



A three-book grammar course for higher elementary learners

# GRAMMAR GALAXY

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# The Spiral Curriculum of Grammar Galaxy

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U3	Personal Pronouns Possessive Pronouns and Adjectives Demonstratives
Verbs	
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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>
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U12	Linking Verbs + Adjectives Linking Verbs vs. Action Verbs
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U2	Personal Pronouns and Possessives Empty <i>It</i>
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U8	Present Participle Adjectives Past Participle Adjectives
U9	Comparatives Superlatives
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U11	Passive: Form and Meaning Passive: No <i>by</i> phrase
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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 and Could</i>	I couldn't ride a bike then. Now I can ride a bike.
			<i>Should and 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 / What / Which</i>	What club do you want to join? I want to join a cooking club.
			<i>How many / 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



UNIT 1  
Let's make a pizza!



**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 a funny movie   a good idea
<i>a/an</i>	noncount nouns	homework   rice   money cool music   blond hair

\*See Appendix for more noncount nouns.

**A Write the words in the correct boxes.**

<del>a</del> desk	a road	a leaf	a story	hair	a potato	an airport
milk	water	a bag	money	cheese	a boy	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.**

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

10

- 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. <b>The</b> books are heavy.
Only one	<b>the</b> moon <b>the</b> sun <b>the</b> sky <b>the</b> earth <b>the</b> Internet
no article	
People, cities, and countries	This is <b>Melissa</b> . Where is <b>London</b> ? She's from <b>Japan</b> .
Subjects	He teaches <b>English</b> .
Meals	Let's eat <b>breakfast</b> .



- 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).**

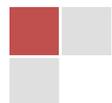
1. a group
2. X water
3. a butterfly
4. an eraser
5. X rice
6. X music
7. a man

**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.

13

### 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](http://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

UNIT 2

Count and Noncount Nouns

Is there any cheese?

Is there any cheese? No, there isn't.

**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.

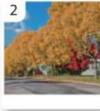
	Plural count nouns	Noncount nouns
<b>Affirmative</b>	There are <b>some</b> sandwiches.	There is <b>some</b> ice cream.
<b>Negative</b>	There aren't <b>any</b> sandwiches.	There isn't <b>any</b> ice cream.
<b>Question</b>	Are there <b>any</b> sandwiches? - Yes, there are. - No, there aren't.	Is there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

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

1



2



3



4



5



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.

14

- 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 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

**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
<b>Affirmative</b>	There are <b>many</b> / a lot of tomatoes.	There's a lot of cheese.
<b>Negative</b>	There aren't <b>many</b> / a lot of tomatoes.	There isn't <b>much</b> / a lot of cheese.
<b>Question</b>	Are there <b>many</b> tomatoes? - Yes, there are. - No, there aren't.	Is there <b>much</b> 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?

15

complete the rest of the sentences.

### 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

**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.**

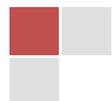
1. Q: Are there any bananas? A: Yes, there are.
2. Q: Is there any beef? A: No, there is.
3. Q: Is there any rice? A: Yes, there is.
4. Q: Are there any ducks on the lake? A: Yes, there are.
5. Q: Are there any black shoes? A: No, there are.

**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.

Go to the workbook for more practice.

**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

### 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](http://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**

This book is mine.



Who is she?  
She's our piano teacher. We like her!

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

### 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	<u>This</u> 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?

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### 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. 4. How was you holiday?  
→ They
2. She's pet rabbit is sick. 5. That isn't my guitar. It's him.  
→ Her
3. I don't understand this questions. 6. Q: What is those? A: That's a fruit salad.  
→ this question / these questions

**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.

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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 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](http://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.



UNIT 4

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	not		
You	are	You	are not	Are you late?	Yes, I am. No, I'm not.
You're			aren't		
He/She/It	is	He/She/It	is not	Is he/she/it late?	Yes, S <sup>a</sup> is. No, S isn't.
He's/She's /It's			isn't		
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			aren't		

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



**A Circle the correct word(s).**

1. We am / is / are in the computer club.
2. She am not / isn't / aren't angry at you.
3. I am / is / are hungry after basketball practice.
4. You am / is / are nice to your little sister.
5. Billy and Don am not / isn't / aren't at school today.
6. That dog am / is / are so noisy!
7. You and I am / is / are on the same team.
8. 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.

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### 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).**

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

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

- The TV show wasn't very good. It was boring.
- Mary and I were best friends. We were always together.
- We weren't cold. We were hot.
- Their clothes were dirty. They were playing outside all day.
- Sam wasn't at school last week. He was very sick.
- 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.**

1. very busy the bus station is .

➔ *The bus station is very busy.*

2. are answers correct not these .

➔ *These answers are not correct.*

3. he soccer player a is ?

➔ *Is he a soccer player?*

4. was your friendly cat ?

➔ *Was your cat friendly?*

**F Change the statement into a yes/no question.**

1. Kelly was 12 last year.

➔ *Was Kelly 12 last year?*

2. That actor was famous.

➔ *Was that actor famous?*

3. They were at work yesterday.

➔ *Were they at work yesterday?*

4. Tim and Jenna were best friends.

➔ *Were Tim and Jenna best friends?*

5. The water was warm.

➔ *Was the water warm?*

**G Underline the mistake. Write the correction.**

1. I not am tired at all.

➔ am not

3. Q: Does his hair long? A: Yes, it was.

➔ Was

2. Those windows wasn't open.

➔ weren't

4. My parents was farmers.

➔ were

**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.

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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 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](http://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



**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 <b>do not</b> talk.	Do I/you/we/you/they talk?
He/She/It talks.	He/She/It <b>does not</b> talk.	Does he/she/it talk?
		Yes, <i>S</i> <b>do</b> . No, <i>S</i> <b>don't</b> .
		Yes, <i>S</i> <b>does</b> . No, <i>S</i> <b>doesn't</b> .

**A Circle the correct word(s).**

1. I walks /walk to school every day.
2. My mom cook /cooks good meals.
3. You wear / wears nice clothes every day.
4. They don't watch / doesn't watch TV on Monday evenings.
5. Tina don't play / doesn't play computer games.
6. Q: Is /Does she live here?      A: Yes, she does / is .
7. 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.**



1. Q: Do /Does she teach math?      A: Yes, she does. / No, she doesn't.



2. Q: Does he drive / drives to work every day?      A: Yes, he does. / No, he doesn't.



3. Q: Does he like / like he vegetables?      A: Yes, he does. / No, he doesn't.



4. Q: Do they enjoys / enjoy going to the beach?      A: Yes, they do. / No, they don't.

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**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.

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- 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.**

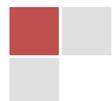
1. We talk on the phone a lot. (talk)
2. Mimi does her homework in her room. (do)
3. My cousin lives in a small town. (live)
4. You know everyone in the class. (know)
5. Kenji doesn't exercise very often. (not exercise)
6. Mom and Dad don't give me money. (not give)

**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 / has) 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!

Type your message here... Send

**Link and Review** Units 4-5

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

- Q: Are you busy these days?  
A: (Yes / No), I am.
- Q: When do you have free time?  
A: On Friday nights (day(s) of the week).
- 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.

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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 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](http://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



**UNIT 6**

*I'm not going outside today.*



**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
He	is	He	is not isn't	Are	you
She	is	She	is not isn't	Is	he/she/it
It	is	It	is not isn't	Are	we/you/they
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).**

1. I / We are having lunch now.
2. The birds are singing / sing .
3. Mom is talking / talks on the phone.
4. They is / are waiting at the bus stop.
5. You're not wear / wearing your gloves.
6. Are you / Do you leaving now?
7. Are Tom and Liz / Tom and Liz are coming to our house?
8. 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.

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- 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



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

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

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

practice   win   ~~watch~~   lie   bake   stay

1. Kim is watching the news on TV.  
 2. The score is 2-0. Our team is winning.  
 3. They are staying at a hotel for a week.  
 4. She is practicing the violin right now.  
 5. Your clothes are lying on the floor. Pick them up!  
 6. 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 lose 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.<br>→ <i>are asking</i> | 4. Is he <u>talk</u> on the phone?<br>→ <i>talking</i>      |
| 2. The plane is <u>come</u> .<br>→ <i>coming</i>                 | 5. I <u>don't</u> walking to school now.<br>→ <i>am not</i> |
| 3. Are they <u>study</u> together?<br>→ <i>studying</i>          | 6. <u>It</u> is snowing?<br>→ <i>Is it</i>                  |

**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!

Go to the workbook for more practice.

**Link and Review** Units 5-6

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

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

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

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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 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](http://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 farm 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 farm 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.



UNIT 7

I cook on Sundays. I'm cooking soup.

**Simple Present vs. Present Continuous; Non-Action Verbs**

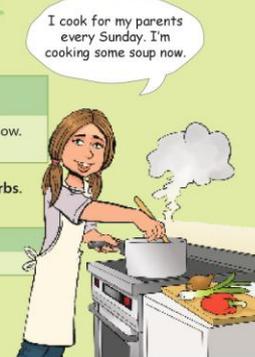
There are important differences in meaning between the simple present and the present continuous.

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

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



**A Check (✓) the correct sentence.**

1.  a. Dan walks to school every day.      4.  a. I have art class on Fridays.  
 b. Dan is walking to school every day.       b. I'm having art class on Fridays.
2.  a. Get dressed. We go now.      5.  a. He's healthy. He doesn't smoke.  
 b. Get dressed. We're going now.       b. He's healthy. He isn't smoking.
3.  a. Let's stay inside. It rains.      6.  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).**

1. I'm so cold! I don't wear / am not wearing a coat.
2. Dad starts / is starting work at 9:00 every morning.
3. June knows / is knowing a lot about animals.
4. Listen—the baby laughs / is laughing.
5. Do you understand / Are you understanding the problem?
6. 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

**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 ...?**



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.

**Simple Present**

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.

**Present Continuous**

**C Circle the correct words.**

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

**D Circle the correct answer.**

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

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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

#### 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

correct answer.

**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!

 Go to the workbook for more practice.

**Link and Review** Units 6-7

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

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



UNIT 8  
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 (=ll) help.	I/You/He/She/It/ We/You/They	will not (=won't) help.	tomorrow tomorrow morning next month next summer later
I	am	I	am	
He/She/It	is going to help.	He/She/It	is not going to help.	
We/You/They	are	We/You/They	are	

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

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

**B Circle the correct word(s).**

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

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## Grammar Point 2

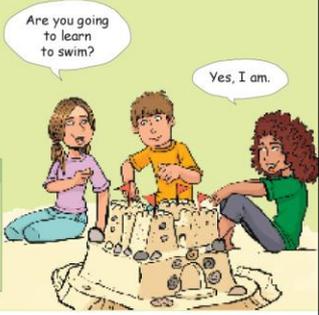
### Future: Yes/No Questions

- 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?

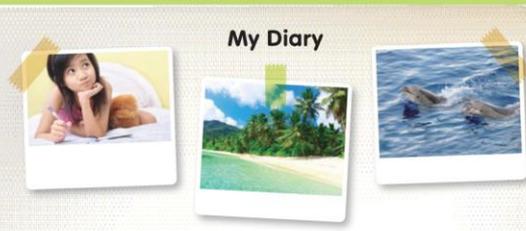
**G Underline the mistake. Write the correction.**

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](http://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**.



UNIT 9



#### 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 He/She/It We/You/They	scored.	I/You He/She/It We/You/They	did not / didn't score.	Did	I/you he/she/it we/you/ they
				score?	Yes, S did. No, S didn't.
Past Time Expressions					
	yesterday	last night	an hour ago	in 2007	

**A Circle the correct word.**

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

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

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

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## 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 <b>-ed</b> Forms	
Most verbs	+ <b>-ed</b>	learn–learned end–ended	walk–walked
-e	+ <b>-d</b>	arrive–arrived love–loved	die–died
vowel + consonant	double consonant + <b>-ed</b>	plan–planned	step–stepped
consonant + -y	<b>y + ied</b>	carry–carried study–studied	try–tried



**C Write the simple past form of the verb.**

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

**D Circle the correct word.**

1. I called / ~~callied~~ my mom.
2. He smiled / ~~smilied~~ at me.
3. They carried / ~~carryed~~ a big box.
4. The plane arrived / ~~arriveed~~ on time.
5. My sister studied / ~~studied~~ very hard.
6. We once lived / ~~liveed~~ in the city.
7. I stepped / ~~steped~~ 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.<br>→ <u>shopped</u>   | 4. <u>Do</u> you dance at the party yesterday?<br>→ <u>Did</u>  |
| 2. Mom and Dad <u>meet</u> in 1987.<br>→ <u>met</u>        | 5. Did <u>move you</u> my desk last night?<br>→ <u>you move</u> |
| 3. Erica didn't <u>cleaned</u> her room.<br>→ <u>clean</u> | 6. Did the store <u>opened</u> last year?<br>→ <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!

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.

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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 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](http://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



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 didn't draw a picture.
Yes/No Questions			
Did	I/you/he/she/it/we/you/they	draw a picture?	Yes, S did. No, S 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 - slept~~      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 drink / drank 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. Remind them to use simple past. 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, 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.




Go to the workbook for more practice.

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

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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](http://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



*I couldn't ride a bike then.*



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

**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
<b>Ability</b>	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.
<b>Permission</b>	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.

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

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

**B** Circle the correct word.

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

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

**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.

51

- 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.<br>→ <u>listen</u> | 4. People <u>are have to</u> drink water.<br>→ <u>have</u>        |
| 2. Stephen <u>not can</u> throw a ball far.<br>→ <u>cannot/can't</u> | 5. You can <u>to rest</u> for a while.<br>→ <u>rest</u>           |
| 3. They <u>haven't</u> to work on holidays.<br>→ <u>don't have</u>   | 6. The light is red. Cars <u>should</u> stop.<br>→ <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 num  
You ⑤ don't have to bring a present. Just bring yourself!

😊 See you Saturday!

Your frii  
James

**Link and Review** Units 10-11

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

- Q: Did you do your homework last night?  
A: Yes, I did \_\_\_\_\_.
- Q: What (else) did you do last night?  
A: I read a book \_\_\_\_\_.
- 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](http://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.



UNIT 12

This pizza smells great!



This pizza smells great!

#### 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.**

1. The music **tastes** / **sounds** great.
2. The soup **feels** / **tastes** delicious.
3. The rose **smells** / **feels** sweet.
4. This pillow **feels** / **sounds** soft.
5. My brother **sounds** / **looks** nice today.
6. The earth **feels** / **is** round.
7. The new bicycle **looks** / **feels** expensive.

**B Match the sentences. Then circle the correct adjective.**

<ol style="list-style-type: none"> <li>1. Let's watch this movie.</li> <li>2. Don't drink the milk.</li> <li>3. I can't eat any more.</li> <li>4. I passed the exam.</li> <li>5. Are you OK?</li> <li>6. Let's visit the new museum.</li> </ol>		<ol style="list-style-type: none"> <li>a. I felt so <b>lucky</b> / <b>sad</b> .</li> <li>b. The soup tastes <b>delicious</b> / <b>salty</b> .</li> <li>c. It smells <b>good</b> / <b>bad</b> .</li> <li>d. You sound so <b>healthy</b> / <b>tired</b> .</li> <li>e. The movie looks <b>boring</b> / <b>exciting</b> .</li> <li>f. It looks <b>interesting</b> / <b>expensive</b> .</li> </ol>
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- Ask students to match the sentences. Then have students circle the correct adjective.

## Grammar Point 2

### Linking Verbs vs. Action 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.

**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)*



Look at my pizza.

Wow! It looks so yummy.

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

- The puppy smelled the socks. Linking verb  Action verb
- The pasta looked delicious. Linking verb  Action verb
- The dirty socks smelled bad. Linking verb  Action verb
- I tasted my mom's coffee. Linking verb  Action verb
- The hungry kid looked at the pasta. Linking verb  Action verb
- The coffee tasted sweet. 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.

the noodles  
~~the pancakes~~  
 the shoes  
 the dog

soft    delicious  
 great    bad

55

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

### 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.**

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

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

Linking verbs	<del>smells</del>	tasted	sounds	feel
Action verbs	playing	<del>have</del>	wearing	baked

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

## 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](http://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.



UNIT 13

*I'm more beautiful than you.*

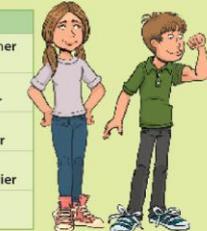
**Comparatives**

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	+ <i>-er</i>
<i>-e</i>	+ <i>r</i>
vowel + consonant	double consonant + <i>-er</i>
<i>-y</i>	<i>-y + -ier</i>
Long adjectives	<i>more + adjective</i>

*I'm more beautiful than you.*

*I'm stronger than you!*



**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>

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## 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	+ <b>-est</b> tall—the tallest strong—the strongest
-e	+ <b>-st</b> nice—the nicest large—the largest
vowel + consonant	<b>double consonant + -est</b> hot—the hottest thin—the thinnest
-y	<b>-y + -iest</b> happy—the happiest heavy—the heaviest
Long adjectives	<b>most + adjective</b> 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.

#### Exercise D

- Have students look at each picture.
- Ask students to circle the correct answer. The first one has been completed already.

#### 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.



- Who is the youngest?  
a. The son    **b. The daughter**    c. The mom
- Whose hair is the longest? **a. The mom's**    b. The dad's    c. The son's
- Who is the tallest?  
a. The mom    **b. The dad**    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 for 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.

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- 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](http://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!*

*It's too salty!*

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

**Adverbs**

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.**

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

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

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

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## 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 last year next week a week ago
End of sentence only	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 .

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- 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 adverbs go 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. 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, 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

Go to the workbook for more practice.

★ **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.

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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](http://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

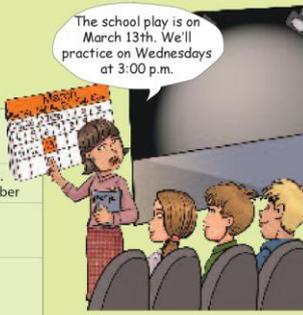
- Have students look at the word box first.
- Read the words together in a group or individually. Ask students to write the words accordingly in the chart. 7:35 p.m. has already been used as an example.

#### 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

<i>at</i>	time of day; night	at 3:00 at noon at night
<i>from ... to ...</i>	time of day/day/month/year	from 1:00 to 1:50 p.m. from June to September
<i>on</i>	day/date	on Tuesday on Friday afternoon on May 8
<i>in</i>	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
<i>in</i>	<i>on</i>	<i>at</i>	<i>from</i>	
the summer the evening July 1999	Monday Saturday evening July 3rd	7:35 p.m. night	March to December	

**B Circle the correct word.**

1. This city is beautiful in / at the spring.
2. Our vacation is from / on August 10th to August 17th.
3. Will you please call me to / on Thursday morning?
4. I'll be 30 years old on / in 2035.
5. The baseball season starts in / to April.
6. The last bus came on / at 11:30.
7. 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**

<i>before</i>	← [ the show ] →	Let's practice <b>before</b> the show.
<i>after</i>	← [ the show ] →	I'll see you <b>after</b> the show.
<i>during</i>	← [ o class o ] →	You can't eat <b>during</b> class.
<i>for</i>	← [ oooooo ] → 6:00                      9:00	We talked <b>for</b> three hours. (NOT <b>during</b> three hours)
<i>in</i>	now → 2 hours → o	The play starts <b>in</b> two hours. (NOT <b>after</b> two hours)
<i>until</i>	now [ oooooo ] 3:00	Please stay <b>until</b> 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	Friday evenings	five years
the summer	<u>the long car trip</u>	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](http://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?



**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 <b>Whose</b> (+ noun)	Whose glasses are these? Whose is that?	- They're mine. - It's Jenny's.
Many choices <b>What</b> + 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 <b>Which</b> + noun	Which color do you want, blue or yellow?	- I want blue.

**A Match the question with the correct answer.**

<ol style="list-style-type: none"> <li>1. What color is their car?</li> <li>2. Whose are these?</li> <li>3. What time will she get home?</li> <li>4. What kind of ice cream do you want?</li> <li>5. Whose lunch is this?</li> <li>6. Which hand did you hurt?</li> </ol>		<ol style="list-style-type: none"> <li>a. Strawberry.</li> <li>b. They're Angela's.</li> <li>c. The right one.</li> <li>d. It's gray.</li> <li>e. It's yours.</li> <li>f. At 7:15.</li> </ol>
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**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?

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### 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.**

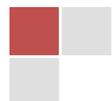
1. Whose birthday is today?
2. How much rice did you buy?
3. What sports does she like?
4. What kind of bike is the cheapest?
5. Which country is bigger, China or Russia?
6. How many children do they have?

**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.

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 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](http://www.compasspub.com/GAL) at the end of class to assess how much of the grammar the students have understood.