



A three-book grammar course for higher elementary learners

GRAMMAR GALAXY

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The Spiral Curriculum of Grammar Galaxy

Grammar Galaxy 1

Grammar Points new to students in Book 1

Nouns

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

Pronouns and Possessives

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

Verbs

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

Adjectives and Adverbs

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

Information Questions and Prepositions of Place

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

Suggestions and Requests

U16	Suggestions, Requests, and Imperatives
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Grammar Galaxy 2

Grammar Points new to students in Book 2

Spiraling back to Book 1

Nouns and Articles

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

Pronouns and Possessives

U3	Personal Pronouns
	Possessive Pronouns and Adjectives
	Demonstratives

Verbs

U4	The Verb <i>Be</i> : Simple Present
	Simple Present of <i>Be</i> : Yes/No Questions
	The Verb <i>Be</i> : Simple Past
U5	Simple Present: Third-Person Singular Spelling
	Present Continuous
U6	Simple Present vs. Present Continuous: Non-Action Verbs
	Simple Present vs. Present Continuous: Yes/No Questions
U7	Simple Present
	Simple Present: Yes/No Questions
U8	Simple Past
	Simple Past: Spelling of Regular Verbs
U9	Simple Past: Irregular Verbs
	<i>Can</i> and <i>Could</i>
U10	Future: <i>Will</i> and <i>Be going to</i>
	Future: Yes/No Questions with <i>Will</i> and <i>Be going to</i>
U11	Simple Past: Irregular Verbs
	<i>Can</i> and <i>Could</i>
U12	Simple Past: Irregular Verbs
	<i>Can</i> and <i>Could</i>
U13	Simple Past: Irregular Verbs
	<i>Can</i> and <i>Could</i>

Comparatives and Superlatives

U13	Comparatives
	Superlatives

Adverbs and Prepositions of Time

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

Information Questions

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

Grammar Galaxy 3

Grammar Points new to students in Book 3

Spiraling back to Book 1

Spiraling back to Book 2

Nouns and Pronouns

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

Verbs

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

Adjectives, Comparatives and Superlatives

U8	Present Participle Adjectives
	Past Participle Adjectives
U9	Comparatives
	Superlatives

Adverbs and Passive

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

Infinitives and Gerunds

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

Information Questions and Tag Questions

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

Scope and Sequence

Unit	Target Grammar	Target Sentence	Grammar Points	Grammar in Context
1	Nouns and Articles	Four bowls of ice cream, please.	Articles	Can we have ice cream now? Let's finish the pizza first.
			Quantifiers	Four bowls of ice cream, please. And a cup of coffee.
2	Pronouns	It's warm today.	Personal Pronouns and Possessives	Where's my hat? You don't need it.
			Empty <i>It</i>	Wow, it's warm today! It's the beginning of spring.
3	Simple Present	She sleeps on the chair.	Simple Present	Does Fluffy sleep in your room? Yes, she does. She sleeps on the chair.
			Present Continuous	Are they fighting? No, they aren't. They're playing.
4	Simple Past	Did you and Grandpa meet at school?	Simple Past: <i>Be</i> and Regular Verbs	Were you a good swimmer? Yes, I was.
			Simple Past: Irregular Verbs	Did you and Grandpa meet at school? No, we didn't. We met at work.
5	Past Continuous	We were playing soccer.	Past Continuous	Yesterday at 2:00, Joy, Dad, and I were playing soccer.
			Simple Past vs. Past Continuous	We were playing soccer. Then I hurt my foot.
6	Future	I'll help you.	Future: <i>Will</i> vs. <i>Be going to</i>	I'm not going to go to work. Hmm. Maybe I'll stay home, too.
			Future: Statements and Yes/No Questions	Will your foot be better soon, Dad? Yes, it will.
7	Modal Verbs	May I sit here today?	<i>Can, Should, and May</i>	May I sit here today? Yes, you may.
			<i>Must and Have to</i>	Do I have to wear these glasses all the time? No, you don't. But you must wear them in class.
8	Participle Adjectives	Were you surprised?	Present Participle Adjectives	Let's have a surprise party for Mom's birthday. Hmm. That's an interesting idea.
			Past Participle Adjectives	Were you surprised? Yes, I was!

Unit	Target Grammar	Target Sentence	Grammar Points	Grammar in Context
9	Comparatives and Superlatives	It's more expensive.	Comparatives	Let's get that TV. It's bigger. And it's more expensive.
			Superlatives	This is the best show on TV. No, it's the worst.
10	Adverbs of Frequency	I'm always hungry in the morning.	Adverbs of Frequency with the Verb <i>Be</i>	I'm always hungry in the morning. I'm never hungry in the morning.
			Adverbs of Frequency with Other Verbs	You always look tired in the morning. Because I always stay up late.
11	Passive	He was chased by a dog.	Passive: Form and Meaning	My friend lost her cat. He was chased by a dog.
			Passive: No <i>by</i> phrase	I have great news. Tiger was found!
12	Infinitives	I want to become a singer.	Infinitives as Objects	I love to sing. I want to become a singer.
			Infinitives of Purpose	I'm going to study hard to become a doctor.
13	Gerunds	Do you like reading?	Gerunds as Subjects	Cooking is fun. Cooking is hard!
			Gerunds as Objects	Do you like reading? Yes, I do. I enjoy taking photos, too.
14	Conjunctions	Cats are OK, but dogs are better.	Conjunctions: <i>And</i> and <i>But</i>	Cats are great. Cats are OK, but dogs are better.
			Conjunctions: <i>Or</i> and <i>So</i>	Should I get a dog or a cat? A dog! A cat!
15	Information Questions	Why are you running?	<i>Why...?</i> and <i>Because</i>	Why are you running? Because I love to run!
			<i>How</i> + adjective/ adverb ...?	How often do you run? Every day!
16	Tag Questions	This is fun, isn't it?	Tag Questions with <i>Be</i>	This is fun, isn't it? Yes, it is!
			Tag Questions with Other Verbs	We had a great time, didn't we? Yes, we did.

Unit 1 Nouns and Articles

Objectives:

1. Articles
2. Quantifiers

Warm Up

- Greet your students.
- Create a large list of words, including nouns, verbs, and adjectives.
- Have students underline all of the nouns. Then, have students assign appropriate articles (a/an, the, or no article).

Grammar Point 1

Articles

- Have students look at the explanations and the chart on page 10.
- Help students to know what using **a** or **an** means, as well as when to use the article **the** in a sentence. Review types of nouns that require **no article**.
- Go through the chart to learn when to use **a** or **an**, as well as when to use the article **the** in a sentence. Review types of nouns that require **no article**.
- Have students do the check-up exercises A and B.

Expansion

- Hold up pictures of different items and ask student to determine which article to use, if any.

Check-up activities

Exercise A

- Have students look at the list of words first.
- Read the words together in a group or individually. Ask students to write **a**, **an**, or **X (no article)** on the line.

Exercise B

Nouns and Articles

Articles

The articles **a** and **an** mean **one** thing. We use them before count nouns when the noun is not specific. Use the article **the** before a noun when it names a specific thing. Before some types of nouns, no article is used.

Articles		
a/an	✓ count nouns	an idea an egg a store a shirt an excellent student a nice boy
	X noncount nouns	a music a cold milk an ice cream an easy homework
the	✓ specific	I ate pizza. The pizza was good. You can see the moon in the sky.
	X name, city, country, class, meal	I'm the Mike. He lives in the Paris. Where is the Brazil? We have the math today. When's the dinner?

*See Appendix for more noncount nouns.

A Write a, an, or X (no article).

1. <u>a</u> desk	6. <u>X</u> hot water	11. <u>a</u> classroom
2. <u>X</u> money	7. <u>a</u> restaurant	12. <u>X</u> cold juice
3. <u>an</u> egg	8. <u>a</u> street	13. <u>a</u> friend
4. <u>a</u> monkey	9. <u>an</u> ugly shirt	14. <u>a</u> guitar
5. <u>a</u> door	10. <u>a</u> picnic	15. <u>an</u> apartment

B Circle the correct word.

- My dad always eats an / the / X egg for a / the / X breakfast.
- My mom drinks a / the / X coffee. A / The / X coffee smells great.
- There is a / the / X TV in my bedroom. A / The / X TV is brand-new.
- Her family lives in an / the / X Australia. A / The / X country is huge.
- Did you see a / the / X sky yesterday? It was so blue.
- I don't like a / the / X math, but I like a / the / X math teacher.

- Have students read the first sentence. Ask how the sentence might be changed to make one or both of the answers different.
- Ask students to circle the correct word(s) to complete the sentence.

Grammar Point 2

Quantifiers

The quantifiers *some*, *any*, *much*, *many*, and *a lot of* also come before nouns.

	Count Nouns	Noncount Nouns
Affirmative	There is a table. There are <i>some/many/a lot of</i> tables.	I eat <i>some/a lot of</i> ice cream.
Negative	She doesn't know <i>any/many</i> people.	There isn't <i>any/much</i> pizza.
Questions	Are there <i>any/many</i> books?	Do we have <i>any/much</i> water?

Certain words can be used for counting noncount nouns:
a bowl of ice cream; four bowls of ice cream.

a ... of + noncount noun			
a glass of juice	a box of candy	a bowl of ice cream	a bag of rice
a cup of coffee	a piece of pizza	a bottle of water	a can of soup

Four bowls of ice cream, please. And a cup of coffee.

C Circle the correct word(s).

1. There are some bird / birds in that tree.
2. Tina doesn't drink much tea / teas.
3. We don't have some / any oil.
4. There are much / a lot of animals.

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



1. There's only one bag / piece of bread.
2. I'm painting a piece / bowl of fruit.
3. Whose bottle / cup of milk is this?
4. Karen drank three cans / glasses of soda.

Quantifiers

- Have students look at the explanations and the chart on page 11.
- Explain that the **quantifiers** *some*, *any*, *much*, *many*, and *a lot of* also come before nouns. Explain that certain words can be used for counting noncount nouns.
- Go through the rules of using quantifiers as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can think of any other words that can be used to count noncount nouns. (ex: a liter of, a slice of, a grain of, etc.)

Check up activities

Exercise C

- Have students read the first sentence. Ask how the sentence could be changed to make the word, bird, the correct answer.
- Ask students to circle the correct

word(s) to complete the sentence.

Exercise D

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

Exercise E

- Ask students to turn to page 12.
- Have students write **a**, **an**, or **the** to complete the sentence. The first sentence has been done already as an example.
- Check the answers together after students have finished.

Exercise F

- Have students complete the sentence with some or any and the given noun. Tell students to make the noun plural if needed.
- 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, a dinner, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the corrections on the lines.

E Write a, an, or the.

- Edward is an artist.
- Ava has a brother and two sisters.
- We can't see the sun today.
- Let's get a birthday present for Maria.
- There's a red bike and a blue bike. the blue bike is mine.
- Oops! I need an eraser.
- A: You can have cookies or cake. B: Who made the cake?

F Complete each sentence with some or any and the given noun. Make the noun plural if necessary.

- Martin invited some friends to dinner. (friend)
- There aren't any mistakes on your test. (mistake)
- Is there any salt on the French fries? (salt)
- Alicia brought some flowers for her mom. (flower)
- I need some money for new clothes. (money)
- Our class doesn't have any homework today. (homework)

G Underline the mistake. Write the correction.

- We'll have a dinner at 7:00. → dinner
- Hurry! There isn't many time. → much
- Nicole knows a lot of song. → a song / a lot of songs
- I need two bottles of waters. → water
- For a sandwich, you need two breads. → pieces of bread
- Can I have a glass water? → glass of water

Explore More

Explore More

★ Circle the correct word.

Restaurant

At a Restaurant

Man: I'll have ① (a / an) hamburger and ② (some / a) glass of apple juice, please.

Woman: OK. Do you want ③ (a / any) side dishes with that? We have French fries, fruit salad, and garden salad.

Man: Hmm. Are there ④ (much / many) tomatoes in ⑤ (a / the) garden salad? I don't like tomatoes.

Woman: Yes, there are. But we can take them out for you.

Man: OK. I'll have that, then.

Woman: Great. I'll be back in ⑥ (a / X) minute with your juice.

Link and Review Unit 1

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

1. Q: What do you like to eat for breakfast?
A: I like to eat yoqurt and cereal (for breakfast).

2. Q: What do you like to drink at lunchtime?
A: I like to drink a glass of juice (at lunchtime).

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 dining in a restaurant.

- Ask questions such as:

- How was your last dining experience?
- How many of you dine out with your family or friends?
- What did you order?

- Have students circle the correct word 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 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 Pronouns

Objectives:

1. Personal Pronouns and Possessives
2. Empty *It*

Warm Up

- Greet your students.
- Hand small squares of paper out to students.
- Write different noncount nouns on the board and ask students to draw a way of counting using some of the words they learned in the previous lesson.
- Have students share their drawings with the class.

Grammar Point 1

Personal Pronouns and Possessives

- Have students look at the explanations and the chart on page 14.
- Help students to know that personal pronouns replace nouns, as well as their forms. Also, help students to know how possessive adjectives and pronouns function.
- Go through the chart to learn that personal pronouns replace nouns, as well as their forms. Also, help students to know how possessive adjectives and pronouns function.
- Have students do the check-up exercises A and B.

Expansion

- Ask students if they can sort subject, object, and possessive pronouns.

Check-up activities

Exercise A

- Have students read number 1. Ask why the word, She, is circled.

UNIT 2
It's warm today.

Pronouns

Personal Pronouns and Possessives

Pronouns replace nouns. Personal pronouns have subject and object forms. Possessive adjectives and possessive pronouns say who or what something or someone belongs to.

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
I have long hair.	Mom helps me.	Where's my hat?	→ Where's mine?
You are right.	She knows you.	Your glasses are new.	→ Yours are new.
She likes sports.	I see her.	That's her bike.	→ That's hers.
He's tall.	They love him.	I use his bike.	→ I use his.
It's a new game.	You enjoyed it.	The dog catches its ball.	→ --
We are late.	They are watching us.	We have our books.	→ We have ours.
They study.	We ask them.	Their apartment is big.	→ Theirs is big.

A Circle the correct word.

1. Aunt Julia called. He / She is coming to dinner.
2. Where's your brother? I can't find his / him.
3. Do you want these candies? I don't like them / it.
4. That isn't my pen. It's your / yours.
5. Mandy is staying home today. Hers / Her head hurts.
6. I can make a paper airplane. My friend taught me / us.

B Write a pronoun or possessive to replace the underlined word(s).


1. I sent you an email. Did you get the email? → it
2. We met at Peter and Brenda's house. → their
3. This is my desk. Is that one his desk? → his
4. Gary will join you and me later. → us
5. Let's invite Sofia. I like Sofia. → her
6. Your answer was correct. Our answer was wrong. → Ours

14

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

Exercise B

- Have students read the sentences first. There are nouns in each sentence that have been underlined.
- Ask students to write a pronoun or possessive to replace the underlined word(s).



Empty It

The pronoun *it* is sometimes an **empty** subject. It is the subject of the sentence, but it doesn't stand for a noun. We use *it* this way to talk about time, the day of the week, the date, the season, and the weather.

Time	Day of the Week	Date	Season	Weather
What time is it? It's 2 o'clock.	What day is it? It's Monday.	What's today's date? (=What's the date today?) It's March 18.	It's winter. It's the beginning of spring.	Is it nice outside? It's warm today.

C Does the sentence have an empty *it*? Circle Y for yes or N for no.

1. It's Thursday.	<input type="radio"/> Y <input type="radio"/> N
2. Is it 9:00?	<input type="radio"/> Y <input type="radio"/> N
3. It's a birthday present.	<input type="radio"/> Y <input type="radio"/> N
4. Is it sunny or cloudy today?	<input type="radio"/> Y <input type="radio"/> N
5. Is it your cup or mine?	<input type="radio"/> Y <input type="radio"/> N
6. It's Children's Day tomorrow.	<input type="radio"/> Y <input type="radio"/> N

D Match the question with the correct answer.

1. Is it a nice day?	a. It's 5:30.
2. What day is it?	b. No, it isn't. It's summer.
3. Is it July fourth today?	c. Yes, it is. Let's go.
4. What time is it?	d. No, it isn't. It's the fifth.
5. Is it winter in your country now?	e. Yes, it is. It's sunny and warm.
6. Is it time for school?	f. It's Friday.

15

- Ask students to circle **Y** for **yes** or **N** for **no**.

Exercise D

- Have students read the questions on the left. Corresponding answers are listed on the right.
- Ask students to match the question with the correct answer.

Grammar Point 2

Empty *It*

- Have students look at the explanations and the chart on page 15.
- Explain that the pronoun ***it*** is sometimes an **empty** subject. ***It*** is the subject of the sentence, but it doesn't stand for a noun. Explain that we use ***it*** in this way to talk about time, the day of the week, the date, the season, and the weather.
- Go through the rules of using **empty *it*** as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can think of additional sentences using **empty *it***.

Check up activities

Exercise C

- Have students read the first sentence. They need to determine whether the sentences use an empty *it*.

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 read the questions. Then have students write the true answer to the question. Tell students to be sure to use a complete sentence.
- 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's, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the corrections on the lines.

E Unscramble and write.

1. her he really likes .

➡ He really likes her.

2. parents them know my .

➡ My parents know them.

3. the blue shirt yours or mine is ?

➡ Is the blue shirt yours or mine?

4. time is it what ?

➡ What time is it?

5. a beautiful it is day ?

➡ Is it a beautiful day?

F Write the true answer to the question. Use a complete sentence.

- What day is it? ➡ It's Monday.
- What's today's date? ➡ It's March 16, 2015.
- What season is it? ➡ It's (the end of) winter.
- Is it lunchtime? ➡ No, it isn't. It's 6:00 p.m.
- Is it nice outside? ➡ Yes, it is.

G Underline the mistake. Write the correction.

- Mary loves she's little sister. ➡ her
- You and I studied a lot. Us will pass the test. ➡ We
- Is this you're money? It isn't mine. ➡ your
- The cat is feeding it's babies. ➡ its
- What today's date? ➡ What's

Explore More

Explore More

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

she they ~~it's~~ his her their he it's

These three pen pals live in different cities. What are they doing now?

Toronto, Canada
It's 10:00 p.m. It's winter. ① It's very cold. Mark is in ② his bedroom. ③ He is sleeping.

Seoul, Korea
It's 11:00 a.m. Yu-na is in class. She's hungry. ④ She wants ⑤ her lunch.

Sydney, Australia
It's 1:00 p.m. ⑥ It's summer. Jovie is with her friends. ⑦ They are at a park near ⑧ their school.

Link and Review Units 1-2

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

1. Q: What does your dad do?
(Choose a family member.)
A: She/He is a/an salesperson.

2. Q: Where does she/he work?
A: She/He works at a/an office.

3. Q: Does she/he like her/his job?
A: Yes, he does. / No, he doesn't.

store owner
salesperson
office worker
waiter/waitress
teacher
nurse
store office
restaurant hospital
school

Go to the workbook for more practice.

17

- 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 their favorite season is.

- Ask questions such as:

- What is your favorite time of year?
- How many of you like summer? Winter?
- What makes this time of year special?

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

Link and Review

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

the previous units.

- Have students circle and write to answer the questions. Then, have students 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 Simple Present

Objectives:

1. Simple Present
2. Present Continuous

Warm Up

- Greet your students.
- Have students sit in a circle.
- Tell students they will be practicing using different personal pronouns and possessives.
- Start by stating "My hair is ____." Then ask a student nearby to tell the class what color hair you have using a different pronoun or possessive ("His hair is ____.") Then, ask that student to say something about him/herself or another person. Continue the game until everyone has had a chance to talk.

Grammar Point 1

Simple Present

- Have students look at the explanation and the chart on page 18.
- Help students to understand that simple present is used to talk about things in the present.
- Go through the chart to learn that simple present is used to talk about things in the present.
- Have students do the check-up exercises A and B.

Expansion

- Ask students questions about what they are doing or feeling currently.

Check-up activities

Exercise A

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

UNIT 3

Simple Present

Use the simple present to talk about present facts, habits, schedules, and routines.

	Affirmative	Negative	Yes/No Questions
The verb be	I am hungry.	I am not hungry.	Am I hungry? Yes, you are. / No, you aren't.
	You are hungry.	You are not hungry.	Are you hungry? Yes, I am. / No, I'm not.
	He/She/It is hungry.	He/She/It is not hungry.	Is he/she/it hungry? Yes, s* is. / No, s isn't.
	We/You/They are hungry.	We/You/They are not hungry.	Are we/you/they hungry? Yes, S are. / No, S aren't.
Other verbs	I/You/We/You/They sleep.	I/You/We/You/They do not sleep.	Do I/you/we/you/they sleep? Yes, S do. / No, S don't.
	He/She/It sleeps*.	He/She/It does not sleep.	Does he/she/it sleep? Yes, S does. / No, S doesn't.

*Irregular verbs: do—does; go—goes; have—has
*In this book, a capital S in a sentence stands for the word subject.
*See Appendix for spelling of third-person singular verbs.

A Circle the correct word(s).

1. Dad is / are in the kitchen.
2. I am not / don't angry at you.
3. Alan and Dana live / are live in that building.
4. We don't / aren't need new clothes.

B Circle the correct word to complete the question. Then match it with the correct answer.

1. Is / Are Lucy a good dancer?
2. Am / Are you cold?
3. Does / Do Jon like hiking?
4. Does / Do we look OK?
5. Do they have / has breakfast every morning?

a. Yes, you do.
b. Yes, she is.
c. Yes, they do.
d. No, I'm not.
e. No, he doesn't.

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complete the sentence.

Exercise B

- Have students read the questions on the left first. Ask students to circle the correct word to complete each question.
- Have students match the question with the correct answer on the right.

Present Continuous

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

Affirmative	Negative	Yes/No Questions
I am	I am not	Am I
You are	You are not	Are you
He/She/It is	He/She/It is not	Is he/she/it
We/You/They are	We/You/They are not	Are we/you/they

Some **non-action verbs** are never used in the present continuous. With these verbs, use the simple present.

Non-Action Verbs

We're tired. We're needing a break. → We're tired. We need a break.

*More non-action verbs: love, like, hate, know, understand, need, remember, want, look (linking verb), see, hear, sound

C Circle the correct word(s).

- James is busy. He is / He does fixing my computer.
- Let's stay inside. It's rains / raining.
- A lot of students are hating / hate homework.
- They aren't / isn't coming to the party.

D Circle the correct word to complete the question. Then match it with the correct answer.

- You are / Are you studying in your room?
- Are your cousins visit / visiting?
- Is she talks / talking to us?
- Are / Is you watching the news?
- Is / Does that man calling me?

- Yes, she is.
- Yes, they are.
- No, I'm not.
- Yes, we are.
- No, he isn't.

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Grammar Point 2

Present Continuous

- Have students look at the explanations and the chart on page 19.
- Explain that we use the present continuous to talk about an ongoing action in the present. Explain that it is formed with **be + verb-ing**. In addition, explain that some non-action verbs are never used in the present continuous. These verbs should use the simple present form.
- Go through the rules of forming the present continuous as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students if they can come up with sentences to talk about some ongoing actions they notice around them.

Check up activities

Exercise C

- Have students read number 1. It has been completed already.
- Ask students to circle the correct word(s) to complete the sentence.

Exercise D

- Have students read the questions on the left first. Ask students to circle the correct word to complete each question.
- Have students match the question with the correct answer on the right.

Exercise E

- Ask students to turn to page 20.
- Ask students to complete each sentence with the given word(s). Remind them to use the simple present or the present continuous. The first sentence has been completed already.
- 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, am, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the corrections on the lines.

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

1. Amy isn't here right now. She is running in the park. (run)
2. I want that bike. It does not/doesn't cost much money. (not cost)
3. Chris and Mel love sports. (love)
4. Please be quiet. The baby is sleeping. (sleep)
5. I'm sick. I am staying/I'm staying in bed. (stay)
6. Grandma gets up at 6:00 every morning. (get up)

F Unscramble and write.

1. Dennis like computer games doesn't .
→ Dennis doesn't like computer games.
2. you this song do know ?
→ Do you know this song?
3. Mom cake baking is a ?
→ Is Mom baking a cake?
4. are waiting those people ?
→ Are those people waiting?
5. does his homework do Jason ?
→ Does Jason do his homework?

G Underline the mistake. Write the correction.

1. Jean and I am classmates this year. → are
2. Lucy haves long, dark hair. → has
3. Do they walking home every day? → walk
4. His hands are warm. He's wear gloves. → wearing
5. You are watching the show? → Are you

Explore More

★ Fill in each blank with the correct word from the box. Use the simple present or the present continuous.

build grow paint ~~work~~ play love



One Sunday

It's a beautiful day. Everyone in my family is busy right now. Mom ① is working in the garden. She ② grows vegetables and flowers there. Dad ③ is building a table. He likes making things with wood. My sister Tanya ④ loves art. She ⑤ is painting outside. I'm not busy. I ⑥ am playing / 'm playing with my dog.

Go to the workbook for more practice.

Link and Review Units 2-3

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

1. Q: Who is your best friend? A: (My best friend is) <u>Julia</u> .	3. Q: Does he / <u>she</u> have a pet? A: <u>Yes/No</u> , <u>she does</u> .
2. Q: Is he / <u>she</u> in your class? A: <u>Yes/No</u> , <u>she isn't</u> .	4. Q: What is he / <u>she</u> doing now? A: <u>She / He is</u> <u>studying</u> .

sleeping / eating / studying / writing / doing homework / talking on the phone

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Explore More

- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.

- Before reading and doing the exercise, ask students to talk about what their family does together.

- Ask questions such as:

- How does your family spend time together?

- How many of you enjoy doing things with your family on the weekends?

- What sorts of things do you do together?

- Have students fill in each blank with the correct word from the box. Remind students to use the simple present or simple continuous.

Link and Review

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

current and the previous units.

- Have students circle and write to answer the questions. Then, have students share their answers 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 Simple Past

Objectives:

1. Simple Past: Be and Regular Verbs
2. Simple Past: Irregular Verbs

Warm Up

- Greet your students.
- Have students review the different forms of simple present and present continuous by asking student to make sentences talking about their family.

Grammar Point 1

Simple Past: Be and Regular Verbs

- Have students look at the explanation and the chart on page 22.
- Help students to know when to use simple past. Help students understand that in affirmative sentences, all regular verbs end in -ed.
- Go through the chart to learn when to use simple past. Help students understand that in affirmative sentences, all regular verbs end in -ed.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to create yes/no questions to ask one another using simple past.

Check-up activities

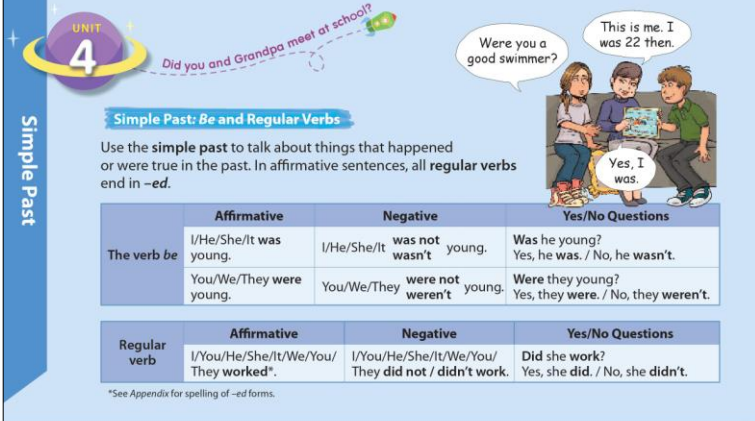
Exercise A

- Have students read the first sentence. Ask how the sentence might change in order to make the word, start, correct.
- Read the sentences together in a group or individually. Ask students to circle the correct word to complete the sentence.

Exercise B

- Have students read the questions on the left first. Ask students to circle the correct word(s) to

Simple Past



UNIT 4

Did you and Grandpa meet at school?

Simple Past: Be and Regular Verbs

Use the **simple past** to talk about things that happened or were true in the past. In affirmative sentences, all **regular verbs** end in **-ed**.

	Affirmative	Negative	Yes/No Questions
The verb be	I/He/She/It was young. You/We/They were young.	I/He/She/It was not wasn't young. You/We/They were not weren't young.	Was he young? Yes, he was. / No, he wasn't. Were they young? Yes, they were. / No, they weren't.
Regular verb	I/You/He/She/It/We/You/They worked*.	I/You/He/She/It/We/You/They did not / didn't work.	Did she work? Yes, she did. / No, she didn't.

*See Appendix for spelling of -ed forms.

A Circle the correct word.

1. School started / start last week.
2. They were / was afraid of the big dog.
3. It were / was very cold last month.
4. You don't / didn't dry the dishes yesterday.
5. Angela and her mom didn't enjoy / enjoyed their trip.

B Circle the correct word(s) to complete the question. Then match it with the correct answer.

1. Did <u>Carlos carry</u> / carry Carlos the boxes?	a. No, I didn't.
2. <u>Were</u> / Was the boys hungry?	b. Yes, it was.
3. Did you <u>move</u> / moved your bed?	c. Sharon.
4. <u>Were</u> / Was her hobby drawing?	d. At my aunt's house.
5. Where did <u>stay you</u> / you stay?	e. Yes, he did.
6. Who did Andy <u>ask</u> / asked?	f. Yes, they were.

complete each question.

- Have students match the question with the correct answer on the right.

Grammar Point 2

Present Continuous

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

Simple Past: Irregular Verbs

Many common verbs are **irregular** in the simple past. Regular and irregular verbs follow the same rules for forming statements and questions. Past time expressions are often used with the simple past.

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

*See Appendix for more irregular verbs in the simple past.

Past Time Expressions				
yesterday	last night	an hour ago	in 2007	then



C Circle the correct word(s).

1. Max saw the Great Wall of China next week / last week.
2. The boys weren't / didn't forget their lunches yesterday.
3. Erica didn't choose / chose the restaurant.
4. The art club didn't had / have a meeting.
5. Does / Did Ron leave an hour ago?
6. Did Mom go / went to the market?

D Rewrite the sentence in the simple past.

1. I am a quiet girl. → I was a quiet girl.
2. They sit together. → They sat together.
3. We aren't late. → We weren't late.
4. Patrick doesn't call me. → Patrick didn't call me.
5. Are you thirsty? → Were you thirsty?
6. Do you sleep late? → Did you sleep late?

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- Explain that many common verbs are irregular in the simple past. Explain that regular and irregular verbs follow the same rules for forming statements and questions. Also, past time expressions are often used with the simple past.

- Go through the rules of forming sentences and questions with irregular verbs in the simple past as in the chart.

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

Expansion

- Ask students to write sentences or questions using past time expressions and irregular verbs.

Check up activities

Exercise C

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

Exercise D

- Have students read the sentences first
- Have students rewrite the sentences in the simple past. The first one has been done already as an example.

Exercise E

- Ask students to turn to page 24.
- Ask students to look at each picture. Have students complete each sentence with the given word in the simple past. Part of the first sentence has been completed already.
- 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, studies, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the corrections on the lines.

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



1. I didn't send (send) my friend an email yesterday. I wrote (write) her a note.
2. Ben didn't hurt (hurt) his leg. He broke (break) his arm.
3. Dad watched (watch) TV late last night. He didn't go (go) to bed early.
4. Mrs. Lee drove (drive) to work. She didn't walk (walk).

F Unscramble and write.

1. wash didn't my face I .
→ I didn't wash my face.
2. understand you the lesson did ?
→ Did you understand the lesson?
3. visit your friends did last week ?
→ Did your friends visit last week?
4. Josie to school come did yesterday ?
→ Did Josie come to school yesterday?

G Underline the mistake. Write the correction.

1. Anna studies for six hours last Saturday. → studied
2. I weren't in the school band. → wasn't
3. Mr. Brown tached music. → taught
4. Did the phone rang a minute ago? → ring

Explore More

Explore More

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

My Grandparents

Grandma: This is a picture of me and Grandpa in 1978.

Scott: Wow, you ① were (be) young!
 ② Did you have (have) a job then?

Grandma: Yes, I did. I ③ worked (work) at a hospital. I was a nurse.

Scott: What did Grandpa do?

Grandma: He ④ sold (sell) cars.

Scott: How ⑤ did you and Grandpa meet (meet)?

Grandma: We ⑥ met (meet) at a party. He asked me to dance, and I ⑦ said (say) yes.

Link and Review Units 3-4

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

1. Q: What are you wearing right now?
 A: I'm wearing jeans and a blue shirt.

2. Q: What did you wear yesterday?
 A: I wore a red jacket and a green skirt.

3. Q: When do you usually go to bed?
 A: I usually go to bed at 9.

4. Q: When did you go to bed last night?
 A: I went to bed at 10.

jeans / a green skirt / a blue shirt / brown shoes / white socks / a red jacket

Go to the workbook for more practice.

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- This activity gives students the opportunity to practice grammar within context reading. This activity enables students to practice what they have learned. Diverse reading materials have been compiled based on different topics which the students will enjoy reading.
- Before reading and doing the exercise, ask students to talk about their grandparents.
- Ask questions such as:
 - How do spend time with your grandparents?
 - How much do you know about what they did in the past?
 - What kind of things did you grandparents do when they were younger?
- Have students complete each sentence with the given word in the simple past.

Link and Review

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

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

Homework

- Workbook 3: pages 17 to 19

Extra Materials: Supplementary materials

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

Unit 5 Past Continuous

Objectives:

1. Past Continuous
2. Simple Past vs. Past Continuous

Warm Up

- Greet your students.
- Model forming yes/no questions in the simple past by asking students to recount what they did the night before using simple past.

Grammar Point 1

Past Continuous

- Have students look at the explanations and the chart on page 26.
- Help students to know how to form past continuous. Help students know when to use past continuous.
- Go through the chart to learn how to form past continuous. Help students learn when to use past continuous.
- Have students do the check-up exercises A and B.

Expansion

- Show pictures of people doing various activities and ask students to talk about what was going on using past continuous.

Check-up activities


Exercise A

- Have students look at each picture.
- Read the sentences together in a group or individually. Ask students to circle the correct words to complete the sentences. The first sentence has been completed as an example.

Exercise B

- Have students read the questions on the left first. The answers are given on the right.


Past Continuous



UNIT 5

We were playing soccer.

Yesterday at 2:00, Joy, Dad, and I were playing soccer.







Past Continuous

Use the **past continuous** to talk about ongoing actions in the past. It is formed with **was/were + verb-ing**. The past continuous is often used to describe what was happening at a *specific time* in the past.

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

A Look at each picture. Then circle the correct words to complete the sentences.

1. She was / wasn't watching TV. She was / wasn't studying.
2. They were / weren't shopping. They were / wasn't driving home.
3. I was / wasn't doing homework. I was / wasn't holding my baby brother.
4. We were / wasn't cooking hamburgers. We were / wasn't eating.

B Match the question with the correct answer.

1. Were you taking a shower five minutes ago?
2. Was Bryan sleeping?
3. Was I talking too loud?
4. Was she cooking at 10:00 this morning?
5. Were they looking for Kate?

- a. Yes, she was.
- b. No, you weren't.
- c. Yes, I was.
- d. Yes, they were.
- e. No, he wasn't.

- Have students match the question with the correct answer.

Grammar Point 2

Simple Past vs. Past Continuous

- Have students look at the explanations and the chart on page 27.
- Explain that the simple past is used for actions that started and ended quickly in the past. Explain that past continuous is used for actions that were going on at a certain point in time in the past. Also, the two forms can be used together.

Simple Past vs. Past Continuous

The **simple past** is used for actions that started and ended quickly in the past. The **past continuous** is used for actions that were going on at a certain point in time in the past.

At 10:00 p.m., I **went to bed**.
 9:00 10:00 11:00
 went to bed

At 11:00 p.m., I **was sleeping**.
 10:00 11:00
 was sleeping

The two forms can be used together.

We **were playing** soccer. Then I **hurt** my foot.
 playing soccer hurt my foot

Oh, no! What happened?
 We were playing soccer. Then I hurt my foot.

C Match the ongoing action with the action that interrupted it.

1. We were riding our bikes.	a. The teacher woke them up.
2. Joe was eating candy.	b. She forgot the words.
3. I was thinking about you.	c. He broke a tooth.
4. Leo was waiting at the station.	d. You called me.
5. They were sleeping in class.	e. We stopped for a rest.
6. Renee was singing a song.	f. The bus arrived.

D Look at the timeline. Circle the correct words.

eat call
 1. Grandma **were calling / called**. We **were eating / ate** breakfast.

walk see
 2. I **walked / was walking** to school. I **saw / was seeing** a black cat.

visit buy
 3. They **visited / were visiting** a new city. They **bought / was buying** a map.

ice skate fall
 4. Ray **fell / was falling**. He **ice skated / was ice skating**.

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Expansion

- Ask students to write congruent sentences using both simple past and past continuous.

Check up activities

Exercise C

- Have students read the sentences on the left. These sentences use past continuous.

- Ask students to read the sentences on the right. These sentences use simple past.

- Have students match the ongoing action with the action that interrupted it.

Exercise D

- Have students look at the timelines.
- Ask students to circle the correct words to make the timeline accurate.

Exercise E

- Ask students to turn to page 28.
- Ask students to complete each sentence with the given word(s) in the past continuous. The first sentence has been completed already.
- 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 look at the timelines. Ask students to fill in each blank with the given verb in the simple past or the past continuous.
- Check the answers together after students have finished.

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

1. Pablo was reading a book at 8:00 last night. (read)
2. They were watching a really funny movie. (watch)
3. You weren't / were not listening to me! (not listen)
4. The birds were singing early this morning. (sing)
5. The computer wasn't / was not working last night. (not work)
6. I was having lunch with my friends at 1:00. (have)

F Unscramble and write.

1. well the playing team was ?
→ Was the team playing well?
2. you the were party enjoying ?
→ Were you enjoying the party?
3. was cooking dinner Nora ?
→ Was Nora cooking dinner?
4. they going to the beach were ?
→ Were they going to the beach?

G Look at the timeline. Fill in each blank with the given verb in the simple past or the past continuous.

1. We were shopping downtown. (shop)
We lost all our money! (lose)



2. I was talking to my friend. (talk)
I dropped my phone. (drop)



3. It was raining for hours. (rain)
Then the sun came out. (come)



Explore More

Explore More

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

I Hurt My Head!

Denny: Mom! Did you hear me? I was ❶ (called / calling) your name.

Mom: Sorry! I ❷ (listened / was listening) to music. What's wrong?

Denny: I ❸ (hurt / was hurting) my head.

Mom: Are you OK? What ❹ (you were / were you) doing?

Denny: My friends and I ❺ (played / were playing) baseball. I was ❻ (tried / trying) to hit the ball. Then the ball ❼ (was hitting / hit) me!

Mom: Oh, no! Sit down. I'll get some ice.

Link and Review Units 4-5

Answer the questions. Share your answers with the class.

1. Q: Did you study English yesterday? A: Yes, I did.

2. Q: Were you studying English an hour ago? A: No, I wasn't.

3. Q: What did you do yesterday? (Name two things.) A: I went to school and talked to my friends.

4. Q: What were you doing at 2:00 p.m. yesterday? A: I was watching a movie.

Go to the workbook for more practice.

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questions and share their answers with the class.

Homework

- Workbook 3: 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.

- 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 were injured.
- Ask questions such as:
 - What sorts of games or sports do you enjoy playing?
 - Have you ever gotten injured while playing?
 - How did you or an adult take care of your injury?
- Have students read the conversation 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

Unit 6 Future

Objectives:

1. Future: *Will vs. Be going to*
2. Future: Statements and Yes/No Questions

Warm Up

- Greet your students.
- Divide students into pairs. Have each student write a sentence using past continuous. Then, have the students switch sentences with their partners. Ask students to now write a sentence in simple past to show that the action was interrupted.

Grammar Point 1

Future: *Will vs. Be going to*

- Have students look at the explanations and the chart on page 30.
- Help students to know when to use *will* or *be going to* to talk about the future.
- Go through the chart to learn when to use *will* or *be going to* to talk about the future.
- Have students do the check-up exercises A and B.

Expansion

- Have students give examples of sentences using *will* and *be going to*.

Check-up activities

Exercise A

- Have students read the first sentence. Ask students why the word, *will*, is circled.
- Read the sentences together in a group or individually. Ask students to circle the correct words to complete the sentences.

Exercise B

- Have students read the sentences for number 1. This one has been done already as an example.

UNIT 6

Future: Will vs. Be going to

You can use *will* + verb or *be going to* + verb to talk about the future. Sometimes they have the same meaning. Other times, their meanings are a little different.

<i>will</i>	<i>be going to</i>
• Future facts	• Future facts
• Plans made while speaking	• Plans made before speaking
It's warm in here. I'll open the window.	I brought my books. I am going to study.

I'll help you.

I'm not going to go to work. I'm going to rest my foot.

Hmm. Maybe I'll stay home, too. I'll help you.

A Circle the correct word(s).

1. It will / is rain tomorrow.
2. We'll meet / meeting at the soccer field.
3. You'll going to feel / feel better soon.
4. They're going take / to take the train home.
5. Kyle won't / isn't enjoy the school trip.
6. She is / will not going to return the shoes to the store.

B Check (✓) the correct sentence.

1. ____ a. We bought tickets. We'll see a movie.
 ✓ b. We bought tickets. We're going to see a movie.
2. This soup is delicious. Try it!
 ✓ a. OK, I'll taste it.
 ____ b. OK, I'm going to taste it.
3. What do you want to drink?
 ✓ a. Hmm. I'll have some milk.
 ____ b. Hmm. I'm going to have some milk.

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- Have students check the correct sentence.

Grammar Point 2

Future: Statements and Yes/No Questions

- Have students look at the chart on page 31.
- Explain that we use **will/won't + verb** or **be going to + verb** to talk about the future.

Future: Statements and Yes/No Questions

The rules for forming statements and questions in the future are different for *will* and *be going to*.

	<i>will</i>	<i>be going to</i>
Affirmative	The test will be easy. I'll help you. Maybe I'll become a teacher.	The test is going to be easy. I brought a book. I'm going to read .
Negative	She won't win .	She isn't going to win .
Yes/No Questions	Will you eat with us? Yes, we will . / No, we won't .	Is she going to watch the game? Yes, she is . / No, she isn't . Are we going to watch the game? Yes, we are . / No, we aren't .



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

Expansion

- Ask students to think about what they will do next weekend and come up with sentences talking about their plans.

C Circle the correct word(s).

- Will Marcy **be / going to be** in the school play?
- You are / Are you** going to brush your teeth?
- Will **change the weather / the weather change** next week?
- Is / Are** Sam going to cut his hair?
- Am I going **need / to need** my textbook?
- Will they **to do / do** the housework on Sunday?
- You are / Are you** going to open your presents soon?
- We will / Will we** finish all this work today?

D Complete the question and the short answer about the future.

- Q: Is Kevin going to play tennis tomorrow? A: Yes, he is.
- Q: Will you help us? A: Yes, I will.
- Q: Will it rain tomorrow? A: No, it won't.
- Q: Are they going to buy some snacks? A: Yes, they are.
- Q: Will Joy come early today? A: No, she won't.
- Q: Are we going to paint in art class? A: No, we aren't.

31

Check up activities

Exercise C

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

Exercise D

- Have students look at the questions on the left. Have students complete the questions using the future.
- Ask students to complete the short answers using the correct form.

Exercise E

- Ask students to turn to page 28.
- Ask students to complete each sentence with the given word(s) in the future. Remind students to use **will** or **be going to**. The first sentence has been completed already.
- 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, be, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the corrections on the lines.

E Complete each sentence with the given word in the future. Use will or be going to.

1. I bought a violin. I am going to take lessons. (take)
2. A: Is there any cooking oil?
B: I don't know. I will check/I'll check. (check)
3. We're going to the pet store later. We are going to get/'re going to get a bird. (get)
4. A: Did you turn on the computer?
B: Yes, I did. I am going to watch/'m going to watch a video. (watch)
5. A: We're going to play basketball.
B: That sounds fun. Maybe we will join/I'll join you later. (join)

F Unscramble and write.

1. will hot be tomorrow it not .
➡ It will not be hot tomorrow.
2. isn't catch going he the ball to .
➡ He isn't going to catch the ball.
3. Martine to going save is her money ?
➡ Is Martine going to save her money?
4. wear you to are boots going ?
➡ Are you going to wear boots?

G Underline the mistake. Write the correction.

1. The plane be going to be late. ➡ is
2. Will have we a test next week? ➡ we have
3. It is going to snow soon? ➡ Is it
4. Are they going finish the new building? ➡ going to finish

Explore More



Explore More

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

to be I'll visit I'll leave I'll put I'll will you

A HOSPITAL VISIT

Hanna: Thanks for the flowers!

Friend: You're welcome. ① I'll put them on the table. How do you feel?

Hanna: Not bad!

Friend: ② Will you go home this weekend?

Hanna: I'm not sure. ③ I'll ask Dr. Ames.

Friend: Is she going ④ to be here soon?

Hanna: In a few minutes.

Friend: OK. Then ⑤ I'll leave now.

But ⑥ I'll visit you again tomorrow.

Hanna: Good. See you then!

Link and Review Units 5-6

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

- Q: Were you eating at 7:30 this morning?
A: Yes/No, I was taking a shower / I wasn't
- Q: Were you taking a shower/bath at 7:30 this morning?
A: Yes/No, I was
- Q: When are you going to eat breakfast tomorrow?
A: I'm going to eat breakfast at 7:00
- Q: When are you going to take a shower/bath?
A: I'm going to take a shower later today

Go to the workbook for more practice.

in an hour
at 9:00 a.m.
tomorrow morning
later today

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 experience visiting the hospital.
- Ask questions such as:
 - How was your experience visiting a sick friend or relative?
 - How many of you have had to stay in the hospital?
 - What did you do while at the hospital?
- Have students fill in each 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 circle and write to answer the questions. Then ask students to share their answers with the class.

Homework

- Workbook 3: 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 Modal Verbs

Objectives:

1. *Can, Should, and May*
2. *Must and Have to*

Warm Up

- Greet your students.
- Ask students to talk about their plans for an upcoming holiday. Students should use *will* or *be going to* in their responses.

Grammar Point 1

Can, Should, and May

- Have students look at the explanations and the chart on page 34.
- Help students to know the difference in meaning between the words *can*, *should*, and *may*. Also help students to know how to place modals within a sentence.
- Go through the chart to learn the difference in meaning between the words *can*, *should*, and *may*. Also help students to learn how to place modals within a sentence.
- Have students do the check-up exercises A and B.

Expansion


- Ask students to make their own sentences using *can*, *should*, and *may* in both affirmative and negative sentences, as well as in questions.

Check-up activities

Exercise A

- Have students read the first sentence. Ask students why the word, *may*, is incorrect.
- Read the sentences together in a group or individually. Ask students to circle the correct word(s) to complete the sentences.

Modal Verbs



May I sit here today?

Can, Should, and May

Can, should, and may are modal verbs and come before the base form of a verb. They have different meanings.

	<i>can</i>	<i>may</i>	<i>should</i>
Meaning	ability, permission	permission	advice, necessity
Affirmative	Sue <i>can</i> run fast. You <i>can</i> sit here.	You <i>may</i> sit here.	He <i>should</i> study more.
Negative	I <i>can't</i> dance. People <i>cannot</i> smoke on planes.	People <i>may not</i> smoke on planes.	You <i>should not</i> eat that. They <i>shouldn't</i> miss class.
Questions	<i>Can</i> he ride a bike? Yes, he <i>can</i> . No, he <i>can't</i> . What <i>can</i> I do?	<i>May</i> I sit here today? Yes, you <i>may</i> . No, you <i>may not</i> . Where <i>may</i> I sit?	<i>Should</i> she see a doctor? Yes, she <i>should</i> . No, she <i>shouldn't</i> . What <i>should</i> I do?

A Circle the correct word(s).

- Lily can / may play the drums really well.
- Mom is tired. She may / should rest.
- Students may not / not may enter this room.
- People should be / are kind to animals.
- You may use / to use your textbooks.
- Charlie can't staying / stay out late.

B Circle the correct word(s) to complete the question. Then match it with the correct answer.

1. May I <u>leave</u> / leave the table now?	a. No, we shouldn't.
2. <u>Can</u> / May you read very fast?	b. Yes, they should.
3. Should we <u>see</u> / seeing that new movie?	c. No, I can't.
4. <u>They should</u> / Should they study?	d. Yes, you can.
5. Can we <u>are go</u> / go shopping?	e. No, you may not.

Exercise B

- Have students read the questions on the left. Ask students to circle the correct word(s) to complete the questions.
- Have students match the question to the correct answer.

Must and Have to

Must and have to are used to talk about necessity. They are stronger in meaning than *should*. *Have to* is more common and less formal than *must*. These two modal verbs have different meanings in their negative forms.

	must	have to
Meaning	obligation	necessity
Affirmative	You must wear your glasses.	You have to wear your glasses.
Negative	You must not / mustn't wear your glasses. (=You cannot wear them. It is not allowed, or it is a very bad idea.)	You don't have to wear your glasses. (=You can wear them, but it is not necessary.)
Yes/No Questions	[not common]	Do I have to wear my glasses? Yes, you do. / No, you don't. Does she have to leave? Yes, she does . / No, she doesn't .

C Circle the correct word(s).

- I have to washing / wash the dishes after dinner.
- Cars must stop / to stop at red lights.
- People must not waste / waste not water.
- We don't have / haven't to buy a gift.
- Does have Tim / Tim have to practice the piano every day?

D Check (✓) the correct sentence.

- ☐ a. Soccer players must not wear hats.
☒ b. Soccer players don't have to wear hats.
- ☒ a. Children must not climb that tree. It's dangerous.
☐ b. Children don't have to climb that tree. It's dangerous.
- ☐ a. You must not clean the bathroom. It looks fine.
☒ b. You don't have to clean the bathroom. It looks fine.
- ☐ a. They must not wait for me. They may leave.
☒ b. They don't have to wait for me. They may leave.

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Grammar Point 2

Must and Have to

- Have students look at the explanations and the chart on page 35.
- Explain that we use **must** and **have to** to talk about necessity. Explain that these are stronger in meaning than **should**. Also, **have to** is more common and less formal than **must**. Finally, explain that **must** and **have to** have different meanings in their negative forms.
- Go through the rules of using must and have to in sentences and questions as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students create affirmative and negative sentences using **must** and **have to**. Have students act out their sentences.

Check up activities**Exercise C**

- Have students read the first sentence. It has been completed already.

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

Exercise D

- Have students read the two sentences for number 1. Ask students why b is the correct answer.
- Ask students to check the correct sentence.

Exercise E

- Ask students to turn to page 36.
- Ask students look at the words in the box first. Then have students fill in each blank with the correct word(s) from the box. The first sentence has been completed already.
- 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, not may, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the corrections on the lines.

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

should couldn't may don't have to ~~must not~~ has to

1. I must not forget my homework.
2. Elena has to change schools. Her family is moving.
3. They should try hiking. It's a lot of fun.
4. We don't have to get up early. We can sleep late.
5. You may take three books from the library.
6. I couldn't hear you. Please repeat that.

F Unscramble and write.

1. may you test now begin the .
→ You may begin the test now.
2. have they to a new car buy .
→ They have to buy a new car.
3. I a ask question can ?
→ Can I ask a question?
4. we get dog should a ?
→ Should we get a dog?

G Underline the mistake. Write the correction.

1. You not may use a pencil. → may not
2. Brad don't have to finish his lunch. → doesn't
3. We must to eat healthier food. → eat
4. May join I you? → I join
5. They haven't to pay now. → don't have
6. Do I should wear a tie today? → Should I

Explore More

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

should (x2) don't have to (x2) ~~must~~ can can't

Dear Advice Aunt,
I'm 13. All my friends have cool smartphones. I ① must have one, too! But I ② can't pay for it, and my parents won't buy me one.
My mom said, "You ③ don't have to get a new phone. Your old one works great!"
What ④ should I do?
—Lucy

Dear Lucy,
You ⑤ should listen to your mom! You ⑥ don't have to be like your friends. In a few years, maybe you will get a job.
Then you ⑦ can buy a new phone.
—Advice Aunt

Link and Review Units 6-7

Answer the questions. Share your answers with the class.

- Q: Where will you be in one hour?
A: I'll be at home
- Q: What are you going to do tonight?
A: I'm going to go to bed early
- Q: What do you have to do tomorrow?
A: I have to clean my room

get up early In class
clean my room at home
go to bed early at the park
play computer games
go to the library

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 someone they can ask for advice.
- Ask questions such as:
 - Who is someone you can ask to give you advice?
 - How often do you ask this person for advice?
 - How are you at giving advice to others?
- Have students fill in each blank with the correct word(s) from the box.

Link and Review

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

units.

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

Homework

- Workbook 3: 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 Participle Adjectives

Objectives:

1. Present Participle Adjectives
2. Past Participle Adjectives

Warm Up

- Greet your students.
- Ask students to line up, shoulder-to-shoulder at one end of the classroom. Stand at the other end of the room facing the students.
- Have students ask questions such as, "May I take one step forward?" "Can I jump three times toward you? Or "Should I take one hop forward?"
- The game continues until everyone has had a chance to ask a question or someone has reached the other end of the room.

Grammar Point 1

Present Participle Adjectives

- Have students look at the explanations and the chart on page 38.
- Help students to know what adjectives are, where they fit in a sentence, and how to form the present participle of an adjective by using *-ing*.
- Go through the chart to learn what adjectives are, where they fit in a sentence, and how to form the present participle of an adjective by using *-ing*.
- Have students do the check-up exercises A and B.

Expansion


- Ask students to choose from a posted list of adjectives and form present participle adjectives.

Check-up activities

Exercise A

- Have students read the first sentence. It has been done already.
- Read the sentences together in a group or individually. Ask students to cross out the adjective that

Participle Adjectives



UNIT 8

Were you surprised?

Present Participle Adjectives

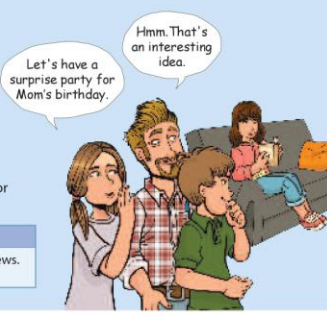
Adjectives are words that describe nouns. They come before a noun or after a linking verb (be, look, sound, feel).

Present participles are the *-ing* forms of verbs. They are often used to talk about how something or someone makes people feel.

Present Participle Adjectives

That's an interesting idea. I heard surprising news.
The movie sounds really boring.

*Other common present participle adjectives: exciting, relaxing, tiring



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

1. The ending of the book surprising was surprising.
2. Our trip to the museum will interesting be interesting.
3. I learned a surprising fact surprising today.
4. Washing the floor tiring looks tiring.
5. A(n) interesting box interesting arrived in the mail.
6. Laura wants a(n) exciting job exciting in the future.

B Circle the correct word.

1. Grandpa told us a(n) tiring / interesting story.
2. My cousin has a(n) relaxing / exciting life. He travels all over the world.
3. Snow in winter isn't surprising / tiring at all.
4. I hate long train rides! They're so exciting / boring.
5. Valerie has to rest. She had a very tiring / interesting day.
6. Walking in the park is relaxing / surprising.
7. Mrs. Brent was an excellent teacher. Her classes were so tiring / interesting.
8. I can't sleep. Maybe I should read a(n) boring / exciting book.

is in the wrong place.

Exercise B


- Have students read the first sentence. Ask students why the word, interesting, is the correct answer.
- Have students circle the correct word to complete the sentence.

Past Participle Adjectives

Past participles are the verb forms used in the perfect tenses and in the passive voice (see Unit 11). The past participles of regular verbs end in **-ed**. They are often used to talk about how someone feels.

Past Participle Adjectives	
I'm bored .	Mom was surprised .
Look at all the excited people!	


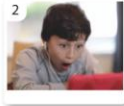
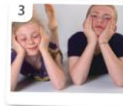

*Other common past participle adjectives: interested, relaxed, tired



C Is the word in bold a past participle adjective? Circle Y for yes or N for no.

1. David is excited about the trip.	<input type="radio"/> Y <input type="radio"/> N
2. They relaxed on the beach all day.	<input type="radio"/> Y <input type="radio"/> N
3. Why are you so tired ?	<input type="radio"/> Y <input type="radio"/> N
4. Is Ginny interested in computer games?	<input type="radio"/> Y <input type="radio"/> N
5. We surprised our friend with a present.	<input type="radio"/> Y <input type="radio"/> N
6. Math class bored me yesterday.	<input type="radio"/> Y <input type="radio"/> N
7. Oliver looked relaxed after his vacation.	<input type="radio"/> Y <input type="radio"/> N

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

- They're **excited** / **bored** . Summer is a(n) **exciting** / **boring** time.
- He looks **surprised** / **tired** . He's looking at a **surprising** / **tiring** photo.
- They're **interested** / **bored** . It was a long, **interesting** / **boring** day.
- She's **relaxed** / **tired** . She's enjoying a **relaxing** / **tiring** afternoon.

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Grammar Point 2

Past Participle Adjectives

- Have students look at the explanations and the chart on page 39.
- Explain that **past participles** are the verb forms used in the perfect tenses and in the passive voice. Explain that past participles of regular verbs end in **-ed**. Also, they are usually used to talk about how someone feels.
- Go through the list and uses of past participle adjectives as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students to give examples of past participle adjectives to describe how they're feeling currently or how they felt in the past.

Check up activities

Exercise C

- Have students read the first sentences. Ask them to think about how past participle adjectives are formed.

- Ask students to determine whether the word in bold is a past participle adjective. Have students circle **Y** for **yes** or **N** for **no**.

Exercise D

- Have students look at each picture.
- Ask students to circle the correct words to complete the sentence.

Exercise E

- Ask students to turn to page 40.
- Ask students look at the words in the box first. Then have students fill in each blank with the correct word from the box. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise F

- Ask students to complete each sentence with the correct form of the given word. 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, interesting sound, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the sentences correctly.

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

surprising exciting boring relaxed tired interested

1. I met a famous singer yesterday. It was so exciting!
2. Maybe Andrea will be an animal doctor. She's interested in animals.
3. The final score of the soccer game was surprising. It was 12 to 0!
4. You had a hard day. You'll feel more relaxed after a bath.
5. My uncle loves golf. But to me, it's boring.
6. We were really tired after our long hike.

F Complete each sentence with the correct form of the given word.

1. I'm bored. Let's play a game. (bore)
2. Hugo is excited about his new guitar. (excite)
3. The soft, slow music was very relaxing. (relax)
4. We're starting a computer club. Are you interested? (interest)
5. Nurses have a tiring job. (tire)
6. A: Katie got an A on the test again. B: I'm not surprised. (surprise)

G Underline the mistake. Rewrite the sentence correctly.

1. Your plans interesting sound.
→ Your plans sound interesting.
2. I'm never boring in science class.
→ I'm never bored in science class.
3. Do you feel tire after exercise?
→ Do you feel tired after exercise?
4. Making a new friend is excite.
→ Making a new friend is exciting.

Explore More

★ Read the story. Circle the correct word.

Happy Birthday

Yesterday was my birthday. It was an ① (exciting / excited) day. My parents planned a party. I didn't know about it. I was so ② (surprising / surprised)! My friends came. We ate cake and sang songs. We also played an ③ (interesting / interested) game, "Musical Chairs." In this game, you have to run a lot. It's ④ (tiring / tired), but fun.

After the party, my parents said, "You can stay up late." We watched a funny movie. I felt ⑤ (relaxing / relaxed) first, and then ⑥ (tiring / tired). It was time for bed. What a great birthday!

Link and Review Units 7-8

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

1. Q: Do you have to play any sports/games at school?
A: Yes, I do. I have to play baseball.
No, I don't.

2. Q: Can you play any sports/games well?
A: Yes, I can. I can play ping-pong well.
No, I can't.

baseball
basketball
volleyball
golf
badminton
ping-pong
chess

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 what they did for their last birthday.
- Ask questions such as:
 - What birthday was your most memorable?
 - What made it so special?
 - What will you do for your next birthday?
- Have students read the story and circle the correct word.

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 circle and write to answer the questions. Then, have students share their answers with the class.

Homework

- Workbook 3: 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 Comparatives and Superlatives

Objectives:

1. Comparatives
2. Superlatives

Warm Up

- Greet your students.
- Show students pictures of people with different facial expressions.
- Ask students to describe the expressions using participle adjectives. Then, have students make their own facial expressions to see if the class can guess which emotion they are trying to convey.

Grammar Point 1

Present Participle Adjectives

- Have students look at the explanations and the chart on page 42.
- Help students to know how to form comparatives in a sentence.
- Go through the chart to learn how to form comparatives in a sentence.
- Have students do the check-up exercises A and B.

Expansion

- Ask students use comparatives to talk about different people they know.

Check-up activities


Exercise A

- Have students look at the list of adjectives.
- Read the words together in a group or individually. Ask students to write the comparative form of the given adjective.

Exercise B

- Have students read the first sentence. Ask students how the sentence might change in order to

Comparatives and Superlatives




It's more expensive.

Comparatives

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

Ending	Comparative
Most short adjectives	+ -er
-e	+ -r
vowel + consonant	double consonant + -er
consonant + -y	-y + -ier
Long adjectives	more + adjective
Irregular	good-better bad-worse far-farther



A Write the comparative.

1. strong ➡ <u>stronger</u>	7. thin ➡ <u>thinner</u>
2. late ➡ <u>later</u>	8. close ➡ <u>closer</u>
3. angry ➡ <u>angrier</u>	9. interesting ➡ <u>more interesting</u>
4. famous ➡ <u>more famous</u>	10. rich ➡ <u>richer</u>
5. sad ➡ <u>sadder</u>	11. snowy ➡ <u>snowier</u>
6. easy ➡ <u>easier</u>	12. difficult ➡ <u>more difficult</u>

B Circle the correct word(s).

- Kids are older / younger than their parents.
- The earth is bigger / smaller than the moon.
- Running is more relaxing / more tiring than sitting.
- March is longer / shorter than February.
- Vegetables are better / worse for your health than candy.
- The sun is colder / hotter than the earth.

make the word, older, correct.

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

Grammar Point 2

Past Participle Adjectives

- Have students look at the explanations and the chart on page 43.

Superlatives

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

Ending	Superlative
Most short adjectives	+ -est
-e	+ -st
vowel + consonant	double consonant + -est
consonant + -y	-y + -iest
Long adjectives	the most + adjective
Irregular	good-better-the best bad-worse-the worst far-farther-the farthest

C Write the superlative.

1. light ➡ <u>the lightest</u>	7. healthy ➡ <u>the healthiest</u>
2. mean ➡ <u>the meanest</u>	8. relaxed ➡ <u>the most relaxed</u>
3. wide ➡ <u>the widest</u>	9. kind ➡ <u>the kindest</u>
4. exciting ➡ <u>the most exciting</u>	10. new ➡ <u>the newest</u>
5. low ➡ <u>the lowest</u>	11. poor ➡ <u>the poorest</u>
6. sad ➡ <u>the saddest</u>	12. surprising ➡ <u>the most surprising</u>

D Circle the correct word(s).

- My sister is the thinnest / ~~thinst~~ person in our family.
- Planes are safest / ~~the safest~~ way to travel.
- There are many pretty beaches, but this is the prettiest / ~~pretyest~~.
- What is the tallest / ~~taller~~ mountain in the world?
- Martin was the goodest / best player on the team.
- Is science the difficuldest / most difficult class?

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- Explain that the **superlative** form of an adjective is used to compare three or more people or things. Explain that superlatives are formed with **the + adjective + -est** or **the most + adjective**.

- Go through the rules of forming superlatives as in the chart.

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

Expansion

- Ask students to use superlatives to talk about their family members.

Check up activities

Exercise C

- Have students look at the list of adjectives.

- Read the words together in a group or individually. Ask students to write the superlative form of the given adjective.

Exercise D

- Have students to read the first

sentence. Ask why the word, thinst, is incorrect.

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

Exercise E

- Ask students to turn to page 44.
- Ask students to look at the words in the box first. Then have students fill in each blank with the correct word from the box. Remind students to use the comparative or superlative. The first sentence has been completed already.
- 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, interesting sound, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the sentences correctly.

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

warm tall great ~~nice~~ heavy

1. Jake was the nicest person in our class.
2. My bag is heavier than yours.
3. He was the greatest singer in the world.
4. My little sister is growing fast. She's taller than me!
5. In the winter, the kitchen is the warmest room in the house.

F Write a sentence with the given words. Use the comparative or the superlative.

1. Your hair long mine

➡ Your hair is longer than mine.

2. Today cool yesterday

➡ Today is cooler than yesterday.

3. That's bad restaurant in our town

➡ That's the worst restaurant in our town.

G Underline the mistake. Rewrite the sentence correctly.

1. Is your friend old than you?

➡ Is your friend older than you?

2. Monday is the busier day of the week.

➡ Monday is the busiest day of the week.

3. Who is fastest runner?

➡ Who is the fastest runner?

4. My apartment is farer than yours.

➡ My apartment is farther than yours.

Explore More

Explore More

★ Fill in each blank with the given word. Use the comparative.

THE NEW GRAND 3000 CAMERA:
IN STORES NOW!

The new Grand 3000 camera is ① better (good) than the old model:

- It's ② lighter (light) than the old Grand 3000.
- Photos are ③ clearer (clear).
- Colors are ④ brighter (bright).
- It's ⑤ easier (easy) to use.

Link and Review Units 8-9

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

- Q: What sport is the most exciting?
A: Soccer (is the most exciting sport).
- Q: What sport is the easiest?
A: Volleyball (is the easiest sport).
- Q: What sport is the most relaxing?
A: Bowling (is the most relaxing sport).

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 their experience buying something expensive.

- Ask questions such as:
 - What is something you've bought that was really expensive?
 - Why did you decide to buy it?
 - How did you get the money to buy it?
- Have students fill in each blank with the given word. Ask students to use the comparative.

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 3: 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 Adverbs of Frequency

Objectives:

1. Adverbs of Frequency with the Verb Be
2. Adverbs of Frequency with Other Verbs

Warm Up

- Greet your students.
- Show students a series of pictures and have students group them into categories. Ask students to describe their categories using comparatives or superlatives.

Grammar Point 1

Adverbs of Frequency with the Verb Be

- Have students look at the explanations and the chart on page 46.
- Help students to know when and where adverbs of frequency are used. Also, help students to understand that they answer the question, "How often...?"
- Go through the chart to learn when and where adverbs of frequency are used. Also, help students to learn that they answer the question, "How often...?"
- Have students do the check-up exercises A and B.

Expansion

- Give students a strip of paper and have them copy the "time" line on page 46. Then, ask students to give an example of something they do at each stage.

Check-up activities

Exercise A

- Have students look at the sentences for number 1. Ask why b is the correct answer.
- Read the sentences together in a group or individually. Ask students to check the correct sentence.

Adverbs of Frequency

UNIT 10

I'm always hungry in the morning.


Adverbs of Frequency with the Verb Be

Adverbs of frequency are often used in simple present and simple past statements. They answer the question, "How often ...?"

never	sometimes	often	usually	always
0%		50%		100%

The adverbs of frequency below usually come *after* the verb be:

Subject	be	Adverb of frequency	
I	am	never	hungry.
You	are	sometimes	late.
He	is	often	here.
She	is	usually	free.
They	are	always	busy.



A Check (✓) the correct sentence.

1. ☐ a. You're wrong never. ☒ b. You're never wrong.
2. ☐ a. Ken and I often are at the park. ☒ b. Ken and I are often at the park.
3. ☒ a. It was often rainy. ☐ b. It was rainy often.
4. ☒ a. Maria isn't usually sad. ☐ b. Maria usually isn't sad.
5. ☒ a. Mom is always at home. ☐ b. Always Mom is at home.
6. ☐ a. I sometimes was early for class. ☒ b. I was sometimes early for class.

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

1. Todd is ~~never~~ sick ~~never~~.
2. It ~~sometimes~~ is ~~sometimes~~ cloudy.
3. The school is ~~always~~ empty ~~always~~ on Saturdays.
4. Our teachers ~~usually~~ are ~~usually~~ nice.

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Exercise B

- Have students read the first sentence. It has been done already as an example.
- Have students cross out the adverb that is in the wrong place.

Grammar Point 2

Adverbs of Frequency with Other Verbs

Adverbs of Frequency with Other Verbs

The **adverbs** *always*, *never*, etc., usually come *before* verbs other than *be*.

Affirmative			
Subject	Adverb of frequency	Verb	
You	always	look tired.	
She	never	drinks tea.	

Negative			
Subject	do/doesn't/didn't	Adverb of frequency	Verb
I	don't	usually	watch TV.
They	didn't	often	visit.

C Check (✓) the correct sentence.

- ___ a. Angela speaks in class never. 4. ✓ a. Our team didn't always win.
✓ b. Angela never speaks in class. ___ b. Our team didn't win always.
- ___ a. Sidney doesn't wear usually jeans. 5. ___ a. Dad eats always a lot.
✓ b. Sidney doesn't usually wear jeans. ✓ b. Dad always eats a lot.
- ✓ a. They didn't often ask for help.
___ b. They didn't ask often for help.

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

- He ~~never~~ smokes ~~never~~.
- ~~Always~~ mom ~~always~~ drinks coffee in the morning.
- I ~~usually~~ wash ~~usually~~ the dishes.
- Alison ~~sometimes~~ rode ~~sometimes~~ her bike.
- The baby ~~often~~ wakes up ~~often~~ at night.
- The food at this restaurant ~~always~~ doesn't ~~always~~ taste good.

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- Have students look at the explanation and the chart on page 47.
- Explain that the **adverbs** *always*, *never*, etc., usually come *before* verbs other than *be*.
- Go through the rules of forming sentences with adverbs of frequency and other verbs as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students to make their own sentences using adverbs and other verbs in both affirmative and negative forms.

Check up activities

Exercise C

- Have students look at the sentences for number 1. Ask why b is the correct answer.
- Read the sentences together in a group or individually. Ask students to check the correct sentence.

Exercise D

- Have students read the first sentence. It has been done already as an example.
- Have students cross out the adverb that is in the wrong place.

Exercise E

- Ask students to turn to page 44.
- Have students match words on the left with those on the right to complete the sentences. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise F

- Ask students to rewrite the sentences with the given adverb in the correct place. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise G

- 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 Match to complete the sentence.

- | | | |
|---------------------|---|---------------------------------------|
| 1. You and I don't | • | a. never angry. |
| 2. The window was | • | b. often fight. |
| 3. The mail doesn't | • | c. plays computer games after school. |
| 4. Lisa usually | • | d. always arrive in the morning. |
| 5. Andre didn't | • | e. usually sleep well. |
| 6. Kevin is | • | f. always open. |

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

- This game is fun. (usually)
→ This game is usually fun.
- We visit my aunt. (often)
→ We often visit my aunt.
- Tony went to bed at 10:00. (always)
→ Tony always went to bed at 10:00.
- Dad relaxes. (never)
→ Dad never relaxes.

G Unscramble and write.

- never Sasha vegetables ate .
→ Sasha never ate vegetables.
- are honest you usually .
→ You are usually honest.
- often emails write Grandpa doesn't .
→ Grandpa doesn't often write emails.
- fall always in the autumn leaves .
→ Leaves always fall in the autumn.

Explore More

Explore More

★ Look at the chart. Circle the correct word(s).

Benjamin's Week

	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
1 Eat breakfast	✓	✓		✓	✓	✓	✓
2 Get to school on time		✓	✓	✓	✓	✓	
3 Practice the drums	✓						✓
4 Go to bed early							

Benjamin *should* do these things every day. Does he do them every day?

Benjamin 1 (~~always~~ / usually) eats breakfast. He 2 (~~always gets~~ / gets always) to school on time. He 3 (~~never is~~ / is never) late. But he 4 (~~doesn't always~~ / always doesn't) practice the drums. Also, he 5 (~~never goes~~ / goes never) to bed early!

Link and Review Units 9-10

★ Fill in each blank. Share your answers with the class.

My birthday is on May 4th.
(month/day)

It's sometimes hot on my birthday.

It sometimes rains on my birthday.

It never snows on my birthday.

I'm always happy on my birthday!

always never
sometimes
often usually

Go to the workbook for more practice.

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responses with the class.

Homework

- Workbook 3: 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.

- 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 weekly schedule.
- Ask questions such as:
 - What are the most important things you do during the week?
 - Are there times when it's OK not to do one of these things?
 - What are some other things you might do instead?
- Have students look at the chart 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 complete the sentences and share their

Unit 11 Passive

Objectives:

1. Passive: Form and Meaning
2. Passive: No *by* phrase

Warm Up

- Greet your students.
- Have students brainstorm different sentences using adverbs of frequency with both *be* and other verbs. Ask students to write their sentences on the board.

Grammar Point 1

Passive: Form and Meaning

- Have students look at the explanations and the chart on page 50.
- Help students to know the difference between active and passive sentences. Also, how to form the passive by using ***be + past participle (+by...)***.
- Go through the chart to learn the difference between active and passive sentences. Also, how to form the passive by using ***be + past participle (+by...)***.
- Have students do the check-up exercises A and B.

Expansion


- Write active sentences on the board and ask students to practice passive by changing the sentences into passive sentences.

Check-up activities

Exercise A

- Have students look at the first sentence. This one has been done already.
- Read the sentences together in a group or individually. Ask students to circle A for active or P for passive. Then, have students underline the verbs in the passive sentences.


Passive



Passive: Form and Meaning

In an active sentence, the subject does the action.
In a **passive** sentence, the action is done to the subject.
Form the passive with **be + past participle (+ by ...)**.

Active			Passive		
Subject (= doer)	Verb	Object	Subject	be + past participle	(by + doer)
A dog	chased	my cat.	My cat	was <u>chased</u>	by a dog.
The subject (A dog) does the action (chase).			The action (chase) is done to the subject (My cat).		



A Circle **A** for active or **P** for passive. Underline the verbs in the passive sentences.

- The baby was dressed by her mother. A P
- People are dancing to the music. A P
- Our names were called by Mr. Green. A P
- The classroom door was open. A P
- The box was mailed five days ago. A P
- We were crossing the street. A P
- Ten points were scored by our team. A P
- The floors aren't washed every week. A P

B Circle the correct word(s).

- The phone answered / was answered by a young man.
- Nina is dreamed / dreams about her future.
- Class trips aren't plan / planned by the students.
- A lot of games are played / played at that stadium.
- Danny enjoys / is enjoyed different kinds of music.
- The movie star loved / was loved by many people.

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Exercise B

- Have students read the first sentence. Ask why the words, was, answered, are circled.
- Have students circle the correct word(s) to complete the sentence.

Grammar Point 2

Passive: No *by* phrase

Passive: No *by* phrase

The doer of a passive verb can be named with **by + doer**.
The **by phrase** is used only when it is necessary to know who does the action.

A: Who checks your homework?
B: Our homework is checked by our teacher.

There is no *by* phrase if the doer is not known or is not important.

Subject	be + past participle	extra information
Korean	is spoken	in Korea.
The packet	was delivered	yesterday.
The walls	were painted	beautifully.

*See Appendix to learn more past participles of irregular verbs.

C Circle the correct word(s).

- Some money was found / found on the floor.
- This building built / was built in 1982.
- English doesn't speak / isn't spoken in that country.
- All the chocolate cake was ate / was eaten.
- The houses built / were built a hundred years ago.
- Our window was broken / broke by the storm.
- Old songs are sung / sang on this holiday.

D Circle the past participle.

1. speak	began	<u>worn</u>	chose
2. gave	<u>seen</u>	drew	broke
3. <u>forgotten</u>	woke	knew	did
4. drove	<u>sung</u>	throw	grew
5. wore	gave	ate	<u>sold</u>
6. meet	spoke	<u>sent</u>	saw

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- Have students look at the explanation and the chart on page 51.
- Explain that the doer of a passive verb can be named with **by + doer**. Explain that the **by phrase** is used only when it is necessary to know who does the action.
- Go through the rules of forming passive sentences as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students to practice using and omitting the **by phrase** in passive sentences.

Check up activities

Exercise C

- 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(s).

Exercise D

- Have students look at the list of words in number 1. This is asking students to recall past participles
- Have students circle the past participle.

Exercise E

- Ask students to turn to page 52.
- Have students complete each sentence with the given word(s). Remind them to use the simple past form of the passive. The first sentence has been completed already.
- 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

- Ask students to rewrite the sentences in the passive. They should use a **by** phrase if necessary. The first sentence has been completed already.
- Check the answers together after students have finished.

E Complete each sentence with the given word(s). Use the simple past form of the passive.

1. Art classes were taught in this room. (teach)
2. A gift was left on Lisa's desk last week. (leave)
3. Adam wasn't told/was not told about the plan yesterday. (not tell)
4. A new president was chosen last week. (choose)
5. Some words weren't spelled/were not spelled correctly on the sign. (not spell)

F Unscramble and write.

1. baked my the cookies were grandmother by .
→ The cookies were baked by my grandmother.
2. aren't cold places bananas grown in .
→ I don't like mean people.
3. drawn by the picture artist was a famous .
→ I don't like mean people.
4. millions of watched by this TV show is people .
→ I don't like mean people.

G Rewrite the sentence in the passive. Use a **by phrase if necessary.**

1. Someone locks the door every evening.
→ The door is locked every evening.
2. My parents thanked Dr. Patel.
→ Dr. Patel was thanked by my parents.
3. Someone brings the mail every day.
→ The mail is brought (by someone) every day.
4. Scientists study these animals.
→ These animals are studied by scientists.

Explore More

Explore More

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

A Scary Day

Once, I got lost in the city. I was 6. I ① (rode / was rode) my bike too far. I couldn't find my house, and it was getting dark! I ② (did / was) helped by a nice lady. I was ③ (took / taken) to the police station. Many questions ④ (asked / were asked) by the policemen. Luckily, I ⑤ (was remembered / remembered) our phone number. My parents ⑥ (were called / were calling). They came and ⑦ (took / were taken) me home. I'll never forget that day!

Link and Review Units 10-11

★ Answer the questions. Share with the class.

- Q: What's your favorite holiday?
A: (My favorite holiday is) Thanksgiving.
- Q: What happens on your favorite holiday?
A: Good food is always eaten.
Nice clothes are sometimes worn.
Games are often played.
Gifts are sometimes given.

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answers with the class.

Homework

- Workbook 3: 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.

- 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 scary experience they had.
- Ask questions such as:
 - What was a scary experience you've had?
 - How did you get into that situation?
 - How could you have prevented the situation from happening?
- 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

Unit 12 Infinitives

Objectives:

1. Infinitives as Objects
2. Infinitives of Purpose

Warm Up

- Greet your students.
- Have students practice writing and identifying passive sentences.

Grammar Point 1 Infinitives as Objects

- Have students look at the explanations and the chart on page 54.
- Help students to know how to form an infinitive and how they function. Also, help students understand that some verbs often have infinitives as objects.
- Go through the chart to learn how to form an infinitive and how they function. Also, learn that some verbs often have infinitives as objects.
- Have students do the check-up exercises A and B.

Expansion

- Give students a list of verbs and ask them to form sentences using infinitives.

Check-up activities


Exercise A

- Read the sentences together in a group or individually. Have students underline the main verb and circle the infinitive object.
- Then, ask students to write the main verb and the object.

Exercise B

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

Infinitives



UNIT 12

I want to become a singer.

Infinitives as Objects

An infinitive is the word to + verb.
An infinitive can act like a noun.
Some verbs often have infinitives as objects.

Subject	Verb	Infinitive as object
She	agreed	to help us.
Joe	hopes	to get a good grade.
I	want	to become a singer.

What do you want to be in the future?
I love to sing. I want to become a singer.

A Underline the main verb and circle the infinitive object. Then write the main verb and the object.

	Main Verb	Object
1. The little kids <u>are learning</u> <u>to write</u> .	<u>are learning</u>	<u>to write</u>
2. Holly and I <u>agreed</u> <u>to meet</u> on Sunday.	<u>agreed</u>	<u>to meet</u>
3. They <u>'re hoping</u> <u>to go</u> to the mountains.	<u>'re hoping</u>	<u>to go</u>
4. Do you <u>plan</u> <u>to go</u> swimming?	<u>plan</u>	<u>to go</u>
5. We <u>need</u> <u>to check</u> our answers.	<u>need</u>	<u>to check</u>
6. I <u>want</u> <u>to meet</u> the pop star.	<u>want</u>	<u>to meet</u>
7. Please <u>remember</u> <u>to bring</u> your keys.	<u>remember</u>	<u>to bring</u>

B Match to complete the sentence.

1. Do you want to	→	a. to score a goal.
2. It began	→	b. take baths.
3. Ken was trying	→	c. to grow?
4. The dog hates to	→	d. look at some photos?
5. We love to	→	e. visit our grandparents.
6. Will the tree continue	→	f. to rain last night.

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Grammar Point 2

Infinitives of Purpose

- Have students look at the explanations and the chart on page 55.
- Explain that **infinitives** can also state the purpose of an action. Explain that they answer the question, “Why...” Also, these infinitives usually come at the end of the sentence.

Infinitives of Purpose

Infinitives can also state the purpose of an action. They answer the question, “Why?” These infinitives usually come at the end of the sentence.

Infinitives of Purpose	
Daria uses the Internet. (Why?) To shop.	→ Daria uses the Internet to shop .
They exercise. (Why?) To stay healthy.	→ They exercise to stay healthy.
I'm going to study hard. (Why?) To become a doctor.	→ I'm going to study hard to become a doctor.

C Look at the underlined infinitive. Is it an infinitive of purpose? Circle Y for yes or N for no.

- We go to school to learn. Y N
- I sat down to tie my shoe. Y N
- Rachel wants to ask a question. Y N
- Your friend called to say hello. Y N
- Some people read to relax. Y N
- Did he stay up late to watch a movie? Y N
- Gary chose to stay home today. Y N
- You should take quick showers to save water. Y N

D Match to complete the sentence.

1. Everyone is wearing sweaters	→	a. to catch a train.
2. Mom drove me	→	b. to get good seats.
3. They walked to the station	→	c. to stay warm.
4. She's saving her money	→	d. to see the doctor.
5. We went to the theater early	→	e. to make new friends.
6. John joined some clubs	→	f. to buy a computer game.

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question, “Why...” Also, these infinitives usually come at the end of the sentence.

- Go through the rules of using infinitives of purpose as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students come up with sentences to provide reasons for things by using infinitives of purpose.

Check up activities

Exercise C

- Have students read the first sentence. The infinitive is underlined.
- Read the sentences together in a group or individually. Ask students to determine if the underlined infinitive is an infinitive of purpose. Ask students to circle **Y** for **yes** or **N** for **no**.

Exercise D

- Have students read the words on the left. The words on the right contain the infinitive.

- Have students match to complete the sentences.

Exercise E

- Ask students to turn to page 56.
- Have students fill in each blank with the correct word from the box. Remind students to use the infinitive. The first sentence has been completed already.
- Check the answers together after students have finished.

Exercise F

- Ask students to combine sentences using an infinitive of purpose. 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, try follow, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and rewrite the sentences correctly.

E Fill in each blank with the correct word from the box. Use the infinitive.

cry ~~see~~ paint say swim

1. I hope to see you again soon.
2. Are they planning to paint this room?
3. Louis learned to swim in that river.
4. Did you remember to say "thank you"?
5. The baby started to cry very loudly.

F Combine the sentences using an infinitive of purpose.

1. She's going to the library. She wants to study.
➡ She's going to the library to study.
2. I'm calling. I want to tell you some good news.
➡ I'm calling to tell you some good news.
3. Ted bought vegetables. He wanted to make soup.
➡ Ted bought vegetables to make soup.
4. They'll clean their room. They want to please their mom.
➡ They'll clean their room to please their mom.

G Underline the mistake. Rewrite the sentence correctly.

1. You should try follow the rules.
➡ You should try to follow the rules.
2. Does he want to being the class president?
➡ Does he want to be the class president?
3. I went into the bathroom my teeth to brush.
➡ I went into the bathroom to brush my teeth.
4. Julie needs glasses seeing well.
➡ Julie needs glasses to see well.

Explore More

Explore More

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

to take to play to go to practice to win to be

Young Tennis Star

Chrissy Davies loves ① to play tennis. She began ② to take lessons at age 6. By age 10 she was winning matches. Now she's 14. "Every day I get up early ③ to practice," Chrissy says. "I work hard ④ to be a better player." In 2020, Chrissy hopes ⑤ to go to Tokyo for the Summer Olympics. I want ⑥ to win gold!" she says.

Chrissy Davies

Link and Review Units 11-12

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

1. Q: Do you read to relax?
A: Yes, I do. / No, I don't. I take walks to relax. to relax.

2. Q: What is your favorite book?
A: My favorite book is Harry Potter and the Philosopher's Stone. (title)
It was written by J. K. Rowling (Who?)
It was written in 1997 (When?)

take walks play sports
watch TV listen to music
talk to my friends
play computer games

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 about their favorite athlete or performer.

- Ask questions such as:
 - Who is your favorite athlete?
 - What about this person makes him or her great?
 - How much do you know about this person's private life?
- Have students fill in each 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 circle and write to answer the questions. Then, ask students to share their answers with the class.

Homework

- Workbook 3: 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 Gerunds

Objectives:

1. Gerunds as Subjects
2. Gerunds as Objects

Warm Up

- Greet your students.
- Show pictures of people doing activities. Ask students to say what the person is doing.
- Then, ask students to think of the reason the person is doing the task using infinitives of purpose to answer.

Grammar Point 1

Gerunds as Subjects

- Have students look at the explanations and the chart on page 58.
- Help students to know what a gerund is and how it can act as the subject of a sentence.
- Go through the chart to learn what a gerund is and how it can act as the subject of a sentence.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to come up with more gerunds that act as subjects.

Check-up activities

Exercise A

- Read the sentences together in a group or individually. Have students underline the gerund if there is one.
- If there is no gerund, ask students to write **X** on the line.

Exercise B

- Have students read the first sentence. It has been completed already as an example.

Gerunds

Do you like reading?

Gerunds as Subjects

A **gerund** is a verb-*ing* form that acts like a *noun*.
A gerund can be the subject of a sentence.

Gerund as subject	Verb
Cooking	is fun.
Riding horses	is my hobby.
Winning the game	felt great.

*See Appendix for the spelling of -ing forms.

A Underline the gerund. If there is no gerund in the sentence, write X.

1. Lying is wrong.
2. X Jill is smiling at me now.
3. Choosing a gift was easy.
4. Growing vegetables is his hobby.
5. X She is helping her dad now.
6. Eating a lot of fast food isn't good for you.
7. Becoming a dancer is my dream.
8. X I was exercising at 9:00 last night.

B Complete each sentence with the gerund form of the given verb.

1. Learning to drive is difficult. (learn)
2. Cleaning the classroom took all day. (clean)
3. Helping animals will be his future job. (help)
4. Planning a party can be fun. (plan)
5. Making dolls is Selena's hobby. (make)
6. Living by the sea sounds nice. (live)

- Ask students to complete each sentence with the gerund form of the given verb.

Grammar Point 2

Gerunds as Objects






- Have students look at the explanation and the chart on page 59.
- Explain that **gerunds** can be the objects of some verbs.

Gerunds as Objects

Gerunds can be the objects of some verbs.

Subject	Verb	Gerund as object
I	enjoy	taking photos.
Dave	practices	catching the ball.
Jane	started	doing her homework.

C Look at each picture. Then match to complete the sentence.

1. Travis enjoys

2. We love

3. They hate

4. Linda didn't finish

5. They should stop

a. painting her picture.

b. listening to music.

c. fighting.

d. washing dishes.

e. playing in the park.

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

write
~~take~~
ring
brush
swim

- I started taking piano lessons.
- Do they enjoy swimming in the lake?
- Brenda began writing an email.
- My little brother hates brushing his teeth.
- Did the phone stop ringing?

- Go through the examples of using gerunds as objects in a sentence as in the chart.

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

Expansion

- Ask students to try making their own sentences using gerunds as objects.

Check up activities

Exercise C

- Have students look at each picture.
- Have students match the words on the left with the words on the right to complete the sentences.

Exercise D

- Have students look at the words in the box first.
- Have students fill in each blank with the correct word from the box. Remind students to use the gerund.

Grammar Galaxy 3 | Teacher's Guide

Exercise E

- Ask students to turn to page 60.
- Have students underline the gerund in each sentence. Then, ask students to circle **Subject** or **Object** as applicable to the given sentence. Number 1 has been completed already.
- Check the answers together after students have finished.

Exercise F

- Ask students to rewrite the sentence with the given word. Then, have students add a gerund to the highlighted part. 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, shout, is a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the corrections on the lines.

E Underline the gerund. Then circle Subject or Object.

1. We like hiking in the mountains. Subject Object
2. Keeping a diary isn't easy. Subject Object
3. Do you like singing? Subject Object
4. They enjoyed watching the show. Subject Object
5. Eating in the library isn't allowed. Subject Object
6. Teaching math is my mother's job. Subject Object

F Rewrite the sentence with the given word. Add a gerund to the highlighted part.

1. English is not easy. (learn)
➡ Learning English is not easy.
2. Tennis is good exercise. (play)
➡ Playing tennis is good exercise.
3. Did you finish your homework? (do)
➡ Did you finish doing your homework?
4. She continued the story. (tell)
➡ She continued telling the story.
5. This toy airplane is fun. (fly)
➡ Flying this toy airplane is fun.

G Underline the mistake. Write the correction.

1. Please stop shout. ➡ shouting
2. Climb those steps was hard. ➡ Climbing
3. We enjoy to walk on the beach. ➡ walking
4. Sell bicycles is his job. ➡ Selling
5. I practiced give my speech. ➡ giving

Explore More

Explore More

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

learn eat help garden care grow

My Hobby

1. Gardening is my hobby. My dad always had a garden. At age 5, I started 2. helping him with it. He taught me a lot. I enjoyed 3. learning about plants from him. Then, two years ago, I began 4. growing my own vegetables. 5. Caring for my plants is a lot of work. But I like watching them grow. And I love 6. eating the fresh tomatoes and carrots!

Link and Review Units 12-13

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

1. Q: Do you have a hobby?
A: Yes, I do. My hobby is taking pictures.
No, I don't.

2. Q: What kind of housework do you like to do?
A: I like to cook / cooking.

singing
drawing
taking pictures
playing soccer
to wash dishes
to cook
cleaning my room
washing clothes

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 hobbies.

- Ask questions such as:
 - What is a hobby that you have?
 - How often do you do this activity?
 - What is it about this activity that you like the most?
- Have students fill in each blank with the correct word from the box. Remind students to use gerunds.

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 circle and write to answer the questions. Then, ask students to share their answers with the class.

Homework

- Workbook 3: 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 Conjunctions

Objectives:

1. Conjunctions: *And* and *But*
2. Conjunctions: *Or* and *So*

Warm Up

- Greet your students.
- Ask students to practice writing gerunds by drafting a short paragraph talking about something they enjoy.
- Have students write 3-4 sentences and include at least 2 gerunds.

Grammar Point 1

Conjunctions: *And* and *But*

- Have students look at the explanations and the chart on page 62.
- Help students to know how a conjunction works to join parts of sentences or multiple sentences together. Helps students know that coordinating conjunctions like *and* and *but* always join things of the same type.
- Go through the chart to learn how a conjunction works to join parts of sentences or multiple sentences together. Helps students know that coordinating conjunctions like *and* and *but* always join things of the same type.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to work in pairs to create sentences using *and* or *but*.

Check-up activities

Exercise A

- Have students read the first sentence. It has been done already as an example.
- Read the sentences together in a group or individually. Have students underline the parts that are

UNIT

14

Cats are OK, but dogs are better.

Conjunctions: And and But

The words **and** and **but** are **coordinating conjunctions**. They join two or more sentences or parts of sentences. Coordinating conjunctions always join things of the same type.

*She's smart, funny, **and** kind.* (three adjectives)
*They finished eating **and** washed the dishes.* (two verb phrases)
*Cats are OK, **but** dogs are better.* (two sentences)

and	addition	Paula, Cindy, and Nora are sisters. I woke up and took a shower. She sings, and he plays the piano.
but	contrast	The class is hard but interesting. Tom drives quickly but safely. I called her, but she didn't answer.

A Underline the parts that are joined by *and* or *but*.

1. We'll have soup **and** sandwiches for lunch.
2. These clothes are nice **but** cheap.
3. I sat at my desk **and** opened my book.
4. It's a holiday, **but** Mrs. Jones has to work.
5. After the game, the team felt tired **but** happy.
6. Please speak slowly **and** loudly.
7. Peter hates doing his homework, **but** he always does it.

B Write *and* or *but* to complete the sentence.

1. Ice skating is fun but difficult.
2. Erica finished the test quickly and easily.
3. Dale is a very good son and brother.
4. We looked for you, but we didn't see you.
5. They're close friends, but they sometimes fight.
6. Turn off the light and close the door.

joined by *and* or *but*.


Exercise B

- Have students read the first sentence. Ask students why the word, but, is correct.
- Ask students to write *and* or *but* to complete the sentence.

Conjunctions: Or and So

The words *or* and *so* are also coordinating conjunctions. *Or* can join sentences or parts of sentences. *So* always joins sentences.

	options	We can have beef, chicken, <i>or</i> fish. Did they walk <i>or</i> take the bus?
<i>or</i>	If not, then ...	I have to study hard, <i>or</i> I won't pass the test. Wear a coat, <i>or</i> you'll be cold.
<i>so</i>	cause and effect	He was thirsty, <i>so</i> he drank some water. She isn't wearing her glasses, <i>so</i> she can't see.



C Match to complete the sentence.

1. Do you want juice	a. so there are flowers everywhere.
2. It's spring,	b. so we need to be quiet.
3. Let's bring the map,	c. so he returned it.
4. Mom is sleeping,	d. or green tea?
5. Should I go alone	e. or with my friends?
6. The clock didn't work,	f. or we'll never find the place.

D Write *or* or *so* to complete the sentence.

- You'll need a pen or a pencil.
- Send me an email or call me tomorrow.
- The show was boring, so I stopped watching it.
- We can leave now, or we can wait for Ginny.
- Min didn't understand, so she asked the teacher.
- Don't be late, or your parents will worry.
- Uncle Dan eats well and exercises, so he's very healthy.

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Grammar Point 2

Conjunctions: *Or* and *So*

- Have students look at the explanations and the chart on page 63.
- Explain that the words *or* and *so* are also coordinating conjunctions. Explain that *or* can join sentences or parts of sentences, while *so* always joins sentences.
- Go through the rules of using *or* and *so* in sentences as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students think of sentences using *or* and *so*. Have students write their ideas on the board.

Check up activities

Exercise C

- Have students look at the words on the left.
- Have students match the words on the left with the words on the right to complete the sentences.

Exercise D

- Have students read the first sentence. Ask why the word, or, is correct.
- Have students write *or* or *so* to complete the sentence.

Exercise E

- Ask students to turn to page 64.
- Have students match to complete the sentence. Students will need to use words from all three columns to complete the sentences. Number 1 has been done already.
- Check the answers together after students have finished.

Exercise F

- Ask students to combine the sentences using *and* or *or*. The first sentence has been completed already.
- 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 Match to complete the sentence.

- | | | |
|---------------------------------|--|-----------------------------|
| 1. The food was cheap | | • we didn't have umbrellas. |
| 2. She really enjoyed the book, | | • delicious. |
| 3. It was raining, | | • he isn't in school today. |
| 4. I love animals, | | • she read it again. |
| 5. Tony is sick, | | • I'm afraid of mice. |

F Combine the sentences using *and* or *or*.

- The computer looks new. The computer looks expensive.
→ The computer looks new and expensive.
- You can sit on the chair. You can sit on the floor.
→ You can sit on the chair or (on) the floor.
- Let's hurry. We'll be late for the movie.
→ Let's hurry, or we'll be late for the movie.
- David talked. I listened.
→ David talked, and I listened.

G Unscramble and write.

- large and city is exciting. this .
→ This city is large and exciting.
- the baby a boy is a girl or ?
→ Is the baby a boy or a girl?
- is older, I'm sister taller but my .
→ My sister is older, but I'm taller.
- liked he bought it he the hat, so .
→ He liked the hat, so he bought it.

Explore More

★ Read the story. Circle the correct word.

My Pets

I have two pets.

My bird, Polly, is beautiful. She can talk, ① (but / and / or) she can say my name. I have fun with her, ② (or / so / but) sometimes she's too loud.

My dog, Ozzie, is big ③ (and / so / or) handsome. He's young, ④ (so / or / but) he likes to run and play. I have to walk him every day, ⑤ (so / and / or) he's unhappy.

My pets are hard work, ⑥ (and / but / so) I love them!

Link and Review Units 13-14

★ Answer the questions. Share with the class.

1. Q: What are two good kinds of exercise?
A: Walking and hiking are two good kinds of exercise.

2. Q: What kind of exercise do you like doing? What kind do you hate doing?
A: I like doing yoga, but I hate lifting weights.

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 pets.
- Ask questions such as:
 - How many of you have pets at home?
 - What are some things that your pet can do?
 - What is difficult about having a pet?
- Have students read the story and circle the correct word.

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 3: 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 Information Questions

Objectives:

1. Why...? and Because
2. How + adjective/adverb...?

Warm Up

- Greet your students.
- Ask students to sit in a circle. Then, pass out slips of paper with a random conjunction (and, but, or, so) on it.
- Have students create their own story by saying sentences or parts of sentences and using their conjunctions to keep the story's action going.

Grammar Point 1

Why...? and Because

- Have students look at the explanations and the chart on page 66.
- Help students to know that we use **Why...?** to ask about reasons, and **Because + sentence** to give reasons. Also, **because** can be used to join a statement with a reason.
- Go through the chart to learn that we use **Why...?** to ask about reasons, and **Because + sentence** to give reasons. Also, **because** can be used to join a statement with a reason.
- Have students do the check-up exercises A and B.

Expansion

- Ask students to write questions using **Why...?** Then, have another student answer using **Because**.

Check-up activities

Exercise A

- Have students read questions on the left. Answers are given on the right.
- Read the sentences together in a group or individually. Have students match the question with the correct answer.

UNIT

15

Why are you running?

Why ...? and Because

Use **Why ...?** to ask about reasons.
Use **Because + sentence** to give reasons.

	Question	Answer
Why	are you running?	Because I love to run!
	was Dad angry?	Because we were late.
	do people like him?	Because he's nice.
	did she go home?	Because she was tired.

You can also use **because** to join a statement with a reason.

Statement	Reason
I'm running	because I love to run!
She went home	because she was tired.

A Match the question with the correct answer.

1. Why were they looking out the window?
2. Why is their family moving?
3. Why did you cut your hair?
4. Why is she wearing a party hat?
5. Why do you need glue?
6. Why should I see that movie?

- a. Because it was too long.
- b. Because you'll love it.
- c. Because I'm making something.
- d. Because there was a fire truck outside.
- e. Because their dad got a new job.
- f. Because it's her birthday.

B Circle the correct word(s).

1. Why leaves are / are leaves green?
2. Why he / is he talking so loudly?
3. Why do you / you do hate taking the subway?
4. Why did look they / they look excited?
5. Sara plays the violin well why / because she practices a lot.
6. I'm going to the store because / so we need tea.

Exercise B

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

Grammar Point 2


How + adjective/adverb...?

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

How + adjective/adverb...?

Use **How + adjective/adverb ...?** to ask about age, height, frequency, and degree.

	Question			Answer
Age	How old	is	Tom?	He's 12.
Height	How tall	is	Kay?	She's five feet tall.
Frequency	How often	do	you run?	Every day!
Degree	How hard	was	the test?	Not very hard.
	How well	can	she sing?	Really well.



C Match the question with the correct answer.

1. How fresh is this bread?	•	a. Not too dirty.
2. How old are your parents?	•	b. 148 centimeters.
3. How often should we see the dentist?	•	c. Very interesting.
4. How tall are you?	•	d. Really fresh.
5. How dirty were those dishes?	•	e. Not very well.
6. How interesting was the book?	•	f. Twice a year.
7. How well do you know him?	•	g. 43 and 40.

D Circle the correct word(s).

- Why / How tall is Mr. Kang?
- How old is / is old Andy's dog?
- How times / often do I need to wash my hair?
- How surprised / surprise were you?
- How are those apples sweet / sweet are those apples?
- How well Fiona can / can Fiona draw?
- How quickly they finished / did they finish?

67

- Explain that we use **How + adjective/adverb...?** to ask about age, height, frequency, and degree.
- Go through the rules of using **How + adjective/adverb...?** as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students to work in small groups and come up with 4-5 **How + adjective/adverb...?** questions they can ask other students in the class.

Check up activities

Exercise C

- Have students read questions on the left. Answers are given on the right.
- Read the sentences together in a group or individually. Have students match the question with the correct answer.

Exercise D

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

Exercise E

- Ask students to turn to page 64.
- Have students complete the conversations by filling in the blanks. The first one has been done already.
- 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

- Ask students to write a questions about the **bold** word(s) in the answer. The first sentence has been completed already.
- Check the answers together after students have finished.

E Complete the conversations.

1. A: How old is Grandma? B: 65.
2. A: How often does he clean his room? B: Once a week.
3. A: Why should I eat fruit? B: Because it's good for you.
4. A: How tall am I? B: 150 centimeters.
5. A: How fast can you run? B: Not very fast.

F Unscramble and write.

1. because walking missed I the bus I'm .
➡ I'm walking because I missed the bus.
2. often does visit Mel how ?
➡ How often does Mel visit?
3. they laughing why were ?
➡ Why were they laughing?
4. heavy is book bag how your ?
➡ How heavy is your book bag?

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

1. Q: How well can he cook ?
A: He can cook **very well**.
2. Q: How old are you ?
A: I'm **14**.
3. Q: Why does she need money ?
A: She needs money **because she wants to buy ice cream**.
4. Q: How often do they study together ?
A: They study together **every day**.

Explore More

Explore More

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

why do expensive why should how old because often do

Swimming Lessons for Kids
Wellness Health Club

FAQ

Q: ① Why should I learn to swim?
A: Because it's great exercise, and it's fun!

Q: How ② often do classes meet?
A: Twice a week.

Q: ③ How old are the students?
A: We have classes for ages 8–11 and 12–15.

Q: How ④ expensive are the classes?
A: Our prices are the lowest in town!

Q: ⑤ Why do so many people choose Wellness Health Club?
A: ⑥ Because we have the best teachers, the best service, and the best prices.

Sign up today!

Link and Review Units 14–15

Answer the questions. Share with the class.

1. Q: How often do you take a bus or a train?
A: I take a bus every day.

2. Q: How often do you ride in a car or a taxi?
A: I ride in a taxi twice a week.

3. Q: You're going to a friend's house. You can walk, take a bus, or take a taxi. Which do you choose, and why?
A: I choose to take a bus because it's cheap.

every day
twice a week
never
it's cheap
it's relaxing
it's fast

Go to the workbook for more practice.

69

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

- Ask questions such as:
 - What type of classes of clubs are you a part of?
 - Why is this class or club interesting?
 - How often does it meet?
- Have students fill in each blank with the correct word(s) and phrases 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 3: 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 Tag Questions

Objectives:

3. Tag Questions with *Be*
4. Tag Questions with Other Verbs

Warm Up

- Greet your students.
- Ask students to come up with information questions they might ask a new student to the class.

Grammar Point 1

Tag Questions with *Be*

- Have students look at the explanations and the chart on page 70.
- Help students to know where tag questions fit within a statement. Also, help students to know the difference in forming tag questions based on the statement.
- Go through the chart to learn where tag questions fit within a statement. Also, help students to learn the difference in forming tag questions based on the statement.
- Have students do the check-up exercises A and B.

Expansion

- Write affirmative and negative statements on the board. Then have students add tag questions.

Tag Questions

UNIT 16

Tag Questions with *Be*

Tag questions come at the end of statements. They are informal. Using a tag question is like asking, "Right?" or "Do you agree?"

Affirmative statement → negative tag question
Negative statement → affirmative tag question

Subject	Statement with <i>be</i>		Tag Question		Expected Answer
	<i>be</i> (+ not)	<i>be</i> (+ not)	subject pronoun		
This	is fun,	isn't	it?		Yes, it is.
Dad	was a good student,	wasn't	he?		Yes, he was.
You	weren't sick yesterday,	were	you?		No, I wasn't.
They	aren't sisters,	are	they?		No, they aren't.

A Match the statement with the correct tag question.

1. You're Diana,	•	a. am I?
2. These clothes aren't new,	•	b. wasn't she?
3. I'm not late,	•	c. aren't you?
4. We weren't wrong,	•	d. wasn't it?
5. Mrs. Chang was their teacher,	•	e. are they?
6. The picnic was great,	•	f. were we?

B Circle the correct word(s).

- Dinner isn't ready, is it / it is ?
- Alan was polite, wasn't / isn't he?
- This tea isn't very good, isn't / is it?
- They're on Joe's team, are / aren't they?
- We're in the right room, aren't / are we?
- The bus wasn't late, was / wasn't it?
- Your parents weren't home this morning, were / weren't they?

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Check-up activities

Exercise A

- Have students read statements on the left. The tag questions are on the right.
- Read the words together in a group or individually. Have students match the statement with the correct tag question.

Exercise B

- Have students read the first sentence. Ask students why the words, it is, are incorrect.
- Ask students to circle the correct word(s) to complete the sentence.

Grammar Point 2

Tag Questions with Other Verbs

Tag Questions with Other Verbs

With all other verbs, form the tag question using the correct helping verb. (*do, be, can, etc.*)

	Statement	Tag Question		Expected Answer
		helping verb (+ not)	subject pronoun	
Simple present: <i>do/does</i>	You <i>like</i> sports,	<i>don't</i>	you?	Yes, I do.
Present continuous: <i>am/is/are</i>	It's raining,	<i>isn't</i>	it?	Yes, it is.
Simple past: <i>did</i>	We <i>had</i> a great time,	<i>didn't</i>	we?	Yes, we did.
Past continuous: <i>was/were</i>	They <i>were</i> laughing,	<i>were</i>	they?	No, they weren't.
Modals: <i>will, can, could</i>	Kelly <i>won't</i> be angry,	<i>will</i>	she?	No, she won't.

C Match the statement with the correct tag question.

1. The restaurant is closing,	a. did we?
2. Your mom has dark hair,	b. aren't you?
3. Eve can drive a car,	c. weren't they?
4. The boys were sleeping,	d. doesn't she?
5. We didn't win the game,	e. don't they?
6. You're inviting everyone,	f. isn't it?
7. These jeans look OK,	g. can't she?

D Circle the correct word(s).

- You weren't talking to me, are / were you?
- We need more chairs, don't / aren't we?
- Tony isn't studying right now, is / does he?
- The plane will arrive on time, isn't / won't it?
- I ate / eat the wrong pizza, didn't I?
- That computer works / doesn't work, does it?

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- Have students look at the explanation and the chart on page 71.
- Explain that to form tag questions with other verbs, we use the correct helping verb. (*do, be, can, etc.*)
- Go through the rules of using tag questions with other verbs as in the chart.
- Have students do the check-up exercises C and D

Expansion

- Ask students to practice forming tag questions with different verbs and tenses.

Check up activities

Exercise C

- Have students read statements on the left. The tag questions are on the right.
- Read the words together in a group or individually. Have students match the statement with the correct tag question.

Exercise D

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

Exercise E

- Ask students to turn to page 64.
- Have students complete the conversations by filling in the blanks. The first one has been done already.
- 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, it is, are a mistake and ask for the correct answer.
- Ask students to underline the mistakes and write the corrections on the lines.

E Complete the conversations.

- A: You have some questions, don't you? B: Yes, I do.
- A: These crayons are yours, aren't they? B: No, they aren't.
- A: The grapes tasted good, didn't they? B: Yes, they did.
- A: I'm not walking too fast, am I? B: No, you aren't/you're not.
- A: The test won't be hard, will it? B: Yes, it will.
- A: She didn't forget her bag, did she? B: No, she didn't.

F Unscramble and write.

- funny, isn't Kevin is he ?
→ Kevin is funny, isn't he?
- can't can they people smoke here, ?
→ People can't smoke here, can they?
- do you don't glasses, you wear ?
→ You don't wear glasses, do you?
- a lot of the book money, it cost didn't ?
→ The book cost a lot of money, didn't it?

G Underline the mistake. Write the correction.

- It isn't cold today, it is? → is it
- He hates vegetables, isn't he? → doesn't
- The birds were singing, were they? → weren't they
- You didn't have a bad dream, do you? → did
- We'll meet again soon, don't we? → won't

Explore More

★ **Read the story. Complete the conversation.**



Paul: Dad, Friday is a holiday, ① isn't it?

Dad: Yes, it is.

Paul: You aren't working that day, ② are you?

Dad: No, I'm not.

Paul: So, we can go to the baseball game, ③ can't we?

Dad: No, we can't. I made other fun plans for us. Try to guess.

Paul: Hmm. The new water park just opened, ④ didn't it?

Dad: Yes, we are.

Paul: Yay!

Link and Review Units 15-16

★ **Complete the questions. Ask your partner and write the answers. Share with the class.**

- Q:** How often do you get a haircut _____?
- A:** I get a haircut every 3 months.
- Q:** How many _____ cousins do _____ you have?
- A:** I have four cousins.
- Q:** You like _____ shopping _____, don't you?
- A:** Yes, I do.

take a shower
get a haircut
play computer games
brothers and sisters
cousins
singing
shopping
reading

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 what they do on holidays.

- Ask questions such as:

- Which is your favorite holiday?
- Who do you celebrate with?
- What are some things you do during this holiday?

- Have students read the story and 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 work in pairs. Ask students to complete the questions. Then, have students ask their partners the questions and write the answers. Have students share their answers with the class.

Homework

- Workbook 3: 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.