

Teacher's Guide

Methodological Approach

The ESA approach is a common learning methodology widely accepted and practice in English language schools worldwide. During the *Engage* phase students learn about the target language and also get to practice or see examples. In the *Study* phase students study, through a series of activities, the target language. During the *Activate* stage students perform activities that further reinforce the target language so students feel confident using it.

Each unit in *Grammar Success* includes each component of the ESA approach. The flow of each unit ensures that the learner is engaged in the language, then practices the language, then is finally able to use the language.

A *Grammar Rules* section, complete with examples and images means that the students are engaged by the target grammar skill.



The *Practice* and *More Practice* sections provide a variety of activities for the students to become familiar with the unit's target grammar skill.



The *Final Challenge* section provides students the opportunity to demonstrate their active knowledge of the target grammar skill.

Why Choose *Grammar Success*?

Grammar Success is a three-book series designed to introduce pre-intermediate level young learners to the basics of English grammar. *English Success* combines clear explanations of each grammar target with concrete examples using real-life language. This series features fun yet educational exercises ranging from recognizing parts of speech, to error correction, to full sentence production. Additional speaking and writing activities are included to help improve fluency.

Features:

- Sixteen 4-page units presenting a controlled, systematic range of grammar topics
- Clear grammar explanations with accompanying illustrations and examples
- A variety of fun and educational exercises ranging from simple recognition of word types to error correction to full-sentence production
- Speaking activities designed to increase fluency
- Four unit reviews and a final test
- A writing workbook with additional practice exercises
- Downloadable answer keys available online

Getting to Know the Book

Introduction to the *Grammar Success* Student Books

The *Grammar Success* series covers a wide range of grammar topics. Each unit contains four pages of activities, beginning with clear grammar explanations. The use of images helps reinforce key concepts and target language. Age and developmentally appropriate examples help reinforce students' understanding of the materials. Practice activities help students understand the grammar points while also preparing them for test taking.

Student Book Contents:



Grammar Rules

- A clear explanation of the target grammar point is provided.
- Examples are provided in print and image form.
- Examples are student-friendly to ensure comprehension.



Practice

- Focused exercises reinforce the grammar point.
- Practice activities help students activate their critical thinking skills.
- This page of activities helps students fully understand the grammar point before moving on.

Unit 9 Practice

4 Circle the correct types of nouns.

- plate (common noun / proper noun)
- Chicago (proper noun / common noun)
- stone (concrete noun / abstract noun)
- Germany (common noun / proper noun)
- success (concrete noun / abstract noun)
- calendar (proper noun / common noun)
- hate (concrete noun / abstract noun)
- brusnet (concrete noun / abstract noun)
- milk (common noun / proper noun)
- issue (concrete noun / abstract noun)

5 Write the words in the correct boxes.

slipper	mountain	aunt	bear	Canada
Brooklyn Bridge	wakeless	lake	Paul	actor
Mary	chevich	Godalla	president	New York
January	book	pride	giraffe	courage
victory	friendship	King Kong	beetle	trouble
nurse	Jason	zoo	joy	card

	Concrete Nouns				Abstract Noun
	People	Places	Things	Animals	
Common Nouns					
Proper Nouns					

More Practice

- This section requires students to complete more exercises using more complex vocabulary and ideas.

Unit 10 Practice

Circle the correct types for the underlined nouns and rewrite them correctly.

	Types of nouns	Correct words
1. The <u>book</u> is on the table.	(concrete / proper)	book
2. Amy feels <u>happiness</u> right now.	(concrete / abstract)	
3. They are in the <u>library</u> .	(common / proper)	
4. The <u>students</u> walk to the house.	(concrete / abstract)	
5. The Eiffel Tower is in <u>Paris</u> .	(common / proper)	
6. He meets <u>parrot</u> .	(concrete / abstract)	
7. She speaks four <u>languages</u> .	(common / proper)	
8. I like apple <u>pie</u> .	(concrete / abstract)	

Work with a partner. Practice naming the different kinds of nouns.

Writing Write examples of the different kinds of nouns listed.

- place (common noun)
- person (proper noun)
- thing (proper noun)
- animal (common noun)
- concrete noun
- abstract noun

Speaking Take turns saying out loud examples of the different kinds of nouns.

- person (common noun)
- place (proper noun)
- thing (common noun)
- concrete noun
- abstract noun

Example: thing (common noun) Student: A: thing (common noun)
Student B: spoon

Challenge

- Focused exercises have more than one step.
- They require more writing and critical thinking.
- The activities better prepare students for test taking.
- The speaking activities help students improve their overall fluency.

Review 1

4 Circle (C) the common nouns. Underline the proper nouns.

- Tom is my brother.
- Pizza has cheese.
- Beth plays games on the internet.
- The teacher is from London.
- Chickens live on Mr. Smith's farm.
- The sky is blue.

5 Circle (C) the concrete nouns. Underline the abstract nouns.

- Happiness makes people feel good.
- I see five soldiers.
- Florence is in Italy.
- Everyone wants love.
- The king makes a law.
- Strawberries grow in the field.

6 Fill in the blanks with a, an, or the.

- _____ frog lives in the pond.
- _____ chicken makes _____ egg.
- _____ sun is in space.
- My father has _____ orange shirt.
- It is _____ book. It is _____ eraser.
- _____ earth is very big.
- I have _____ dog.
- It is _____ Statue of Liberty.
- _____ airplane is in _____ sky.
- Whales live in _____ sea.

Final Test

4 Circle the correct words.

- It is (is / on) mouse.
- He is (is / on) old man.
- (A / The) sun is yellow.
- I have two (tooth / feet).
- The (children / child) are happy.
- The (leath / leaves) are green.
- I did (not / no) eat pizza.
- Sam (practice / practices) the violin.

5 Choose the correct answers.

- The boys _____ the game.
 begin take walk eat
- Kelly _____ a picture.
 smiles runs draws sings
- Mike and Tom _____
 hold arrive get are
- We _____ the horses.
 drink read go see
- The bus _____ quickly.
 steps walks knows falls
- They _____ the problem.
 stress discuss play cost

Review

- After every four units the review section reviews the key grammar points.
- Review sections can be used in class, for homework, or as tests.

Final Test

- This section reviews the whole book.

Scope and Sequence

Grammar Success 1

Unit	Title	Vocabulary
1	Types of Nouns	boy, Internet, Monday, rock, trust
2	The Indefinite Article	alligator, bird, hour, universe, user
3	The Definite Article	baseball, English, London, moon, piano
4	Rules for Plurals	dog, lady, life, tooth, sheep
5	Parts of a Sentence	ball, book, me, pencil, read
6	Sentence Structures	eat, hamburger, quickly, sell, song
7	Simple Present	basketball, doctor, ruler, student, swimmer
8	Present Progressive	cry, dance, draw, drink, work
9	Imperatives and Exclamations	jump, move, run, sit, take
10	<i>Can</i> and <i>May</i>	go, leave, see, speak, watch
11	Simple Past	have, make, put, study, teach
12	Past Progressive	drive, play, sleep, talk, walk
13	<i>It Is</i> + Adjectives/Nouns	cold, dark, hot, rain, war
14	<i>There + Be</i> + Noun	apple, car, letter, mailbox, tree
15	Adverbs 1	loudly, really, quite, tightly, usually
16	Adverbs 2	first, just, sometimes, today, very

Suggested Lesson Plan

Grammar Success 1

Warm-Up:

- The teacher writes a previously covered grammar skill or language tip on the board and students take turns saying words or phrases reflecting the target skill.
- The teacher says words aloud, students have to identify the parts of speech,
- The teacher writes a part of speech or grammar point on the board and students have to brainstorm as many examples as possible.

Homework Check:

- The teacher checks that homework has been completed.

Grammar Quiz:

- Regular quizzes ensure student understanding.
- Quizzes can be simple and dictated by the teacher.
- Ex. Write three nouns. Write two adjectives.

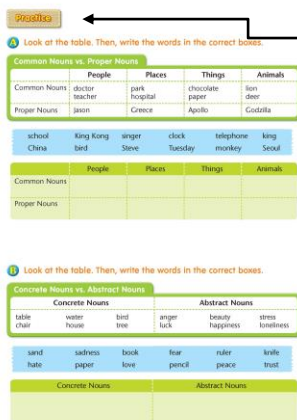
Page 1)



Grammar Rules

- The teacher introduces the grammar rules.
- The teacher introduces the concept and asks students to brainstorm ideas based on the concept.
- The teacher has students create their own sentences using the target grammar point or language.
- Students then work in pairs to create their own examples based on the grammar rules.

Page 2)



Practice

- The teacher explains the activities to the students.
- Students complete the activities.
- Using blank paper, the students work in pairs to create their own activities based on the activities in the book. The teacher collects the papers and re-distributes them to other students to solve.

****This section can also be used for homework or for in-class testing.**

Page 3)

Warm Practices

Circle the correct types of nouns.

- plate (common noun / proper noun)
- Chicago (proper noun / common noun)
- stone (concrete noun / abstract noun)
- Germany (common noun / proper noun)
- success (concrete noun / abstract noun)
- calendar (proper noun / common noun)
- hair (concrete noun / abstract noun)
- Internet (abstract noun / concrete noun)
- milk (common noun / proper noun)
- issue (concrete noun / abstract noun)

Write the words in the correct boxes.

stapler	mountain	ant	hair	Canada
Brooklyn Bridge	weakness	lake	Paul	actor
Mary	charity	Godzilla	president	New York
January	book	jele	giraffe	courage
victory	friendship	King Kong	bottle	trouble
nurse	jason	zoo	joy	card

	Concrete Nouns				Abstract Nouns
	People	Places	Things	Animals	
Common Nouns					
Proper Nouns					

More Practice

- The teacher explains the activities to the students.
- Students complete the activities.
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Page 4)

Challenges

Circle the correct types for the underlined nouns and rewrite them correctly.

	Types of nouns	Correct words
1. The <u>book</u> is on the table.	(concrete / proper)	<u>book</u>
2. Amy feels <u>happiness</u> right now.	(concrete / abstract)	
3. They are in the <u>library</u> .	(common / proper)	
4. The <u>students</u> walk to the house.	(concrete / abstract)	
5. The <u>Emil Tower</u> is in Paris.	(common / proper)	
6. He meets <u>giraffes</u> .	(concrete / abstract)	
7. She speaks four <u>languages</u> .	(common / proper)	
8. I like <u>apple</u> etc.	(concrete / abstract)	

Still Warm

Work with a partner. Practice naming the different kinds of nouns.

Writing Write examples of the different kinds of nouns listed.

- place (common noun) school
- person (proper noun) _____
- thing (proper noun) _____
- animal (common noun) _____
- concrete noun _____
- abstract noun _____

Spelling Take turns saying out loud examples of the different kinds of nouns.

- person (common noun)
- place (proper noun)
- thing (common noun)
- concrete noun
- abstract noun

Example: thing (common noun)
Student A: thing (common noun)
Student B: spoon

Challenge

- The teacher explains the activities to the students.
- Students complete the activities.
- Students create sentences using the target language and read aloud.
- Students work in pairs or groups to and role play, in complete sentences, based on the examples given in the Speaking section.

Homework:

- The teacher assigns homework from the book and/or independent sentence writing. Homework at this level should be simple so that students clearly understand the homework in relation to the target goals of the unit.

Wrap-Up:

- The teacher verbally quizzes students on key lesson components.
Ex. Give me an example of a noun.

Test Overview

Grammar Success Tests:

Tests assess students' understanding of the material covered in the book.

- Mid-term tests should be assigned after students have completed units 1-8.
- Final tests should be assigned after students have completed units 9-16.
- The teacher assigns tests and walks around the room as the students are taking the tests to see how easy or difficult the students are finding the tests.
- If students are struggling with the test, the teacher should consider providing additional scoring options such as a speaking test or a separate written test.
- For individual students who are struggling extra homework can be assigned.
- The teacher should keep accurate records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

Grammar Success 1 Midterm Test (Units 1-8)

(1-2) Circle the proper noun.

- 1. farm / duck / Peter
- 2. queen / Korea / school

(3-4) Circle the abstract noun.

- 3. excitement / student / China
- 4. monkey / trip / hunger

(5-7) Circle the correct article.

- 5. (a / an) television
- 6. (a / an) pizza
- 7. (a / an) apple

(8-10) Write a, an, or the.



8. Lisa has _____ cat. _____ cat's name is pickles.



9. _____ Sun warms _____ Earth.



10. There is _____ pizza on the table. I want to eat _____ pizza.

(11-14) Circle the correct word

- 11. The four (womans / women) ate dinner together.
- 12. Pasta and chicken are my favorite (food / foods).
- 13. Cats have nine (lifes / lives).
- 14. (Tomatos / Tomatoes) are a fruit, not a vegetable.

(15-16) Circle the incorrect word.

- 15. Verb: run / jump / blue / sit
- 16. Pronouns: we / you / she / dog

(17-18) Underline the subject of the sentence.



17. The girl catches the ball.



18. The man is a teacher.

(19-22) Choose the complete sentence. Choose a, b or both.

- 19.
 - a. I make.
 - b. I make a cake.
- 20.
 - a. I walk.
 - b. I walk my dog.
- 21.
 - a. Terry brings.
 - b. Terry brings food.
- 22.
 - a. They run.
 - b. They run in a race.

(23-26) Make a negative sentence using the given word.



23. She _____ the food. (want)



24. We _____ sad. (be)



25. The team _____ soccer today. (play)



26. You _____ homework tonight. (have)

(27-30) Circle the correct word(s).

27. They (are doing / do) their homework right now.

28. Jim (is cooking / cook) dinner tonight.

29. I (am writing / write) in my book every day.

30. Roger and Janice (are singing / sing) now.

Grammar Success 1 Midterm Test (1-8) Answer Key

1. Peter
2. Korea
3. excitement
4. hunger
5. a
6. a
7. an
8. a / The
9. The / the
10. a / the
11. women
12. foods
13. lives
14. Tomatoes
15. blue
16. dog
17. The girl
18. the man
19. b
20. a and b
21. b
22. a and b
23. doesn't want
24. aren't
25. doesn't play
26. don't have
27. are doing
28. is cooking
29. write
30. are singing

Grammar Success 1 Final Test (9-16)

(1-4) Circle the correct word.

1. (What / How) a lovely dinner!
2. (What / How) friendly they are!
3. (What / How) a funny TV show!
4. (What / How) impressive!

(5-7) Make this sentence into a question.

5. They can have cake for breakfast.
→ _____?
6. Brad can use the teacher's book.
→ _____?
7. She may come to the concert.
→ _____?

(8-11) Fill in the blank using the past tense.



8. I _____ basketball. (play)



9. He _____ them a new car. (sell)



10. Nancy _____ for her science test. (study)



11. Jack _____ his house. (paint)

(12-18) Circle the correct word

- 12. You (was / were) late for class today.
- 13. Donny and Kelly (was / were) talking on the phone.
- 14. It (was / were) a really good book.
- 15. You and I (was / were) listening to the new song.

16.



It (is / isn't) sunny outside.

17.



They (are / aren't) having fun.

18.



It (is / isn't) March.

(19-22) Make the sentence negative.

- 19. There is milk in the refrigerator.
→ _____.
- 20. There is fire wood outside.
→ _____.
- 21. There are many people waiting in line.
→ _____.
- 22. There are many animals in the forest.
→ _____.

(23-26) Change the adjective to an adverb.

- 23. slow → _____
- 24. loud → _____
- 25. quiet → _____
- 26. unusual → _____

(27-30) Circle the correct answer.

27. (Next week / Today) my class went on a field trip.

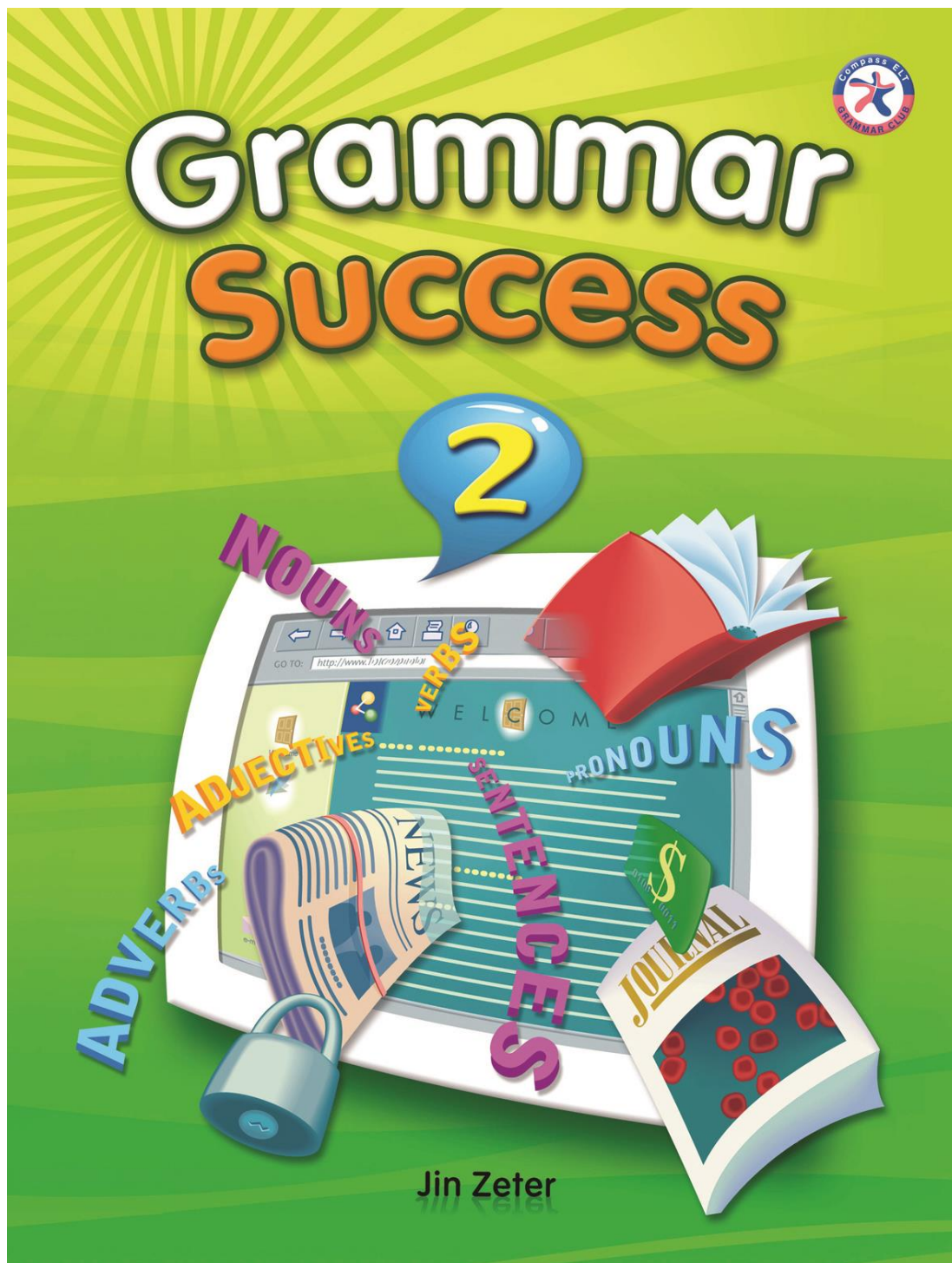
28. It was a (quick / quickly) race.

29. We (finally / never) finished the project just before class.

30. Alex was (really / just) excited about the contest.

Grammar Success 1 Final Test (9-16) Answer Key

1. What
2. How
3. What
4. How
5. Can they have cake for breakfast?
6. Can Brad use the teacher's book?
7. May she come to the concert?
8. played
9. sold
10. studied
11. painted
12. were
13. were
14. was
15. were
16. is
17. aren't
18. is
19. There isn't milk in the refrigerator.
20. There isn't fire wood outside.
21. There aren't many people waiting in line.
22. There aren't many animals in the forest.
23. slowly
24. loudly
25. quietly
26. unusually
27. today
28. quickly
29. finally
30. really



Teacher's Guide

Scope and Sequence

Grammar Success 2

Unit	Title	Vocabulary
1	Countable/Uncountable Nouns	bottle, bread, milk, table, teacher
2	<i>How Many/Much</i> and Quantifiers	a few, a little, a lot of, many, much
3	Sentence Structures	heard, look, made, saw, smell,
4	Coordinating Conjunctions--- <i>And, But, and Or</i>	and, but, like, or, want
5	Advice Modals	buy, exercise, finish, had better, should
6	Necessity Modals	bring, fasten, feed, have to, must,
7	Habitual Past--- <i>Used to</i>	bake, live, ride, used to visit
8	Simple Future	am going to, jog, show, wear, will
9	<i>Wh-</i> Questions 1	what, when, where, which, who
10	<i>Wh-</i> Questions 2	get, grow, how, learn, whose
11	Prepositions of Place and Direction	in, in front of, off, on, over, under
12	Prepositions of Time	at, by, from, in, on, until
13	Comparatives	better, bigger, faster, heavier, most beautiful
14	Superlatives	biggest, fastest, hardest, heaviest, most beautiful
15	Adverbs of Sequence	finally, first, last, next, then, last, second
16	Adverbs of Frequency	always, never, often, sometimes, usually

Suggested Lesson Plan

Grammar Success 2

Warm-Up:

- The teacher writes a previously covered grammar skill or language tip on the board and students take turns saying words or phrases reflecting the target skill.
- The teacher says words aloud; students have to identify the parts of speech.
- The teacher writes a part of speech or grammar point on the board and students have to brainstorm as many examples as possible.

Homework Check:

- The teacher checks that homework has been completed.

Grammar Quiz:

- Regular quizzes ensure student understanding.
 - Quizzes can be simple and dictated by the teacher.
- Ex. Write three nouns. Write two adjectives.

Page 1)

Unit 1
Countable/Uncountable Nouns

Grammar Rules

Countable and Uncountable Nouns

- Countable nouns are nouns that we can count. Uncountable nouns are nouns that we cannot count.
- Countable nouns have singular and plural forms. Uncountable nouns do not have plural forms.
- Countable nouns can take (an/the, some, or numbers) before them. Uncountable nouns can take (the or some) before them. Do NOT use (an or numbers) before them.
 - the table, some telephones, a teacher, five forks
 - the cheese, some sugar, a coffee (C), two milk (M)
- Uncountable nouns always use a third person singular verb.
 - There is water in my cup. (C) There are water in my cup. (X)
- To make uncountable nouns countable, use particles before them.
 - a loaf of bread two bottles of milk

Countable Nouns

a banana	a carrot
a grape	a strawberry
a tomato	an apple

Uncountable Nouns

bread	cornfl
juice	milk
rice	water
butter	

Some and Any

- Use some in affirmative sentences with countable and uncountable nouns.
 - There is some milk in the bottle.
- Use any in questions and negative sentences with countable and uncountable nouns.
 - Is there any milk in the bottle? Are there any eggs in the refrigerator?

There is some juice in the bottle. There aren't any eggs in the refrigerator.

Grammar Rules

- The teacher introduces the grammar rules.
- The teacher introduces the concept and asks students to brainstorm ideas based on the concept.
- The teacher has students create their own sentences to using the target grammar point or language.
- Students then work in pairs to create their own examples based on the grammar rules.

Page 2)

Practice

Look at the table. Then, circle the correct words.

	Countable Nouns	Uncountable Nouns
Singular Forms	✓ (verb = singular)	✓ (verb = singular)
Plural Forms	✓ (verb = plural)	✗
Articles	✓	✗
Some	✓	✗
Any	✗	✓
Numbers	✓	✗

* a cup of coffee some boxes of cereal two glasses of water three bowls of rice

- Have (some / a) chocolate cookies.
- Buy (two / a) bag of sugar.
- Here are two glasses of (juice / juices).
- I eat (five / any) oranges.
- I need some (bread / meats).
- Drink (a / some) water.

Look at the table. Then, complete the sentences with some and any.

	When to Use	Examples
Some	In affirmative sentences	She drank some water. There are some notebooks.
Any	In questions and negative sentences	Is there any water? Are there any cookies? I didn't buy any bread.

- _____ juice in the glass?
 - _____ juice in the glass.
- _____ cookies in the bowl?
 - _____ cookies in the bowl.
- _____ coffee in the cup?
 - _____ coffee in the cup.

Practice

- The teacher explains the activities to the students.
- Students complete the activities.
- Using blank paper, the students work in pairs to create their own activities based on the activities in the book. The teacher collects the papers and re-distributes them to other students to solve.

**This section can also be used for homework or for in-class testing.

Page 3)





Write Practice

1 Complete the sentences with some or any.

- I buy _____ juice at the store.
- He doesn't have _____ children.
- I want _____ strawberries for lunch.
- Is there _____ butter in the basket?
- There aren't _____ flowers in the garden.

2 Complete the phrases with the correct words from the box.

water bowl loaf tea soup bread cup bottle

-  a _____ of _____
-  a _____ of _____
-  a _____ of _____
-  a _____ of _____

3 Unscramble the words.

- on / There / the table / a peach / is _____
- the plate / any / isn't / on / cake / there _____
- four / is / the box / there / in / some _____
- the freezer / is / ice cream / there / any / in _____
- for / the / a banana / ate / a snack _____

More Practice

- The teacher explains the activities to the students.
 - Students complete the activities.
 - Using blank paper, the students work in pairs to create their own activities based on the activities in the book. The teacher collects the papers and re-distributes them to other students to solve.
- **This section can also be used for homework or for in-class testing.**

Page 4)

Challenge

Circle the errors and rewrite the sentences correctly.

Example: There isn't any milk in the freezer.
There isn't any milk in the freezer.

- I had some coffees last night.
- My brother drinks two glass of milk every day.
- You need a piece of paper and any pencils for the test.
- There aren't any bread in the bakery.
- Is there some tea in the pot?

Write

Work with a partner. Practice using countable and uncountable nouns.

Writing Make sentences using the given words.

- Kate - have - three - banana *Kate has three bananas.*
- Henry - eat - bread _____
- I - drink - tea - milk _____
- She - want - coffee _____
- He - have - notebook _____

Speaking Take turns asking and answering questions using the given words.

Example: paper (Yes)
Student A: Is there any paper?
Student B: Yes, there is some paper.

Example: telephone (No)
Student A: Are there any telephones?
Student B: No, there aren't any telephones.

- butter (Yes)
2. soup (No)
- monkey (No)
4. eraser (Yes)
- cheese (Yes)
6. balloon (No)

Challenge

- The teacher explains the activities to the students.
- Students complete the activities.
- Students create sentences using the target language and read aloud.
- Students work in pairs or groups to role play, in complete sentences, based on the examples given in the Speaking section.

Homework:

- The teacher assigns homework from the book and/or independent sentence writing. Home work at this level should be simple so that students clearly understand the homework in relation to the target goals of the unit.

Wrap-Up:

- The teacher verbally quizzes students on key lesson components.
Ex. Give me an example of a noun.

Test Overview

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- If students are struggling with the test, the teacher should consider providing additional scoring options such as a speaking test or a separate written test.
- For individual students who are struggling extra homework can be assigned.
- The teacher should keep accurate records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

Grammar Success 2 Midterm Test (Units 1-8)

(1-3) Look at the picture and answer the question.

1.



Q: Is there any milk in her glass?

A: _____ in her glass.

2.



Q: Is there any fruit in the bowl?

A: _____ in the bowl.

3.



Q: Are there some students playing soccer?

A: _____ playing soccer.

(4-7) Circle the correct word.

4. How (many / much) time does it take to get there?
5. How (many / much) people are coming to the show?
6. How (much / many) food is left?
7. How (many / much) times have you played this game?

(8-11) Underline the mistake. Correct the word.

8. Her drawing look very nice. → _____
9. My teacher made us staying after class. → _____
10. The doctor order him to stop eating meat. → _____
11. These cookies taste amazingly. → _____

(12-15) Fill in the blank with *and*, *or*, or *but*.

12. He likes tomatoes _____ not tomato soup.
13. I like singing, dancing _____ acting.
14. Do you have a pet fish _____ a pet lizard?
15. I want to go to the party, _____ I have too much homework.

(16-18) Make the sentence negative.

16. They should go to class early today.
→ They _____ early today.
17. We had better sing loudly tonight.
→ You _____ tonight.
18. I should copy my friend's essay.
→ I _____ essay.

(19-22) Circle the correct word(s).



19. You (mustn't / don't have to) talk during class.



20. You (don't have to / must) wear a school uniform on Fridays.



21. You (must / don't have to) do your homework tonight.



22. You (mustn't / don't have to) fight with your sister.

(23-26) Rewrite the sentence using *used to* or *didn't use to*.

23. You ate a sandwich every day for lunch.

→ You _____ a sandwich every day for lunch.

24. I didn't like peanut butter, but now I love it.

→ I _____, but now I love it.

25. He had a dog for a pet five years ago.

→ He _____ five years ago.

26. I didn't like going to my grandma's house when I was younger.

→ I _____ my grandma's house when I was younger.

(27-30) Circle the correct word

27. We (are / will) going to the mall later today.

28. They (are / will) finish their practice soon.

29. She (is / will) watching her favorite movie right now.

30. I (am not / won't) talk to him every again!

Grammar Success 2 Midterm Test (Units 1-8) Answer Key

1. Yes, there is some milk
2. No, there isn't any fruit
3. No, there aren't any students
4. much
5. many
6. much
7. many
8. looks
9. stay
10. ordered
11. amazing
12. but
13. and
14. or
15. but
16. shouldn't go
17. had better not sing
18. shouldn't copy
19. mustn't
20. don't have to
21. don't have to
22. mustn't
23. used to eat
24. didn't used to like peanut butter
25. used to have a dog a pet
26. didn't use to like going to
27. are
28. will
29. is
30. won't

Grammar Success 2 Final Test (Units 9-16)

(1-4) Circle the correct word.

1. (Who / What) are you talking to?
2. (Where / Which) magazine are you going to buy?
3. (When / Where) are you going to the party?
4. (Why / Who) didn't he bring his book?

(5-8) Look at the answer. Fill on the blank.

5.
Q: _____ money do you have?
A: I have seven dollars.
6.
Q: _____ does the movie start?
A: The movie starts at 7 o'clock.
7.
Q: _____ the tour group going?
A: They are going to the art museum.
8.
Q: _____ book bag is this?
A: It's Veronica's book bag.

(9-12) Answer the question correctly.

9.



- Q: Where is the girl?
A: She is _____ the tree.

10.



- Q: Where is the road?
A: The road is _____ the mountains.

11.



- Q: Where is the man standing?

A: He is standing _____ of the fruits.

12.



Q: What is the man standing under?

A: The man is standing _____ an umbrella.

(13-23) Circle the correct word

13. We stayed out (to / until) 11 p.m.
14. Her interview is (at / on) Friday afternoon.
15. The talent show is (at / in) 5 o'clock.
16. She is (more smart / smarter) than her classmates.
17. That team is (more quick / quicker) than our team.
18. I am (better / gooder) at chess than he is.
19. This cake is (sweeter / sweet) than that cake.
20. He is the (strongest / most strong) person in the world.
21. We are the (slower / slowest) test takers.
22. This is the (most beautiful / beautifulist) garden I have ever seen.
23. She is the (funniest / funnier) person in our class.

(24-27) Choose the correct adverb of sequence.

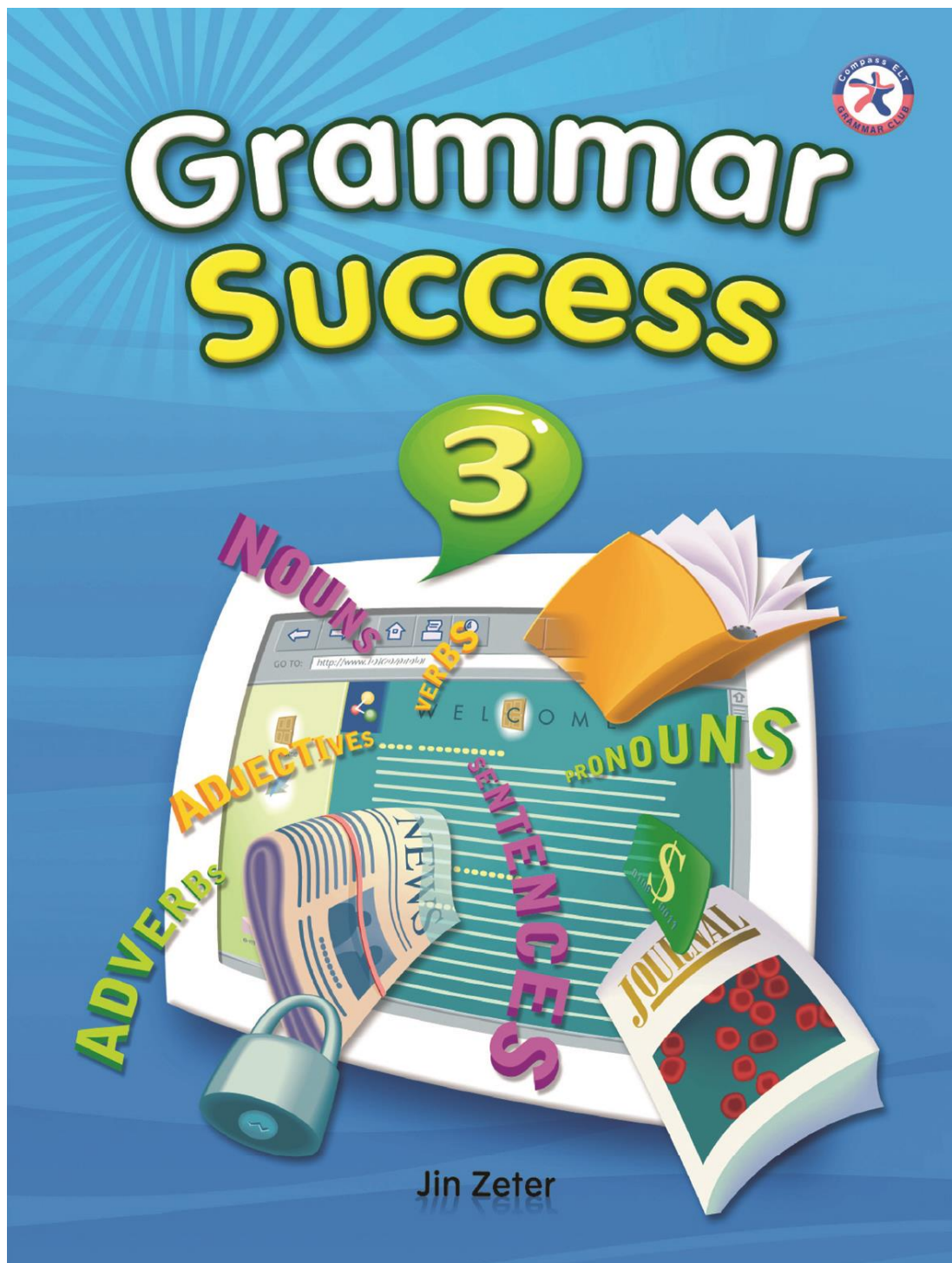
24. My mom cooked dinner. _____, my dad washed the dishes.
a. First b. Then c. Earlier d. Third
25. _____, I did my homework. Next, I watched TV.
a. First b. Next c. Finally d. Then
26. First, she got to school. Second, she ate lunch. _____, she went home.
a. Fourth b. Next c. Then d. Finally
27. We started the day fishing by the lake. _____, we hiked up the mountain.
a. Finally b. Earlier c. Later d. Second

(28-30) Add the given adverb of frequency.

28. I go to soccer practice. (never)
→ _____.
29. Greg isn't late for meetings. (usually)
→ _____.
30. My team loses games. (seldom)
→ _____.

Grammar Success 2 Final Test (Units 9-16) Answer Key

1. Who
2. Which
3. When
4. Why
5. How much
6. What time
7. Where is
8. Whose
9. behind
10. between/in
11. in front
12. under
13. until
14. on
15. at
16. smarter
17. quicker
18. better
19. sweeter
20. strongest
21. slowest
22. most beautiful
23. funniest
24. b
25. a
26. d
27. c
28. I never go to soccer practice.
29. Greg usually isn't late for meetings.
30. My team seldom loses games.



Teacher's Guide

Scope and Sequence

Grammar Success 3

Unit	Title	Vocabulary
1	Gerunds 1	hike, imagine, miss, sail, ski
2	Gerunds 2	bake, find, paint, run, write
3	Infinitives 1	forget, need, plan, take, want
4	Infinitives 2	drink, help, make, stay, tell
5	Present Perfect Tense 1	call, cheer, fail, invite, receive
6	Present Perfect Tense 2	come, know, meet, think, win
7	Passive Voice 1	ask, begin, fill, send, walk
8	Passive Voice 2	break, locate, lock, satisfy, train
9	Past Participles	confused, excited, interested, surprised, tired
10	Present Participles	amazing, confusing, entertaining, interesting, shocking
11	<i>Because, That, and If</i>	agree, become, fix, hope, save
12	<i>When, Before, and After</i>	after, before, cook, leave, when
13	Direct Speech	go, great, like, love, say
14	Indirect Speech	bike, happy, hungry, kind, tell
15	Sentence Structures	cousin, give, present, question, story
16	Conditional Sentences	famous, homework, school, truth, wish

Suggested Lesson Plan

Grammar Success 3

Warm-Up:

- The teacher writes a previously covered grammar skill or language tip on the board and students take turns saying words or phrases reflecting the target skill.
- The teacher says words aloud; students have to identify the parts of speech.
- The teacher writes a part of speech or grammar point on the board and students have to brainstorm as many examples as possible.

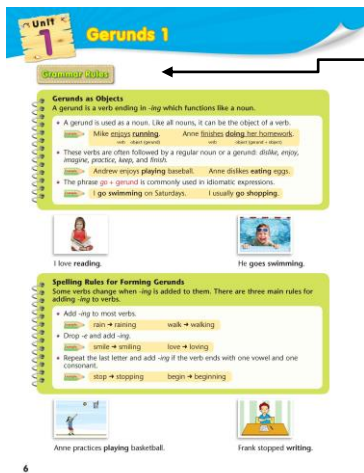
Homework Check:

- The teacher checks that homework has been completed.

Grammar Quiz:

- Regular quizzes ensure student understanding.
- Quizzes can be simple and dictated by the teacher. (Ex. Write three nouns. Write two adjectives.)

Page 1)



Grammar Rules

- The teacher introduces the grammar rules.
- The teacher introduces the concept and asks students to brainstorm ideas based on the concept.
- The teacher has students create their own sentences to using the target grammar point or language.
- Students then work in pairs to create their own examples based on the grammar rules.

Page 2)



Practice

- The teacher explains the activities to the students.
- Students complete the activities.
- Using blank paper, the students work in pairs to create their own activities based on the activities in the book. The teacher collects the papers and re-distributes them to other students to solve.

**This section can also be used for homework or for in-class testing.

Page 3)

Write Practice

Complete the sentences with the gerund form of the words from the box.

do read play watch live

- Jake enjoys _____ a book.
- We finished _____ our homework.
- Susan dislikes _____ horror movies. They are too scary.
- Henry practiced _____ the guitar for three months.
- I miss _____ in New York. It is my hometown.

Complete the sentences with go + gerund in the present or past tense.

- I read the (shop) _____ every day.
- I read (go) _____ last Saturday.
- He swims _____ with his brother.
- My dad (sit) _____ on Fridays.
- Harry and I (comp) _____ yesterday.

Circle the errors and rewrite the sentences correctly.

- Sarah enjoys singging a song. _____
- Charles finished studing math. _____
- We quit making chocolate for Valentine's Day. _____
- Daniel imagines talk to his grandmother. _____
- Tim dislaked eating fish. _____

More Practice

- The teacher explains the activities to the students.
 - Students complete the activities.
 - Using blank paper, the students work in pairs to create their own activities based on the activities in the book. The teacher collects the papers and re-distributes them to other students to solve.
- **This section can also be used for homework or for in-class testing.**

Page 4)

Challenge

Look at the pictures. Write sentences with gerunds using the given words.

Example:  What does he enjoy? (play the guitar)
He enjoys playing the guitar.

-  What did he finish? (run a marathon) _____
-  What does she practice? (speak French) _____
-  What do they quit? (write a poem) _____
-  What did you imagine? (be a singer) _____

Pair Work

Work with a partner. Practice using gerunds as objects.

Writing Write sentences on the lines using the given words.

- Rachael - practice - play the violin Rachael practices playing the violin.
- Tim - finish - study science _____
- My sister - dislike - cook _____
- The boys - imagine - win the game _____

Speaking Take turns asking and answering questions using the given words.

- you - camp - in summer (No - swim)
- Bob - sit - in winter (No - ice skate)
- they - hike - every morning (No - jog)
- you - sail - every August (No - bow)

Example: Sam - shop - on Saturdays (No - film)
Student A: Does Sam go shopping on Saturdays?
Student B: No, he doesn't. He goes hiking on Saturdays.

Challenge

- The teacher explains the activities to the students.
- Students complete the activities.
- Students create sentences using the target language and read aloud.
- Students work in pairs or groups to role play, in complete sentences, based on the examples given in the Speaking section.

Homework:

- The teacher assigns homework from the book and/or independent sentence writing. Homework at this level should be simple so that students clearly understand the homework in relation to the target goals of the unit.

Wrap-Up:

- The teacher verbally quizzes students on key lesson components.
Ex. Give me an example of a noun.

Test Overview

Grammar Success Tests:

Tests assess students' understanding of the material covered in the book.

- Mid-term tests should be assigned after students have completed units 1-8.
- Final tests should be assigned after students have completed units 9-16.
- The teacher assigns tests and walks around the room as the students are taking the tests to see how easy or difficult the students are finding the tests.
- If students are struggling with the test, the teacher should consider providing additional scoring options such as a speaking test or a separate written test.
- For individual students who are struggling extra homework can be assigned.
- The teacher should keep accurate records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

Grammar Success 3 Midterm Test (Units 1-8)

(1-4) Fill in the blank using go + the gerund.

1. Her mom _____ every weekend. (jog)
2. We _____ last month. (sail)
3. Jim's uncle loves _____ in the summer. (fish)
4. I'm _____ this afternoon! (swim)

(5-8) Fill in the blank using the given word.

5. I love _____ basketball. (play)
6. My parents are _____ us a puppy! (get)
7. They are _____ a new computer today. (buy)
8. We are going to _____ an apple pie. (bake)

(9-15) Choose the correct word(s).

9. They need (to do / doing) their chores.
10. Harry and Beth are (enjoying / to enjoy) the comedy show.
11. David and I are going (to work / to working) together.
12. (To work / It isn't easy to work) hard is respectable.
13. (It is a good idea to eat / To eat) all your vegetables.
14. (It isn't easy to become / To become) a famous singer.
15. (To travel / It is to travel) around the world is exciting.

(16-19) Complete the sentence using the simple past or present perfect tense.

16. Sam _____ lots of homework since starting the third grade. (get)
17. Phil _____ in New York for five years. (live)
18. I _____ a doctor in 2005. (become)
19. Ms. Lewis _____ English for the last 2 years. (study)

(20-23) Change the sentence to a question.

20. Kimmy has lost her keys.
→ _____ Kimmy _____ her keys?
21. You and I have seen this movie before.
→ _____ we _____ before?
22. They have been here all night.
→ _____ they _____ all night?
23. Cali's brother has gotten the job.
→ _____ Cali's brother _____ the job?

(24-26) Circle the correct word(s).



24. The boy (following / is followed) by his sister.



25. His homework (is took / was taken) by a bully.



26. The bus driver (took / was took by) us to the zoo.

(27-28) Make the sentence negative.

27. The car was fixed by my dad.

→ The car _____ by my dad.

28. The balls were kicked by John.

→ The balls _____ by John.

(29-30) Change the sentence to a question.

29. We are going to the park at 5:00.

→ _____ we _____ at 5:00?

30. My room was painted by my family.

→ _____ your room _____ by your family?

Grammar Success 3 Midterm Test (Units 1-8) Answer Key

1. goes jogging
2. went sailing
3. to go fishing
4. going swimming
5. playing
6. getting
7. buying
8. bake
9. to do
10. enjoying
11. to work
12. To work
13. It is a good idea to eat
14. It isn't easy to become
15. To travel
16. has gotten
17. has lived
18. became
19. has studied
20. Has /lost
21. Have/ seen
22. Have /been
23. Has /gotten
24. is followed
25. was taken
26. took
27. wasn't fixed
28. weren't kicked
29. Are / going to the park
30. Was / painted

Grammar Success 3 Final Test (Units 9-16)

(1-4) Choose the correct word(s).

1. They (tired / are tired) from their trip.
2. Natalia (walked / is walked) with her sister to the store.
3. It (broke / was broken) by his daughter.
4. We (were / are being) impolite guests yesterday.

(5-8) Change the sentence using the present participle.

5. Tina is entertained by the show.
→ The show is _____.
6. He was interested in what his teacher was saying.
→ What his teacher was saying was _____.
7. He was amazed by the school play.
→ It was an _____ school play.
8. The students were bored by the speaker.
→ The speaker was _____.

(9-10) Fill in the blanks with either *that, if* or *because*.

9. I think _____ the test will be easy.
10. She won the race _____ she practiced so much.

(11-12) Combine the two sentences.

11. I will come to the party. Tom doesn't.
→ I _____ if _____.
12. Rachel knows. The Sun is bigger.
→ Rachel _____ that _____.

(13-15) Circle the correct word

13.



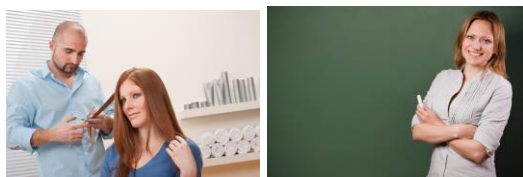
→ She walked her dog (before / after) she did her homework.

14.



→ (When / Before) she was cooking, I was taking out the trash.

15.



→ Mrs. Jones got a haircut (before / after) coming to school today.

(16-19) Choose the correct sentence.

16.

- a. My friend said, "Come over after school."
- b. My friend said "Come over after school."

17.

- a. Wendy says, "be quiet!"
- b. Wendy says, "Be quiet!"

18.

- a. His mom told, "It's time for dinner."
- b. His mom told him, "It's time for dinner."

19.

- a. The student asked, "What time is lunch?"
- b. The student asked, "What time is lunch?"

(20-23) Change the sentence to indirect speech.

20.

My mom said, "You have to come home at six."

→ My mom said _____.

21. Vanessa said, "I love ice cream."

→ Vanessa said _____.

22. I told them, "I want to go hiking."

→ I told them _____.

23. They tell us, "You must pay attention."

→ They tell us _____.

(24-26) Choose the correct sentence.

24.

- a. She gave to my brother a gift.
- b. She gave my brother a gift.

25.

- a. We bought new notebooks for school.
- b. We bought for school new notebooks.

26.

- a. The class made a card for their teacher.
- b. The class made for their teacher a card.

(27-30) Choose the correct words.

27. If they (were / was) taller, they (join / would join) the basketball team.

28. If I (can / could) drive, I (would go / go) to the beach every weekend.

29. I wish I (had / have) a million dollars, so I (could / would) travel.

30. If we (were / was) you, we (would / could) study harder for school.

Grammar Success 3 Final Test (Units 9-16) Answer Key

1. are tired
2. walked
3. was broken
4. were
5. entertaining
6. interesting
7. amazing
8. boring
9. that
10. because
11. will come to the party / Tom doesn't
12. knows / the Sun is bigger
13. before
14. When
15. before
16. a
17. b
18. b
19. b
20. that I have to come home at six
21. that she loves ice cream
22. that I want to go hiking
23. that we must pay attention
24. b
25. a
26. a
27. were / would join
28. could / would go
29. had / could
30. were / would

Optional Activities

Games are a great way to reinforce grammar points. Students can use the attached grammar board to create their own games, under teacher supervision! When students are playing games it is important for the teacher to walk around the room, ensuring that games are in fact testing grammar knowledge and that students are actively participating!

A) Have your students create a game based on the unit points:

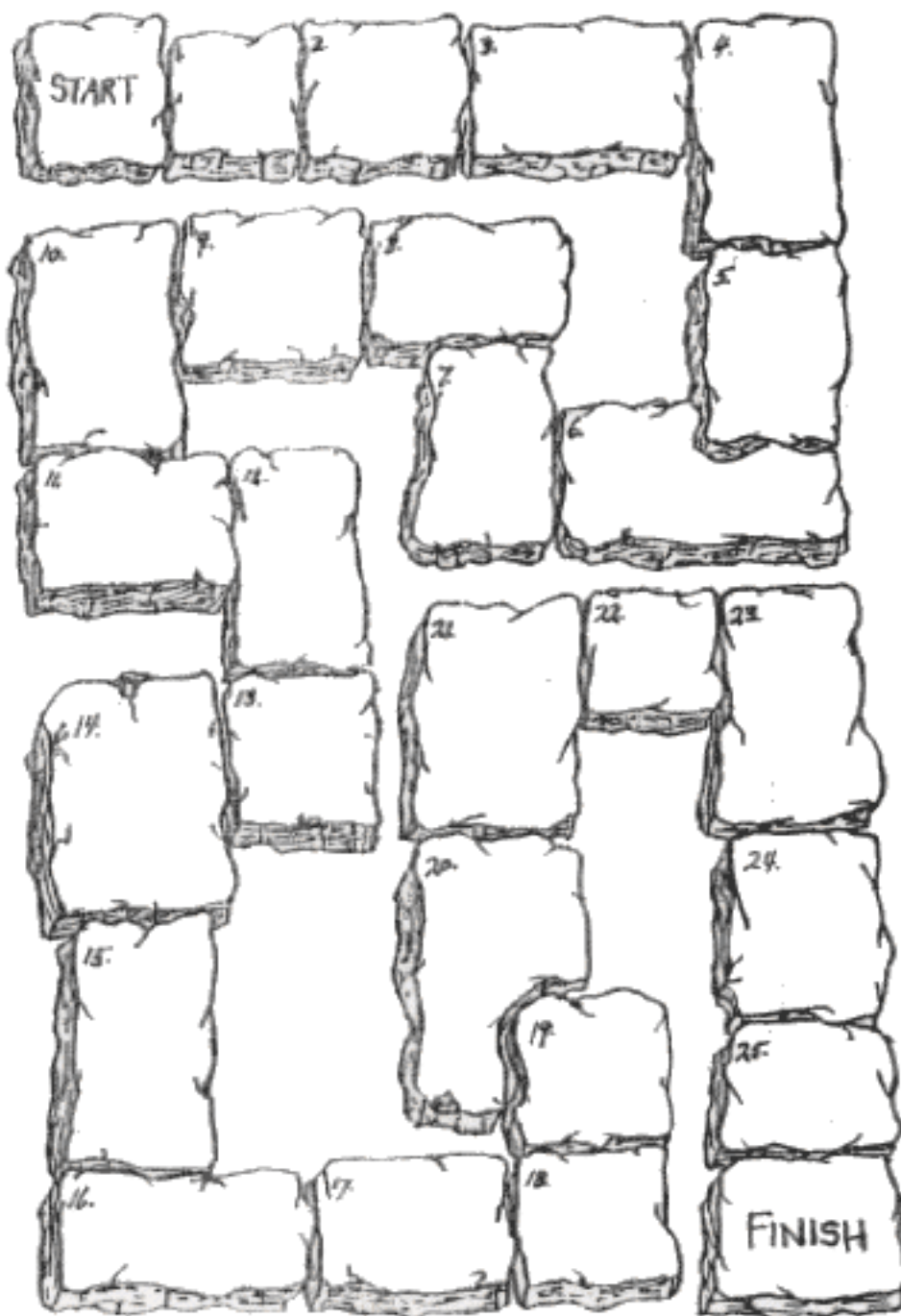
- 1) Assign students to work in groups of 2-4.
- 2) Explain that students have to develop their own game based on the unit covered.
Ex. Book 1, Unit 1: Distribute blank paper and have students create word cards featuring words from the unit.
Ex. Student writes "horse."
- 3) Students stack their word cards. Each student takes a turn pulling a word card. When the student pulls a card, he or she identifies the part of speech for one point. For a bonus point the student says a sentence with the word.
Ex. Horse is a noun. The horse ran quickly.
- 4) This activity can be extended by having students create additional rules, bonus points, and penalty points.
Ex. Bonus points can be given for sentence lengths. Any sentence over five words you can move two spaces. The horse ran quickly down the street. = 2 spaces. If the sentence is less than 4 words then minus one space. It's a cat. = -1 point.

B) Have students create a game based on the review sections of the book:

- 1) Assign students to work in groups of 2-4.
- 2) Explain that students have to develop their own game based on a review unit.
- 3) Students can ask questions verbally from the book, or the teacher can photocopy the unit for the students to cut and use in their game.
- 4) Students make their own rules, and assign points for correct answers and/or partial answers.

C) Have students create a True/False game based on the review sections of the book:

- 1) Assign students to work in groups of 2-4.
- 2) Explain that students have to develop their own game based the grammar rules.
- 3) Each student is assigned one or more units and has to create True or False questions based on the grammar points. Students write their questions on blank pieces of paper.
Ex. Book 1, Unit 1: True or False? *Cat* is a verb.
- 4) Students then make their own rules, and assign points for correct answers. Encourage students to extend the game by adding more specific information or extra activities.
Ex. *Cat* is a noun, not a verb. = 1 point. If the student makes a sentence using the word *cat* he or she can get a bonus point. The cat sat in a tree. = 1 point. If the student makes a sentence that rhymes he or she can get two bonus points. The cat sat in a hat. = 2 points.



Pacing Suggestion

The following is a pacing suggestion for a 28 week program:

Week	Class 1	Class 2
1	Unit 1, pages 6, 7	Unit 1, pages 8, 9
2	Unit 2, pages 10, 11	Unit 2, pages 12, 13
3	Unit 3, pages 14, 15	Unit 3, pages 16, 17
4	Unit 4, pages 18, 19	Unit 4, pages 20, 21
5	Review 1	
6	Unit 5, pages 24, 25	Unit 5, pages 26, 27
7	Unit 6, pages 28, 29	Unit 6, pages 30, 31
8	Unit 7, pages 32, 33	Unit 7, pages 34, 35
9	Unit 8, pages 36, 37	Unit 8, pages 38, 39
10	Review 2	
11	4 pages WB (Unit 1-2)	4 pages WB (Unit 3-4)
12	4 pages WB (Unit 5-6)	4 pages WB (Unit 7-8)
13	Mid-Term Test	
14	Unit 9, pages 42, 43	Unit 9, pages 44, 45
15	Unit 10, pages 46, 47	Unit 10, pages 48, 49
16	Unit 11, pages 50, 51	Unit 11, pages 52, 53
17	Unit 12, pages 54, 55	Unit 12, pages 56, 57
18	Review 3	
19	Unit 13, pages 60, 61	Unit 13, pages 62, 63
20	Unit 14, pages 64, 65	Unit 14, pages 66, 67
21	Unit 15, pages 68, 69	Unit 15, pages 70, 71
22	Unit 16, pages 72, 73	Unit 16, pages 74, 75
23	Review 4	
24	4 pages WB (Unit 9-10)	4 pages WB (Unit 11-12)
25	4 pages WB (Unit 13-14)	4 pages WB (Unit 15-16)
26	Review using additional activities focusing on Units 1-8. **Complete grammar assessments.	
27	Review using additional activities focusing on Units 9-16. **Complete grammar assessments.	
28	Final Test	Final test review and wrap up