



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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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	I have a twin brother.	Common and Proper Nouns	I'm Joy. I have a twin brother, Ryan. I'm Ryan. I love animals.
			Singular and Plural Nouns	I need a ruler for school. And I need pencils.
2	Count and Noncount Nouns	Are there any sandwiches?	Count and Noncount Nouns	Drink some water.
			<i>There is / There are</i> <i>Some / Any</i>	Are there any sandwiches?
3	Pronouns	They are my mom and dad.	Subjects and Objects; Personal Pronouns	They are my mom and dad. They love me. I love them.
			Demonstratives	This is my mom. That is my dad. That camera is new.
4	Possessives	My desk is a mess!	Possessives I	My desk is a mess!
			Possessives II	This T-shirt is mine. No, it's not yours. It's ours.
5	The Verb <i>Be</i>	He's an animal doctor.	The Verb <i>Be</i>	This is my friend Jon. He's an animal doctor.
			The Verb <i>Be</i> : Yes/No Questions	Is it a koala? No, it isn't. It's a panda.
6	Simple Present	I work with flowers.	Simple Present	I work with flowers. I draw cartoons.
			Simple Present: Third-Person Singular Verbs	She teaches math. He flies every day.
7	Present Continuous	The ball is coming to you!	Present Continuous	The ball is coming to you!
			Present Continuous: Spelling	Are we winning? Yes, we are!
8	Future	I'll call the girls!	Future	I'll call the girls!
			Future: Yes/No Questions	Will you bring some juice for the party? Yes, I will. And I'll bake some cookies.

Unit	Target Grammar	Target Sentence	Grammar Points	Grammar in Context
9	Simple Past of <i>Be</i>	It wasn't me.	Simple Past of <i>Be</i>	It wasn't me.
			Simple Past of <i>Be</i> : Yes/No Questions	Were these your glasses? Yes, they were.
10	Simple Past	I missed the school bus.	Simple Past: Regular Verbs	I missed the school bus.
			Simple Past: Spelling	I forgot my homework.
11	<i>Can</i> and <i>Could</i>	My friend can play the guitar.	<i>Can</i> and <i>Could</i> for Ability	My friend can play the guitar. But I can't.
			<i>Can</i> for Permission	Can I take guitar lessons? Yes, you can.
12	Adjectives	That's a pretty sweater.	Adjectives	That's a pretty sweater.
			Common Adjectives	Those shoes are nice. But they're small.
13	Adverbs	I can run fast.	Adverbs: Describing Verbs	I can run fast.
			Adverbs: Describing Adjectives and Adverbs	You run too slowly!
14	Information Questions	What is that smell?	Information Questions with <i>Be</i>	What is that smell? I baked some cookies.
			Subject Questions	What happened? I burned the cookies.
15	Prepositions of Place	She's hiding under the bed.	Prepositions of Place I	Where's Fluffy? She's hiding under the bed.
			Prepositions of Place II	Where is the animal hospital? It's across from the bank.
16	Suggestions and Requests	Don't touch the art!	Suggestions and Requests: Imperatives	Follow me, please. Don't touch the art!
			Suggestions and Requests	Let's get presents for Mom and Dad. Could you please give me some money?

Unit 1 Nouns

Objectives:

1. Common and Proper Nouns
2. Singular and Plural Nouns

Warm Up

- Greet your students.
- Introduce yourself and have students introduce themselves and say one thing they like.
ex) My name is Laurence, and I like basketball.
- Have students try to recall their classmates' names and the things they like.

Grammar Point 1

Common and Proper Nouns

- Have students look at the explanations and the chart on page 10.
- Help students to know the differences between the common nouns and proper nouns.
- Go through the chart to learn the differences between the common nouns and proper nouns.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can sort common nouns and proper nouns.

Check-up activities

Exercise A

- Have students look at the word box first. There are 3 common nouns, 4 proper nouns, and 3 words that are not used.
- Read the words together in a group or individually. And ask students to write the words accordingly in the chart. The word, brother, is already used as an example.

UNIT
1

I have a twin brother.

I'm Joy. I have a twin brother, Ryan.

I'm Ryan. I love animals.

Common and Proper Nouns

A **noun** names a person, place, animal, or thing. Most nouns are **common nouns**. They often come after *a/an*. **Proper nouns** are names. They always start with a capital letter. They never come after *a/an*.

	Person	Place	Animal	Thing
Common Nouns	a sister an actor	a house an airport	a fish an elephant	a glove an orange
Proper Nouns	Ryan	China	Jumbo	London Bridge

*Use an before vowel sounds.

A Write the nouns in the correct boxes. Three words are not used.

for Joy brother kitchen cute Nile River monkey have Mexico

Common Nouns	Proper Nouns
<i>brother, kitchen, monkey</i>	<i>Joy, Nile River, Mexico</i>

*Not used: for, cute, have

B Match to complete the sentence. Then circle C for common or P for proper.

1. We live in	→	a. Mrs. Adams.	C P
2. You are my best	→	b. friend.	C P
3. Our teacher is	→	c. mountain.	C P
4. Mia rides a red	→	d. Canada.	C P
5. My brother has a pet	→	e. bike.	C P
6. Let's climb a	→	f. rabbit.	C P

10

Exercise B

- Have students match to complete the sentence. There are common nouns and proper nouns on the right.
- Ask students to circle the letter C for common nouns, or the letter P for proper nouns.

Singular and Plural Nouns

Singular means *one*. Only singular nouns come after *a/an*.
Plural means *more than one*. Most plural nouns end with *-s*.

Ending	Singular Nouns	Plural Nouns
Most nouns + -s	a hat an egg	hats eggs
-s, -ch, -sh, -z, or -x + -es	a bus a dish	buses dishes
-y + -ies	a city a party	cities parties
-f(e) + -ves	a knife a leaf	knives leaves
Other nouns	a man a person a foot a child a sheep a fish	men people feet children sheep fish



C Circle the noun that is different.

1. pictures / toys / chair / pens
2. clock / horses / flower / ticket
3. lamp / men / people / feet
4. can / beaches / churches / peaches
5. knives / leaves / wives / child

D Look at each picture. Then circle the correct word(s).

1



2



3



4



1. Our dog is wearing a shirt / shirtes / a shirts .
2. I see three man / men / mans .
3. Look at the two little babies / baby / babys !
4. The store sells watchies / watches / watchs .

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Grammar Point 2 Singular and Plural Nouns

- Have students look at the explanations and the chart on page 11.
- Explain that singular means one and only singular nouns come after *a/an*. Plural means more than one. Most plural nouns end with *-s*.
- Go through the rules of forming plural nouns as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can think of any other singular and plural nouns.

Check up activities Exercise C

- Have students look at the nouns. There is a noun that is different from other nouns.
- Ask students to circle the noun that is different. The word, chair, is already circled as an example.

Exercise D

- Have students look at each picture.
- Ask students to circle the correct word(s) among three words to match the picture.

Exercise E

- Ask students to turn to page 12.
- Have students look at the word box first. There are 4 common nouns, 5 proper nouns and other words that are not used.
- Ask students to write the words accordingly in the chart. The word, president, is already used as an example.
- Check the answers together after students have finished.

Exercise F

- Have students read the sentence and determine which articles or plural forms would correctly complete it.
- 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, nick, 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 nouns in the correct boxes. Two words are not used.

sheep president farm bright tea spoon do Michelle frog Brazil

Person	Place	Animal	Thing
president	farm	sheep	tea
Michelle	Brazil	frog	spoon

F Complete each sentence with the given word. Use a/an or the plural form.

1. My grandfather is a teacher. (teacher)
2. There are six forks on the table. (fork)
3. Let's have a party for Jose's birthday. (party)
4. We have three classes before lunch. (class)
5. Oops! I need an eraser. (eraser)
6. Five people can ride in the car. (person)

G Underline the mistake. Rewrite the sentence correctly.

1. His name is nick.
➔ His name is Nick.
2. Erica's family lives in korea.
➔ Erica's family lives in Korea.
3. There are four student in the class.
➔ There are four students in the class.
4. We visited three country on our trip.
➔ We visited three countries on our trip.

Explore More

Explore More

★ Fill in each blank with the noun from the shopping list. Use the correct form of the noun.

Shopping list

- cup
- dictionary
- box
- candy

Shopping with Mom

I need many things for school. So my mom and I are at a store. First, I get three ① cups. Then I put a ② dictionary in my basket. My mom says, "Good." Next, I take two ③ boxes of pencils. My mom says, "OK." Then I take five ④ candies. My mom says, "No!"

Link and Review Unit 1

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

- Q: On the first day of school, what do you bring?
A: I bring books for school.
- Q: What do you need to buy for school?
A: I need to buy notebooks.

book / cup / pencil / notebook / pen

Go to the workbook for more practice.

13

- 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 about shopping with mom.

- Ask questions such as:

- How was your shopping experience with mom?
- How many go shopping with your mom?
- What did you buy?

- Have students fill in the blank with the correct form of the noun.

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 1: pages 8 to 10

Extra Materials: Supplementary materials

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

Unit 2 Count and Noncount Nouns

Objectives:

3. Count and Noncount Nouns
4. *There is / There are* and *Some / Any*

Warm Up

- Greet your students.
- Briefly summarize the key points from the previous unit.
- Ask students to open their workbooks to page 11-13.
- Check the homework by having students take turns calling out the answers.

Grammar Point 1

Count Nouns and Noncount Nouns

- Have students look at the explanations and the chart on page 14.
- Help students to know the differences between count nouns and noncount nouns.
- Go through the chart to learn the differences between count nouns and noncount nouns.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can think of additional nouns that are count or noncount nouns (ex: dog(s), house(s) / sand, milk)

Check-up activities

Exercise A

- Read, or ask a student to read, the direction line, instructing students that C is representing count nouns and N is representing noncount nouns.
- Have students look at the sentences on the left. Each sentence has an underlined noun. Direct students to the boxes on the right. Students will be circling C or N to indicate the type of noun underlined.

UNIT
2

Are there any sandwiches?

Count and Noncount Nouns

Count nouns can be counted with numbers. They can come after *a/an* and have plural forms. **Noncount nouns** cannot be counted with numbers. They do not come after *a/an* and do not have plural forms. Both count nouns and noncount nouns can come after *some*.

Count Nouns		Noncount Nouns	
a cookie	three cookies	x water	two water x
an apple	many apples	x music	four music x
a book	some books	a oil	some oil x
an egg	some eggs	x rice	some rice x

*See Appendix for more noncount nouns.

I'm thirsty.

Drink some water.

A Look at each underlined noun. Circle C for count or N for noncount.

1. Keisha has a camera. C N
2. I really like potatoes. C N
3. We don't have time to play today. C N
4. Let's listen to some music. C N
5. Diego is buying some bananas. C N
6. They have ice cream after dinner. C N

B Circle the correct word(s).

1. Many students hate homework / a homework .
2. Put some butter / butters on your bread.
3. You need a salt / salt to cook meat.
4. I drink some tea / teas before school.
5. The restaurant sells hamburger / hamburgers .
6. Don't use oil / an oil when you cook the beans.
7. Please give me more meat / meats .

- Read the sentences together in a group or individually. And ask students to circle C or N to indicate the noun type. The first sentence has been done already.

Exercise B

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

Grammar Point 2

There is / There are and Some / Any

There is / There are and Some / Any

Use **There is / There are** + noun to talk about what you see.
Use **some** in affirmative sentences. Use **any** in negatives and questions.

	There is + some/any + noncount noun	There are + some/any + plural count noun
Affirmative	There is some ice cream.	There are some sandwiches.
Negative	There isn't any ice cream.	There aren't any sandwiches.
Question	Is there any ice cream? - Yes, there is. - No, there isn't.	Are there any sandwiches? - Yes, there are. - No, there aren't.

C Write the words in the correct boxes.

cheese juice houses salt glasses people music crayons

There is some ...	There are some ...
cheese, juice, salt, music	houses, glasses, people, crayons

D Circle the correct word.

1. There are some / any kids outside.
2. There is / are some salt on the table.
3. There isn't / aren't any stores near here.
4. There isn't some / any bread.
5. Are there some / any letters for me?
6. Is / Are there any sugar in your coffee?

15

- Have students look at the explanations and the chart on page 15.
- Explain that we use **There is / There are** + noun to talk about what you see. We use **some** in affirmative sentences. We use **any** in negatives and questions.
- Go through the rules of forming sentences using **There is / There are and some / any** for noncount and plural count nouns as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can think of any other noncount nouns. (ex: air, light)

Check up activities

Exercise C

- Have students look at the word box first. There are 3 count nouns, 5 noncount nouns, and 1 word has already been used.
- Read the words together in a

group or individually. And ask students to write the words accordingly in the chart. The word, cheese, is already used as an example.

Exercise D

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

Exercise E

- Ask students to turn to page 16.
- 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 look at the picture on the right.
- Have students read the questions and circle the correct word to complete the questions. Student will look at the picture to find the correct answer. Students will complete the short answer.
- 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, any, is a mistake and ask for the correct answer.
- Ask students to rewrite the rest of the sentences correctly.

E Unscramble and write.

1. some I money need .

➔ *I need some money.*

2. soup isn't there any .

➔ *There isn't any soup.*

3. some bicycles are there .

➔ *There are some bicycles.*

4. there any trees Are ?

➔ *Are there any trees?*

F Look at each picture. Circle the correct word to complete the question. Then complete the short answer.

1. Q: Are there any bed / beds?

A: Yes, there are.

2. Q: Is there any water / waters?

A: No, there isn't.

3. Q: Are there any girl / girls?

A: No, there aren't.

**G Correct the underlined mistake. Rewrite the sentence correctly.**

1. There are any cookies on the table.

➔ *There are some cookies on the table.*

2. There isn't some rice in my bowl.

➔ *There isn't any rice in my bowl.*

3. Are there any boy in your class?

➔ *Are there any boys in your class?*

Explore More

Explore More

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

there is there are any isn't any is there there isn't

Messages

Joy: Let's make some sandwiches for lunch.
 Ryan: OK. I'll check the kitchen. What do we need?
 Joy: ① is there any beef?
 Ryan: Yes, there is.
 Joy: Are there ② any tomatoes?
 Ryan: Yes, there are. ③ There is some cheese, too.
 But ④ there isn't any butter.
 Joy: That's OK. Are there any peppers?
 Ryan: Yes, ⑤ there are some green peppers.
 Joy: Great!
 Ryan: Oh, no!
 Joy: What's wrong?
 Ryan: There ⑥ isn't any bread!

Link and Review Units 1-2

★ Circle and write to answer the questions. Share your answers with the class.

1. Q: What do you have for breakfast?
 A: I have an egg and some meat.

2. Q: What is there in your kitchen right now?
 A: There is/are some apples.

3. Q: What is missing in your kitchen?
 A: There isn't/aren't any rice.

Go to the workbook for more practice.

- 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 the kinds of food they like to eat.
- Ask questions such as:
 - What kinds of food do you like to eat?
 - How many of you help make food at home?
 - What did you make?
- Have students fill in the blanks with the words 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 1: pages 11 to 13

Extra Materials: Supplementary materials

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

Unit 3 Pronouns

Objectives:

5. Subjects and Objects; Personal Pronouns
6. Demonstratives

Warm Up

- Greet your students.
- Select a few students to give examples of count and noncount nouns that they can remember. Confirm with whole class to check for comprehension of the previous lesson's objective.
- Ask students to open their workbooks to page 14-16.
- Check the homework by having students take turns calling out the answers.

Grammar Point 1

Personal Pronouns

- Have students look at the explanations and the chart on page 18.
- Help students to know the differences between subjects and objects as well as what personal pronouns are.
- Go through the chart to learn the differences between singular and plural subject pronouns and singular and plural object pronouns.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can group subject and object pronouns. Ask if they can further group by plural and singular forms.

Check-up activities

Exercise A

- Have students read the first sentence together. The subject has been underlined. The object has been circled.
- Read the sentences together in a group or individually. Ask students to underline the subjects and circle the objects in the remaining sentences.

UNIT
3

They are my mom and dad.

They are my mom and dad. They love me. I love them.



Subjects and Objects; Personal Pronouns

In a statement, the **subject** comes before the verb. It is the "doer" of an action. The **object** comes after the verb. It receives the action.

Mom loves Joy.
subject object

Personal pronouns act like nouns. They can stand for subject or object nouns.

Dad and Ryan play soccer. → They play soccer.
subject object

Jane likes bananas. → Jane likes them.
subject object

Subject Pronouns		Object Pronouns	
Singular	Plural	Singular	Plural
I have a sister.	We are students.	Dad teaches me .	Adam helps us .
You are a student.	You are my friends.	Mom calls you .	Louisa sees you .
He/She/It is nice.	They play soccer.	I know him/her/it .	Janelle likes them .

A Underline the subject. Circle the object.

1. Katrina watches a **movie**.
2. She drinks **juice**.
3. You carry **some boxes**.
4. Teachers help **us**.
5. He is eating **an apple**.

B Circle the correct word.

1. Manuel wears a sweater. ➤ **He / Him** wears a sweater.
2. I love animals. ➤ I love **they / them**.
3. Nina sees Jun and me. ➤ Nina sees **we / us**.
4. Grandma and Grandpa visit us. ➤ **She / They** visit us.
5. Liam throws the ball. ➤ Liam throws **him / it**.
6. Sarah loves the stories. ➤ **She / Her** loves them.

Exercise B

- Have students look at the sentences on the left. Some sentences have the subject underlined, while other sentences have the object underlined.
- Ask students to circle the correct word on the right to complete the revised sentences.

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 **demonstrative adjectives**.

	Demonstratives	
	Singular	Plural
Near the speaker	This is my dad. This man is my dad.	These are good. These bananas are good.
Far from the speaker	That is my sister. That girl is my sister.	Those are stars. Those lights are stars.

This is my mom.
That is my dad.
That camera is new.

C Read the sentence. Write the letter of the correct picture.

a  b  c  d 

1. b This is for you. 3. a Those are monkeys.
2. d These are my brothers. 4. c That is an airplane.

D Circle the correct word.

1. This / These tea is very hot.
2. You look nice in that / those dress.
3. We live in this / that new building near the park.
4. Look at the sky! These / Those clouds are pretty.
5. This / These shoes are too small for me. They hurt my feet.
6. Yummy! These / Those cookies are good!

19

letter from the picture that matches the sentence.

Exercise D

- Have students to circle the correct word to complete the sentences.

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*. We use them to point out people, places, animals, or things without naming them. Explain that when *this, that, these, and those* come before nouns, they are **demonstrative adjectives**.
- Go through the rules using demonstratives as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students to point to objects near to them or far from them and make sentences using *this, that, these, and those*.

Check-up activities

Exercise C

- Have students read each sentence.
- Ask students to write the correct

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 sentences on the left and determine which personal pronouns would correctly complete the sentences on the right.
- Check the answers together after students have finished.

Exercise G

- Have students look at the word box first. There are 5 personal pronouns, 1 has been used already.
- Ask students to circle the correct word in the sentence. Then, ask students to write the correct word from the box to complete the sentence.

E Unscramble and write.

1. she him loves .

→ She loves him.

2. want to help you they .

→ They want to help you.

3. are these library books .

→ These are library books.

4. famous is actress that .

→ That actress is famous.

F Write the correct personal pronoun.

- | | | |
|---|---|--------------------------------|
| 1. <u>Joe</u> sings very well. | → | <u>He</u> sings very well. |
| 2. People feed <u>the birds</u> . | → | People feed <u>them</u> . |
| 3. <u>Liz and Ann</u> are friends. | → | <u>They</u> are friends. |
| 4. Mom takes <u>Jon and me</u> home. | → | Mom takes <u>us</u> home. |
| 5. I want to see <u>Aunt Kate</u> soon. | → | I want to see <u>her</u> soon. |
| 6. <u>You and I</u> are late again! | → | <u>We</u> are late again! |

G Circle the correct word. Then write the correct word from the box.

them ~~it~~ she him it

- We love this / these movie. it is so funny!
- I know that / those boy. Let's join him.
- That / Those woman is a doctor. She works in a hospital.
- This / These glasses are ugly. I don't like them.
- I heard that / those story. I like it.

Explore More

★ Look at Marco's family tree. Fill in each blank with the correct word from the box.

us these we this they her

1 This is my family tree. I'm Marco. I took 2 these pictures with my camera. Maria and Thomas are my parents. My brothers are Rick and Andre.

3 They are older than me. My sister, Carla, is little. I can carry 4 her!

My parents love 5 us very much. 6 We are a happy family.

Link and Review Units 2-3

★ Circle and write about some members of your family. Share your answers with the class.

I have two sisters. They are funny.

I have an uncle. She / He is nice.

We are a happy family.

sister(s) brother(s)
aunt(s) uncle(s)
cousin(s)

big nice small
young happy funny
old beautiful

Go to the workbook for more practice.

21

Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about their family.
- Ask questions such as:
 - Who do you live with?
 - How many brothers and/or sisters do you have?
 - Do you get along with them?
- Have students fill in the blank with the correct words 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 responses with the class.

Homework

- Workbook 1: pages 14 to 16

Extra Materials: Supplementary materials

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

Unit 4 Possessives

Objectives:

7. Possessives I; Ownership
8. Possessives II; In place of possessive + noun

Warm Up

- Greet your students.
- Write a few sentences on the board or on a large sheet of paper. Write a few sentences similar to the ones seen in unit 3.
- Have students underline the subject and circle the object. Ask students which are subject pronouns and which are object pronouns.

Grammar Point 1

Possessives I: Ownership

- Have students look at the explanation and the chart on page 22.
- Help students to know the differences between singular and plural possessives.
- Go through the chart to learn the differences between singular and plural possessives.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can give examples of proper nouns in the possessive form.

Check-up activities

Exercise A

- Have students read the first sentence together. The possessive has been underlined.
- Read the sentences together in a group or individually. Ask students to underline possessives in the remaining sentences.



UNIT 4
Possessives I

My desk is a mess!



Possessives I

Possessives show who owns something. Some possessives come before nouns. You can add -'s to a proper noun to turn it into a possessive.

Singular	Plural
I can't find <u>my</u> phone.	We choose <u>our</u> seats.
Is <u>your</u> name Paul?	Are <u>your</u> names Paul and Mary?
Jane does <u>her</u> homework. Greg fixes <u>his</u> bike. The dog eats <u>its</u> dinner. This is <u>Ryan's</u> shirt.	The students open <u>their</u> books.

A Underline the possessive.

1. Dad washes his car.
2. What is your name?
3. They visit their aunt and uncle.
4. My friend is mad at me.
5. You and I clean our room.
6. Her little sister loves her.
7. They are Dwayne's puppies.

B Circle the correct word.

1. Maria plays games on its / her phone.
2. Look at Ken. There is a bee on his / her head.
3. We live in the city. Our / Their apartment is small.
4. Mr. and Mrs. Alvarez grow corn on its / their farm.
5. Mexico is a warm country. Its / His beaches are pretty.
6. You and your brother are late. Your / Their parents are worried.
7. Those are Sam's / Sam snowboards.

22

Exercise B

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

Grammar Point 2

Possessives II: In Place of Possessive + Noun

Possessives II

Some **possessives** can take the place of a possessive + noun. They answer the question, "Whose ... ?"

Singular	Plural
It's my shirt. → It's mine .	Our house is blue. → Ours is blue.
Is this your hat? → Is this yours ?	That is your money. → That is yours .
They are her bags. → They are hers . That is Bill's bag. → That is Bill's .	Their books are old. → Theirs are old.
Whose shoes are these?	They are mine .

C Write the correct possessive.

1. my book mine 5. our rooms ours
 2. your car yours 6. their school theirs
 3. Rick's song Rick's 7. Joy's friends Joy's
 4. his money his 8. her dog hers

D Circle the correct word to replace the bold words.

1. That's their car. Where is **our** car? → Where is ours / our ?
 2. Your eyes are blue. **My** eyes are brown. → Ours / Mine are brown.
 3. This is Kelly's desk. That is **Sam's** desk. → That is Sam / Sam's .
 4. Our team is bad. **Their** team is great. → Their / Theirs is great.
 5. My dad works at a store. **Dana's** dad works at a hotel. → Dana's / Dana works at a hotel.
 6. My coat is red. **Kamika's** is yellow. → Theirs / Hers is yellow.
 7. This isn't my present. It's **Dad's**. → It's his / hers .

23

- Have students look at the explanations and the chart on page 23.

• Explain that some **possessives** can take the place of a possessive + noun. Explain that they answer the question, "Whose...?"

- Go through the rules of using possessives in place of a possessive + noun as in the chart.

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

Expansion

- Ask students if they think of other "Whose" questions and answer them using singular or plural possessives.

Check up activities

Exercise C

- Have students look at the phrases.
- Ask students to write the correct possessive. The first one has been done already.

Exercise D

- Have read the sentences on the left. Direct them to the bold words.
- Ask students to circle the correct word on the right to replace the bold words.

Exercise E

- Ask students to turn to page 24.
- Have students read the sentence and determine which possessive form would correctly complete it. The first sentence has already been done as an example.
- Check the answers together after students have finished.

Exercise F

- Have students read the questions on the left.
- Ask students to fill in the blank with the correct form of the given word.
- 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, she, 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 correct possessive.

1. Marco always forgets his homework.
2. I enjoy taking photos. It's my hobby.
3. Monique and I are in the same class. Our teacher is Mr. Burke.
4. My mom is a nurse. She loves her job.
5. You sing very well. Your voice is beautiful.
6. We see that bird every day. That tree is its home.

F Fill in the blank. Use the given word in the correct form.

- | | |
|---------------------------------|---------------------------------|
| 1. A: Whose computer is this? | B: It's <u>ours</u> . (we) |
| 2. A: Whose glasses are those? | B: They're <u>mine</u> . (I) |
| 3. A: Whose dictionary is that? | B: It's <u>hers</u> . (she) |
| 4. A: Whose paints are these? | B: They're <u>Jim's</u> . (Jim) |
| 5. A: Whose lunch is this? | B: It's <u>yours</u> . (you) |
| 6. A: Whose bedroom is that? | B: It's <u>theirs</u> . (they) |

G Underline the mistake. Rewrite the sentence correctly.

1. She name is Janine.
➡ Her name is Janine.
2. Is this you camera?
➡ Is this your camera?
3. Those black shoes are Jason.
➡ Those black shoes are Jason's.
4. Your pencil case looks like my.
➡ Your pencil case looks like mine.
5. Our house is far from their.
➡ Our house is far from theirs.

Explore More

★ Look at each picture. Circle the correct possessive and write the missing word. Write one word in each blank.

Whose?	Me	Roberto	Ginny
	colored pens 	red glasses brown wallet 	blue mug 

1 (We / Our) school has a Lost-and-Found box. Yesterday I lost 2 (my / mine) colored pens. So I look in the box. There are some red glasses. Those are 3 Roberto's.
(Whose?)
The brown wallet is 4 (his / hers), too. Then I see a blue mug. I think that is 5 Ginny's.
(Whose?) She likes blue. Look—colored pens! Those are 6 mine!
(Whose?)

Link and Review Units 3–4

★ Circle and write about your friend. Then share what you learned with the class.

MY FRIEND

I have a good friend. His / Her name is Jo.
She / He is kind and funny.
That is why I like him / her. (Answers will vary.)

cute funny
good-looking kind
interesting
honest



Go to the workbook for more practice.

25

responses with the class.

Homework

- Workbook 1: pages 17 to 19

Extra Materials: Supplementary materials

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

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 they lost something.

- Ask questions such as:

- Have you ever lost something important?
- What did you lose?
- Did you ever find it again?
- Have students fill in the blank with the correct possessive.

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 5 The Verb *Be*

Objectives:

9. The Verb *Be*
10. The Verb *Be*: Yes/No Questions

Warm Up

- Greet your students.
- Review singular and plural forms of possessives by posting sentences on the board.
- Have students underline singular possessives and circle plural possessives.

Grammar Point 1

The Verb *Be*

- Have students look at the explanation and the chart on page 26.
- Help students to know the correct conjugations for the verb.
- Go through the chart to learn the correct conjugations of the verb.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can identify the correct conjugation based on the contractions.

Check-up activities

Exercise A

- Have students read the first sentence together. It has been done 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 match to complete the sentence. *Be* verbs are included on the right.

UNIT
5

He's an animal doctor.

This is my friend Jon. He's an animal doctor.

The Verb *Be*

Use the verb *be* to say who, what, how, and where a person or thing is. The verb *be* has different forms.

I am Kevin. She is happy.

Affirmative		Negative	
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He/She/It is	He's/She's/It's	He/She/It is not	He/She/It isn't
We/You/They are	We're/You're/They're	We/You/They are not	We/You/They aren't

A Circle the correct word.

1. They am / is / are at the park.
2. She am / is / are my aunt.
3. I am / is / are happy to see you.
4. You am / is / are in the wrong seat.
5. We am / is / are very hungry now.
6. The weather am / is / are beautiful.
7. Jacob am / is / are good at basketball.
8. You and I am / is / are the same age.

B Match to complete the sentence.

1. Sandra and Maria	•		•		a. am not American. I'm French.
2. He	•		•		b. aren't sisters. They're friends.
3. I	•		•		c. are not very tall.
4. The basketball players	•		•		d. isn't open today. It's closed.
5. The bank	•		•		e. isn't a new teacher.

26

Grammar Point 2

The *Be* Verb: Yes/No Questions

- Have students look at the explanation and the chart on page 27.
- Explain that **Yes/No questions** switch the order of the subject and the verb *be*. As an example, write the following on the board:

Statement: *You are early.*

The Verb *Be*: Yes/No Questions

Yes/No questions switch the order of the subject and the verb *be*.
Statement: *You are early.*
Question: *Are you early?*

Yes/No Questions		Short Answers	
Am	I	early?	Yes, you are. No, you aren't.
Are	you		Yes, I am. No, I'm not.
Is	he/she/it		Yes, he/she/it is. No, he/she/it isn't.
Are	we/you/they		Yes, we/you/they are. No, we/you/they aren't.

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

1. A: Is she tall?
B: Yes, she is. / No, she isn't.

2. A: Are they very young?
B: Yes, they are. / No, they aren't.

3. A: Is it a wolf?
B: Yes, it is. / No, it isn't.

4. A: Am I a good ice skater?
B: Yes, you are. / No, you aren't.

D Circle the correct word(s).

- Am / Are you sick?
- Is / Are that milk fresh?
- Am / I / you too loud?
- A: Are your parents at home? B: Yes, they're / they are.
- A: Is the book interesting? B: No, it not / isn't.

27

Question: *Are you early?*

- Go through the rules of forming Yes/No questions as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can think of additional statements to change into Yes/No questions.

Check up activities

Exercise C

- Have students look at the pictures.
- Ask students to read the question and circle the correct answer based on the picture.

Exercise D

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

Exercise E

- Ask students to turn to page 28.
- 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 question and determine which form of *be* they should use to complete it.
- Ask students to match the question to the correct response to complete the conversation.
- 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, *is*, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Unscramble and write.

1. is very hot the food .

→ *The food is very hot.*

2. not I busy am .

→ *I am not busy.*

3. isn't that friendly cat .

→ *That cat isn't friendly.*

4. these are glasses your ?

→ *Are these your glasses?*

F Write the correct form of *be* and match to complete the conversation.

- | | | |
|------------------------------------|---|------------------|
| 1. <u>Is</u> your room clean? | → | a. No, he isn't. |
| 2. <u>Are</u> you cold? | → | b. Yes, it is. |
| 3. <u>Is</u> Grandma 75 years old? | → | c. No, I'm not! |
| 4. <u>Is</u> Ben at the movies? | → | d. Yes, she is. |

G Underline the mistake. Rewrite the sentence correctly.

1. The two boys is in the swimming pool.

→ *The two boys are in the swimming pool.*

2. I are not ready for school.

→ *I am not ready for school.*

3. Jamal and I am at the park.

→ *Jamal and I are at the park.*

4. A: Is that a rainbow? B: Yes, it does.

→ *Yes, it is.*



Explore More

★ Look at the underlined words. Correct three mistakes. Write the corrections on the lines.


 Stacey



 Josef and Karl



 Young-mi


1 I am Stacey. I have three e-pals. They 2 not are from my country. Young-mi is from Korea. She is 10. Her hobbies 3 is art and the violin. Josef and Karl 4 are from Germany. 5 They're brothers. Josef is a basketball player, and Karl likes tennis. I love reading their messages. Are 6 he fun e-pals? Yes, they are!

2. are not 3. are 6. they

Link and Review

Units 4-5

★ Circle and write about a classmate. Then share what you learned with the class.

1. Q: What is your classmate's name?
A: His /Her name is Michelle.
2. Q: What is his /her hobby?
A: His /Her hobby is playing music.
3. Q: Is he /she happy today?
A: Yes / No, she is.

dancing painting
 soccer cooking
 computer games
 playing music



✔

Go to the workbook for more practice.

Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about their experience with people from other countries.
- Ask questions such as:
 - Do you know anyone from another country?
 - How do you communicate with them?
 - What do you talk about?
- Have students fill in the blank with the correction.

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 about a classmate and share their answers with the rest of the class.

Homework

- Workbook 1: pages 20 to 22

Extra Materials: Supplementary materials

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

Unit 6 Simple Present

Objectives:

11. Simple Present
12. Simple Present: Third-Person Singular Verbs

Warm Up

- Greet your students.
- Ask students to recall the conjugations for the verb *be*.
- Ask students yes/no questions. Then have them come up with their own to ask a partner nearby.

Grammar Point 1 Simple Present

- Have students look at the explanations and the chart on page 30.
- Help students to know the different ways to form sentences in simple present.
- Go through the chart to learn the different ways to form sentences in simple present.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can come up with Yes/No questions using different verbs in simple present.

Check-up activities

Exercise A

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

Exercise B

UNIT
6

I work with flowers.

*I'm a gardener.
I work with flowers.*

*I'm a cartoonist.
I draw cartoons.*

Simple Present

Use the **simple present** to talk about facts and people's habits.
*They **bake** cookies every Sunday.*
 After a third-person singular subject (*he/she/it*), the verb ends with **-s**.
*Tom **writes** short stories.*

Affirmative	Negative	Yes/No Questions	Short Answers
I/You/We/They work .	I/You/We/They don't work .	Do I/you/we/they work?	Yes, S do. No, S don't.
He/She/It works .	He/She/It doesn't work .	Does he/she/it work?	Yes, S does. No, S doesn't.

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

A Circle the correct word(s).

1. I like / likes pizza.
2. You look / looks nice today.
3. He ride / rides a horse.
4. The bus don't stop / doesn't stop here.
5. They don't speak / doesn't speak English.
6. Do / Does we walk / walks home?
7. Do / Does she draw / draws very well?
8. Do / Does your brother and sister play / plays the guitar?

B Match to complete the sentence.

<ol style="list-style-type: none"> 1. José and Ryan 2. Anna 3. These cookies 4. Does 5. Do 6. Peter 		<ol style="list-style-type: none"> a. don't taste good. b. we have homework? c. walks his dog every day. d. doesn't like her present. e. go to the same school. f. Victor have a pet?
---	--	---

30

- Have students look at the words on the left. Then, have students match to complete the sentences.

Grammar Point 2

Simple Present: Third-Person Singular Verbs

- Have students look at the explanation and the chart on page 31.
- Explain that there are some rules for spelling third-person singular verbs in simple present.
 - Go through the rules of spelling third-person singular verbs in simple present as in the

Simple Present: Third-Person Singular Verbs

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

Ending	Regular Verbs
Most verbs + -s	fall-falls open-opens love-loves stay-stays say-says play-plays
-s, -ch, -sh, or -x + -es	teach-teaches pass-passes brush-brushes mix-mixes
consonant + -y + -y + -ies	carry-carries try-tries cry-cries fly-flies
Irregular Verbs	
	do-does go-goes have-has

My uncle is a pilot. He flies every day.

My aunt is a teacher. She teaches math.

C Circle the incorrect pair. Write the third-person singular verb correctly.

- feel / feels _____
- hear / hears _____
- do / dos _____ *does*
- turn / turnes _____ *turns*
- like / likes _____
- smile / smiles _____
- happen / happens _____
- catch / catches _____ *catches*
- meet / meets _____
- pass / passes _____
- change / changes _____
- play / playes _____ *plays*
- marry / marrys _____ *marries*
- pay / pays _____
- say / says _____
- print / prints _____
- fill / fills _____
- fish / fishes _____ *fishes*

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

- ask _____ *asks*
- bring _____ *brings*
- watch _____ *watches*
- cry _____ *cries*
- know _____ *knows*
- worry _____ *worries*
- have _____ *has*
- cross _____ *crosses*
- buy _____ *buys*
- hate _____ *hates*
- go _____ *goes*
- touch _____ *touches*

31

chart.

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

Expansion

- Ask students for examples of other verbs and their form for third-person singular. (ex: hit/hits, fix/fixes)

Check up activities

Exercise C

- Have students look at each set of words. Ask students to circle the incorrect pair.
- Have students write the third-person singular verb correctly on the line.

Exercise D

- Ask students to write the third-person singular verb in the simple present. The first one has been done already.

Exercise E

- Ask students to turn to page 32.
- 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 sentence and determine which form of the given verb would correctly complete it.
- 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, help, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Unscramble and write.

1. climb we the hill .
➔ We climb the hill.
2. reads the newspaper Sandy .
➔ Sandy reads the newspaper.
3. don't the answer know I .
➔ I don't know the answer.
4. use doesn't Grandpa email .
➔ Grandpa doesn't use email.

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

1. Flowers grow in the spring. (grow)
2. The plane arrives at 8:45 p.m. (arrive)
3. Dogs don't like cats. (not like)
4. Nancy doesn't talk to me. (not talk)
5. Do you need a cell phone? (need)

G Underline the mistake. Rewrite the sentence correctly.

1. The doctor help people.
➔ The doctor helps people.
2. Jenny look at her phone all the time.
➔ Jenny looks at her phone all the time.
3. Tony doesn't drinks tea.
➔ Tony doesn't drink tea.
4. This restaurant haves great food.
➔ This restaurant has great food.

Explore More

Explore More

★ Dana, a new student, is talking with a classmate. Fill in each blank with the correct word from the box.

do go doesn't like ~~have~~ don't

Ann: Welcome to our school, Dana!
Dana: Thanks!
Ann: Do you ① have a big family?
Dana: No, I ② don't. I have one brother.
Ann: Does he ③ go to this school?
Dana: No, he ④ doesn't. He's only 4.
Ann: ⑤ Do your mom and dad work?
Dana: Yes, they do. They have a restaurant.
Ann: Do you ⑥ like your new classmates?
Dana: Yes, I do. But I miss my old friends, too.

Link and Review Units 5-6

★ Choose an animal to write about. Share your answer with the class. (Answers will vary.)

My favorite animal is the horse.
 It is fast. It isn't ^(name of animal) ugly.
 It eats plants. It doesn't eat animals.

elephant horse
 whale monkey
 fast strong ugly
 pretty big slow
 plants animals

Go to the workbook for more practice.

33

- 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 meeting a new student or being new to a school.
- Ask questions such as:
 - Have you ever moved and started at a new school?
 - How many of you have been or have known someone new to a school?
 - What was it like to be new or meet the new student?
- Have students look at the words in the box. Have students fill in the blanks with the correct verbs to complete the conversation.

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 responses with the class.

Homework

- Workbook 1: pages 23 to 25

Extra Materials: Supplementary materials

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

Unit 7 Present Continuous

Objectives:

- 13. Present Continuous
- 14. Present Continuous: Spelling

Warm Up

- Greet your students.
- Have students sit in a circle. Give them each a piece of paper with an action on it.
- Help students act out their verb for the class. Ask class “What does ____ do?”
- Direct students to answer in the correct form. Ex: Mary throws a ball. Continue until all students have had a chance to act out their verb.

Grammar Point 1

Present Continuous

- Have students look at the explanation and the chart on page 34.
- Help students to know the differences between affirmative and negative forms of present continuous. Help students to correctly form Yes/No questions and short answers using present continuous.
- Go through the chart to learn the differences between affirmative and negative forms of present continuous. Help students to correctly form Yes/No questions and short answers using present continuous.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can form their own Yes/No questions using present continuous. They can practice with a partner.

Check-up activities

Exercise A



UNIT 7

The ball is coming to you!



Present Continuous

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

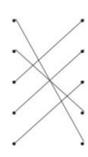
Affirmative			Negative		
I	am / 'm	reading.	I	am not / 'm not	reading.
He/She/It	is / 's		He/She/It	is not / isn't	
We/You/They	are / 're		We/You/They	are not / aren't	

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

A Circle the correct word.

1. They are look / looking for you.
2. He isn't take / taking the class.
3. I am / do trying to sleep.
4. James doesn't / isn't watching TV.
5. You aren't / don't eating your lunch.
6. Hector isn't / doesn't studying.
7. She's asks / asking a question.
8. The computer isn't work / working.

B Match to complete the sentence or the conversation.

<ol style="list-style-type: none"> 1. Felipe is kicking the ball. 2. I'm not reading. 3. Are you leaving? 4. Am I helping? 5. Is Nick shopping? 	 <ol style="list-style-type: none"> a. No, I'm not. I'm staying. b. Yes, you are. Thanks. c. Yes, he is. d. I'm drawing a picture. e. He isn't throwing it.
--	---

34

- Have students read the first sentence together. It has been done 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 the sentences and questions on the left. Then, have students match to complete the conversation.

Present Continuous: Spelling
Read the rules for spelling *-ing* verb forms.

Ending	Spelling of <i>-ing</i> forms
Most verbs + <i>-ing</i>	meet-meeting walk-walking go-going sing-singing
-e + <i>-ing</i>	come-coming smile-smiling make-making live-living
vowel + consonant + <i>-ing</i>	win-winning run-running drop-dropping swim-swimming



C Write the *-ing* form of each word.

1. grow <u>growing</u>	7. lose <u>losing</u>
2. see <u>seeing</u>	8. wish <u>wishing</u>
3. take <u>taking</u>	9. run <u>running</u>
4. cut <u>cutting</u>	10. show <u>showing</u>
5. try <u>trying</u>	11. ride <u>riding</u>
6. drive <u>driving</u>	12. get <u>getting</u>

D Complete each sentence with the given word in the present continuous.

- Ted and Mel are taking the bus. (take)
- Belinda is swimming in the lake. (swim)
- The cat is eating something. (eat)
- Is the wind blowing? (blow)
- Is Mrs. Granger teaching in this classroom? (teach)
- Sam, are you coming? (come)

35

Grammar Point 2

Present Continuous: Spelling

- Have students look at the chart on page 35.
- Explain that most verbs in present continuous end in *-ing*. Explain that verbs that end in *-e*, will lose the *-e* and add *-ing* to form the present continuous. Also, verbs that **end with a vowel + consonant** will double the consonant and add *-ing* to form the present continuous.
- Go through the rules for spelling verbs in the present continuous form as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can think of other verbs ending in **vowel + consonant** and how to spell it in present continuous.

Check up activities

Exercise C

- Have students look at the words.
- Ask students to write the *-ing* form of each word. The first one has been done already.

Exercise D

- Have students read the first sentence. It has been done already.
- Ask students to complete each sentence with the given word in the present continuous.

Exercise E

- Ask students to turn to page 36.
- 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 look at each picture.
- Have students complete the question on the left. Then, ask students to write the correct short answer on the right.
- 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, writes, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Unscramble and write.

1. working in the garden is Mom .

➔ Mom is working in the garden.

2. not I'm money spending .

➔ I'm not spending money.

3. watching Hannah TV is ?

➔ Is Hannah watching TV?

4. aren't a test we taking .

➔ We aren't taking a test.

F Look at each picture. Then complete the question and write the correct short answer.

1. Q: Is she smiling?

A: Yes, she is.

2. Q: Are they resting?

A: No, they aren't.

3. Q: Is he taking a picture?

A: Yes, he is.

4. Q: Are the cars moving?

A: Yes, they are.

G Underline the mistake. Rewrite the sentence correctly in the present continuous.

1. My uncle is writes a book.

➔ My uncle is writing a book.

2. Do Ben and Marie going to the airport?

➔ Are Ben and Marie going to the airport?

3. They don't painting the classroom.

➔ They aren't painting the classroom.

Explore More

★ Look at the picture. Fill in each blank with the correct word(s) from the box. Use the present continuous.

sit ~~play~~ walk not catch fish study



At the Park

Many people are at the park right now. My friends ❶ are playing soccer. My aunt ❷ is sitting on the grass. She ❸ is studying for a test. My cousin and my dad ❹ are fishing in the lake. They ❺ aren't catching any fish, but that's OK. What about me? I ❻ am walking my dog, Max. We are enjoying our time at the park.

Link and Review Units 6-7

★ Complete the sentences. Share your answers with the class. (Answers will vary.)

I like blue clothes.
(color)

I don't like yellow clothes.
(color)

I'm wearing T-shirt now.

I'm not wearing a coat now.

blue white pink
 black yellow
 a skirt boots jeans
 a coat a T-shirt

✔ Go to the workbook for more practice.

37

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 like to do in their free-time.

- Ask questions such as:

- What are some things you enjoy doing?

- Do you do these things often?

- Who do you do these things with?

- Have students fill in the blanks using the words in 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 answers with the class.

Homework

- Workbook 1: pages 26 to 28

Extra Materials: Supplementary materials

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

Unit 8 Future

Objectives:

- 15. Future
- 16. Future: Yes/No Questions

Warm Up

- Greet your students.
- Have students form three lines and ask them to list as many verbs as they can on the board. Explain that the first person in each line will go up first, and then hand the chalk/marker to the next person. The game continues until each student has written a word. Tell students that there should be no duplicated words.
- Have students try to spell the correct form of the present continuous of each verb they listed.

Grammar Point 1

Future

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

Expansion

- Ask students if they can sort given conjugated verbs into future or present.

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. And ask students to underline the future verbs.

Future



Future

Use the **future** to talk about things that will happen in the future. It is formed with **will + verb**.

Affirmative			Negative		
I			I		
He/She/It	will / 'll	call.	He/She/It	will not / won't	call.
We/You/They			We/You/They		



A Underline the future verbs.

1. I will see you tomorrow.
2. Gary will win the race.
3. We won't study tonight.
4. They will love their gift.
5. She 'll have a big breakfast.
6. It 'll be a fun party.
7. You will not get an A.
8. I won't go out today.

B Look at each picture. Then circle the correct word(s).



1



2



3



4

1. Donald will / won't relax on Saturday. He will / won't go to school.
2. The weather will / won't be good tomorrow. It will / won't be rainy.
3. She'll / She won't ride her bike to school today. She'll / She won't walk.
4. I'll / I won't sleep late tomorrow. I'll / I won't wake up early.

Exercise B

- Have students look at each picture.
- Ask students to circle the correct word(s) to complete the sentence. Each number has two sentences.

Grammar Point 2

Future: Yes/No Questions

- Have students look at the explanation and the chart on page 39.
 - Explain Yes/No questions in the future use the following word order: **Will + subject + verb?**
- As an example, write the following on the board:

Statement: *She will bring some juice.*

Future: Yes/No Questions

Yes/No questions in the future use the following word order:
Will + subject + verb ... ?
Statement: *She will bring some juice.*
Question: *Will she bring some juice?*

Yes/No Questions		
Will	I/you/he/she/we/you/they	bring some juice?

Short Answers

Yes, I/he/she/it/you/we/they will.
 No, I/he/she/it/you/we/they will not / won't.



C Circle the correct word(s).

- Will you call / call you me?
- We will / Will we take a vacation?
- Will help Regina / Regina help us?
- Will he goes / go shopping?
- Will Jun meeting / meet me tomorrow?
- Will the exams are / be hard?
- A: Will they watch the game? B: No, won't they / they won't.
- A: Will Sasha learn the piano? B: Yes, she will / she'll .

D Complete the short answer.

1. Q: Will you take the train?	A: Yes, <u>I will</u> .
2. Q: Will the museum be open?	A: No, <u>it won't</u> .
3. Q: Will Maria work hard?	A: Yes, <u>she will</u> .
4. Q: Will your friends come to dinner?	A: No, <u>they won't</u> .
5. Q: Will Lucas answer his phone?	A: Yes, <u>he will</u> .
6. Q: Will we arrive on time?	A: No, <u>we won't / you won't</u> .

39

Question: *Will she bring some juice?*

- Go through the rules of writing Yes/No questions and short answer in future as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can think of more Yes/No questions using future.

Check up activities

Exercise C

- Have students read the first sentence. It has been done already
- Ask students to circle the correct word(s) to complete the question or short answer.

Exercise D

- Have students read the questions on the left.
- Ask students to complete the short answers on the right.

Exercise E

- Ask students to turn to page 40.
- Have students complete each sentence with the given words in the future. The first sentence has already been done as an example.
- Check the answers together after students have finished.

Exercise F

- Have students change the statement into a question. The first one has already been done 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, I'm will, 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 words in the future.

1. She will leave in five minutes. (she, leave)
2. They will have fun at camp. (they, have)
3. Goodbye! I will miss you! (I, miss)
4. Grandma will not see / won't see that movie. (not see)
5. The dog will not bite / won't bite you. (not bite)

F Change the statement into a question.

1. They'll like this restaurant.
➔ Will they like this restaurant?
2. The show will start soon.
➔ Will the show start soon?
3. Dad will take us home.
➔ Will Dad take us home?
4. She'll visit France.
➔ Will she visit France?

G Correct the underlined mistake. Rewrite the sentence correctly.

1. I'm will send an email.
➔ I will send an email.
2. She won't eats vegetables.
➔ She won't eat vegetables.
3. Will you buying a new bike?
➔ Will you buy a new bike?
4. They will need pens and paper?
➔ Will they need pens and paper?

Explore More

★ Mrs. Mays and two students are talking online about their class party. Fill in each blank with the correct word(s) from the box.

it'll I will I'll buy ~~will-we~~ bring drinks

Mrs. Mays
Our last class is on Friday.

Brian
1 Will we have a party, Mrs. Mays?

Mrs. Mays
Yes, we will! 2 I'll buy some pizza. 

Tara
Thank you! I'll 3 bring drinks. 

Mrs. Mays
We'll need games, too.

Brian
Yes, 4 I will bring some games. 

Tara
Great! 5 It'll be a fun party!

Link and Review Units 7-8

★ Choose someone in your family. Write and circle. Share your answers with the class.

My Mom
(Choose: mom, brother, grandfather, etc.)

Q: What is she / he doing right now?
A: She / He is cooking.

Q: Will you see him / her tonight?
A: Yes / No, I will.

work study
 sleep travel
 cook shop

 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 their experience with parties.
- Ask questions such as:
 - Have you had a party at school before?
 - What sort of food was there?
 - What kinds of activities did you do?
- Have students fill in the blanks with words 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 choose someone in their family. Ask them to circle the correct words and complete the sentences. Then, have students share their answers with the class.

Homework

- Workbook 1: pages 29 to 31

Extra Materials: Supplementary materials

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

Unit 9 Simple Past of *Be*

Objectives:

17. Simple Past of *Be*
18. Simple Past of *Be*: Yes/No Questions

Warm Up

- Greet your students.
- Students sit in a circle. Have each student share what they did the night before.
- Have class try to change the each student's sentence into future.

Grammar Point 1 Simple Past of *Be*

- Have students look at the explanations and the chart on page 42.
- Help students to know the two different forms of the simple past of *be*.
- Go through the chart to learn the different forms of the simple past of *be*.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can think of any more past time expressions. (ex: last month, last weekend, etc.)

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



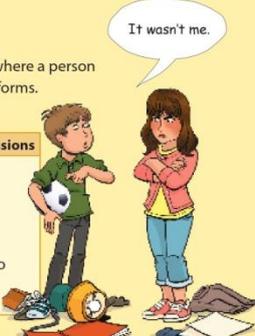
Simple Past of *Be*

It wasn't me.

Simple Past of *Be*

Use the **simple past of the verb *be*** to say who, what, how, and where a person or thing was in the past. The simple past of *be* has two different forms. Past time expressions are often used with the simple past.

Affirmative		here.	Past Time Expressions
I	was		
He/She/It	was		last night
We/You/They	were		last week
Negative		here.	last year
I	was not / wasn't		
He/She/It	was not / wasn't		in 1972
We/You/They	were not / weren't		



A Circle the correct word.

1. She was / were sick yesterday.
2. They was / were happy to see us.
3. You was / were a baby in 2005.
4. The ice cream was / were delicious.
5. Mickey and José wasn't / weren't at the game.
6. The shirt wasn't / weren't the right size.
7. I wasn't / weren't in Mr. Ling's class last year.

B Match the sentences that go together.

1. The movie wasn't very good.	→	a. He was on vacation.
2. Maya and I were best friends.	→	b. It was sunny and warm.
3. We weren't hungry.	→	c. We were always together.
4. Their clothes were wet.	→	d. It was boring.
5. Louis wasn't in town last week.	→	e. We were full.
6. The weather was nice yesterday.	→	f. They were outside in the rain.

42

- Have students read the sentences on the right.
- Ask students to match the sentences that go together. The first one has been done already.

Grammar Point 2

Simple Past of *Be*: Yes/No Questions

- Have students look at the explanation and the chart on page 43.
- Explain that Yes/No questions with *be* in the simple past use the following word order:

Simple Past of *Be*: Yes/No Questions

Yes/No questions with *be* in the simple past use the following word order:
Was/Were + subject ... ?
Statement: You were late.
Question: Were you late?

Yes/No Questions		Short Answers	
Was	I	late?	Yes, you were. No, you weren't.
	he/she/it		Yes, <i>S</i> was. No, <i>S</i> wasn't.
Were	we/you/they		Yes, <i>S</i> were. No, <i>S</i> weren't.

C Circle the correct word(s).

1. You were / Were you at the park?
2. Was / Were the bathroom clean?
3. Was / Were they late for school today?
4. Was / Were his health good last year?
5. Was the trip fun? Yes, it was / is .

D Look at each picture. Then complete the short answer.



1. Was she surprised?

Yes, she was .



2. Was the moon bright last night?

Yes, it was .



3. Were they at a basketball game?

No, they weren't .



4. Was he busy last week?

Yes, he was .

43

Was/Were + subject ... ?

As an example, write the following on the board:

Statement: You were late.

Question: Were you late?

- Go through the rules of forming Yes/No questions with *be* in the past as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can come up with some additional Yes/No questions with *be* in the past.

Check up activities

Exercise C

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

Exercise D

- Have students look at each picture. Then have students read the questions on the left.

- Ask students to complete the short answer to match the picture.

Exercise E

- Ask students to turn to page 44.
- Have students look at the sentences in each of the two boxes.
- Ask students to write **was**, **wasn't**, **were**, or **weren't** to complete the sentences. The first sentence has been done 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.

E Write was, wasn't, were, or weren't to complete the sentences.

Affirmative	Negative
1. My soup <u>was</u> hot.	5. The book <u>wasn't</u> very long.
2. Her grandpa <u>was</u> a farmer.	6. We <u>weren't</u> ready on time.
3. The students <u>were</u> friendly.	7. The tickets <u>weren't</u> cheap.
4. The lessons <u>were</u> difficult.	8. Our hotel room <u>wasn't</u> big.

F Unscramble and write.

- was very kind the nurse .
→ The nurse was very kind.
- wasn't I at Erica's house yesterday .
→ I wasn't at Erica's house yesterday.
- was rainy the spring ?
→ Was the spring rainy?
- a good was your dad student ?
→ Was your dad a good student?

G Underline the mistake. Write the correction in the simple past.

- Kevin were 12 last year. → was
- That artist not was famous. → was not / wasn't
- They aren't at work yesterday. → weren't
- Was Tim and Fiona close friends? → Were
- Were the water cold? → Was

44

Exercise G

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

Explore More



Explore More

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

was ~~wasn't~~ were (x2) weren't



THIS MORNING



NOW

My room looks great now. But this morning it ❶ wasn't neat. My clothes ❷ were on the floor. The window ❸ was dirty. My books and papers ❹ weren't on the desk. They ❺ were on the bed. My mom was mad!

Link and Review Units 8-9

★ Complete the sentences about your meals.
Share your answers with the class.

Yesterday, my lunch was pizza and salad.
My dinner was bread and soup.
Tomorrow, my lunch will be rice and chicken.
My dinner will be pasta and salad.



was wasn't
 were weren't
 will be won't be

Go to the workbook for more practice.

45

- 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 to do something they didn't want to.

- Ask questions such as:

- Have you even had to do something you didn't feel like doing?

- Did anyone help you complete the task?

- How did you feel once you were done?

- Have students fill in the blanks with words 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 answers with the class.

Homework

- Workbook 1: pages 32 to 34

Extra Materials: Supplementary materials

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

Unit 10 Simple Past

Objectives:

- 19. Simple Past: Regular Verbs
- 20. Simple Past: Spelling

Warm Up

- Greet your students.
- Have students work in pairs to talk about things they did in the past. Direct them to use past time expressions in their conversations.

Grammar Point 1

Simple Past: Regular Verbs

- Have students look at the explanation and the chart on page 46.
- Help students to know the differences between affirmative and negative verb forms in simple past. Also, help students to know how to properly form Yes/No questions and short answers with the simple past.
- Go through the chart to learn the differences between affirmative and negative verb forms in simple past. Also, go through the chart to learn how to properly form Yes/No questions and short answers with the simple past.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can form affirmative and negative sentences using different verbs.

Check-up activities

Exercise A

- Have students read the direction line. Then, have students look at the first sentence. It has been done already.

UNIT
10

I missed the school bus.

I missed the school bus.



Simple Past: Regular Verbs

Use the **simple past** to talk about things that happened in the past. Regular verbs end with **-ed** in the simple past.

Affirmative		Negative	
I	scored.	I	did not / didn't score.
He/She/It		He/She/It	
We/You/They		We/You/They	

Yes/No Questions		Short Answers	
Did	I/you/we/they/he/she/it	score?	Yes, S did. No, S didn't.

A Check (✓) the sentences that are in the simple past.

1. <input checked="" type="checkbox"/> Did you have lunch?	5. <input checked="" type="checkbox"/> The bell didn't ring.
2. <input type="checkbox"/> She is from England.	6. <input checked="" type="checkbox"/> Did our team score?
3. <input checked="" type="checkbox"/> Mom enjoyed the book.	7. <input type="checkbox"/> They drink coffee and tea every day.
4. <input type="checkbox"/> Does Ming go to bed late?	8. <input checked="" type="checkbox"/> Did you thank him for the gift?

B Circle the correct word.

- Do / **Did** you sleep well last night?
- Did** / Does Antonio hurt his arm yesterday?
- Do / **Did** Mom go to the dentist?
- Does / **Did** the leaves fall in September?
- A: Did you find your homework? B: No, I **didn't** / don't .
- A: Did we miss class last week? B: No, we **didn't** / weren't .
- A: Did Christina lose her keys? B: Yes, she **does** / **did** .

46

- Read the sentences together in a group or individually. Ask students to check the sentences that are in simple past.

Exercise B

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

Grammar Point 2

Singular and Plural Nouns

Simple Past: Spelling

Read the rules for spelling simple past forms. Some verbs are **irregular** and do not end in **-ed**.

Ending		Regular Verbs		
Most verbs	+ <i>-ed</i>	miss–missed	walk–walked	fix–fixed
		snow–snowed	stay–stayed	
-e	+ <i>-d</i>	live–lived	die–died	move–moved
vowel + consonant	double consonant + <i>-ed</i>	plan–planned	shop–shopped	
		pop–popped		
consonant + <i>-y</i>	<i>-y</i> + <i>-ied</i>	carry–carried	try–tried	
		study–studied	marry–married	
Irregular Verbs				
buy–bought	do–did	forget–forgot	get–got	go–went
have–had	hear–heard	make–made	read–read	run–ran
see–saw	sing–sang	sleep–slept	take–took	write–wrote

C Write the simple past of each verb.

1. show → <u>showed</u>	9. enjoy → <u>enjoyed</u>
2. paint → <u>painted</u>	10. hate → <u>hated</u>
3. like → <u>liked</u>	11. forget → <u>forgot</u>
4. copy → <u>copied</u>	12. play → <u>played</u>
5. cry → <u>cried</u>	13. go → <u>went</u>
6. close → <u>closed</u>	14. open → <u>opened</u>
7. stop → <u>stopped</u>	15. have → <u>had</u>
8. marry → <u>married</u>	16. help → <u>helped</u>

D Circle the correct word.

- We talkied / talked yesterday.
- I planed / planned the class party.
- Your parents worried / worryed about you.
- Joel once livied / lived near my house.
- Hannah taked / took swimming lessons.

47

- Have students look at the explanation and the chart on page 47.
- Explain that there are rules for spelling simple past forms. Explain that some verbs are irregular and do not end in **-ed**.
- Go through the rules of spelling simple past forms as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can think of sentences using some irregular verbs in simple past.

Check up activities

Exercise C

- Have students look at the verbs.
- Ask students to write the simple past of each verb. The verb, show, has already been changed as an example.

Exercise D

- Have students read the first

sentence. It has been completed already.

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

Exercise E

- Ask students to turn to page 48.
- Have students look at each picture.
- Ask students to complete each sentence with the given word in the simple past. 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, don't, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Look at each picture. Then complete each sentence with the given word in the simple past.

1. Mandy didn't watch the news last Saturday.

She watched a 3-D movie. (watch)

2. Juan didn't go to the mountains.

He went to the beach. (go)

3. Olivia didn't take photos of her parents.

She took photos of her friends. (take)

4. Hu didn't play basketball.

He played soccer. (play)

LAST SATURDAY

**F Unscramble and write.**

1. for the test Renee studied last weekend .

➔ Renee studied for the test last weekend.

2. didn't him yesterday I call .

➔ I didn't call him yesterday.

3. clean did the bathroom you ?

➔ Did you clean the bathroom?

G Underline the mistake. Rewrite the sentence correctly.

1. I don't live here in 2012.

➔ I didn't live here in 2012.

2. Kim didn't asked a question.

➔ Kim didn't ask a question.

3. We see a giraffe at the zoo last week.

➔ We saw a giraffe at the zoo last week.

Explore More

Explore More



★ Complete each sentence with the given word in the simple past.

Celia's Bad Day

Anne: How was your morning?

Celia: Not good. I ① got (get) up late. So I ② didn't eat / did not eat (not eat) breakfast.

Anne: ③ Did you miss (miss) the bus?

Celia: Yes, I did. So I ④ ran (run) to school. I'm so tired!

Anne: Me, too. I ⑤ stayed (stay) up late last night. I ⑥ studied (study) for our math test.

Celia: Oh, no! I ⑦ studied (forget) about the test! I ⑧ didn't study / did not study (not study) at all!

Link and Review Units 9–10

★ Circle and write. Share your answers with the class. (Answers will vary.)

Q: Were you busy yesterday?

A: Yes, I was. ~~No, I wasn't.~~

I did my homework yesterday.

Q: Were you busy this morning?

A: Yes, I was. ~~No, I wasn't.~~

I did my homework this morning.

sleep late
watch TV
do my homework
play computer games
help my parents

Go to the workbook for more practice.

49

- 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 having a bad day.
- Ask questions such as:
 - Have you ever had a bad day?
 - How did your bad day begin?
 - How did your day get better?
- Have students complete each sentence with the given word in 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 1: pages 35 to 37

Extra Materials: Supplementary materials

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

Unit 11 *Can* and *Could*

Objectives:

21. *Can* and *Could* for Ability
22. *Can* for Permission

Warm Up

- Greet your students.
- Write several verbs incorrectly in past on the board.
- Divide class into two groups. Give each group a large sheet of paper. Have students try to correct the mistakes by writing them correctly on their sheet of paper.

Grammar Point 1

Can and *Could* for Ability

- Have students look at the explanations and the chart on page 50.
- Help students to know the differences between using *can* and *could* in affirmative and negative sentences.
- Go through the chart to learn the differences between using *can* and *could* in affirmative and negative sentences.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to list some things they can do now and things they were able to do in the past.

Check-up activities

Exercise A

- Have students look at each picture. Then, ask students to 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

UNIT
11

My friend can play the guitar.

My friend can play the guitar. But I can't.

Can and Could for Ability

Use *can* + verb to talk about an ability in the present.
Use *could* + verb to talk about an ability in the past.

Affirmative		
I	can	play the guitar.
I	could	play the guitar a long time ago.
Negative		
I	cannot / can't	play the guitar.
I	could not / couldn't	play the guitar then.

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



1. He can / can't swim.



2. He can / can't see right now.



3. It can / can't jump.



4. She could / couldn't read at age 6.



5. I could / couldn't walk back then.

B Circle the correct word.

1. Paul can / could speak English now.
2. He's my sister's friend. But I can't / couldn't remember his name.
3. Wang Min can't / couldn't go to the party last Saturday.
4. Look! Those kids can / could dance really well!
5. Mom cannot / couldn't sleep last night.
6. Please sit down. I can't / couldn't see the TV.

- Have 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

Can for Permission

- Have students look at the explanation and the chart on page 51.
- Explain that we use **can** to talk about permission. Explain that we use **can + subject + verb** to ask about ability or permission.
 - Go through the rules of using can in affirmative and negative sentences, as well as in Yes/No questions and short answers as in the chart.
 - Have students do the check-up exercises C and D

Can for Permission

Use **can** to talk about permission.

Affirmative	Negative
You can use my phone.	We cannot / can't talk in class.

Use **Can + subject + verb** to ask about ability or permission.

Yes/No Questions	Short Answers
Can you/we dance? take guitar lessons?	Yes, I can. No, you cannot / can't.

C Read the sentence. Then circle A for ability or P for permission.

- You're sick. You **can** miss school today. A P
- We **can't** keep library books. A P
- Rita **can't** find her phone. A P
- I'm full. **Can** I leave the table now? A P
- Some birds **can** fly for a long time. A P
- You **can't** take that bike! It isn't yours! A P
- It's noisy here. **Can** you hear me? A P

D Match to complete the conversation.

1. Can you go on the school trip?	a. Yes, you can. But hurry back.
2. Can you understand him?	b. No, you can't. It's time for bed.
3. Can I go to the store?	c. No, they can't. It's only for teachers.
4. Can we watch a movie now?	d. Yes, I can. My parents said it's OK.
5. Can you carry those bags?	e. No, I can't. He talks too fast.
6. Can students use this room?	f. No, I can't. They're very heavy.

51

Expansion

- Ask students create a list of things that they can and cannot do. Have students practice asking each other if they can do them or not.

Check up activities

Exercise C

- Have students read the first sentence. Ask them why P is circled.
- Ask students to read the rest of the sentences and circle A for ability or P for permission.

Exercise D

- Have students read the questions on the left. Then, ask them to read the answers on the right.
- Ask students to match to complete the conversation. The first one has been done already.

Exercise E

- Ask students to turn to page 52.
- Ask students read the first sentence. Then, have them write **can** or **can't** to complete the sentence. 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, having, 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 *can* or *can't* to complete the sentence.

1. Cats can't fly.
2. Horses can run fast.
3. Fish can't learn to talk.
4. Birds can be pets.
5. Elephants can't climb trees.
6. Dolphins can't live on land.

F Unscramble and write.

1. can the piano Grandma play .
→ Grandma can play the piano.
2. cannot talk the baby .
→ The baby cannot talk.
3. could finish we not the pizza .
→ We could not finish the pizza.
4. fix they our computer can ?
→ Can they fix our computer?
5. I class early can leave ?
→ Can I leave class early?

G Underline the mistake. Rewrite the sentence correctly.

1. Little kids can't having jobs.
→ Little kids can't have jobs.
2. Justin can't join us yesterday.
→ Justin couldn't join us yesterday.
3. A: Can ducks swims? B: Yes, they can.
→ Can ducks swim?
4. A: Can you wear shorts to school? B: No, we can.
→ No, we can't.

52

Explore More

★ Read the conversation. Circle the correct word.

School Rock Band



Mark: Dad, ❶ (cannot / can) I take singing lessons?
Dad: Yes, you can. But why?
Mark: My friends and I started a band.
Dad: ❷ (Could / Can) they play music?
Mark: Yes, they can. Ron and Dennis ❸ (can / could) play the guitar. Jesse can play the drums.
Dad: ❹ (Could / Can) they sing?
Mark: No, they ❺ (can't / can). So I'm the singer.
Dad: Did you sing for them?
Mark: I tried. But I ❻ (couldn't / can't) finish the song. I need lessons!

Link and Review Units 10–11

★ Write and circle. Share your answers with the class.

Q: Your school talent show is coming. What can you do in the show?
 A: I can dance.
(verb 1)

Q: Did you do magic in last year's show?
(verb 2)
 A: (Yes, I did) / No, I didn't.

Go to the workbook for more practice.

53

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 wanted to do something but were not allowed to do it.

- Ask questions such as:

- When was a time you wanted to do something really special?
- How often are you allowed to do things alone or just with friends?

- What did you do when you weren't allowed to do something?

- Have students read the conversations 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 fill in the blanks and share their responses with the class.

Homework

- Workbook 1: pages 38 to 40

Extra Materials: Supplementary materials

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

Unit 12 Adjectives

Objectives:

- 23. Adjectives
- 24. Common Adjectives

Warm Up

- Greet your students.
- Have students think of sentences using **can** and **could** for ability.
- Ask students ask each other questions about their sentences using **can** and **could**.

Grammar Point 1 Adjectives

- Have students look at the explanations and the chart on page 54.
- Help students to know where to place adjectives that are describing nouns. Also, help students recognize where adjectives are placed with the verb *be*.
- Go through the chart to learn where to place adjectives that are describing nouns. Also, help students learn where adjectives are placed with the verb *be*.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to describe something they see in the classroom.

Check-up activities

Exercise A

- Have students read the first sentence and ask them what the underlined word, black, is describing.
- Read the sentences together in a group or individually. Ask students to underline the adjective. The first one has been done already.

UNIT
12

Adjectives

That's a pretty sweater.

Adjectives

Use **adjectives** to describe nouns. They come before the noun.

	Adjective	Noun
a	pretty	sweater
the	tall	man

Adjectives can also come after the verb *be*. They describe the subject of the sentence.

Subject	Be	Adjective
The sky	is	blue.
She	was	thirsty.



A Underline the adjective.

1. I'm wearing black boots.
2. It is a cute cat.
3. Is this an easy class?
4. We had some delicious cake.
5. Tyra is an excellent dancer.
6. Josh is a nice teacher.

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

1. It's a wide road wide.
2. The mountains beautiful were beautiful.
3. Do you want a cold drink cold?
4. That handsome man handsome is an actor.
5. The weather will sunny be sunny.
6. The dishes clean were clean.
7. She always gives us difficult homework difficult.

54

Exercise B

- Have students read all the words in the first sentence. Ask students which adjective is in the wrong place. Ask them how they know.
- Ask students to cross out the adjective that is in the wrong place in each sentence.

Grammar Point 2 Common Adjectives

Common Adjectives

Look	Feel	Size & Shape	Feeling	Opinion
pretty	soft	big	happy	good
ugly	hard	small	glad	bad
clean	hot	short	sad	nice
dirty	cold	long	angry	polite
cloudy	warm	little	thirsty	mean
dark	heavy	tall	hungry	funny
pink	light	round	sick	delicious



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



1. This flower has a bad / nice smell.
2. Our daughter is late and didn't call. We are worried / happy.
3. That was a(n) easy / difficult class. I couldn't understand anything.
4. He ran for an hour. Now he's tired / fine.
5. My aunt gave me a new bike. I was surprised / sad and happy.

D Match to complete the sentence.

1. I'm enjoying this book. It's
2. Jason can't come to school. He is
3. I cleaned the house. Mom will be
4. Maria needs a drink. She is

- a. thirsty.
- b. interesting.
- c. happy.
- d. sick.

55

- Have students look chart on page 55.
- Explain that adjectives can be used to describe many things, including how things look or feel, something's size or shape, a feeling or an opinion.
- Go through the lists of different adjectives shown in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can sort adjectives based on the five senses: words describing smell, taste, touch, sound, and things they see.

Check up activities

Exercise C

- Have students look at the pictures. Then, have the students read the first sentence. Ask why the word, nice, is circled.
- Ask students to circle the correct word to complete the sentence.

Exercise D

- Have students read the words on the left. Then ask the students to read the adjectives on the right.
- Ask students to match to complete the sentence.

Exercise E

- Ask students to turn to page 56.
- Have students read the two sentences for number 1.
- Ask students to combine the two sentences using an adjective. The first one has already been done as an example.
- Check the answers together after students have finished.

Exercise F

- Have students read the sentence and determine which adjective would correctly complete it.
- 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, green are, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Combine the sentences using an adjective.

1. There is fruit. It is fresh.
➔ There is fresh fruit.
2. Chang has a dog. It's white.
➔ Chang has a white dog.
3. Alexa is a singer. She's great.
➔ Alexa is a great singer.
4. Are they students? Are they new?
➔ Are they new students?

F Choose the correct word to complete the sentence.

1. Can I go to bed? I'm sleepy !
exciting sleepy
2. My bed is old .
angry old
3. Anita is worried about the test tomorrow.
worried long
4. They liked the fun rides at the water park.
fun sick
5. The hungry baby started to cry.
hungry happy
6. Natalie has interesting hobbies.
interesting safe

G Underline the mistake. Rewrite the sentence correctly.

1. His eyes green are .
➔ His eyes are green.
2. I don't like people mean .
➔ I don't like mean people.
3. My cousin saw a lion huge at the zoo.
➔ My cousin saw a huge lion at the zoo.
4. Is tennis a sport fun ?
➔ Is tennis a fun sport?

Explore More

Explore More

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

happy interesting new (x2) boring

I Hate Shopping!

I had a(n) ① boring afternoon. I needed ② new clothes. So my dad took me to a big store. I hate shopping! It isn't ③ interesting at all. I chose some shirts. After an hour, we left the store. "Are you ④ happy with your ⑤ new clothes?" my dad asked. "Yes, I am," I said. "But I'm *really* happy we're going home!"




Link and Review Units 11–12

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

Look around the room. What can you see?

I can see a / an old clock.
(adjective) (noun)

I can see a / an kind teacher.
(adjective) (noun)

I can see a / an happy students.
(adjective) (noun)

happy new pretty
old kind purple
clock teacher
window picture
desks students

Go to the workbook for more practice.

57

- 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 something they think is boring.

- Ask questions such as:

- What is something you find boring?

- Why is this thing boring?

- What would you prefer to do instead?

- Have students fill in the blanks with words from the box. Bring their attention to the fact that the word, new, is used twice.

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 1: pages 41 to 43

Extra Materials: Supplementary materials

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

Unit 13 Adverbs

Objectives:

- 25. Adverbs: Describing Verbs
- 26. Adverbs: Describing Adjectives and Adverbs

Warm Up

- Greet your students.
- Explain to the class that you will be describing some of the students in the class using different adjectives.
- Have students try to guess which person is being described.

Grammar Point 1

Adverbs: Describing Verbs

- Have students look at the explanations and the chart on page 58.
- Help students to know what adverbs do in a sentence and how they are formed.
- Go through the chart to learn what adverbs do in a sentence and how they are formed.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can change adjectives into adverbs.

Check-up activities

Exercise A

- Have students look at the words.
- Read the words together in a group or individually. Ask students to write the adverb form of each of the words. The first one has already been done as an example.

Exercise B

- Have students read the first sentence. Ask them to identify which is the adjective and which is the

UNIT
13

Adverbs

I can run fast.

Adverbs: Describing Verbs

Use **adverbs** to describe verbs. They say how an action is done.
Many adverbs end in **-ly**.

*I can run **quickly**.*

*She is **speaking loudly**.*



	Ending	Adjectives	Adverbs
Most adjectives	+ -ly	sad soft	nice honest safe sadly softly
-y	-y + -ily	angry noisy	happily noisily
Adjective = Adverb		fast hard high far	fast hard high far
Irregular		good	well

A Write the adverb.

1. slow → <u>slowly</u>	6. bad → <u>badly</u>
2. loud → <u>loudly</u>	7. funny → <u>funnily</u>
3. easy → <u>easily</u>	8. hard → <u>hard</u>
4. far → <u>far</u>	9. polite → <u>politely</u>
5. glad → <u>gladly</u>	10. kind → <u>kindly</u>

B Circle the correct words.

1. They're polite / politely kids. They speak polite / politely .
2. I'm a hard / hardly worker. I work hard / hardly .
3. We will be late / lately . We will arrive late / lately .
4. They finished the job easy / easily . It was an easy / easily job.
5. It rained heavy / heavily . The rain was heavy / heavily .
6. Jonathan is a good / well swimmer. He swims good / well .
7. You answered correct / correctly . You were correct / correctly .

58

adverb in the first sentence.

- Ask students to circle the correct words to complete the sentences.

Grammar Point 2

Adverbs: Describing Adjectives and Adverbs

- Have students look at the explanations and the chart on page 59.
- Explain that some adverbs describe adjectives or other adverbs. Explain that these adverbs come before the word they describe.

Adverbs: Describing Adjectives and Adverbs

Some **adverbs** describe adjectives or other adverbs. They come before the word they describe.

That baby is so cute!

My mom is really mad.

Adverbs that Describe Adjectives and Adverbs

almost	nearly
so	very
really	too



C Underline the adverb(s).

1. It's very nice to meet you.
2. It rained so heavily last night.
3. This bottle is nearly full.
4. This shirt is too small for me.
5. Is he almost ready to go?

D Circle the correct word.

1. You're walking so / nearly slowly!
2. I'm hot. I dressed almost / too warmly.
3. Hector didn't water this plant. It's too / nearly dead.
4. That's a nearly / really good idea!
5. Michelle dances almost / very well.
6. They couldn't finish the homework. It was too / nearly hard.
7. I'll have a little more rice, please. I'm almost / too full.

59

- Go through the list of adverbs that can be used to describe both adjectives or other adverbs as in the chart.

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

Expansion

- Ask students to try and write sentences using an adverb to describe another adverb.

Check up activities

Exercise C

- Have students read the first sentence. It has been done already.
- Ask students to underline the adverb(s) in each sentence.

Exercise D

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

Exercise E

- Ask students to turn to page 60.
- Have students look at the word box first. There are 5 adjectives, some of which may need to be changed into adverbs to complete the sentence.
- Ask students to write the correct word from the box to complete the sentence. Remind students that some words may need to change for to complete the sentence. The word, busy, is already used and was changed to *busily*, as an example.
- Check the answers together after students have finished.

Exercise F

- Have students rewrite the sentence with the given adverb.
- 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, happy, 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. Change the form if necessary.

good high ~~busy~~ far safe

1. The people in the office are working busily.
2. My feet hurt. I don't want to walk very far.
3. The artist could draw well at a young age.
4. The weather was bad, but the plane landed safely.
5. Basketball players can jump really high.

F Rewrite the sentence with the given adverb.

1. Snow is falling. (*softly*)
➔ Snow is falling softly.
2. Sorry! The food is ready. (*almost*)
➔ Sorry! The food is almost ready.
3. I'm glad to see you. (*so*)
➔ I'm so glad to see you.
4. These potatoes are hot. (*too*)
➔ These potatoes are too hot.
5. They arrived. (*quickly*)
➔ They arrived quickly.

G Underline the mistake. Rewrite the sentence correctly.

1. Julio is smiling happy.
➔ Julio is smiling happily.
2. My little brother reads very good.
➔ My little brother reads very well.
3. Dean won the game easy.
➔ Dean won the game easily.
4. Those mountains are beautiful really.
➔ Those mountains are really beautiful.

Explore More

Explore More

★ Read Dr. Max's diary. Circle the correct word.

October 14

Mr. Johnson can run ① (fast / fastly). The marathon is coming soon. He wants to run in it, but his legs are ② (too / almost) weak now. Maybe he can run next year.

October 15

Mrs. Wells is walking ③ (almost / really) slowly. I want her to walk faster. I think she can speed up ④ (easy / easily). It will make her legs ⑤ (very / too) strong.

Link and Review Units 12–13

★ Complete the sentences. Share your answers with the class. (Answers will vary.)

My eyes are _____ brown _____.

I have _____ long _____ hair.

I draw _____ well _____.

I run _____ fast _____.

brown / black / long / short / fast / slowly / poorly / well

Go to the workbook for more practice.

61

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about something they want to get better at doing.
- Ask questions such as:
 - What is something you love to do?
 - How often do you practice doing it?
 - What else can you do to help yourself improve?
- Have students read the diary 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 complete the sentences and share their responses with the class.

Homework

- Workbook 1: pages 44 to 46

Extra Materials: Supplementary materials

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

Unit 14 Information Questions

Objectives:

- 27. Information Questions with *Be*
- 28. Subject Questions

Warm Up

- Greet your students.
- Write several adverbs and verbs on the board. Have students pick one from each list to act out for the class.
- Ask the class to try to guess which adverb and verb the performer is doing.

Grammar Point 1

Information Questions with *Be*

- Have students look at the explanation and the chart on page 62.
- Help students to know how to form information questions using *be*.
- Go through the chart to learn how to form information questions using *be*.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they come up with WH-questions to ask another student to learn more about him or her.

Check-up activities

Exercise A

- Have students look at the first question. Ask students why option C is the correct answer.
- Read the questions together in a group or individually. And ask students to match the questions to the correct answers.

Exercise B

UNIT
14

What is that smell?

What is that smell?

I baked some cookies.

Information Questions with *Be*

Use a **question word + *be* + subject** to ask *what, who, where, when,* and *how* questions about the subject.

Question	Answer
What is her name?	Her name is Mia.
When is your birthday?	My birthday is tomorrow.
How are you today?	I am fine.
Who were those girls?	Those girls were my classmates.
Where was Nick last night?	Nick was at home.

A Match the question to the correct answer.

1. Where are my shoes?	↗	a. It was yesterday.
2. Who is the club president?	↘	b. It was great.
3. When was the party?	↗	c. They're over here.
4. What are these?	↘	d. Benjamin.
5. How was school?	↗	e. They're green peppers.

B Circle the correct word.

1. When / How are your cousins?
2. Where / When is London?
3. What / Who was his teacher last year?
4. When / Who is Children's Day?
5. What / When was the problem?
6. Who / How are the salads?
7. When / What was the meeting?
8. What / Who is our doctor?

62

- Have students read the first question. They will choose between question starters.
- Ask students to circle the correct word to complete the question.

Grammar Point 2

Subject Questions

- Have students look at the explanations and the chart on page 63.
- Explain that we use **What/Who + verb** to ask about the subject of an action. Explain that the verb in a subject question is always third-person singular.

Subject Questions

Use **What/Who + verb** to ask about the subject of an action. The verb in a subject question is always in the third-person singular.

Subject Question	Answer
Who lives here?	The Green family.
What costs \$10?	These gloves cost \$10.
Who is talking?	Anne and Ken.
What is making that noise?	The car is making that noise.
Who baked cookies?	I baked cookies.
What surprised you?	The news surprised me.



C Look at each picture. Match to complete the question.



1. Who _____ a. the room?
 2. What is _____ b. hurts?
 3. Who painted _____ c. funny movies?
 4. Who enjoys _____ d. is singing?
 5. What _____ e. happening?

D Write Who or What to complete each question.

1. Q: Who teaches math? A: Mr. Kim.
 2. Q: What came in the mail? A: A box came in the mail.
 3. Q: What broke the window? A: A ball.
 4. Q: Who cleaned the classroom? A: We cleaned the classroom.

63

- Go through the rules of forming subject questions as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can come up with subject questions to ask their family members.

Check up activities

Exercise C

- Have students look at the pictures. There are questions about each one.
- Ask students to match to complete the question. The first one has been done already.

Exercise D

- Have students look at the questions on the left. Then, have them look at the answers on the right.
- Ask students to write **Who** or **What** to complete each question.

Exercise E

- Ask students to turn to page 64.
- 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 first sentence. Direct their attention to the underlined part. Ask students to use a question word to change the sentence into a question. The first one has been done 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, my present it, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the rest of the sentences correctly.

E Unscramble and write.

- is where blue coat my ?
➔ Where is my blue coat?
- your were how holidays ?
➔ How were your holidays?
- is the violin who practicing ?
➔ Who is practicing the violin?
- dream your is what ?
➔ What is your dream?
- sent this who email ?
➔ Who sent this email?

F Use a question word to change the sentence into a question.

- Her dad helps her.
➔ Who helps her?
- Our school play is next week.
➔ When is our school play?
- I washed the dishes.
➔ Who washed the dishes?
- The camping trip was fun.
➔ How was the camping trip?

G Underline the mistake. Rewrite the question correctly.

- What my present is?
➔ What is my present?
- Who are laughing?
➔ Who is laughing?
- What drank my tea?
➔ Who drank my tea?
- A: When are my glasses?
B: You're wearing them!
➔ Where are my glasses?

Explore More



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

where
when
~~what~~
who
how

Katie: ① What smells so delicious?

Rob: Chicken soup. I'm cooking dinner tonight.

Katie: Why? ② Where are Mom and Dad?

Rob: They're at work. Here, try the soup.
③ How is it?

Katie: Excellent. You're a good cook!
④ Who taught you?

Rob: Grandma.

Katie: So, ⑤ whens is dinner? I'm hungry!

Rob: In two minutes!



play soccer sing
draw swim
beautifully badly
fast well slowly

Link and Review Units 13-14

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

Q: What can you do well?

A: I can swim fast.
(verb) (adverb)

Q: What do you not do well?

A: I sing badly.
(verb) (adverb)

✓ Go to the workbook for more practice.

65

- 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 cooking or baking.

- Ask questions such as:

- Do you like to help cook or bake?

- Who do you like to cook/bake with?

- What things so you make together?

- Have students fill in the blanks using words 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 1: pages 47 to 49

Extra Materials: Supplementary materials

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

Unit 15 Prepositions of Place

Objectives:

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

Warm Up

- Greet your students.
- Ask students a series of subject questions using a variety of verbs, including *be*.
- Have students try to answer the questions using the correct short answer form.

Grammar Point 1

Prepositions of Place I

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

Expansion

- Place two or three balls around the room; on a table, under a chair, etc. Then ask students to find a specific one. (The red ball is under the chair.)

Check-up activities

Exercise A

- Have students look at the each picture. There is a statement beside each.
- 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 as an example.

UNIT
15

She's hiding under the bed.

Prepositions of Place I

Use **prepositions of place** to talk about where people or things are. They come before nouns.

*My bag is **under** the chair.*
*The keys are **on** the table.*

in



on



next to



under



in front of



behind





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

1.  T There are pencils in the case.
2.  T They're in front of the house.
3.  F The clock is under the calendar.
4.  F The dog is sitting next to the chair.
5.  T She's standing behind him.
6.  T The knife and the fork are next to the plate.

B Circle the correct word(s).

1. Dinner is on / in the table.
2. Is there any money in / under your pocket?
3. I can't see Sam. He's standing in front of / behind that tree.
4. Will you sit under / next to me on the plane?
5. I found my phone. It was under / in some papers.
6. Will you please move? You're standing in front of / next to the TV.

66

Exercise B

- Have students read the first sentence. Ask why the word, on, is circled.
- Ask students to circle the correct word(s) to complete the sentence.

Grammar Point 2**Prepositions of Place II**

- Have students look at the explanation and the chart on page 67.

Prepositions of Place II

Use some prepositions of place to say where buildings or other places are.
It's across from the bank.
Our school is near the lake.



Where is the animal hospital?
 It's across from the bank.

between	across from	near = close to	far from	on (+ street name)	at (+ address)
					
between A and B	across from A	near/close to A	far from A	on 4th Street	at 165 4th Street

C Look at the map. Write *T* for true or *F* for false.

		King Road				
park	8th Street	bus station	bank	shoe store	hotel	museum
		library	theater	hospital		
		Lake Street				
				9th Street		

1. T The park is across from the bus station and the library.
2. T The bus station is near the library.
3. F The theater is on 9th Street.
4. T The bank is between the shoe store and the bus station.

D Look at the map again. Write the correct preposition.

1. The hospital is on Lake Street.
2. The museum is across from the hotel and the hospital.
3. The bank is near / close to the theater.
4. The museum is at 342 9th Street.
5. The theater is between the library and the hospital.

67

- Explain that we use some prepositions of place to say where buildings or other places are.
- Go through the rules of using prepositions of place to say where building or other places are located as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can describe the location of where they sit in the classroom using prepositions of place.

Check up activities**Exercise C**

- Have students look at the map. There are several different places included on it.
- Ask students to write *T* for true or *F* for false.

Exercise D

- Have students look at the map again.
- Ask students to write the correct preposition to complete

the sentence.

Exercise E

- Ask students to turn to page 68. They will also be referring back to the map on page 67.
- Ask students to complete the answers. The first one is already done as an example.
- Check the answers together after students have finished.

Exercise F

- Have students look at the words in the box.
- Have students read the sentence and determine which preposition 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 Look at the map on page 67. Complete the answers.

- | | |
|--------------------------------|--|
| 1. Q: Where's the shoe store? | A: Between <u>the bank and the hotel</u> . |
| 2. Q: Where's the museum? | A: On <u>9th Street</u> . |
| 3. Q: Where's the library? | A: Across from <u>the park</u> . |
| 4. Q: Where's the bus station? | A: Next to <u>the bank / the library</u> . |

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

under ~~in~~ next to on in front of behind

1. That car is big. Six people can ride in it.
2. I'll wait for you in front of the restaurant. I won't go inside.
3. The little girl is afraid of the dog. She's hiding behind her mom.
4. You can hide the key under a rock.
5. We live near each other. My apartment is next to yours.
6. There are soft pillows on my bed.

G Unscramble and write.

1. a lamp my desk there's next to .
➔ There's a lamp next to my desk.
2. she's in front of a computer sitting .
➔ She's sitting in front of a computer.
3. our hotel across from two restaurants is .
➔ Our hotel is across from two restaurants.
4. is their house close to a river .
➔ Their house is close to a river.

Explore More

★ Read the conversation. Circle the correct word(s).

A Busy Morning



Mom: Nicholas, it's 8:45!

Nicholas: Aahh! I'm late for basketball practice! Where is my ball?

Mom: ❶ (In front of / On) the floor. Did you find your shoes?

Nicholas: Yes, they were ❷ (under/ in) the chair.

Mom: Where are you going to practice?

Nicholas: ❸ (Behind/ On) the school.

Mom: OK, let's go. Wait—where are my keys?

Nicholas: ❹ (Across from / In) your hand!

Link and Review Units 14–15

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

Q: Where's your house/apartment?
A: Near _____ a park _____.

Q: Where's your best friend's house/apartment?
A: It's _____ across from a supermarket _____.

a supermarket
a park
a gas station
the school
a subway station

across from
between close to

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 daily schedules.
- Ask questions such as:
 - What is your daily schedule?
 - How many of you have sports or another class after school?
 - What classes do you take?
- 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.

Homework

- Workbook 1: pages 50 to 52

Extra Materials: Supplementary materials

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

Unit 16 Suggestions and Requests

Objectives:

31. Suggestions and Requests: Imperatives
32. Suggestions and Requests

Warm Up

- Greet your students.
- Draw a simple map of a town on the board. Tell the students you are somewhere in the town.
- Have students try find you in the town based on directions using prepositions of place.

Grammar Point 1

Suggestions and Requests: Imperatives

- Have students look at the explanations and the chart on page 70.
- Help students to know when to use imperatives and the differences between affirmative and negative imperatives.
- Go through the chart to learn when to use imperatives and the differences between affirmative and negative imperatives.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can give some more examples of imperative statements.

Check-up activities

Exercise A

- Have students look at the different signs. Tell students that signs tell us what we need to know.
- Read the sentences together in a group or individually. Ask students to write the letter of the correct sign.

Exercise B

UNIT
16

Don't touch the art!

Follow me, please.
Don't touch the art!

Suggestions and Requests: Imperatives

Use **imperatives** to tell people to do (or not to do) something. Imperative sentences usually start with a **verb** or **Do not / Don't + verb**. The word *please* is often used at the beginning or the end of the sentence.

Affirmative Imperatives	Negative Imperatives
Follow me, please.	Do not / Don't follow me, please.
Touch the art,	Do not / Don't touch the art,

A Read the sentence. Write the letter of the correct sign.








1. c Watch out for deer.
4. e Put waste in the can.
2. b Turn right.
5. f Do not enter.
3. a Don't swim here.
6. d Don't bring dogs here.

B Circle the correct word(s).

1. Wearing / Wear a warm coat today.
2. Don't / Can't feed the animals at the zoo.
3. Wait / Waits here, please.
4. Don't worried / worry about me.
5. Take please / Please take your seats.
6. Be / Are quiet, please.

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

Grammar Point 2

1. Suggestions and Requests

- Have students look at the explanations and the chart on page 71.

Suggestions and Requests

Use **Let's + verb** to suggest something that you want to do (or don't want to do) with someone. Use **Can/Could/Will/Would you (please) + verb** to make requests.

Suggestion	Let's (not) get presents.
Request	Can / Could / Will / Would you (please) turn on the TV?

C Circle the correct word(s).

- Let's go / going hiking today.
- Let's fight not / not fight, please.
- Let's / Can you open the window?
- Can you / You can call me tomorrow?
- Could bring you / you bring some paper?
- Will you please taste / to taste this soup?
- Let's don't / not waste any time.
- Would you have / had lunch with me?

D Match to complete the sentence.

1. Let's listen	• a. for me?
2. Let's not spend	• b. to some music.
3. Let's enjoy	• c. our holiday.
4. Would you please wait	• d. a photo of us?
5. Can you check	• e. too much money.
6. Will you please take	• f. my answers?

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- Explain that we use **Let's + verb** to suggest something that you want (or don't want) to do with someone. Explain that we use **Can/Could/Will/Would you (please) + verb** to make a request.
- Go through the rules making suggestions and requests as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can come up with some suggestions for making something better.

Check up activities

Exercise C

- Have students read the first sentence. Ask why the word, go, has been circled.
- Ask students to circle correct word to complete the sentence.

Exercise D

- Have students look at the words on the left. They are beginning parts of suggestions or requests.

- Ask students to match to complete the sentence.

Exercise E

- Ask students to turn to page 72.
- Ask students to write Don't or Let's to complete the sentence. 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 words, you give, 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 Don't or Let's to complete the sentence.

1. Let's go to sleep. I'm tired.
2. Don't sit there. It's dirty.
3. Don't call Mom. She's busy at work.
4. Let's walk home. We need exercise.
5. Don't forget the umbrella. It's raining.
6. Let's invite Nina. I like her.

F Unscramble and write.

1. your shoes take off , please .
➔ Take off your shoes, please.
2. be mean to your brother don't .
➔ Don't be mean to your brother.
3. a new game let's play .
➔ Let's play a new game.
4. can hold you the door ?
➔ Can you hold the door?
5. you that would repeat ?
➔ Would you repeat that?

G Underline the mistake. Rewrite the sentence correctly.

1. You give me the salt, please.
➔ Give me the salt, please.
2. Don't losing your glasses.
➔ Don't lose your glasses.
3. Let's use not our textbooks.
➔ Let's not use our textbooks.
4. You will draw a map?
➔ Will you draw a map?

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Explore More

Explore More

☆ Read the story. Circle the correct word(s).



Class, we are now at the Science Museum. 1 (Please follow/ Follow please) the rules.
 2 (Do not leave/ Leave do not) the group. Don't 3 (takes/ take) any food or drinks with you.
 4 (Talking/ Talk) quietly, but 5 (let's/ don't) be afraid to ask questions.
 Now, 6 (let's/ don't) enjoy our trip!

Link and Review Units 15-16

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

Q: Where are you sitting right now?
 A: I'm sitting next to / behind / in front of the window.

Q: What is one rule in your class?
 A: Don't fall asleep.

the window - leave your seat
 my friend - eat or drink
 the teacher - fall asleep

Go to the workbook for more practice.

- 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 visiting a museum.
- Ask questions such as:
 - How was your experience at the museum?
 - How many of you have gone to the museum with your school?
 - What did you see?
- Have students read the story and circle 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 1: pages 53 to 55

Extra Materials: Supplementary materials

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