: When do you have free time?
A: On Friday nights (day(s) of the week).

3. Q: What do you do in your free time?
A: I watch movies and play sports.

ride my bike
watch movies
play sports
read books
play games online

Go to the workbook for more practice.

29

Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about people they know who live in other cities countries.
- Ask questions such as:
 - Who do you know that lives in another city or country?
 - How do you communicate with them?
 - What are some things that they enjoy where they live?
- Have students read the conversation and circle the correct words.

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and

the previous units.

- Have students answer the questions and share their answers with the class. Remind students that they will need to circle **yes** or **no** for number 1.

Homework

- Workbook 2: pages 20 to 22

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 6 Present Continuous

Objectives:

11. Present Continuous
12. Present Continuous: Spelling

Warm Up

- Greet your students.
- Have the students review the forms of the simple past different verbs. Ask yes/no questions to check for understanding of the previous lesson.

Grammar Point 1

Present Continuous

- Have students look at the explanations and the chart on page 30.
- Help students to know when to use present continuous. Also, help students know how to form present continuous.
- Go through the chart to learn when to use present continuous. Also, help students learn how to form present continuous.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to form present continuous of a variety of verbs.


Check-up activities

Exercise A

- Have students read number 1 and ask why the word, we, is circled. Ask students how they could change it to make the word, I, the correct answer.
- Read the sentences together in a group or individually. Ask students to circle the correct word (s) to complete each sentence.

Exercise B

Present Continuous



Present Continuous

Use the **present continuous** to talk about an action that is happening now. It is formed with **am/is/are + verb-ing**.

Affirmative		Negative		Yes/No Questions	
I	am	I	am not 'm not	Am I	Yes, you are. No, you aren't.
He	is	He	is not isn't	Are you	Yes, I am. No, I'm not.
She	is	She	is not isn't	Is he/she/it	Yes, S is. No, S isn't.
It	is	It	is not isn't	Are we/you/they	Yes, S are. No, S aren't.
We	are	We	are not aren't		
You	are	You	are not aren't		
They	are	They	are not aren't		

A Circle the correct word(s).

- I / We are having lunch now.
- The birds are singing / sing .
- Mom is talking / talks on the phone.
- They is / are waiting at the bus stop.
- You're not wear / wearing your gloves.
- Are you / Do you leaving now?
- Are Tom and Liz / Tom and Liz are coming to our house?
- Is he / Does he talking about the new book?

B Match the sentences that go together.

1. Sandra is cooking some soup.	a. No, I'm not. I'm on the phone.
2. I'm not watching a movie.	b. Yes, you are. Slow down.
3. Are you listening to music?	c. Yes, he is. He has a test tomorrow.
4. Am I driving fast?	d. I'm watching a soccer game.
5. Is Nick studying?	e. She isn't washing dishes.

- Have students read the sentences and questions on the left.
- Ask students to match the sentences that go together.

Grammar Point 2

Present Continuous: Spelling

- Have students look at the chart on page 31.

Present Continuous: Spelling

Read the rules for spelling *-ing* forms.

	Ending	Spelling of <i>-ing</i> Forms	
Most verbs	+ <i>ing</i>	go—going look—looking	draw—drawing work—working
-e	e + <i>ing</i>	come—coming smile—smiling	make—making live—living
vowel + consonant	double consonant + <i>ing</i>	win—winning run—running	begin—beginning swim—swimming
-ie	-ie → y + <i>ing</i>	lie—lying tie—tying	die—dying

Are you watching a movie?

No, I'm not. I'm watching the news.

C Write the *-ing* form of the verb.

- | | |
|-----------------------------|--------------------------|
| 1. drink → <u>drinking</u> | 5. sit → <u>sitting</u> |
| 2. leave → <u>leaving</u> | 6. tie → <u>tying</u> |
| 3. choose → <u>choosing</u> | 7. show → <u>showing</u> |
| 4. buy → <u>buying</u> | 8. have → <u>having</u> |

D Fill in each blank with the correct word from the box. Use the present continuous.

practice win ~~watch~~ lie bake stay

- Kim is watching the news on TV.
- The score is 2-0. Our team is winning.
- They are staying at a hotel for a week.
- She is practicing the violin right now.
- Your clothes are lying on the floor. Pick them up!
- I am baking chocolate cookies for everyone.

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- Explain that most verbs in present continuous add *-ing*. Explain that verbs ending in *-e*, will lost the *-e* and add *-ing*. Also, verbs ending with a vowel + consonant will double the consonant and add *-ing*. Verbs that end in *-ie*, will lose *-ie* and add *-y + -ing*.
- Go through the rules to form present continuous as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students to make sentences using present continuous. Ask yes/no questions to help.

Check up activities

Exercise C

- Have students look at the words. The first one has been done already.
- Ask students to write the present continuous form for each of the verbs given.

Exercise D

- Have students look at the

words in the box first. Ask student to look at number 1. Have the students explain why the words, is watching, are correct.

- Ask students to fill in each blank with the correct word from the box. Remind them to use present continuous.

Exercise E

- Ask students to turn to page 32.
- Ask students to match the words on the left to the words on the right in order to complete the sentences. The first sentence has been completed already as an example.
- Check the answers together after students have finished.

Exercise F

- Read, or ask a student to read, the direction line. Clarify that the words in the green boxes make a sentence. The words are not in the correct order.
- Ask students to write sentences using all of the words and punctuation given. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined word, asking, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the rest of the corrections on the lines.

E Match to complete the sentence.

- | | | |
|--------------------------|---|----------------------------|
| 1. We're | → | a. are falling. |
| 2. Emma | → | b. am looking for my keys. |
| 3. I | → | c. not having a party. |
| 4. The leaves | → | d. playing with us now. |
| 5. Justin and Ali aren't | → | e. is sleeping right now. |

F Unscramble and write.

- wearing am I my shoes .
→ I am wearing my shoes.
- us are driving Mom and Dad .
→ Mom and Dad are driving us.
- listening to music Haley isn't .
→ Haley isn't listening to music.
- a new hospital they building are ?
→ Are they building a new hospital?
- is meeting now the club ?
→ Is the club meeting now?

G Underline the mistake. Write the correction.

- | | |
|---|--|
| 1. They <u>asking</u> a lot of questions.
→ are asking | 4. Is he <u>talk</u> on the phone?
→ talking |
| 2. The plane is <u>come</u> .
→ coming | 5. I <u>don't</u> walking to school now.
→ am not |
| 3. Are they <u>study</u> together?
→ studying | 6. <u>It is</u> snowing?
→ Is it |

Explore More

★ Complete the conversation with the given words. Use the present continuous.

A Rainy Day

Person Name Online

Hi, Simon. ① Are you doing anything right now? (you, do)?

② My sister and I are playing (my sister and I, play) a new computer game. What about you?

③ I am (I'm) sitting (I, sit) in my room. ④ It is (it's) raining (it, rain) so hard. I'm bored!

Do you want to come here and play with us?

Sounds great! See you soon, then.

⑤ Are you leaving (you, leave) right now?

Yes, I am!

OK. Don't forget your umbrella!

Link and Review Units 5-6

Go to the workbook for more practice.

★ Answer the questions. Share your answers with the class.

1. Q: Is it raining right now? A: <u>Yes, it is</u> .	3. Q: Do you go outside on rainy days? A: <u>No, I don't</u> .
2. Q: Do you play games on rainy days? A: <u>Yes, I do</u> .	4. Q: Are you sitting at a desk right now? A: <u>Yes, I am</u> .

play games / cook / read books / movies / TV shows / cartoons

33

Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about what they do on rainy days.
- Ask questions such as:
 - What are some things you can do on rainy days?
 - How many of you like to do activities with other people?
 - What are some things that you can do with others on rainy days? Alone?
- Have students complete the conversation with the given words in present continuous.

Link and Review

- This activity gives students the chance to practice the grammar points they have

learned in both the current and the previous units.

- Have students answer the questions and share their answers with the class.

Homework

- Workbook 2: pages 23 to 25

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 7 Simple Present vs. Present Continuous

Objectives:

13. Simple Present vs. Present Continuous; Non-Action Verbs
14. Simple Present vs. Present Continuous; Yes/No Questions

Warm Up

- Greet your students.
- Ask students to think about something they do every day.
- Have students make sentences in present continuous to talk about the things they do.

Grammar Point 1

Simple Present vs. Present Continuous; Non-Action Verbs

- Have students look at the explanations and the charts on page 34.
- Help students to know the difference between simple present and present continuous. Also, help students know what non-action verbs are and what form they take.
- Go through the chart to learn the difference between simple present and present continuous. Also, help students learn what non-action verbs are and what form they take.
- Have students do the check-up exercises A and B.

Expansion


- Ask students to form sentences using non-action verbs: hate, like, love, need, remember, understand, and want.

Check-up activities

Exercise A

- Have students read number 1. It has been done already as an example.
- Read the sentences together in a group or individually. Ask students to check the correct sentence.

Simple Present vs. Present Continuous



Simple Present vs. Present Continuous; Non-Action Verbs

There are important differences in meaning between the simple present and the present continuous.

» Simple Present Habits, schedules, and facts	» Present Continuous Actions happening right now
He works at an office. Some birds don't fly .	He's working . He can't talk right now. My mom is flying home.

Some verbs relating to thoughts and feelings are **non-action verbs**. They are not used in the present continuous.

Non-Action Verbs
We're tired. We <u>are needing</u> a break. → We need a break.

*Common non-action verbs: hate, know, like, love, need, remember, understand, want

A Check (✓) the correct sentence.

- ☒ a. Dan walks to school every day. ☒ a. I have art class on Fridays.
☐ b. Dan is walking to school every day. ☐ b. I'm having art class on Fridays.
- ☐ a. Get dressed. We go now. ☒ a. He's healthy. He doesn't smoke.
☒ b. Get dressed. We're going now. ☐ b. He's healthy. He isn't smoking.
- ☐ a. Let's stay inside. It rains. ☐ a. Watch out! A car comes!
☒ b. Let's stay inside. It's raining. ☒ b. Watch out! A car is coming!

B Circle the correct word(s).

- I'm so cold! I ~~don't wear~~ / am not wearing a coat.
- Dad starts / ~~is starting~~ work at 9:00 every morning.
- June knows / ~~is knowing~~ a lot about animals.
- Listen—the baby laughs / ~~is laughing~~.
- Do you understand / ~~Are you understanding~~ the problem?
- I hate / ~~am hating~~ this song.

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Exercise B

- Have students circle the correct word(s) to complete the sentence.

Grammar Point 2

Simple Present vs. Present Continuous; Yes/No Questions

- Have students look at the explanations chart on page 35.
- Explain that questions in the simple present use **Do/Does + subject + verb...**? Explain that questions in the present continuous use **Am/Are/Is + subject + verb-ing ...**?
 - Go through the rules to form yes/no questions as in the chart.
 - Have students do the check-up exercises C and D

Simple Present vs. Present Continuous: Yes/No Questions

Remember that questions in the simple present use **Do/Does + subject + verb ...**?
Questions in the present continuous use **Am/Are/Is + subject + verb -ing ...**?

Simple Present

Yes/No Questions		Answers
Do	I/you/we/you/they	Yes, <i>S</i> do. No, <i>S</i> don't.
Does	he/she/it	Yes, <i>S</i> does. No, <i>S</i> doesn't.

Present Continuous

Yes/No Questions		Answers
Am	I	Yes, you are. No, you aren't.
Are	you	Yes, I am. No, I'm not.
Is	he/she/it	Yes, <i>S</i> is. No, <i>S</i> isn't.
Are	we/you/they	Yes, <i>S</i> are. No, <i>S</i> aren't.

C Circle the correct words.

- Are we leaving / Do we leave soon?
- Does Brian like / Is Brian liking sports?
- Do you eat / Are you eating breakfast every morning?
- Are you doing / Do you do your homework right now?
- Are they going / Do they go on vacation every summer?

D Circle the correct answer.

- Does she work in the hospital? a. Yes, she does. b. Yes, she is.
- Is Sunny working now? a. Yes, she does. b. Yes, she is.
- Are you exercising? a. No, I'm not. b. No, I don't.
- Do you exercise? a. No, I'm not. b. No, I don't.
- Do you go to bed early? a. Yes, I do. b. Yes, I am.
- Are you going to bed now? a. Yes, I do. b. Yes, I am.

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correct answer.

Expansion

- Ask students yes/no questions in both the simple present and present continuous to solidify learning.

Check up activities

Exercise C

- Have students look at the sentences. The first one has been completed already.
- Ask students to circle the correct words to complete the sentence.

Exercise D

- Have students look at the questions on the left. Then, have students look at each of the answer options on the right.
- Ask students to circle the

Exercise E

- Ask students to turn to page 36.
- Ask students complete each sentence with the given word(s). Students need to determine whether to use simple present or present continuous. The first sentence has been completed already as an example.
- Check the answers together after students have finished.

Exercise F

- Ask students to complete each question with the given words. Students need to determine whether to use simple present or present continuous. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined words, does it snow, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Complete each sentence with the given word(s). Use the simple present or the present continuous.

1. The teacher is unhappy today. She isn't smiling. (not smile)
2. Mario has a good job. He fixes computers. (fix)
3. Please slow down. You are walking too fast. (walk)
4. Could you help me? I don't understand this word. (not understand)

F Complete each question with the given words. Use the simple present or the present continuous.

1. Do you know Sam? (you / know)
2. Are you coming with us? Let's go! (you / come)
3. Is Dad going to bed now? (Dad / go)
4. Do you exercise in your free time? (you / exercise)

G Underline the mistake. Rewrite the sentence correctly.

1. Does it snow right now?
→ Is it snowing right now?
2. Vicky is loving her cat.
→ Vicky loves her cat.
3. I am seeing my friends every day.
→ I see my friends every day.
4. Please be quiet. Grandpa sleeps.
→ Please be quiet. Grandpa is sleeping.

Explore More

★ Complete the conversation with the given words. Use the simple present or the present continuous.



Studying Birds

Teacher: Carmen, good job on your science homework!

Carmen: Thanks. My aunt helped me. She's a teacher.

Teacher: Oh, ❶ does she teach (teach) science?

Carmen: Yes, she does. And she ❷ studies (study) animals in other countries.

Teacher: That's interesting.

Carmen: Yes, she ❸ travels (travel) all over the world!

Teacher: Really? Where is she now?

Carmen: Right now, she ❹ is traveling (travel) around India.
She ❺ is studying (study) birds there.

Teacher: Wow! What an exciting job!

Link and Review Units 6-7

Go to the workbook for more practice.

★ Answer the questions. Share your answers with the class.

1. Q: Do you have a favorite singer? A: Yes, I do [My favorite singer is Beyoncé].	3. Q: Do you have a favorite TV show? A: Yes, I do _____.
2. Q: Are you listening to him / her now? A: Yes, I am _____.	4. Q: Are you watching it now? A: No, I'm not _____.

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Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about something they enjoy learning about.
- Ask questions such as:
 - What are some things you would like to know more about?
 - How many of you like learning about science? History?
 - Where are some places you can go to learn more about these things?
- Have students complete the conversation with the given words using simple present or present continuous.

Link and Review

- This activity gives students the chance to practice the

grammar points they have learned in both the current and the previous units.

- Have students answer the questions and share their answers with the class.

Homework

- Workbook 2: pages 26 to 28

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 8 Future

Objectives:

15. Future: *Will* and *Be going to*
16. Future: Yes/No Questions

Warm Up

- Greet your students.
- Write several sentences on the board using both simple present and present continuous.
- Have students identify which form each of the sentence are.

Grammar Point 1

Future: *Will* and *Be going to*

- Have students look at the explanation and the chart on page 38.
- Help students to know how to form verbs in the future.
- Go through the chart to learn how to form verbs in the future.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to talk about what they will be doing after school using *will* or *be going to*.

Check-up activities

Exercise A

- Have students read number 1.

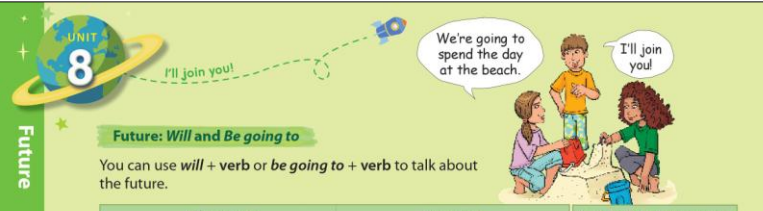
Ask students to give another way of expressing the sentence using *be going to*.

- Read the sentences together in a group or individually. Ask students to check the sentences that are in the future. Then, have students underline the future verbs.

Exercise B

- Have students circle the correct word(s) to complete the sentence.

Future



Future: *Will* and *Be going to*

You can use *will* + verb or *be going to* + verb to talk about the future.

Affirmative	Negative	Future Time Expressions
I/You/He/She/It/ We/You/They will (=I'll) help.	I/You/He/She/It/ We/You/They will not (=won't) help.	tomorrow
I am going to help.	I am not going to help.	tomorrow morning
He/She/It is going to help.	He/She/It is not going to help.	next month
We/You/They are going to help.	We/You/They are not going to help.	next summer
		later

A Check (✓) the sentences that are in the future. Underline the future verbs.

- ☒ Our team will lose the game.
- ☒ Lee is going to arrive late.
- ☐ We go to the park on Saturdays.
- ☒ They'll like the new music teacher.
- ☐ You're walking too fast!
- ☒ I'm not going to sleep late tomorrow.

B Circle the correct word(s).

- The rain will stop / to stop soon.
- The stores aren't / isn't going to be open on Saturday.
- I'm going become / to become an artist.
- The test won't / isn't be easy.
- He's going / He's going to buy a new phone.
- Q: What do you want to drink? A: Hmm. I'll / I'll be have water.

Grammar Point 2

Future: Yes/No Questions

- Have students look at the explanations and chart on page 39.
- Explain that to form yes/no questions in the future, we use **Will + subject + verb...?** or we use **Am/Are/Is + subject + going to + verb...?**

Future: Yes/No Questions

To form a yes/no question in the future, use
Will + subject + verb ... ? or
Am/Are/Is + subject + going to + verb ... ?

Yes/No Questions	
Will you study tonight?	Yes, I will.
Will it rain tomorrow morning?	No, it won't.
Are you going to study tonight?	Yes, we are.
Is it going to rain today?	No, it isn't.



C Circle the correct word(s).

1. Will / Are you going to sit here?
2. Will / Is it snow next month?
3. Will he / He will be the winner?
4. They are / Are they going to choose a class leader?
5. Is / Are Gia going to study in the library?
6. Am / Will I see you later?

D Match the question with the correct answer.

- | | | |
|-------------------------------------|---|--------------------|
| 1. Will Marie join you? | → | a. Yes, they are. |
| 2. Is the club going to meet today? | → | b. Yes, she will. |
| 3. Will your parents go to Paris? | → | c. Yes, it is. |
| 4. Are they going to sleep? | → | d. Yes, I am. |
| 5. Will the bus stop here? | → | e. Yes, they will. |
| 6. Are you going to eat lunch? | → | f. No, it won't. |

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Am/Are/Is + subject + going to + verb...?

- Go through the rules to form yes/no questions as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students yes/no questions using *will* and *be going to*.

Check up activities

Exercise C

- Have students look at the sentences. The first one has been completed already.
- Ask students to circle the correct word(s) to complete the sentence.

Exercise D

- Have students look at the questions on the left. Then, have students look at the answers on the right.
- Ask students to match the question with the correct answer. The first one has been done already.

Exercise E

- Ask students to turn to page 40.
- Ask students to rewrite the statement as a question. The first one has been completed already as an example.
- Check the answers together after students have finished.

Exercise F

- Read, or ask a student to read, the direction line. Clarify that the words in the green boxes make a sentence. The words are not in the correct order.
- Ask students to write sentences using all of the words and punctuation given. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined words, to need, are a mistake and ask for the correct answer.

- Ask students to underline the mistakes and write the rest of the corrections on the lines.

E Rewrite the statement as a question.

1. You'll be late. ➡ Will you be late?
2. Sandra will call us. ➡ Will Sandra call us?
3. He's going to get a pet. ➡ Is he going to get a pet?
4. They're going to have fun. ➡ Are they going to have fun?
5. It'll be hot tomorrow. ➡ Will it be hot tomorrow?

F Unscramble and write.

1. hurt you will the doctor not .
➡ The doctor will not hurt you.
2. going the flowers die aren't to .
➡ The flowers aren't going to die.
3. you will ready at 6:30 be ?
➡ Will you be ready at 6:30?
4. your sister be going is a teacher to ?
➡ Is your sister going to be a teacher?
5. is wear the dress Jamie to going ?
➡ Is Jamie going to wear the dress?


G Underline the mistake. Write the correction.


1. We won't to need our umbrellas today. ➡ need
2. Anya going to play the guitar. ➡ is going
3. I'll being very tired tomorrow. ➡ be
4. Will end the show at 7? ➡ the show end
5. He's going not to sing. ➡ not going
6. Is we going to meet next week? ➡ Are we

Explore More

★ Read the diary. Fill in each blank with the correct word(s) from the box.

My Diary





~~are~~ will they'll going to am I'll

March 14

I'm so excited! My parents and I ① are going to take a trip next month. We're ② going to visit a beautiful island. It's in Hawaii. It ③ will be warm and sunny there. I ④ am going to spend every day at the beach. There are dolphins there. Maybe ⑤ I'll see some. Maybe ⑥ they'll play with me. I can't wait!

Link and Review Units 7-8

★ Answer the questions. Share your answers with the class. (Answers will vary.)

- Q: What are you going to be when you grow up?
A: I'm going to be a/an artist.
(your future job)
- Q: What do people with this job do?
A: They paint pictures.

teacher	dancer
doctor	artist
store owner	
paint pictures	
teach students	
help sick people	
sell things	
dance	

Go to the workbook for more practice. 41

Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about something are going to do soon.
- Ask questions such as:
 - What are your plans for vacation?
 - How many of you will be going out of town?
 - What are some things you will do on your vacation?
- Have students read the diary and fill in each blank with the correct word(s) from the box.

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and

the previous units.

- Have students answer the questions and share their answers with the class. Remind students to circle the correct article based on their individual answers.

Homework

- Workbook 2: pages 29 to 31

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 9 Simple Past I

Objectives:

17. Simple Past I
18. Simple Past: Spelling of Regular Verbs

Warm Up

- Greet your students.
- Have students divide into pairs. Then, ask them to interview one another. They should ask about future events to solidify learning of the previous lesson.

Grammar Point 1

Simple Past I

- Have students look at the explanation and the chart on page 42.
- Help students to know when to use simple past.
- Go through the chart to learn when to use simple past.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to list different verbs and to give the simple past form of each.

Check-up activities

Exercise A

- Have students read number 1.


Ask students how they might change the sentence to make the word, enjoy, the correct answer.

- Read the sentences together in a group or individually. Ask students to circle the correct word to complete the sentence.

Exercise B

- Have students circle the correct word(s) to complete the question.
- Ask students to complete each answer with **did** or **didn't**.

Simple Past I



Simple Past I

Use the **simple past** to talk about things that happened or were true in the past.

Affirmative		Negative		Yes/No Questions	
I/You	scored.	I/You	did not / didn't score.	Did I/you	score?
He/She/It		He/She/It		he/she/it	
We/You/They		We/You/They		we/you/they	

Past Time Expressions

yesterday	last night	an hour ago	in 2007
-----------	------------	-------------	---------

A Circle the correct word.

- I enjoy / enjoyed my vacation last month.
- The baby smiling / smiled at me.
- The rain started / starts at 9:00 last night.
- Gail asked / did ask me a question in an email.
- Jeff doesn't / didn't change his clothes yesterday.

B Circle the correct word(s). Then complete each answer with did or didn't.

- Q: Does / Did they finish their homework yesterday?
A: Yes, they did.
- Q: Did / Do you have any dreams last night?
A: No, I didn't.
- Q: Did you exercise / You exercised at the park?
A: Yes, we did.
- Q: Did Irina watched / watch the game?
A: No, she didn't.

Grammar Point 2

Simple Past: Spelling of Regular Verbs

- Have students look at the explanation and chart on page 43.
- Explain that regular verbs end with **-ed** in the simple past.
 - Go through the rules to form simple past for regular verbs as in the chart.
 - Have students do the check-up exercises C and D

Simple Past: Spelling of Regular Verbs

Regular verbs end with **-ed** in the simple past. Read the rules.

Ending		Spelling of -ed Forms	
Most verbs	+ -ed	learn-learned	walk-walked
		end-ended	
-e	+ -d	arrive-arrived	die-died
		love-loved	
vowel + consonant	double consonant + -ed	plan-planned	step-stepped
		carry-carried	try-tried
consonant + -y	y + ied	study-studied	



C Write the simple past form of the verb.

- | | |
|-----------------------------|---------------------------|
| 1. play → <u>played</u> | 6. guess → <u>guessed</u> |
| 2. love → <u>loved</u> | 7. rain → <u>rained</u> |
| 3. switch → <u>switched</u> | 8. dry → <u>dried</u> |
| 4. shop → <u>shopped</u> | 9. skate → <u>skated</u> |
| 5. marry → <u>married</u> | 10. cry → <u>cried</u> |

D Circle the correct word.

- I called / called my mom.
- He smiled / smiled at me.
- They carried / carried a big box.
- The plane arrived / arrived on time.
- My sister studied / studied very hard.
- We once lived / lived in the city.
- I stepped / stepped on your foot! Sorry!

43

Expansion

- Ask students to talk about what they did the week before using simple past and regular verbs.

Check up activities

Exercise C

- Have students look at the words. The first one has been completed already.
- Ask students to write the simple past form of the given verb.

Exercise D

- Have students read the first sentence. It has been completed already as an example.
- Ask students to circle the correct word to complete the sentence.

Exercise E

- Ask students to turn to page 44.
- Ask students to complete each sentence with the given word(s) in the simple past. The first one has been completed already as an example.
- Check the answers together after students have finished.

Exercise F

- Read, or ask a student to read, the direction line. Clarify that the words in the green boxes make a sentence. The words are not in the correct order.
- Ask students to write sentences using all of the words and punctuation given. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined word, shoped, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the rest of the corrections on the lines.

E Complete each sentence with the given word(s) in the simple past.

1. Her family lived in the country for a year. (live)
2. Alison didn't lock the door. (not lock)
3. The rain continued all night. (continue)
4. You didn't spell my name correctly. (not spell)
5. Pablo cried during the sad movie. (cry)

F Unscramble and write.

1. planned last Sunday we a picnic .
→ We planned a picnic last Sunday.
2. Lee his gift did like ?
→ Did Lee like his gift?
3. you did your glasses find ?
→ Did you find your glasses?
4. the show start at 7:00 did ?
→ Did the show start at 7?
5. did have lunch they yesterday ?
→ Did they have lunch yesterday?

G Underline the mistake. Write the correction.

- | | |
|--|---|
| 1. They <u>shoped</u> for new shoes.
→ <u>shopped</u> | 4. <u>Do</u> you dance at the party yesterday?
→ <u>Did</u> |
| 2. Mom and Dad <u>meet</u> in 1987.
→ <u>met</u> | 5. Did <u>move you</u> my desk last night?
→ <u>you move</u> |
| 3. Erica didn't <u>cleaned</u> her room.
→ <u>clean</u> | 6. Did the store <u>opened</u> last year?
→ <u>open</u> |

Explore More

★ Fill in each blank with the correct word from the box.

did practiced didn't ~~start~~ played

INTERVIEW WITH A SOCCER STAR

Q Did you ① start playing soccer at a young age, Luca?

Luca: Yes, I did. I ② played my first game at age 5.
I loved it! I dreamed about playing on a real team.
My brother and I ③ practiced every day.

Q ④ Did your brother become a soccer player, too?

Luca: No, he ⑤ didn't. But he watches all my games!

Link and Review Units 8-9

★ Answer the questions. Share your answers with the class. (Answers will vary.)

1. **Q:** Do you usually wake up early?
A: Yes, I do.

2. **Q:** Did you wake up early today?
A: No, I didn't.

3. **Q:** Are you going to wake up early tomorrow?
A: Yes, I am.

Go to the workbook for more practice.

45

Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about their favorite celebrity.

- Ask questions such as:
 - Who is a celebrity you admire?
 - How would you react if you were able to meet this person?
 - What are some questions you could ask him or her?
- Have students read the interview and fill in each blank with the correct word from the box.

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and the previous units.

- Have students answer the questions and share their answers with the class.

Homework

- Workbook 2: pages 32 to 34

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 10 Simple Past II

Objectives:

- 19. Simple Past II
- 20. Simple Past: Irregular Verbs

Warm Up

- Greet your students.
- Have students divide into pairs. Then, ask them to interview one another. They should ask about past events to solidify learning of the previous lesson.

Grammar Point 1 Simple Past II

- Have students look at the explanations and the chart on page 46.
- Help students to know how to form irregular past tense verbs.
- Go through the chart to learn how to form irregular past tense verbs.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to list different verbs and to give the simple past form of each.


Check-up activities

Exercise A

- Have students read the first sentence. It has been completed already.
- Read the sentences together in a group or individually. Ask students to circle the correct word to complete the sentence.

Exercise B

- Have students look at number 1 and read each sentence. It has been done already as an example.
- Ask students to check the correct sentence.



UNIT 10

I drew a picture.

What did you do in art class?

I drew a picture.

I made a bowl.

Simple Past II

Many common verbs are **irregular** in the simple past. Irregular past tense verbs follow the same rules as regular ones when used in statements and questions.

Affirmative		Negative	
I/You/He/She/It/ We/You/They	drew a picture.	I/You/He/She/It/ We/You/They	did not draw a picture.
		didn't	

Yes/No Questions			
Did	I/you/he/she/it/we/you/they	draw a picture?	Yes, I did. No, I didn't.

A Circle the correct word(s).

- We not did know / did not know the answer.
- Dennis breaks / broke his arm two years ago.
- The dog didn't eat / ate all its food.
- Ann doesn't / didn't send an email last week.
- Did she bring / bring she her book?

B Check (✓) the correct sentence.

1. <input checked="" type="checkbox"/> a. Did Marie get an A?	4. <input type="checkbox"/> a. He feels fine yesterday.
<input type="checkbox"/> b. Did Marie got an A?	<input checked="" type="checkbox"/> b. He felt fine yesterday.
2. <input checked="" type="checkbox"/> a. I didn't leave early last night.	5. <input type="checkbox"/> a. I find my bag in his
<input type="checkbox"/> b. I don't leave early last night.	room this morning.
3. <input type="checkbox"/> a. Did you ate dinner?	<input checked="" type="checkbox"/> b. I found my bag in his
<input checked="" type="checkbox"/> b. Did you eat dinner?	room this morning.

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Grammar Point 2

Simple Past: Spelling of Regular Verbs

- Have students look at the explanation and chart on page 47.
- Explain that the simple past forms of **irregular verbs** are not made by adding **-ed**. Tell students that these forms must be memorized.

Simple Past: Irregular Verbs

The simple past forms of **irregular verbs** are *not* made by adding **-ed**. These forms must be memorized.

be-was/were	fall-fell	leave-left	sit-sat
become-became	feel-felt	lend-lent	sleep-slept
begin-began	fight-fought	lose-lost	speak-spoke
break-broke	find-found	make-made	spend-spent
bring-brought	fly-flew	meet-met	stand-stood
build-built	forget-forgot	pay-paid	strike-struck
buy-bought	get-got	put-put	swim-swam
catch-caught	give-gave	read-read	swing-swung
choose-chose	go-went	ring-rang	teach-taught
come-came	grow-grew	run-ran	tell-told
cut-cut	have-had	say-said	throw-threw
do-did	hear-heard	see-saw	understand-understood
draw-drew	hide-hid	sell-sold	wake-woke
drink-drank	hit-hit	send-sent	wear-wore
drive-drove	hurt-hurt	shoot-shot	win-won
eat-ate	know-knew	sing-sang	write-wrote



C Look at the pairs of base verbs and simple past forms. Cross out the incorrect pair.

1. sing – sang shoot – shot fly → flied say – said
2. choose → chosen sell – sold send – sent forget – forgot
3. ring – rang lend – lent speak → speaked wake – woke
4. cut – cut put – put hit – hit win → win
5. build – built leave – left sleep → sleeped buy – bought
6. hear → heart spend – spent teach – taught lose – lost

D Circle the correct word.

1. Those shoes hurt / hurted my feet.
2. The girl always said / sayed "please" and "thank you."
3. Hank didn't bring / brought his toothbrush.
4. Did he tell / told you about the meeting?
5. Kayla didn't drank / drink any water.

47

- Go through the list of simple past forms of irregular verbs as in the chart.

- Have students do the check-up exercises C and D

Expansion

- Ask students to practice using simple past forms of irregular verbs to talk about last weekend.

Check up activities

Exercise C

- Have students look at the pairs of base verbs and simple past forms.
- Ask students to cross out the incorrect pair. The first one has been done already.

Exercise D

- Have students read the first sentence. It has been completed already as an example.
- Ask students to circle the correct word to complete the sentence.

Exercise E

- Ask students to turn to page 48.
- Ask students to look at the words in the box first. Have students write the simple past form of each verb under the verb that rhymes with it. The first one has been completed already as an example.
- Check the answers together after students have finished.

Exercise F

- Ask students to look at the words in the box first. Then, have students fill in each blank with the correct word from the box. Use the simple past.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined word, cutted, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Write the simple past form of each verb under the verb that rhymes with it.

teach	wake	grow	fly	break	sell	buy	bring	know	fight
blew	caught	spoke	told						
grew flew knew	taught bought brought fought	woke broke	sold						

F Fill in each blank with the correct word from the box. Use the simple past.

sleep	drive	hear	feel	pay	lose
-------	-------	------	------	----------------	------

1. Zoey didn't have any money. I paid for her lunch.
2. Mom drove to work today. She didn't take the bus.
3. Kim didn't feel good yesterday. She stayed in bed.
4. You slept for eight hours last night.
5. Our team played well, but we lost.
6. Did you hear that loud noise?

G Underline the mistake. Rewrite the sentence correctly.

1. Chang fell and cutted his hand.
➡ Chang fell and cut his hand.
2. I wasn't understand that story.
➡ I didn't understand that story
3. Did you had a good summer?
➡ Did you have a good summer?
4. Do you make cookies yesterday?
➡ Did you make cookies yesterday?

Explore More

★ Complete the story with the given word(s). Use the simple past.

A Bad Day

I had a bad day today.

First, I ① fought (fight) with my best friend. I ② forgot (forget) her birthday! She was so angry.

Also, I ③ didn't have (not have) my science homework. I ④ lost (lose) it. The teacher asked me questions. I ⑤ didn't know (not know) the answers.

At home, my mom asked, "⑥ Did you have (have) a good day?"

I ⑦ told (tell) her all about it. She gave me a hug. Then I ⑧ felt (feel) better.

Link and Review Units 9-10

★ Answer the questions. Share your answers with the class. (Answers will vary.)

1. Q: Did you have a good day yesterday?
A: Yes, I did.

2. Q: Why or why not? Give two reasons.
A: I saw my friends and ate delicious food.

felt good felt sick
fought with my friend
took a test saw my friends
ate delicious food
played a fun game
studied all day

Go to the workbook for more practice.

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Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about a time they had a bad day.
- Ask questions such as:
 - How did your bad day begin?
 - Where were some things that made your day bad?
 - How can you be sure not to have another bad day?
- Have students complete the story with the given word(s). Direct them to use the simple past.

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and the previous units.

- Have students answer the questions and share their answers with the class.

Homework

- Workbook 2: pages 35 to 37

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 11 Modal Verbs

Objectives:

- 21. *Can* and *Could*
- 22. *Should* and *Have to*

Warm Up

- Greet your students.
- Write a short paragraph on the board about some event in the past. Be sure to include both regular and irregular verbs.
- Ask students to come up and write the base verb above the simple past form.

Grammar Point 1

Can and *Could*

- Have students look at the explanations and the chart on page 50.
- Help students to know when to use *can* and *could* to talk about ability.
- Go through the chart to learn when to use *can* and *could* to talk about ability.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to sort *can* and *could* among simple present and simple past sentences.


Check-up activities

Exercise A

- Have students read the first sentence. It has been completed already.
- Read the sentences together in a group or individually. Ask students to circle **A** for **ability** or **P** for **permission**.

Exercise B


Modal Verbs



Can and Could

Use the modal verb **can** + verb to talk about an ability in the present. Use **could** + verb to talk about an ability a person had in the past. In the present, **can** is also used to talk about permission.

	Statements	Yes/No Questions	Yes/No Questions
Ability	I can ride a bike now. I couldn't ride a bike then.	Can you swim? Could you write at age 5?	Yes, I can. / No, I can't. Yes, I could. / No, I couldn't.
Permission	You can have some ice cream. You can't / cannot swim here.	Can I play outside? Can I watch TV?	Yes, you can. / No, you can't.



I couldn't ride a bike then.
Now I can ride a bike.

A Read the sentence. Circle A for ability or P for permission.

- My baby sister can read, and she's only 4! ☐ A ☐ P
- I couldn't hear him. He spoke too softly. ☐ A ☐ P
- You can't bring your dog into the restaurant. ☐ A ☐ P
- Can everyone in your family sing well? ☐ A ☐ P
- Sonia couldn't speak English last year. ☐ A ☐ P
- Children can't enter the park without their parents. ☐ A ☐ P
- You can watch TV after dinner. ☐ A ☐ P

B Circle the correct word.

- Michel can move / to move that heavy table.
- Can I making / make a phone call?
- Students don't can / cannot talk during the test.
- Could your mom drive / drives a car then?
- You can't miss / missing class tomorrow.
- Can / Could you talk before age 2?

- Have students read the first sentence. It has been completed already as an example.
- Ask students to circle the correct word to complete the sentence.

Grammar Point 2

Should and Have to

- Have students look at the explanations and chart on page 51.
- Explain that **should** + **verb** is used to talk about advice, **have/has to** + **verb** is used to talk about necessity. Explain that **have/has to** is stronger than **should**.

Should and Have to

Should + **verb** is used to talk about advice.
Have/has to + **verb** is used to talk about necessity.
Have/has to is stronger than **should**.

Advice	You should study tonight. (It's a good idea.)	You shouldn't go to bed too late. (It's a bad idea.)
Necessity	I have to study tonight. She has to study tonight. (I need / she needs to study.)	I don't have to study tonight. She doesn't have to study tonight. (There is no need to study.)

You're sick.
You **shouldn't** go to Lisa's birthday party.

She's my best friend.
I **have to** go!

C Circle the correct word(s).

- You should saying / say "please" and "thank you."
- Greg has to / should to see a doctor.
- We can walk. Mom doesn't have to drive / driving us.
- It's a holiday. We should not to / don't have to go to school.
- I should / have to finish my homework. Then I can play outside.

D Circle the correct sentence.

- The weather will be cool later.
a. You should bring a sweater.
b. You shouldn't bring a sweater.
- We can't go into the theater yet.
a. We don't have to buy tickets first.
b. We have to buy tickets first.
- The plate is hot.
a. You shouldn't touch it.
b. You don't have to touch it.
- I can carry these bags easily.
a. You shouldn't help me.
b. You don't have to help me.
- Mr. Green has a dog.
a. He doesn't have to feed her every day.
b. He has to feed her every day.
- Fast food isn't healthy.
a. We shouldn't eat a lot of it.
b. We don't have to eat a lot of it.

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necessity. Explain that **have/has to** is stronger than **should**.

- Go through the rules of using **should** and **have/has to** as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students to use **should** or **have/has to** in sentences.

Check up activities

Exercise C

- Have students read the first sentence. It has been completed already.
- Ask students to circle the correct word(s) to complete the sentence.

Exercise D

- Have students read the first sentence. There are two follow-up sentences to choose from.
- Ask students to circle the correct sentence to follow-up the original sentence. The first one has been done as an example.

Exercise E

- Ask students to turn to page 52.
- Read, or ask a student to read, the direction line. Clarify that the words in the green boxes make a sentence. The words are not in the correct order.
- Ask students to write sentences using all of the words and punctuation given. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise F

- Ask students to write **should**, **shouldn't**, **have to**, or **don't have to** in order to complete the sentence. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined word, listening, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the rest of the corrections on the lines.

E Unscramble and write.

- walk cannot baby the .
➡ The baby cannot walk.
- you then play the piano could ?
➡ Could you play the piano then?
- should wait for him I .
➡ I should wait for him.
- you this book read have to .
➡ You have to read this book.

F Write *should*, *shouldn't*, *have to*, or *don't have to*.

- You can't drive at age 9. You have to be older.
- People shouldn't go swimming alone at night. It's not safe.
- Dad worked hard all year. He should take a vacation.
- It's OK to make mistakes. You don't have to get an A+ on every test.
- I miss Grandma. I should call her today.
- The door is locked. We have to use the key.

G Underline the mistake. Write the correction.

- | | |
|--|---|
| 1. Kids should <u>listening</u> to their parents.
➡ <u>listen</u> | 4. People <u>are have to</u> drink water.
➡ <u>have</u> |
| 2. Stephen <u>not can</u> throw a ball far.
➡ <u>cannot/can't</u> | 5. You can <u>to rest</u> for a while.
➡ <u>rest</u> |
| 3. They <u>haven't</u> to work on holidays.
➡ <u>don't have</u> | 6. The light is red. Cars <u>should</u> stop.
➡ <u>have to</u> |

Explore More

Explore More

Fill in each blank with the correct word(s) from the box.

can't don't have to should can has to

To: Everyone
From: James
Subject: Come to my party!

Hi, everyone!

Saturday is my birthday. I'm having a party at my house. It starts at 4:00.
I hope you ① can come!

If you ② can't come, you ③ should tell me
My mom is cooking. So she ④ has to know the number.
You ⑤ don't have to bring a present. Just bring yourself!

😊 See you Saturday!

Your friend
James

Link and Review Units 10-11

Answer the questions. Share your answers with the class. (Answers will vary).

1. Q: Did you do your homework last night?
A: Yes, I did.

2. Q: What (else) did you do last night?
A: I read a book.

3. Q: What do you have to do tomorrow?
A: I have to go to school tomorrow.

ate a big dinner
went to bed early
read a book
met my friend
went to the movies
go to school
study
take a test
clean my room

Go to the workbook for more practice.

53

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about a party they went to or are going to.

- Ask questions such as:
 - How many of you have been invited to a birthday party before?
 - What are some things you should say to the person hosting the party?
 - What are some things you have to do at parties?
- Have students fill in each blank with the correct word(s) from the box.

Link and Review

- This activity gives students the chance to practice the grammar points they have

learned in both the current and the previous units.

- Have students answer the questions and share their answers with the class.

Homework

- Workbook 2: pages 38 to 40

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 12 Linking Verbs and Adjectives

Objectives:

- 23. Linking Verbs and Adjectives
- 24. Linking Verbs vs. Action Verbs

Warm Up

- Greet your students.
- Ask students to talk about things they should do and things they have to do. Discuss the difference in the severity of the words

Grammar Point 1

Can and Could

- Have students look at the explanations and the chart on page 54.
- Help students to know what adjectives are and what linking verbs do.
- Go through the chart to learn what adjectives are and what linking verbs do.
- Have students do the check-up exercises A and B.

Expansion

- Ask students use adjectives to describe things they see outside.

Check-up activities

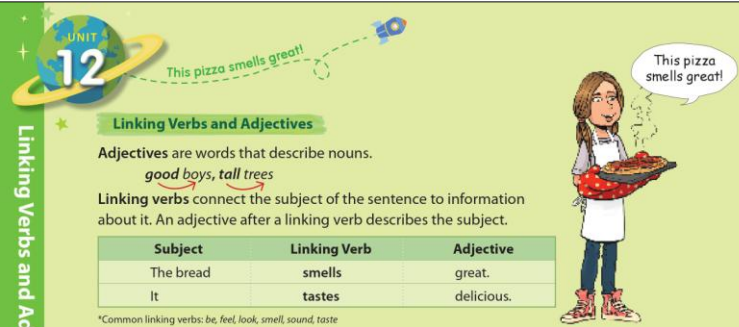
Exercise A

- Have students read the first sentence. It has been completed already.
- Read the sentences together in a group or individually. Ask students to circle the correct linking verb to complete the sentence.

Exercise B

- Have students read the sentences on the left. Then, ask students to read the follow-up sentences on the right.

Linking Verbs and Adjectives



Linking Verbs and Adjectives

Adjectives are words that describe nouns.
good boys, tall trees

Linking verbs connect the subject of the sentence to information about it. An adjective after a linking verb describes the subject.

Subject	Linking Verb	Adjective
The bread	smells	great.
It	tastes	delicious.

*Common linking verbs: be, feel, look, smell, sound, taste

A Circle the correct linking verb.

- The music tastes / sounds great.
- The soup feels / tastes delicious.
- The rose smells / feels sweet.
- This pillow feels / sounds soft.
- My brother sounds / looks nice today.
- The earth feels / is round.
- The new bicycle looks / feels expensive.

B Match the sentences. Then circle the correct adjective.

1. Let's watch this movie.	a. I felt so <u>lucky</u> / <u>sad</u> .
2. Don't drink the milk.	b. The soup tastes <u>delicious</u> / <u>salty</u> .
3. I can't eat any more.	c. It smells <u>good</u> / <u>bad</u> .
4. I passed the exam.	d. You sound so <u>healthy</u> / <u>tired</u> .
5. Are you OK?	e. The movie looks <u>boring</u> / <u>exciting</u> .
6. Let's visit the new museum.	f. It looks <u>interesting</u> / <u>expensive</u> .

- Ask students to match the sentences. Then have students circle the correct adjective.

Grammar Point 2

Linking Verbs vs. Action Verbs

Verbs

- Have students look at the explanations and chart on page 55.
- Explain that **linking verbs** connect the subject to more information. Explain that **action verbs** tell

what the subject does. Tell students that most verbs are action verbs. Also, some verbs can be both linking and action verbs.

- Go through the rules of forming sentences with linking verbs and action verbs as in the chart.

- Have students do the check-up exercises C and D

Linking Verbs vs. Action Verbs

Linking verbs connect the subject to more information.

Action verbs tell what the subject does. Most verbs are action verbs.

Linking Verbs + Adjectives	Action Verbs + Objects or Adverbs
This sweater <u>feels</u> nice and soft.	I will <u>buy</u> this sweater.
This sandwich <u>tastes</u> terrible.	Don't <u>eat</u> the sandwich.
Anne <u>looks</u> happy.	She <u>sings</u> happily.

Some verbs can be both linking verbs and action verbs:

The flowers smell nice. (linking verb) / I smell the flowers. (action verb)



C Underline the verb. Then circle *Linking verb* or *Action verb*.

1. The puppy smelled the socks.
2. The pasta looked delicious.
3. The dirty socks smelled bad.
4. I tasted my mom's coffee.
5. The hungry kid looked at the pasta.
6. The coffee tasted sweet.

Linking verb	Action verb
Linking verb	Action verb
Linking verb	Action verb
Linking verb	Action verb
Linking verb	Action verb
Linking verb	Action verb

D Look at each picture. Then fill in each blank with the correct word(s) from the box.



1. Look at the pancakes. They look delicious.
2. Smell the shoes. They smell bad.
3. Try the noodles. They taste great.
4. Pet the dog. It feels soft.



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Expansion

- Ask students to determine if a given verb in a sentence is linking or action.

Check up activities

Exercise C

- Have students read the first sentence. The verb *smelled* has been underlined. This one has been done already as an example.
- Ask students to underline the verb. Then, have students circle **Linking verb** or **Action verb**.

Exercise D

- Have students look at each picture. There are two word boxes to choose from as well.
- Ask students to fill in each blank

with the correct word(s) from the boxes. The first sentence has been completed already.

Exercise E

- Ask students to turn to page 56.
- Read, or ask a student to read, the direction line. Clarify that the words in the green boxes make a sentence. The words are not in the correct order.
- Ask students to write sentences using all of the words and punctuation given. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise F

- Ask students to circle the correct word to complete the sentence. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise G

- Have students look at the words in the box first. Then, have students read number 1. It has been completed already as an example.
- Ask students to fill in each blank with the correct word from the box.
- Check the answers together after students have finished.

E Unscramble and write.

1. tastes delicious your chocolate cake .

→ Your chocolate cake tastes delicious.

2. the old man sad looks .

→ The old man looks sad.

3. the new science class interesting sounds .

→ The new science class sounds interesting.

4. felt my face hot .

→ My face felt hot.

5. the lemons sour smell .

→ The lemons smell sour.

F Circle the correct word.

- The story sounds very interesting / interestingly .
- The fish smells badly / bad . Don't eat it.
- What's wrong with you? You look strange / strangely .
- The fresh orange juice tasted sweetly / sweet .
- Please turn on the heater. I feel cold / coldly .

G Fill in each blank with the correct word from the box.

Linking verbs	smells	tasted	sounds	feel
Action verbs	playing	have	wearing	baked

- Can I have some soup? It smells good.
- The band is playing rock music. It sounds great.
- I am wearing a hat and gloves. I feel warm.
- We baked some cookies yesterday. They taste delicious.

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Explore More

Explore More

★ Fill in each blank with the correct word(s) from the box.

1 Pizza




salty cheesy colorful

2 Fried Chicken



crispy delicious hot

3 Salad



fresh sweet sour

1 Pizza is a popular food around the world. It looks colorful. It tastes cheesy and salty.

2 Fried chicken is a good snack, too. It smells delicious. It feels hot and crispy.

3 Salads are also great snacks. They look fresh. They taste sweet and sour.

Link and Review Units 11–12

★ What food can you cook? Share your answers with the class. (Answers will vary.)

I can cook ramen.
(your own words)

It feels hot.

It tastes delicious.

hot / cold / spicy / sweet / sour / delicious / salty

Go to the workbook for more practice.

responses with the class.

Homework

- Workbook 2: pages 41 to 43

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about their favorite foods.

- Ask questions such as:

- What is your favorite food?
- What does this food look like?
- Describe how the food tastes?

- Have students fill in each blank with the correct word(s) from the box.

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and the previous units.
- Have students complete the sentences and share their

Unit 13 Comparatives and Superlatives

Objectives:

- 25. Comparatives
- 26. Superlatives

Warm Up

- Greet your students.
- Ask students to describe their favorite thing using an assortment of adjectives.
- Have students use linking verbs to talk about their favorite things.

Grammar Point 1

Comparatives

- Have students look at the explanations and the chart on page 58.
- Help students to know when to use and form comparatives.
- Go through the chart to learn when to use and form comparatives.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to compare different things using the correct form of the comparative.

Check-up activities


Exercise A

- Have students read the first sentence. Ask how they could change the sentence to make *hotter* the correct answer.
- Read the sentences together in a group or individually. Ask students to circle the correct word(s) to make the sentence true.

Exercise B

- Have students look at the words first.
- Ask students to write the comparative form of the given adjective.


Comparatives and Superlatives



Comparatives

Use the **comparative** form of an adjective to compare two people or things. Form comparatives with adjective + **-er** (*than...*) or **more** + adjective (*than...*).

Ending		Comparative	
Most short adjectives	+ -er	tall-taller strong-stronger	warm-warmer rich-richer
-e	+ -r	nice-nicer large-larger	late-later close-closer
vowel + consonant	double consonant + -er	hot-hotter sad-sadder	big-bigger thin-thinner
-y	-y + -ier	happy-happier angry-angrier	dry-drier heavy-heavier
Long adjectives	more + adjective	beautiful-more beautiful difficult-more difficult	



A Circle the correct word(s) to make a true sentence.

- Winter is hotter / colder than summer.
- Bikes are usually cheaper / more expensive than cars.
- An ocean is smaller / bigger than a lake.
- Horses are faster / slower than people.
- Rabbits are cuter / uglier than spiders.
- Lunch is later / earlier than dinner.

B Write the comparative.

1. safe → <u>safer</u>	7. fat → <u>fatter</u>
2. clean → <u>cleaner</u>	8. strange → <u>stranger</u>
3. cheap → <u>cheaper</u>	9. exciting → <u>more exciting</u>
4. funny → <u>funnier</u>	10. smart → <u>smarter</u>
5. delicious → <u>more delicious</u>	11. brave → <u>braver</u>
6. light → <u>lighter</u>	12. thirsty → <u>thirstier</u>

Grammar Point 2

Superlatives

- Have students look at the explanations and chart on page 59.
- Explain that we use the superlative form of an adjective to compare three or more people or things. Explain that we can form superlatives with **the + adjective + -est** or **the most + adjective**.
 - Go through the rules of forming superlatives as in the chart.
 - Have students do the check-up exercises C and D

Superlatives

Use the **superlative** form of an adjective to compare three or more people or things. Form superlatives with **the + adjective + -est** or **the most + adjective**.

Ending	Superlative
Most short adjectives	+ -est tall—the tallest strong—the strongest
-e	+ -st nice—the nicest large—the largest
vowel + consonant	double consonant + -est hot—the hottest thin—the thinnest
-y	-y + -iest happy—the happiest heavy—the heaviest
Long adjectives	most + adjective beautiful—the most beautiful difficult—the most difficult



Expansion

- Ask students to determine superlatives for the class: tallest, funniest, most helpful, etc.

Check up activities

Exercise C

- Have students look at the words first.
- Ask students to write the superlative form of the given adjective.

C Write the superlative.

- dark → the darkest
- great → the greatest
- delicious → the most delicious
- pretty → the prettiest
- fat → the fattest
- interesting → the most interesting
- rich → the richest
- rainy → the rainiest
- slow → the slowest
- afraid → the most afraid

D Look at each picture. Then circle the correct answer.



1. Who is the youngest?

2. Whose hair is the longest?

3. Who is the tallest?

a. The son ☒ b. The daughtera. The mom's ☒ b. The dad'sa. The mom ☒ b. The dad

c. The mom

c. The son's

c. The daughter

Exercise E

- Ask students to turn to page 60.
- Have students look at the words in the box first. Then ask students to read the first sentence. It has been completed already as an example.
- Ask students to fill each blank with the correct word from the box. Remind students to use the comparative or superlative form as needed.
- Check the answers together after students have finished.

Exercise F

- Ask students to complete each sentence with the given words using the comparative form. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined word, cute, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Fill in each blank with the correct word from the box. Use the comparative or the superlative.

exciting snowy difficult close

1. To me, math is very easy. English is more difficult than math.
2. This winter is snowier than last winter.
3. Your house is close, but mine is closer.
4. I like a lot of sports, but basketball is the most exciting.

F Complete each sentence with the given words. Use the comparative.

1. Your room is bigger than mine.
(big / mine)
2. Grapes are sweeter than tomatoes.
(sweet / tomatoes)
3. Grandpa is older than Grandma.
(old / Grandma)
4. This movie is funnier than that movie.
(funny / that movie)

G Underline the mistake. Rewrite the sentence correctly.

1. Are dogs cute than cats?
→ Are dogs cuter than cats?
2. In our class, who is the nicer?
→ In our class, who is the nicest?
3. Everyone was happy, but I was the most happy.
→ Everyone was happy, but I was the happiest.
4. Yesterday was more warm than today.
→ Yesterday was warmer than today.

Explore More

Explore More

★ Complete each sentence with the given word. Use the comparative or the superlative.


My Brothers and I

I'm Eric, and these are my brothers.

Glenn is 15. He's the ① oldest (old). He's also the ② kindest (kind). Everyone likes him.

Colin is ③ younger (young) than Glenn. He is 13. But he's ④ bigger (big) and ⑤ stronger (strong) than Glenn! He's great at sports.


I'm 11, and I'm the ⑥ youngest (young). In the future, I want to be like my brothers.



Link and Review Units 12-13

★ Answer the questions. Share your answers with the class. (Answers will vary.)

- Q: How do you feel today?
A: I feel excited.
- Q: How did you feel yesterday?
A: I felt tired.
- Q: Which season makes you feel the happiest?
A: Spring [makes me feel the happiest].



Go to the workbook for more practice.

61

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about their siblings or cousins.

- Ask questions such as:
 - Do you have any brothers or sisters? If not, how about cousins?
 - Who is the oldest?
 - Which sibling/cousin is funnier?
- Have students complete each sentence with the given word. Remind them to use the comparative or superlative form.

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and

the previous units.

- Have students answer the questions and share their answers with the class.

Homework

- Workbook 2: pages 44 to 46

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 14 Adverbs

Objectives:

- 27. Adverbs
- 28. Adverbs of Time

Warm Up

- Greet your students.
- Ask students to line up from shortest to tallest. Uses different sets of students to review comparatives and superlatives.

Grammar Point 1

Adverbs

- Have students look at the explanations and the chart on page 62.
- Help students to know how to form adverbs that describe verbs or adjectives and other adverbs.
- Go through the chart to learn how to form adverbs that describe verbs or adjectives and other adverbs.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to use adverbs to describe various verbs as used in different sentences.


Check-up activities

Exercise A

- Have students read the first sentence. It has been completed already.
- Read the sentences together in a group or individually. Ask students to circle the correct word to complete the sentence.

Exercise B

- Ask students to cross out the adverb that is in the wrong place. The first one has been done already as an example.



UNIT 14

Adverbs

It's too salty!

Mom, how do you cook so well? I cook so badly!

Some **adverbs** describe verbs. They say *how* an action is done. They usually come after the verb.
*You cook **well**.*

Some adverbs describe adjectives or other adverbs. They come before the word they describe.
*It's **salty**. (How salty?) → It's **too** salty!*

Describe verbs	adjective + -ly	safely	honestly	quietly	happily	noisily	heavily
Describe adjectives or other adverbs	adjective = adverb	fast	hard	high	far		
	Irregular	good → well					
		almost	nearly	so	very	really	too

A Circle the correct word.

- I love riding my bike fastly / fast.
- He closed the door angrily / angrily.
- Please answer the question honest / honestly.
- You paint very good / well.
- This math problem is too / far difficult.
- Wait five more minutes. I'm almost / so ready.

B Cross out the adverb that is in the wrong place.

- You so are walking so slowly!
- That bird is high flying high.
- Hard Victor always studies hard.
- He couldn't finish the hamburger. It was too big too.
- We live near a very wide very river.
- Michelle dances really beautifully really.

Grammar Point 2

Adverbs of Time

- Have students look at the explanations and chart on page 63.
- Explain that some **adverbs** tell when something happens. Explain that these adverbs usually come at the beginning or the end of a sentence.

Adverbs of Time

Other adverbs tell *when* something happens. These adverbs usually come at the beginning or the end of a sentence.

Both beginning and end of sentence	then	now	today	tonight
	soon	later		
	yesterday	tomorrow		
End of sentence only	last year	next week	a week ago	
	Please come early. I woke up late.			
Before verb	I'm not hungry. I just ate.			



C Circle the correct word(s).

1. Next month / A month ago they'll start school.
2. What happened last / next Wednesday?
3. We're having fun now / ago.
4. He left two hours last / ago.
5. I just / now sent an email.
6. Later / Late we'll go to the party.

D Cross out the adverb that is in the wrong place.

1. Hector broke yesterday his arm yesterday.
2. Our club meeting late began late.
3. Next week she'll next week have her birthday.
4. My brother bought a year ago a car a year ago.
5. Tomorrow we have tomorrow art class.
6. I today saw Julio on the street today.
7. The girl early came back early.

63

- Go through the rules of using adverbs of time in sentences as in the chart.

- Have students do the check-up exercises C and D

Expansion

- Ask students to determine where an adverb goes within a given sentence.

Check up activities

Exercise C

- Have students look at the first sentence. It has been completed already.
- Ask students to circle the correct word(s) to complete the sentence.

Exercise D

- Ask students to cross out the adverb that is in the wrong place. The first one has been done already as an example.

Exercise E

- Ask students to turn to page 64.
- Have students look at the words in the box first. Then ask students to read the first sentence. It has been completed already as an example.
- Ask students to fill in each blank with the correct word(s) from the box.
- Check the answers together after students have finished.

Exercise F

- Ask students to rewrite the sentence with the given adverb in the correct place.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined word, late, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Fill in each blank with the correct word(s) from the box.

quickly politely well ~~too~~ an hour ago

1. I don't want to get out of bed. It's too early!
2. You're late for school, so get dressed quickly.
3. Speak loudly to Grandpa. He doesn't hear well.
4. The pizza will arrive soon. Mom called an hour ago.
5. The lady thanked us politely.

F Rewrite the sentence with the given adverb in the correct place.

1. Daniel looks tired. (*very*)
➡ Daniel looks very tired.
2. We'll have dinner. (*early*)
➡ We'll have dinner early.
3. I have to go to the dentist. (*today*)
➡ I have to go to the dentist today. / Today I have to go to the dentist.
4. It'll be summer. (*soon*)
➡ It'll be summer soon. / Soon it'll be summer.

G Underline the mistake. Rewrite the sentence correctly.

1. Late Dean came home.
➡ Dean came home late.
2. The kids are playing happy.
➡ The kids are playing happily.
3. My brother sings very good.
➡ My brother sings very well.
4. Everyone on the team tried hardly.
➡ Everyone on the team tried hard.

Explore More

Explore More

★ **Read the ad. Circle the correct words.**

Cooking Classes!
Top Kitchen Cooking School

Do you want to make ① delicious / deliciously dinners ② fast / fastly?
Do you want to make healthy food ③ cheap / cheaply? You can do it! Top Kitchen Cooking School will teach you.

With our classes, you will become a great cook ④ easy / easily. And for your first lesson, you will pay the ⑤ very / almost low price of \$15.

Call or visit us online ⑥ well / now!
1566-1566
topkitchenschool.com

Link and Review Units 13-14

★ **Answer the questions. Share your answers with the class.** (Answers will vary.)

1. Q: Which classes are hard?
A: Math is a really hard class.
But science is the hardest.

2. Q: Which classes are interesting?
A: Art is a very interesting class.
But English is the most interesting.

Go to the workbook for more practice.

English math
science art
reading music
P.E.

answers with the class.

Homework

- Workbook 2: pages 47 to 49

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about classes they would like to take.
- Ask questions such as:
 - What are some things that you would like to learn how to do?
 - Where can you go to learn this thing?
 - Who would you want to take a fun class with?
- Have students read the ad and circle the correct words.

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and the previous units.
- Have students answer the questions and share their

Unit 15 Prepositions of Time

Objectives:

- 29. Prepositions of Time I
- 30. Prepositions of Time II

Warm Up

- Greet your students.
- Give students a small piece of paper to write on.
- Ask students to write two sentences using adverbs of time to talk about when they do things.
- Have students share their sentences with the class.

Grammar Point 1

Prepositions of Time I

- Have students look at the explanations and the chart on page 66.
- Help students to know when to use different prepositions of time.
- Go through the chart to learn when to use different prepositions of time.
- Have students do the check-up exercises A and B.

Expansion


- Ask students what they were doing or will be during at different times. Have students answer using the correct prepositions.

Check-up activities

Exercise A

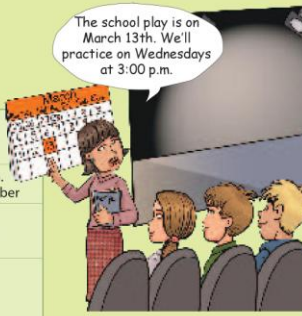
- Have students look at the word box first.
- Read the words together in a group or individually. Ask students to write the words accordingly in the chart. 7:35 p.m. has already been used as an example.

Exercise B



UNIT 15

The school play is on March 13th.



The school play is on March 13th. We'll practice on Wednesdays at 3:00 p.m.

Prepositions of Time I

at	time of day; night	at 3:00 at noon at night
from ... to ...	time of day/day/month/year	from 1:00 to 1:50 p.m. from June to September
on	day/date	on Tuesday on Friday afternoon on May 8
in	year/month/season/part of a day	in December in the winter in the morning in 2014

A Write the words in the correct boxes.

7:35 p.m. Saturday evening	the summer July	March to December July 3rd	Monday 1999	the evening night
in	on	at	from	
the summer the evening July 1999	Monday Saturday evening July 3rd	7:35 p.m. night	March to December	

B Circle the correct word.

- This city is beautiful in / at the spring.
- Our vacation is from / on August 10th to August 17th.
- Will you please call me to / on Thursday morning?
- I'll be 30 years old on / in 2035.
- The baseball season starts in / to April.
- The last bus came on / at 11:30.
- No one is home on / in the afternoon.

- Have students look at the first sentence. Ask how they might change the sentence to make the word, at, correct.
- Have students circle the correct word to complete the sentence.

Grammar Point 2

Prepositions of Time II

Prepositions of Time II

before	← o — [the show] →	Let's practice before the show.
after	← [the show] — o →	I'll see you after the show.
during	← [o class o] →	You can't eat during class.
for	← [oooooooo] → 6:00 9:00	We talked for three hours. (NOT during three hours)
in	now — 2 hours — o	The play starts in two hours. (NOT after two hours)
until	now [oooooooo] 3:00	Please stay until 3:00.



C Circle the correct word.

1. Wash your hands **before/ until** lunch.
2. The plane will arrive **after/ in** an hour.
3. Mom was tired **after/ for** her long workday.
4. The store is open **for/ until** 10:00 p.m.
5. Grandma lived with us **for/ during** two months.
6. I just have a cold. I'll feel fine **in/ until** a week.
7. We don't have to study **in/ during** the holidays.
8. You should exercise **until/ for** thirty minutes every day.

D Match to complete the sentence.

- | | | |
|--|---|-------------------------------|
| 1. Don't use your phone | • | a. before class. |
| 2. The big storm will last | • | b. during the movie. |
| 3. You have to finish your homework | • | c. in an hour. |
| 4. Don't eat that. We're having dinner | • | d. until 11 a.m. last Sunday. |
| 5. She slept | • | e. after school on Tuesdays. |
| 6. The soccer team practices | • | f. for two days. |

67

- Have students look at the explanations and chart on page 63.
- Explain that different prepositions represent different amounts of time. For example, **before** and **after** generally indicates something occurring a short time before or after an event.
- Go through the rules of using prepositions of time in sentences as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students to practice using **before, during, after, for, in, and until** in sentences. Have them think of real-life events.

Check up activities

Exercise C

- Have students look at the first sentence. It has been completed already.
- Ask students to circle the correct word to complete the sentence.

Exercise D

- Ask students to read the words on the left first. Then, have students read the words on the right. The words on the right contain prepositions.
- Have students match to complete the sentence.

Exercise E

- Ask students to turn to page 68.
- Have students fill in each blank with the correct preposition. The first sentence has been completed already as an example.
- Check the answers together after students have finished.

Exercise F

- Ask students to look at the words in the box first. Then, have students read number 1. It has been completed already.
- Have students fill in each blank with the correct words from the box.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined word, in, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the corrections on the lines.

E Fill in each blank with the correct preposition.

1. School starts at 8:00.
2. The new park will open in May.
3. It was sunny on Wednesday morning.
4. Cats don't sleep at night.
5. We moved here in 2012.
6. They work from Monday to Friday.
7. Birds fly south in the fall.
8. They stayed in Canada from January to March.

F Fill in each blank with the correct words from the box.

midnight
the summer

Friday evenings
the long car trip

five years
45 minutes

1. I was bored during the long car trip.
2. This restaurant is really busy on Friday evenings.
3. He's tired. He played computer games until midnight.
4. People like to go to the beach in the summer.
5. We should clean up. Mom will be home in 45 minutes.
6. Kate worked as a teacher for five years.

G Underline the mistake. Write the correction.

1. Do you hear strange noises in night? → at
2. Sometimes it snows on the spring. → in
3. It's too early for lunch. Can you wait for 12:30? → until 12:30
4. She watched TV to 8:00 to 11:00. → from 8:00
5. Let's rest during ten minutes. → for
6. I should study. I have a test three days. → in three days

Explore More

Explore More

★ Fill in each blank with the correct word from the box.

for on until to on before from

Can You Act, Sing, and Dance?
Then we need you for the school play!

The big show is ① on June 2nd. We'll meet ② before school ③ on Tuesdays and Thursdays. Those practices are ④ from 6:00 a.m. ⑤ to 7:30 a.m. We'll also practice ⑥ for an hour after school on Wednesdays. New people can join us ⑦ until 3:00 p.m. on Friday. After that, it'll be too late. So don't wait!

—The Drama Club

Link and Review Units 14-15

★ Answer the questions. Share your answers with the class. (Answers will vary.)

1. Q: In your hometown, how's the weather...
... in the summer? A: It's very hot.
... in the winter? A: It's so snowy.

2. Q: When is the weather the nicest?
A: In April.
(month or season)

really so very
rainy hot
beautiful snowy
dry windy

Go to the workbook for more practice.

69

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about their experiences with a school play.

- Ask questions such as:
 - How many plays or live performances have you been to?
 - Have you ever been in a school play?
 - What role would you like to have in a play?
- Have students fill in each blank with the correct word from the box.

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and

the previous units.

- Have students answer the questions and share their answers with the class.

Homework

- Workbook 2: pages 50 to 52

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.

Unit 16 Information Questions

Objectives:

- 31. Whose / What / Which
- 32. How many / How much

Warm Up

- Greet your students.
- Post different times around the room using paper clocks or strips of paper. Have a larger sheet of paper beneath each time.
- Divide students into groups of about 4 and give them different itineraries.
- Have groups go to each clock according to their itineraries. Groups should “check in” by writing what they are doing at the given time on the large sheet of paper beneath the time.

Grammar Point 1

Whose / What / Which

- Have students look at the explanations and the chart on page 70.
- Help students to know when to use **whose**, **what**, and **which** to ask information questions.
- Go through the chart to learn when to use **whose**, **what**, and **which** to ask information questions.
- Have students do the check-up exercises A and B.


Expansion

- Ask students different questions using **whose**, **what**, and **which**. Direct students to respond correctly.

Check-up activities

Exercise A

- Have students look at the questions on the left. The words on the right are the answers.
- Read the words together in a group or individually. Ask students to match the question with the correct answer.



UNIT 16

What club do you want to join?

What club do you want to join?

I want to join a cooking club.

Whose / What / Which

Use **whose** (+ noun) to ask about possession.
 Use **what** + noun or **which** + noun to ask about choice.
 Use **which** + noun to ask about limited choice.

Ask about ...	Question	Answer
Possession Whose (+ noun)	Whose glasses are these? Whose is that?	- They're mine. - It's Jenny's.
Many choices What + noun	What activities do you like to do? What time is it?	- I like cooking and gardening. - It's 4:30.
A small number of choices Which + noun	Which color do you want, blue or yellow?	- I want blue.

A Match the question with the correct answer.

1. What color is their car?
2. Whose are these?
3. What time will she get home?
4. What kind of ice cream do you want?
5. Whose lunch is this?
6. Which hand did you hurt?

- a. Strawberry.
- b. They're Angela's.
- c. The right one.
- d. It's gray.
- e. It's yours.
- f. At 7:15.

B Circle the correct word.

1. Who's / Whose computer is this?
2. What / Which time do you get up?
3. Whose / What kinds of movies do you like?
4. Whose / What parents are the oldest?
5. What / Which job should I have in the future?
6. What / Which team will win, the Lions or the Bears?

Exercise B

- Have students look at the first sentence. The first one has been done already.
- Have students circle the correct word to complete the sentence.


Grammar Point 2

How many / How much

How many / How much

Use **How many** to ask about number. Use **How much** to ask about amount and cost.

Ask about...	Question	Answer
Number <i>How many + count noun</i>	How many people are here? How many pets do you have?	- Twenty-five. - I have two dogs.
Amount <i>How much + noncount noun</i>	How much water is there? How much cheese do you need?	- A lot. - Four kilograms.
Cost <i>How much</i>	How much are these T-shirts?	- \$10.



C Match to complete the question.

1. How many bedrooms	•	a. do you eat?
2. How much	•	b. many people will you invite?
3. How many	•	c. are there?
4. How much meat	•	d. pages do I have to read?
5. How	•	e. coffee did he drink?

D Circle the correct word(s).

- How many fish / fish did they catch?
- How much does / is a box of pencils?
- How much / many legs does a spider have?
- How much / many are these bags?
- How much / many is a candy bar?
- How many chairs do / are there?

71

- Have students look at the explanations and chart on page 71.
- Explain that we use **How many** to ask about number. Explain that we use **How much** to ask about amount and cost.
- Go through the rules of using **How many / How much** as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students questions about numbers and cost using **How many / How much**. Guide students to answer in the correct form.

Check up activities

Exercise C

- Have students look at the words on the left first. Then, have students look at the words on the right. The words on the right will complete the questions.
- Ask students to match to complete the question.

Exercise D

- Ask students to read the first sentence. It has been completed already as an example.
- Have students circle the correct word(s) to complete the sentence.

Exercise E

- Ask students to turn to page 72.
- Have students write **What**, **Which**, **Whose**, **How much**, or **How many** to complete each question. The first question has been completed already as an example.
- Check the answers together after students have finished.

Exercise F

- Ask students to write a question about the **bold** word(s) in the answer. Number 1 has been done already as an example.
- Check the answers together after students have finished.

Exercise G

- Have students read the sentence for number 1 together, and have them tell you why the underlined words, do you want sandwich, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Write *What*, *Which*, *Whose*, *How much*, or *How many* to complete each question.

1. Whose birthday is today?
2. How much rice did you buy?
3. What sports does she like?
4. What kind of bike is the cheapest?
5. Which country is bigger, China or Russia?
6. How many children do they have?

F Write a question about the **bold word(s) in the answer.**

1. Q: What time is it ?
A: It's **5:00**.
2. Q: How many points did you score?
A: I scored **ten points**.
3. Q: Whose shoes are those?
A: Those are **Mika's** shoes.
4. Q: How much were the movie tickets?
A: The movie tickets were **€5.00**.




G Underline the mistake. Rewrite the sentence correctly.

1. Which do you want sandwich?
➡ Which sandwich do you want?
2. Which color is Martin's hair?
➡ What color is Martin's hair?
3. Who phone is ringing?
➡ Whose phone is ringing?
4. How many time do we have?
➡ How much time do we have?

Explore More

★ Read the conversation. Complete each question with the correct word(s).

Art Club

FAQ

Q 1 What activities does the art club do?

A We make art and share it! We also visit art museums.

Q 2 How many students are in the club?

A About twenty.

Q 3 How much money do I need?

A None! You can join for free.

Q 4 What do I need to bring to meetings?

A Nothing. We meet in the art room. It has everything you need!

Link and Review Units 15-16

★ Answer the questions. Share your answers with the class. (Answers will vary.)

- Q: What subjects do you study on Monday?
A: I study English and math.
- Q: What time does first class start?
A: It starts at 9:15 a.m.
- Q: How many books do you use?
A: We use three.

73

Go to the workbook for more practice.

Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about clubs they are in or want to join.
- Ask questions such as:
 - What are some clubs that you are involved in?
 - What types of activities does the club do?
 - Who can join the club?
- Have students read the conversation and complete each question with the correct word(s).

Link and Review

- This activity gives students the chance to practice the grammar points they have learned in both the current and the previous units.

- Have students answer the questions and share their answers with the class.

Homework

- Workbook 2: pages 53 to 55

Extra Materials: Supplementary materials

If needed, you can use the writing worksheets at www.compasspub.com/GAL at the end of class to assess how much of the grammar the students have understood.