



My Next Grammar

Teacher's Manual **1**

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Introduction

N My Next Grammar is the following series to My First Grammar. Maintaining the goals and educational philosophies of the previous series, **My Next Grammar** is constructed with the learner at the center of the design. The grammar concepts and activities are designed to meet the needs of elementary school students from the fourth to sixth grade. **My Next Grammar** uses a spiral syllabus in introducing essential grammar points. This allows students the freedom to study from any book in the series without missing key grammar points. **My Next Grammar** provides various in-depth grammar activities that establish a strong foundation in English grammar.

N My Next Grammar's main focus is to present grammar targets in an achievable way while challenging students at the same time. By providing age-appropriate grammar structures, sentences, and activities, this grammar series helps students maintain a feeling of success and interest. Constant linking and cumulative reviews ensure that students reuse the grammar concepts while building upon them to establish a greater understanding of English grammar.

N My Next Grammar series is comprised of three books providing twenty-four lessons each. It is intended that the material from each lesson provides the content for one standard academic class. Designed with clearly arranged material and the offered teacher's guide, educators using **My Next Grammar** can quickly and easily prepare for each day's lesson. Provided cumulative quizzes and progress tests allow an easy way to monitor students' understanding and retention of the grammar.

N My Next Grammar provides an invaluable tool for teachers. Teachers using this series will quickly establish a classroom with an air of success and achievement. To help them to create this classroom, the teacher's manual has been designed specifically with teachers in mind. With this addition to the **My Next Grammar** series, teachers will find additional lesson support and instruction toward using the materials to their fullest potential.

1. Components

- **Student Books** consist of three parts. Twenty-four lessons are presented in Part I and Part II and cumulative quizzes are compiled in Part III. Each lesson starts with a cumulative quiz designed to assess the understanding students have gained from all the previous lessons. A systematic introduction of grammar targets and a variety of target practices are followed by a grammar summary. Two progress tests are provided in each book.
- **Workbooks** include a variety of activities that help students consolidate the grammar targets presented in class. Additional grammar explanations in Korean are provided to help clarify the grammar concepts and overcome any confusion students may encounter away from class.
- **Teacher's Manuals** provide lesson plans. They show how to introduce and practice the target grammar. They also provide additional materials for classroom lessons in the form of warm ups and extensions.

Welcome to

My Next Grammar

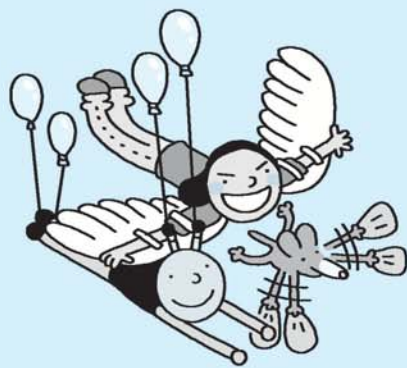
2. Organization of the Student Book

- **Grammar Link** activities at the beginning of each lesson can be used both for a cumulative review as well as for a tool for assessment. In each lesson, teachers can use this activity to monitor language development and areas of weakness in need of review.
- **Grammar Introduction** charts and activities introduce new grammar concepts in a clear and structured manner. Systematic introduction and progression of grammar targets within and throughout lessons allow students to build upon previous understanding. New targets are presented in small portions that facilitate mental digestion. Each target's presentation is followed by a check up exercise in which students can practice their new grammar knowledge.
- **Grammar Practice** activities allow for greater practice of target grammar. Through a variety of in-depth activities and methods, students use and practice the material they are learning. Grammar targets are also consolidated through content reading and personalization. These activities provide a real application of grammar targets, allowing students a sense of accomplishment in true to life situations.
- **Grammar Summary** tables provide a concise review of the day's lesson. Students and teachers can refer to them for a quick explanation of the material they have studied. They can provide a personal assessment of individual lesson comprehension.
- **Progress Tests** are presented in Lessons 12 and 14. These tests provide a method by which grammar development can be followed and measured.

3. Organization of the Workbook

- **Grammar Summary** sections of the workbook represent the grammar lessons presented in class with additional explanation in Korean. This provides students with further clarification on the material they studied with their teacher. Terminology presented in English is combined with the Korean translation to solidify concepts between the two languages.
- **Grammar Practice** activities provide an opportunity to further work with and practice the grammar targets of each lesson. In addition to standardized activities, a number of personal response sections have been added to allow students free response options. This approach allows for a personalization of grammar and furthers individual understanding.
- **Grammar Link** sections help students prepare for the cumulative quizzes in the following lessons. All of the previous targets are revisited and linked through a variety of user-centered activities.

My Next Grammar 1



Part I

Nouns and Pronouns

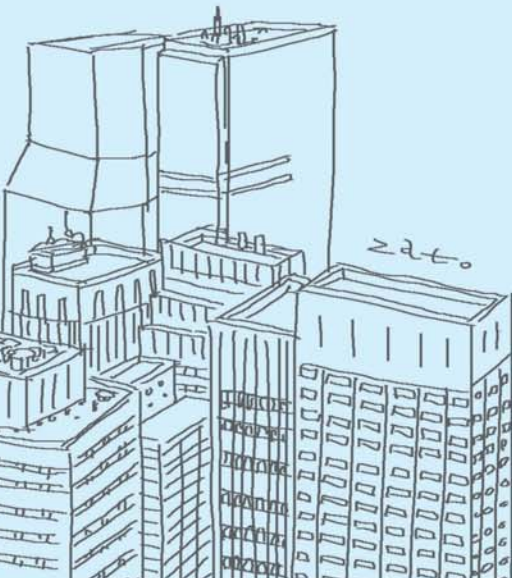
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Progress Test

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Objectives

- ◆ Common and proper nouns
- ◆ Singular and plural nouns
- ◆ Articles: a, an

Warm Up

- Greet your students.
- Introduce yourself and have students introduce themselves and say one thing they like.
 - T: "My name is Mr. Lewis, and I like baseball."
 - S1: "My name is Annie, and I like dogs."
 - S2: "My name is John, I like computer games."
- Have students try to recall their classmates' names and the things they like.

1. Grammar Introduction

A. Common and Proper Nouns

Common Noun	boy city	amusement park book	<ul style="list-style-type: none"> • Nouns are names for people, animals, places and things. • Most nouns are common nouns.
Proper Noun	John Paris	Disneyland Charlotte's Web	<ul style="list-style-type: none"> • Proper nouns are 'specific' names. • They always begin with capital letters.

☑ Circle the proper noun, check the common noun and write.

- Harry is a boy.
- Tokyo is a city.
- Charlotte's Web is a book.
- Harvard is a school.
- The Nile is a river.

Common Noun	Proper Noun
boy	Harry
city	Tokyo
book	Charlotte's Web
school	Harvard
river	Nile

B. Singular and Plural Nouns

	Singular	Plural	
~s	cat horse	cats horses	<ul style="list-style-type: none"> • Singular means one. Plural means two or more. • To make most nouns plural, add s to the singular form.
~es	box bus bench dish	boxes buses benches dishes	<ul style="list-style-type: none"> • End of noun: -ch, -sh, -s, -x • Plural form: add -es
~ies	baby country	babies countries	<ul style="list-style-type: none"> • End of noun: consonant + y • Plural form: change y to i and add -es
Irregular	child foot	children feet	<ul style="list-style-type: none"> • No specific rules

• Common irregular plural nouns:

man - men person - people foot - feet tooth - teeth mouse - mice

1. Grammar Introduction

- First, explain that a *noun* is a word used to name a person, animal, place, or a thing.
- Say some words and have students tell you whether they are nouns or not. Use words such as *bear*, *run*, *teacher*, *car*, *river*, and *cry*.



1 - Singular and Plural Nouns

Write the plural form.

1 forest	forests	5 fox	foxes
2 child	children	6 tooth	teeth
3 country	countries	7 story	stories
4 bus	buses	8 foot	feet

Write the singular form.

1 computer	computers	4 bookcase	bookcases
2 kiss	kisses	5 woman	women
3 program	programs	6 lady	ladies

C. A or An

a	a pen a small umbrella	a radio an egg	• Use a or an with nouns. It means 'one' thing. • Put a before a consonant. • Put an before a vowel.
an	an orange an interesting book		

• Consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
 • Vowels: a, e, i, o, u

Write a or an.

1 John is reading _____ a _____ comic book.		
2 We have _____ a _____ wonderful idea.		
3 Jennifer is _____ an _____ English name.		
4 I have _____ an _____ uncle in America.		
5 Wow! That is _____ a _____ big octopus.		
6 Amy has _____ a _____ large umbrella.		

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Extension

- Ask students if they can think of any other common nouns and proper nouns.

B Singular and Plural Nouns

- Have students look at Chart B on page 6.
- Explain that when a noun means one only, it is said to be singular; and when a noun means more than one, it is said to be plural and formed by adding **-s** to a singular noun.
- Go through the rules of forming plural nouns as in the chart. (Note: Not every rule of forming plural nouns are introduced in Book 1.)
- Have students do the check-up exercises on page 7 and share their answers with the class.

C A or An

- Have students look at Chart C on page 7.
- Explain that articles, *a* and *an*, are used before a singular noun. **A** is used before words that begin with a consonant. **An** is used before words that begin with a vowel.
- Have students do the check-up exercise on page 7 and share their answers with the class.

A Common and Proper Nouns

- Have students look at Chart A on page 6.
- Help students notice the differences between the common nouns and proper nouns.
- Go through the differences between the common nouns and proper nouns as in the chart.
- Say some words and have students tell you whether they are common nouns or proper nouns. Use words such as *boy*, *Harry Potter*, *country*, *Korea*, *river*, and *Amazon*.
- Have students do the check-up exercise on page 6.

2. Grammar Practice

A Choose and write.

- Ask students to turn to page 8.
- Have students look at the word box first. There are 5 common nouns, 5 proper nouns and 5 other words which are not nouns at all.
- Read the words together in a group or individually.
- Ask students to write the words accordingly in the chart. The word, friends, is already done as an example.

B Write *a* or *an*. Write \emptyset , if *a* or *an* is not needed.

- Have students read each short dialogue and determine which articles would correctly complete it.
- Remind students that not every sentence requires an article.

C Check and correct the mistake.

- Ask students to turn to page 9.
- Have students read the sentence for number 1 together, and have them tell you why the checked word, *a*, is a mistake and ask for the correct answer.
- Ask students to check and correct the mistakes in the rest of the exercise.

2. Grammar Practice

A Choose and write. (1~5)/(6~10)/(11~15): The answers can be in any order in each group.

Common Noun		Proper Noun		Others	
1	friends	6	Mary	11	pretty
2	children	7	Golden Gate Park	12	make
3	teacher	8	Stanford University	13	fast
4	mother	9	Mr. Brown	14	go
5	jar	10	Empire State Building	15	before

friends	Golden Gate Park	pretty	teacher	Mary	Mr. Brown	jar	before
make	Stanford University	children	fast	mother	go	Empire State Building	

B Write *a* or *an*. Write \emptyset if *a* or *an* is not needed.

- 1 A: What do \emptyset elephants have?
B: They have \emptyset large ears.
- 2 A: There is *a* bike outside. Is it your bike, Cindy?
B: Yes, it is. It is *a* new bike.
- 3 A: Are there \emptyset apples on the table?
B: Yes, there are. And here is *an* orange.
- 4 A: Do you have \emptyset pets?
B: Yes, I do. I have *a* dog and \emptyset two rabbits.
- 5 A: How many legs does *an* octopus have?
B: It has \emptyset eight legs.

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D Write the plural forms.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about mammals and what they eat.
- Before reading and doing the exercise, have students look at the pictures, and ask them to make as many predictions as they can about the reading piece they are about to read.



1 - Singular and Plural Nouns

C Check and correct the mistake.

1 This is a octopus and that is a crab. an

2 There are three man in the room. men


3 Wow! This is an big egg. a

4 This is John. He is a new student. John

5 There are many trees in the Park. park

6 We need a table and a chairs. chairs (or a chair)

D Write the plural forms.



Mammals

Mammals are warm-blooded **animals**. Mammals live both on land and in water. Some **mammals**, like **tigers** and **foxes**, eat meat. They hunt other animals for food. Some other mammals, like hedgehogs and **bats**, eat **insects**. Other mammals, like **cows** and **rabbits**, eat **plants**. And mammals, like **bears** and rats, eat both plants and meat.

3. Grammar Summary

Nouns				A or An	
Common Noun	Proper Noun	Singular Noun	Plural Noun	a	an
country	France	school	schools	a teacher	an apple
boy	Harry	bench	benches	a bike	an egg
teacher	Mr. Brown	child	children	a lemon	an igloo

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- Ask students some comprehension questions about the reading to finish up the activity.

Ask questions such as:

- *Where do mammals live?*
- *What do mammals like tigers and foxes eat?*
- *What do hedgehogs eat?*
- *What animals eat both plants and meat?*

3. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 8~11
- The answer key to the homework is found on page 113 in Teacher's Manual 1.

Ask questions such as:

- *What do you think this paragraph is about?*
- *What do these animals have in common?*
- *What do they eat?*

- With students, talk about the characteristics of mammals: They are warm-blooded, they have hair, and mothers produce milk.
- Have students read **Mammals**. Tell students to fill in the blanks with plural words as they read.
- Have students share their answers with the class.

Lesson 2 Count and Noncount Nouns

Objectives

- ◆ Count and noncount nouns
- ◆ Some
- ◆ Any

Check Homework

- Ask students to open their workbooks to page 9.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 106 for Grammar Quiz 1.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 1 is found on page 108 in Teacher's Manual 1.

Lesson 2 Count and Noncount Nouns

1. Grammar Link

⇒ Go to page 106. Take Grammar Quiz 1.

2. Grammar Introduction

A. Count and Noncount Nouns

	Singular	Plural	
Count Noun	a cookie a bus one leaf	cookies buses leaves	<ul style="list-style-type: none"> • Count nouns are the names of objects that we can count with numbers. • They take singular or plural form.
Noncount Noun	water cheese juice	.	<ul style="list-style-type: none"> • Noncount nouns are the names of objects that we cannot count with numbers. • They take only singular form and do not take a or an.

• Common noncount nouns:
furniture homework mail money bread milk weather music information

Read and circle.

- | | | |
|--|------------|---------------|
| 1 I see five monkeys . | count noun | noncount noun |
| 2 I have a good idea . | count noun | noncount noun |
| 3 There is a lot of furniture in the house. | count noun | noncount noun |
| 4 Our town has a shopping mall . | count noun | noncount noun |
| 5 I'm hungry. I want some cheese . | count noun | noncount noun |
| 6 There are some sandwiches for you. | count noun | noncount noun |

Circle the correct word.


- My teacher gave us a lot of **homework** / homeworks .
- There are ten **story** / stories in the book.
- I need more **information** / informations on the science project.
- Is there any **mail** / mails in the mailbox?

10

2. Grammar Introduction

- Write or draw 'book' on one side and 'water' on the other side of the board. Ask students what the difference between the two words is and have them wonder about it.
- Add 'apple' and 'homework' on each side. Continue adding count nouns on one side and noncount nouns on the other; eventually helping students understand that some words are countable and some words aren't.



2 - Count and Noncount Nouns 


B. Some

<p>There are some sandwiches. There is some milk. I have some money. Do you have some money?</p>	<ul style="list-style-type: none"> • Some is used with plural count nouns. • Some is used with noncount nouns. • Use some in affirmative sentences. • Use some in questions.
---	--

• A or an is used with singular count nouns.
 There is a sandwich. There is an egg.

Write a, an, or some.

- 1 Mary is wearing a necklace and some earrings.
- 2 I can't go to the party. I have some homework to do.
- 3 Can I have some information on the train schedule?
- 4 I am hungry. I want an orange.
- 5 John has some mail in his mailbox.
- 6 There are some dictionaries in the classroom.




C. Any

<p>I don't have any brothers. Is there any juice? There aren't any apples. Do you have any homework?</p>	<ul style="list-style-type: none"> • Any is used with plural count nouns. • Any is used with noncount nouns. • Use any in negative sentences. • Use any in questions.
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Write some or any.

- 1 My brother doesn't have any homework today.
- 2 Mom, are there some (or any) clean shirts?
- 3 Does Mary have some (or any) brothers?
- 4 We have some vegetables, but we don't have any fruit.
- 5 The classroom is empty. There aren't any students.
- 6 Can you help me? I have some problems.



My Next Grammar 1 11

A Count and Noncount Nouns

- Have students look at Chart A on page 10.
- Go through the chart together while making sure students understand the differences between the count nouns and noncount nouns. Count nouns take both singular and plural forms. Noncount nouns take only singular form, so they are never used with the article, **a** or **an**, and never take the plural ending, **-s**.
- Help students learn the common noncount nouns given in the chart.
- Have students do the check-up exercises on page 10 and share the answers with the class.

B Some

- Have students look at Chart B on page 11.
- Go through the chart together while making sure students understand that **some** expresses an 'unspecified amount' of something, which can be used with plural count nouns (such as 'books') and noncount nouns (such as 'water') in affirmative sentences and questions.
- Remind students that the indefinite article, **a/an**, is used with singular count nouns.
- Have students do the check-up exercise on page 11 and share the answers with the class.

C Any

- Have students look at Chart C on page 11.
- Go through the chart together while making sure students understand that **any** expresses an 'unspecified amount' of something which can be used with plural count nouns (such as 'books') and noncount nouns (such as 'water') in negative sentences and questions.
- Have students do the check-up exercise on page 11 and share the answers with the class.

3. Grammar Practice

A Choose and write.

- Ask students to turn to page 12.
- Have students look at the word bank first. There are seven count nouns and seven noncount nouns in it.
- Have students go over numbers 1 and 8 together which are given as examples.
- Ask students to choose and write count nouns and noncount nouns accordingly in the chart.
- Check the answers together after students have finished.

B Check and correct the mistake.

- Have students read the sentence for number 1 together. Ask them to tell you why the checked word, **some**, is a mistake, and elicit the correct answer, **any**, from students.
- Ask students to check and correct the mistakes in the rest of the exercise.
- Check the answers together after students have finished.

C Write *a*, *an*, *some* or *any*.

- Ask students to turn to page 13.
- Have students pair up with a partner and complete the dialogues with the correct words.
- Check the answers by asking for a volunteer pair to do the dialogue in front of the class.

3. Grammar Practice

A Choose and write. (1~7)/(8~14): The answers can be in any order within each group.

Count Noun				Noncount Noun			
1	peanuts	8	bread				
2	banana	9	furniture				
3	knife	10	yogurt				
4	spoon	11	homework				
5	postcard	12	mail				
6	coin	13	music				
7	cookies	14	money				

peanuts bread furniture banana yogurt knife spoon
 homework postcard mail coin music cookies money

B Check and correct the mistake.

- | | |
|--|--------------------|
| 1 I don't have some money. | any |
| 2 I want a egg for breakfast this morning. | an egg |
| 3 I don't have much monies . | money |
| 4 I need an information about the bus schedule. | (some) information |
| 5 Do you have some friend in Korea? | friends |
| 6 Are there any picture on the wall? | pictures |
| 7 I want to listen to some musics . | music |
| 8 You got a mail today. | mail |
| 9 There are some girl in the classroom. | girls |

12

D Complete the sentence using *some* or *any*.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will work with a recipe on how to make a yogurt snack.
- Before doing the exercise, ask students what their favorite snacks are to get their interests going.
- What is your favorite snack? Do you like _____?
- Have students look at the pictures in the recipe and talk about them.



2 - Count and Noncount Nouns

C Write a, an, some or any.

1 A: I am thirsty. Is there some (or any) orange juice?
 B: Sorry. There isn't any orange juice. We have some milk.

2 A: Is there some (or any) ice cream?
 B: No, there isn't. Do you want an apple instead?

D Complete the sentence using some or any.

Yogurt on the Go

What you need:

yogurt (3/4 cup)

raisins (1 spoon)

sunflower seeds (1 spoon)

strawberries (1/3 cup)

How to make:

- ① Put everything in a cup.
- ② Mix them.
- ③ Eat and enjoy!

1 yogurt	You need <u>some yogurt</u> .
2 milk	You don't need <u>any milk</u> .
3 raisin	You need <u>some raisins</u> .
4 sunflower seed	You need <u>some sunflower seeds</u> .
5 banana	You don't need <u>a banana (or any bananas)</u> .
6 strawberry	You need <u>some strawberries</u> .

4. Grammar Summary

Count and Noncount Nouns		
	Count Noun	Noncount Noun
a / an	There is a postcard. There is an orange.	.
some	I got some postcards. Are there some tables?	I got some mail. Is there some furniture?
any	There aren't any oranges. Do you have any tests?	There isn't any milk. Do you have any homework?

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- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

- *Do we need any ice cream to make Yogurt on the Go?*
- *Do we need some bananas?*
- *Do we need some raisins?*
- *Do we need some sunflower seeds?*

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 12~15
- The answer key to the homework is found on page 114 in Teacher's Manual 1.

Ask questions such as:

- *What do you think we are going to make?*
- *What ingredients do we need to make it? Do you like _____?*
- *Do we need a cup? Do we need a spoon?*
- *Do we need any ice cream? Do we need any yogurt?*
- *Do we need some sunflower seeds?*

- Have students read **Yogurt on the Go** and complete the recipe by filling in the correct words.
- Have students share the answers with the class.

Lesson 3 Subject and Object Pronouns

Objectives

- ◆ Subjects and objects
- ◆ Subject pronouns
- ◆ Object pronouns

Check Homework

- Ask students to open their workbooks to page 13.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 107 for Grammar Quiz 2.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 2 is found on page 108 in Teacher's Manual 1.

Lesson 3 Subject and Object Pronouns

1. Grammar Link

⇒ Go to page 107. Take Grammar Quiz 2.

2. Grammar Introduction

A. Subjects and Objects

Subject (S)	He is a boy. The boy sees the girl.	• The subject is the noun or pronoun that usually comes at the beginning of a sentence.
Object (O)	The girl has a puppy . She loves it .	• The object is the noun or pronoun that comes after the verb in a sentence.

Circle the subject and check the object.

- I eat breakfast every day.
- Mary has a book.
- The birds are flying.
- We study English.
- Do you like fruit?
- Tom loves ice cream.
- They read newspapers.
- Sam and John play baseball.
- Children like candy.
- Is she sleeping?

B. Subject Pronouns

	Singular	Plural	
1 st Person	I like apples.	We like apples.	• I, we, you, he, she, it, and they are subject pronouns.
2 nd Person	You speak English.	You speak English.	
3 rd Person	He has a brother.	They have a brother.	
	It is on the desk.	They are on the desk.	

• A subject pronoun takes the place of a subject noun.
Jack is from Canada. He speaks English. (He = Jack)
Mary is from Canada. She speaks English. (She = Mary)
Jack and Mary are from Canada. They speak English. (They = Jack and Mary)

14

2. Grammar Introduction

- Say two sentences about one of the students, using his/her name in the first sentence and a pronoun in the second.
T: "Mary has a pencil. She has an eraser too."
- Ask students to identify the pronoun in the second sentence and who it is referring to.



Write the correct subject pronoun.

- John is tall. He is a basketball player.
- Sarah and Amy are nice. They are pretty too.
- The tiger is running. It is fast.
- My mom is busy. She is working.
- A: Are you and Jenny best friends? B: Yes, we are.
- A: Do you study English? B: Yes, I do.

C. Object Pronouns

	Singular		Plural	
1 st Person	I like Mary.	Mary likes me .	We like Mary.	Mary likes us .
2 nd Person	You like Mary.	Mary likes you .	You like Mary.	Mary likes you .
3 rd Person	He likes Mary.	Mary likes him .	They like Mary.	Mary likes them .
	She likes Mary.	Mary likes her .		
	It likes Mary.	Mary likes it .		

- Me, us, you, him, her, it, and them are object pronouns.
- An object pronoun takes the place of an object noun.
Sam is my best friend. I like him very much. (him = Sam)
Amy is my best friend. I like her very much. (her = Amy)
Sam and Amy are my best friends. I like them very much. (them = Sam and Amy)

Write the correct object pronoun.

- I got a new bike. I got it yesterday.
- The man hits the balls. He hits them hard.
- The singer sings a song. She sings it well.
- Mary likes Tom. She likes him very much.
- A: I will call Mary. B: Will you call her tonight?
- A: John wants to see you. B: Why does he want to see me?



B Subject Pronouns

- Have students look at Chart B on page 14.
- Go through the chart together while making sure students understand that a subject pronoun takes the place of a subject noun.
- Explain that there are singular subject pronouns (*I, you, he/she/it*), and plural subject pronouns (*we, you, they*).
- Have students do the check-up exercise on page 15 and share the answers with the class.

C Object Pronouns

- Have students look at Chart C on page 15.
- Go through the chart together while making sure students understand that an object pronoun takes the place of an object noun.
- Explain that there are singular object pronouns (*me, you, him/her/it*), and plural object pronouns (*us, you, them*).
- Have students do the check-up exercise on page 15 and share the answers with the class.

A Subjects and Objects

- Have students look at Chart A on page 14.
- Go through the chart together while making sure students understand the difference between the subject and object of a sentence. Point out that almost all English sentences have a subject and a verb. The subject is the noun or pronoun that comes at the beginning of a sentence. The object is the noun or pronoun that comes after the verb in a sentence.
- Have students do the check-up exercise on page 14 and share the answers with the class.

3. Grammar Practice

A Circle the correct pronoun.

- Ask students to turn to page 16.
- Have students do number 1 together as an example.
- Ask students to choose and circle the correct subject or object pronoun in each question.
- Check the answers together after students have finished.

B What does the pronoun in bold refer to?

- Have students do number 1 together as an example.
- Ask students to write what each pronoun refers to in the blank provided.
- Check the answers together after students have finished.

C Write the correct subject and object pronouns.

- Ask students to turn to page 17.
- Have students pair up with a partner and complete the dialogues with correct pronouns.
- Check the answers by asking for a volunteer pair to do the dialogue in front of the class.

D Choose and write.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph.

3. Grammar Practice

A Circle the correct pronoun.

- 1 Mike is in his room. **He** / Him is reading a book.
- 2 Sarah is a new student. I want to invite she / **her** to the party.
- 3 My friends and I are at my house. **We** / Us are watching a movie.
- 4 Amy is wearing new shoes. She bought they / **them** yesterday.
- 5 My parents have a new car. **They** / Them got it last month.
- 6 A: When do you see your grandma? B: I see she / **her** every Sunday.
- 7 Sam and Jenny are my friends. **They** / Them are my neighbors too.
- 8 I need to see your English book. Can you show **it** / them to me?

B What does the pronoun in bold refer to?

- 1 We moved to a new house. **It** has a big garden.
It refers to a new house
- 2 I did my homework yesterday, but I didn't bring **it** today.
It refers to my homework
- 3 Andy is a new student. Let's go and meet **him**.
Him refers to Andy
- 4 My friends and I are in Ms. Takeda's class. She teaches **us** Japanese.
Us refers to my friends and I
- 5 Mary has three tortoises. She got **them** from her friend.
Them refers to three tortoises
- 6 There is Barbara. Let's go and talk to **her**.
Her refers to Barbara

16

Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will have a chance to read a brief synopsis of an internationally famous book, *Charlotte's Web*.

- Before doing the exercise, ask students what their favorite books are to get their interests going.
Ask questions such as:
 - *What is your favorite book?*
 - *Who are the characters in the book?*
- Have students look at the pictures and talk about them.



C Write the correct subject and object pronouns.

1 A: Do you like ice cream?


B: Yes, I do. I eat it every day.

2 A: Do your grandparents live with you?

B: No, they don't. We visit them every Sunday.

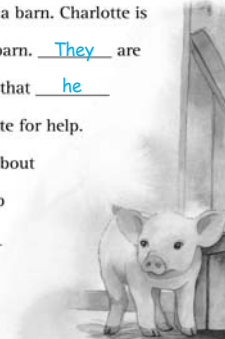
D Choose and write.

He he She She She They they him her



Charlotte's Web

Wilbur is a pig. He lives in a barn. Charlotte is a gray spider. She lives in the same barn. They are good friends. One day, an old sheep tells Wilbur that he is going to be killed on Christmas. Wilbur asks Charlotte for help. Charlotte has a great idea. She can write words about Wilbur in her web. She works hard on her web and helps him become famous. Finally, they go to a county fair together. Will Wilbur live past Christmas?



4. Grammar Summary

Subject and Object Pronouns				
	Subject Pronoun	Object Pronoun	Subject Pronoun	Object Pronoun
1 st Person	I	me	we	us
2 nd Person	you	you	you	you
3 rd Person	he/she/it	him/her/it	they	them

Ask questions such as:

- Have you read the book, *Charlotte's Web*?
- Can you guess who Wilbur is? What about Charlotte?
- Where do they live?
- Did you like the book (for those who have read it)?
- Do you want to read the book (for those who haven't read it yet)?

- Have students read **Charlotte's Web** and complete the summary by filling in the correct words.
- Have students share the answers with the class.

- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

- Who is Wilbur? Who is Charlotte?
- What did the old sheep say about Wilbur?
- Where did Charlotte write about Wilbur? What did she write? What does it mean?
- What do you think is going to happen to Wilbur?

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 16~19
- The answer key to the homework is found on page 115 in Teacher's Manual 1.

Objectives

- ◆ Demonstratives
- ◆ Possessive nouns

Check Homework

- Ask students to open their workbooks to page 17.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- students go to page 108 for Grammar Quiz 3.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 3 is found on page 108 in Teacher's Manual 1.

1. Grammar Link

⇒ Go to page 108. Take Grammar Quiz 3.

2. Grammar Introduction

A. Demonstratives

	Singular	Plural
Demonstrative Pronoun	This is Sam's dog. That is Amy's cat. I like this . I want that .	These are my pictures. Those are John's books. I like these . I want those .
Demonstrative Adjective	This dog is smart. That cat is cute.	These pictures are great. Those books are difficult.

this

that

these

those

☑ Circle the correct word.

- 1 **These** This paintings are from Italy. 4 **These** This children are third graders.
- 2 Do you know **those** that men? 5 **Those** That are my friends.
- 3 Is **those** **that** your father's car? 6 **These** **This** is a new pen.

☑ Read and write.

	Singular	Plural
1	This is a red pen.	These are red pens.
2	That present is for Kathy.	Those presents are for Kathy.
3	That is my brother.	Those are my brothers.
4	Can I play with this toy?	Can I play with these toys?
5	I want to buy this.	I want to buy these.

18

2. Grammar Introduction

- Engage in a dialogue with students while demonstrating the grammar target of the lesson. Ask students questions pointing to things nearby and further away. Make sure to emphasize the words, **this**, **that**, **these**, and **those**.

T: "What is this/that?"

Ss: "It's a blackboard."

T: "What are these/those?"

Ss: "They are pencils."



4 - Demonstratives and Possessives 1



B. Possessive Nouns

Singular	<p>My friend has a bike. My friend's bike is new. The child has a bag. The child's bag is blue. Mike has a dog. Mike's dog is a poodle.</p>	<ul style="list-style-type: none"> • Possessive nouns show that someone has something. • Singular possessive noun: friend → friend's Mike → Mike's
Plural	<p>My friends have a class. My friends' class is fun. The children wear uniforms. The children's uniforms are new.</p>	<ul style="list-style-type: none"> • Plural possessive noun: regular: friends → friends' irregular: children → children's

Write the correct possessive form.

- 1 dog tail → dog's tail
- 2 girls dresses → girls' dresses
- 3 eagles wings → eagles' wings
- 4 women shirts → women's shirts
- 5 Jane bedroom → Jane's bedroom
- 6 my brother MP3 player → my brother's MP3 player
- 7 my teachers names → my teachers' names



Complete the sentence using the possessive form.

- 1 Elephants' Elephants ears are huge.
- 2 Those are the boys' boys skateboards.
- 3 Where is the penguin's penguin home?
- 4 Are these women's women necklaces?
- 5 The teachers' teachers room is on the first floor.
- 6 My mother's My mother sandwiches are delicious.



My Next Grammar 1 19

B Possessive Nouns

- Have students look at Chart B on page 19.
- Go through the chart together. Explain to students that possessive nouns show possession that someone has something. An apostrophe (') and an -s are used with singular nouns (*friend* → *friend's*). An apostrophe (') only is used with regular plural nouns (*friends* → *friends'*), and both an apostrophe (') and -s are used with irregular plural nouns (*children* → *children's*).
- Have students do the check-up exercises on page 19 and share the answers with the class.

A Demonstratives

- Have students look at Chart A on page 18.
- Go through the chart together. Help students understand that **this** refers to something near to the speaker, **that** to something further away. **These** is the plural of **this**, and **those** is the plural of **that**. Sometimes demonstratives are pronouns (as in "**This** is Sam's dog," and "**Those** are John's books."), and sometimes demonstratives can also be adjectives (as in "**This** dog is smart," and "**Those** books are difficult.").
- Have students do the check-up exercises on page 18 and share the answers with the class.

3. Grammar Practice

A Look and write.

- Ask students to turn to page 20.
- Have students look at the picture for number 1 and read the example sentence together.
- Using the pictures as a guide, have students complete the rest of the exercise by filling in correct demonstrative pronouns and possessive nouns.
- Check the answers together after students have finished.

B Write the sentence using the words on the left.

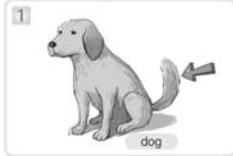
- Have students do number 1 together as an example. Using the given words on the left, students are to write a complete sentence which has both a demonstrative pronoun and a possessive noun.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

C Choose and write.


- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about how different animals adapt to their environments to survive.

3. Grammar Practice


A Look and write.




1 This is a dog's tail.



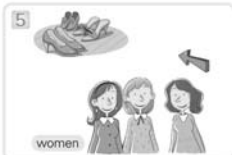
2 That is the teacher's board.




3 This is the twins' tent.



4 These are Kelly's books.



5 Those are women's shoes.



6 Those are my dad's glasses.

B Write the sentence using the words on the left.

1 These / children / jackets	These are children's jackets.
2 This / the tigers / new home	This is the tigers' new home.
3 That / the teachers / room	That is the teachers' room.
4 Those / the girl / boots	Those are the girl's boots.
5 This / my brother / homework	This is my brother's homework.
6 That / Mike / school	That is Mike's school.
7 Those / Amy / friends	Those are Amy's friends.
8 These / students / desks	These are students' desks.
9 This / your brother / book	This is your brother's book.

20

- Ask students to turn to page 21.
- Before doing the exercise, talk about our physical features as humans with the class.
Talk about questions such as:
 - Why do we have two legs?
 - Why do we have fingers?
 - How come we don't have hair like bears?
- Have students look at the pictures in the book and talk about them.



4 - Demonstratives and Possessives 1

C Choose and write.

polar bear's duck's Giraffes' animals Frogs' camel's

Amazing Animals

All animals have something special to help them live in the world. Giraffes' necks are long so that they can eat leaves from high trees. Frogs' tongues are sticky so they can catch insects. A duck's feet are webbed for diving and swimming. A camel's eyelashes are long for keeping sand out of its eyes. A polar bear's fur is thick so it can live in the snow or ice. How amazing all these animals are!

4. Grammar Summary

Demonstratives		Possessive Nouns	
Singular	Plural	Singular	Plural
This/That	These/Those	child's toy/ Sam's CDs	friends' comic books/ children's playground

My Next Grammar 1 21

- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

- *Why are giraffes' necks long?*
- *Why are frogs' tongues sticky?*
- *Why are ducks' feet webbed?*
- *Why do polar bears have thick fur?*

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 20~23
- The answer key to the homework is found on page 116 in Teacher's Manual 1.

Ask questions such as:

- *What do giraffes have?*
- *What do ducks have?*
- *What do frogs have?*
- *What do camels have?*
- *Why do you think polar bears have thick fur?*

- Have students read **Amazing Animals** as they choose and write the correct words in the blanks.
- Have students share the answers with the class.

Lesson 5 Possessives 2

Objectives

- ◆ Possessive adjectives
- ◆ Possessive pronouns

Check Homework

- Ask students to open their workbooks to page 21.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 109 for Grammar Quiz 4.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 4 is found on page 108 in Teacher's Manual 1.

Lesson 5 Possessives 2

1. Grammar Link

⇒ Go to page 109. Take Grammar Quiz 4.

2. Grammar Introduction

A. Possessive Adjectives

	Singular	Plural	
1 st Person	I have a dog. This is my dog.	We have a new house. This is our house.	• I - my • we - our
2 nd Person	You have a present. This is your present.	You are good singers. I like your voices.	• you - your
3 rd Person	John has a new bike. This is his bike. Mary has a blue jacket. This is her jacket.	My friends play basketball. These are their uniforms.	• he - his • she - her • it - its • they - their
	A giraffe has a long neck. Its legs are long too.	Elephants have big ears. Their trunks are strong.	

- My, our, your, his, her, its, and their are possessive adjectives.
- A possessive adjective is used in front of a noun: my dog, our house, their uniforms

Write the correct possessive adjective.

- 1 Mike's bike ➤ **his** bike 4 students' names ➤ **their** names
- 2 children's books ➤ **their** books 5 my dad's car ➤ **his** car
- 3 my mom's shoes ➤ **her** shoes 6 fox's tail ➤ **its** tail

Complete the sentence with the correct possessive adjective.

- 1 I have long brown hair. ➤ **My** hair is long and brown.
- 2 We have a great soccer team. ➤ **Our** soccer team is great.
- 3 You have a big room. ➤ **Your** room is big.
- 4 I have nice friends. ➤ **My** friends are nice.

22

2. Grammar Introduction

- Engage in a dialogue with students while demonstrating the grammar target of the lesson. Ask questions about possession by pointing to things nearby and further away. Encourage students to answer using possessive adjectives.

T: (pointing to a student's bag nearby) "Is this my bag?"

S1: "No, it's not your bag."

T: (pointing to a student's books further away) "Are those Mary's books?"

S2: "Yes, they are her books."



B. Possessive Pronouns

	Singular	Plural	
1 st Person	This is my backpack. This backpack is mine .	This is our house. This house is ours .	• I - my - mine • we - our - ours
2 nd Person	This is your book. This book is yours .	These are your games. These games are yours .	• you - your - yours
3 rd Person	This is his camera. This camera is his . This is her computer. This computer is hers .	This is their car. This car is theirs .	• he - his - his • she - her - hers • they - their - theirs

- Mine, ours, yours, his, hers, and theirs are possessive pronouns.
- Possessive pronoun = possessive adjective + noun (mine = my backpack)
- Whose asks about possession. Whose book is this? It's my book. / It's mine.

Write the correct possessive pronoun.

- Is this your computer? Is this yours?
- These are his shirts. These are his.
- That is her house. That is hers.
- Is that their school? Is that theirs?
- They are our backpacks. They are ours.
- Is this my umbrella? Is this mine?

Write the question with whose.

- pencils / these Whose pencils are these?
- car / this Whose car is this?
- dogs / they Whose dogs are they?
- house / that Whose house is that?
- boots / those Whose boots are those?



B Possessive Pronouns

- Have students look at Chart B on page 23.
- Go through the chart together. Explain to students that possessive pronouns also show possession. A possessive pronoun is used alone, without a noun following it.
- Explain that there are singular possessive pronouns (*mine, yours, his/hers*), and plural possessive pronouns (*ours, yours, theirs*). There is no possessive pronoun for the third singular pronoun, **it**.
- Tell students the question word, **whose**, is used to ask about possession (as in "Whose book is this?").
- Have students do the check-up exercises on page 23 and share the answers with the class.

A Possessive Adjectives

- Have students look at Chart A on page 22.
- Go through the chart together. Explain that a possessive adjective is placed in front of a noun to show possession. Make sure students learn that possessive adjectives are never used alone.
- Explain there are singular possessive adjectives (*my, your, his/her/its*), and plural possessive adjectives (*our, your, their*).
- Have students do the check-up exercises on page 22 and share the answers with the class.

3. Grammar Practice

A Write the correct possessive adjective or pronoun.

- Ask students to turn to page 24.
- Have students do number 1 together as an example. Have students read the sentence on the left and complete the sentence on the right using a correct possessive adjective or possessive pronoun.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Choose and write.

- Have students do number 1 together as an example. As students read the sentence, have them choose between the given possessive adjective and possessive pronoun and complete the sentence.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

C Check and correct the mistake.

- Have students read part A of the dialogue for number 1 together. Ask students to tell you why the checked word, **yours**, is a mistake and the word, **your**, should be used instead.

3. Grammar Practice

A Write the correct possessive adjective or pronoun.

- 1 I have a puppy. This puppy is mine.
- 2 She has a doll. This is her doll.
- 3 They have a ball. This ball is theirs.
- 4 You have flowers. These flowers are yours.
- 5 He has a cat. This is his cat.
- 6 I have homework. This is my homework.
- 7 It has a long tail. This is its tail.
- 8 We have a house. This house is ours.

B Choose and write.

- 1 That is not my my / mine hat. Mine My / Mine is green.
- 2 Please give this book to Amy. It is hers her / hers.
- 3 It is raining outside. Don't forget your your / yours umbrella.
- 4 I like Ken and Sam's room. Their Their / Theirs room is big.
- 5 Look at that puppy. Its Its / Its eyes are so cute.
- 6 We like our our / ours school a lot.
- 7 This is my my / mine dictionary.
- 8 The students do their their / theirs homework every day.
- 9 Thomas and his his / her friends play basketball.
- 10 Whose cat is this? Is it yours your / yours?

24

- Ask students to check and correct the mistakes in the rest of the exercise.
- Check the answers by asking for a volunteer pair to do the dialogue in front of the class.

D Choose and write.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about emperor penguins and how they care for their eggs.



C Check and correct the mistake.

1 A: Are these ~~yours~~ tennis shoes?

B: No. Ask John. Maybe they are ~~hers~~.

your

his

2 A: When is ~~their~~ final exam?

B: I don't know, but ~~my~~ is tomorrow.

their

mine

D Choose and write.

she They father's their his her

Emperor Penguins

Emperor penguins live in Antarctica. They have their babies in the winter. The mother penguin lays only one egg. She gives her egg to the father penguin. Then she goes off to sea for food. The father keeps the egg warm on his feet. The egg must not touch the cold ground. The mother comes back in two months. Then it is the father's turn to leave for food.

4. Grammar Summary

Possessive Pronouns and Adjectives

	Subject Pronoun	Possessive Adjective	Possessive Pronoun	Subject Pronoun	Possessive Adjective	Possessive Pronoun
1 st Person	I	my	mine	we	our	ours
2 nd Person	you	your	yours	you	your	yours
3 rd Person	he she it	his her its	his hers -	they	their	theirs

- Have students read **Emperor Penguins** as they choose and write the correct words in the blanks.
- Have students share the answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity. Use questions such as:

- *Where do emperor penguins live?*
- *When do they have babies?*
- *How many eggs does the mother penguin lay?*
- *How do the father penguins keep the eggs warm?*

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

- Ask students to turn to page 25.
- Before doing the exercise, talk about penguins to get the students' interests going.

Ask questions such as:

- *What do penguins look like?*
- *How do penguins walk?*
- Ask students to make as many predictions as they can about the reading piece they are about to read. Ask questions such as:
 - *What do you think this paragraph is about?*
 - *Where do penguins live?*
 - *Who do you think takes care of the egg?*

Homework

- Workbook 1: pages 24~27
- The answer key to the homework is found on page 117 in Teacher's Manual 1.

Lesson 6 Present Simple: Be

Objectives

- ◆ Affirmatives and negatives
- ◆ Yes/no questions
- ◆ There + Be

Check Homework

- Ask students to open their workbooks to page 25.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 110 for Grammar Quiz 5.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 5 is found on page 108 in Teacher's Manual 1.

Lesson 6 Present Simple: Be

1. Grammar Link

⇒ Go to page 110. Take Grammar Quiz 5.

2. Grammar Introduction

A. Be: Affirmatives and Negatives

	Affirmative	Negative	
Singular	I am ...	I am not ...	• There are three forms of Be: am, is, are
	You are ...	You are not ...	
	He/She/It is ...	He/She/It is not ...	
Plural	We	We	• To make the negative, put not after Be: am not, is not, are not
	You are ...	You are not ...	
	They	They	

• Contractions are often used when we speak.

Affirmative: I'm	you're	he's/she's/it's	we're	they're
Negative: I'm not	you aren't	he/she/it isn't	we aren't	they aren't
	you're not	he's/she's/it's not	we're not	they're not

Write the correct form of Be. (⊙ : affirmative ⊗ : negative)

- It is not ⊗ a monster. It is ⊙ a snake under the hat.
- I am not ⊗ at home. I am ⊙ at my friend's house.
- We are ⊙ ten years old. We are not ⊗ babies.
- Mike is ⊙ a baseball player. He isn't ⊗ a basketball player.

Read and write. Use contractions.

- My grandparents aren't ⊗ young. They're ⊙ old.
- Amy isn't ⊗ 9 years old. She's ⊙ 10 years old.
- Coco and Max aren't ⊗ cats. They're ⊙ dogs.
- John isn't ⊗ hungry. He's ⊙ thirsty.

26

2. Grammar Introduction

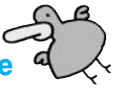
- Engage in a dialogue with students while demonstrating the grammar target of the lesson. Ask questions using all three forms of present simple **Be** and encourage students to answer accordingly.

T: "S1, are you a teacher?"

S1: "No, I'm not. I'm a student."

T: (pointing to S2) "S3, is S2 in the park?"

S3: "No, he/she isn't. He/She is in the classroom."



6 - Present Simple: Be

B. Be: Yes/No Questions

	Question	Answer	
Singular	Am I...?	Yes, you are .	No, you aren't .
	Are you...?	Yes, I am .	No, I'm not .
	Is he/she/it...?	Yes, he/she/it is .	No, he/she/it isn't .
Plural	Are we/you/they...?	Yes, you/we/they are .	No, you/we/they aren't .

• To make a yes/no question, put the Be verb before the subject.
• Do not use the contraction to answer 'Yes' to a question. (O) Yes, we are. (X) Yes, we're.

Complete the question and the answer.

1 Are they John's friends? Yes, they are.

2 Is she an English teacher? Yes, she is.

3 Are you middle school students? No, we aren't.

4 Is it a new movie? No, it isn't.

C. There + Be

Affirmative	Negative	Question
There is a book. some milk.	There isn't a book. any milk.	Is there a book? any milk?
There are some pens.	There aren't any pens.	Are there any pens?

• Use **there is** with singular count nouns or noncount nouns.
• Use **there are** with plural count nouns.
• Answers to yes/no questions: Yes, there is/are. No, there isn't/aren't.
• There is = There's There is not = There isn't There are not = There aren't

Write There is or There are.

1 There are many windows in the classroom.

2 There is only one red flower in the vase.

3 There is some bread on the table.

My Next Grammar 1 27

B Be: Yes / No Questions

- Have students look at Chart B on page 27.
- Go through the chart together. Explain to students that **Be** comes before the subject in yes/no questions.
- Read the answers to the yes/no questions together. Help students notice that contractions aren't used to answer 'Yes' to a question.
- Have students do the check-up exercise on page 27 and share the answers with the class.

C There + Be

- Have students look at Chart C on page 27.
- Go through the chart together. Explain **There + Be** expresses that something exists in a particular place. **There is** is used with singular count nouns or noncount nouns where as **there are** is used with plural count nouns.
- Explain that contractions aren't used to answer 'Yes' to a question.
- Have students do the check-up exercise on page 27 and share the answers with the class.

A Be: Affirmatives and Negatives

- Have students look at Chart A on page 26.
- Go through the chart together while making sure students understand there are three forms of **Be** (*am, is, are*) which depend on the person (*first, second, or third*) and the number (*singular or plural*) of the subject.
- Explain that **not** is placed after **Be** to make negatives.
- Help students learn the contractions of **Be** at the bottom of the chart.
- Have students do the check-up exercises on page 26 and share the answers with the class.

3. Grammar Practice

A Write the complete sentence.

(⊙: affirmative ✕: negative
 ? : question)

- Ask students to turn to page 28.
- Have students do number 1 together as an example. Using the given words on the left, students are to write a complete sentence using the correct **Be**. Explain that ⊙ means an affirmative sentence, ✕ means a negative sentence, and ? means a yes/no question.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Read and write. Use **There + Be**.

(⊙: affirmative ✕: negative
 ? : question)

- Have students do number 1 together as an example. Remind students that **Be** has to agree with the noun that follows **Be**.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

3. Grammar Practice

A Write the complete sentence. (⊙: affirmative ✕: negative ? : question)

1 ✕	Today / my birthday	Today isn't my birthday.
2 ⊙	Beijing / the capital of China	Beijing is the capital of China.
3 ?	you / 10 years old	Are you 10 years old?
4 ⊙	Sam and John / neighbors	Sam and John are neighbors.
5 ✕	Giraffes' necks / short	Giraffes' necks aren't short.
6 ?	your teachers / from Canada	Are your teachers from Canada?
7 ⊙	I / very smart	I am very smart.
8 ✕	Ken / Amy's brother	Ken isn't Amy's brother.
9 ?	Mary / a fast runner	Is Mary a fast runner?
10 ✕	you / a policeman	You aren't a policeman.

B Read and write. Use There + Be. (⊙: affirmative ✕: negative ? : question)

1 ⊙	There is	a movie ticket for you on the desk.
2 ✕	There isn't	any water in the bottle.
3 ?	Are there	students in the classroom?
4 ⊙	There are	many tall buildings in the city.
5 ✕	There aren't	a lot of music stores in this town.
6 ?	Is there	a computer in the classroom?
7 ⊙	There is	a post office on this street.
8 ✕	There aren't	twelve students in English class.

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C Read and write *is* or *are*.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read the list of facts about Australia.
- Ask students to turn to page 29.
- Before doing the exercise, play a guessing with students about Australia (but, don't tell the students the name of the country yet). Start with animals in Australia like kangaroos, koalas, and platypuses; and, eventually, have students guess what country all these are related to.

6 - Present Simple: Be 

Read and write is or are.

Facts on the Land Down Under

- 1 The Land Down Under is Australia's nickname.
- 2 Australia is a hot, dry country.
- 3 Australia is about the same size as the United States.
- 4 There are many interesting animals in Australia like kangaroos, koalas and platypuses.
- 5 There are 30 million kangaroos in Australia.
- 6 There are many deserts in the central and western areas.
- 7 There is the world's largest rock in the center of Australia. It is called Uluru.



4. Grammar Summary

Present Simple: Be		
Affirmative	Negative	Question
I am ... You/We/They are ... He/She/It is ...	I'm not ... You aren't ... He/She/It isn't ...	Am I...? Are you/we/they...? Is he/she/it...?
There is/are ...	There isn't/aren't ...	Is/Are there...?

My Next Grammar 1 29

- What is Australia's nickname?
- How large is Australia?
- How many kangaroos are there in Australia?
- What is Uluru?

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 28~31
- The answer key to the homework is found on page 118 in Teacher's Manual 1.

T: "Guess what animal I'm talking about. It's big. It's has a strong tail. Mothers have a pouch. It can jump..."

Ss: "It's a kangaroo."

- Have students read **Facts on the Land Down Under** as they fill in the correct form of **Be**.
- Have students share the answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

Lesson 7 Present Simple

Objectives

- ◆ Affirmatives and negatives
- ◆ Spelling rules of final -s
- ◆ Yes/no questions

Check Homework

- Ask students to open their workbooks to page 29.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 111 for Grammar Quiz 6.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 6 is found on page 109 in Teacher's Manual 1.

Lesson 7 Present Simple

1. Grammar Link

⇒ Go to page 111. Take Grammar Quiz 6.

2. Grammar Introduction

A. Present Simple: Affirmatives and Negatives

Affirmative		Negative		
Students I/You/We/They	read.	Babies I/You/We/They	don't read.	• don't = do not • doesn't = does not
A student He/She/It	reads.	A baby He/She/It	doesn't read.	

- In affirmative sentences, add **s** to the verb if the subject is a singular noun or he/she/it.
- In negative sentences, put **don't/doesn't** before the verb: **don't/doesn't + verb**.

Circle the correct word.

- 1 My dog **sleep** / **sleeps** all day.
- 2 On Sundays, I **get up** / gets up late, but my mom **wake up** / **wakes up** early.
- 3 John **ride** / **rides** his bike to school every day.

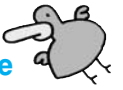
B. Present Simple: Spelling Rules of Final -s

~s	speak → speaks open → opens take → takes	• Add s to most verbs.
~es	watch → watches push → pushes mix → mixes	• Add -es to verbs that end in -ch, -sh, -s, -x .
~ies	cry → cries fly → flies	• If a verb ends in a consonant -y , change y to i and add -es .
Irregular	do → does go → goes have → has	• No rules

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2. Grammar Introduction

- Engage in a dialogue with students while demonstrating the grammar target of the lesson. Encourage students to speak in the present simple tense.
 - T: "I speak English every day. What about you, S1?"
 - S1: "I speak Korean every day."
 - T: (tell the class pointing to S1) "He speaks Korean every day."
 - "I don't eat pizza every day. What about you, S2?"
 - S2: "I don't eat ice cream every day."
 - T: (tell the class pointing to S2) "He doesn't eat ice cream every day."
- Help students listen for the differences in the verb form.



7 - Present Simple

Write the verb with final -s.

1 live	→	lives	7 have	→	has
2 carry	→	carries	8 stay	→	stays
3 catch	→	catches	9 build	→	builds
4 do	→	does	10 finish	→	finishes
5 laugh	→	laughs	11 go	→	goes
6 push	→	pushes	12 fly	→	flies

C. Present Simple: Yes/No Questions

Question		Answer	
Do	I/you/we/they study?	Yes, I/you/we/they do .	No, I/you/we/they don't .
Does	he/she/it study?	Yes, he/she/it does .	No, he/she/it doesn't .

• To make a yes/no question, put Do/Does at the beginning of the sentence: Do/Does + subject + verb...?

Complete the question and the answer.

1	Do	owls hunt at night?	Yes,	they do
2	Does	Mr. Jones teach English?	Yes,	he does
3	Do	you live in an apartment?	No,	I don't
4	Do	bears climb trees?	Yes,	they do
5	Do	you play ice hockey?	No,	I don't
6	Does	your friend surf the Internet?	Yes,	she (or he) does
7	Does	Mary like cats?	No,	she doesn't
8	Do	the students wear uniforms?	Yes,	they do

My Next Grammar 1 31

B Present Simple: Spelling Rules of Final -s

- Have students look at Chart B on page 30.
- Go through the chart together and have students learn the spelling rules of final **-s**.
- Explain that final **-s** is added to most verbs, and final **-es** is added to verbs that end in **-ch**, **-sh**, **-s**, and **-x**. If a verb ends in a consonant + **-y**, change the **-y** to **-i** and add **-es**. There are also irregular verbs which have their own singular forms: *does*, *goes*, and *has*.
- Have students do the check-up exercise on page 31 and share the answers with the class.

C Present Simple: Yes / No Questions

- Have students look at Chart C on page 31.
- Go through the chart together while making sure students learn how to make yes/no questions and answers in the present simple tense. Explain that in yes/no questions **Do/Does** is placed at the beginning of the sentence, and the simple form of the verb is used.
- Have students do the check-up exercise on page 31 and share the answers with the class.

A Present Simple: Affirmatives and Negatives

- Have students look at Chart A on page 30.
- Go through the chart together while making sure students learn how to make the affirmative and negative statements in the present simple tense. Explain that **-s** is added to the verb when the subject is in third person singular.
- Explain that **don't (do not)** is placed before the verb to make negatives. **Don't** becomes **doesn't (does not)** when the subject is in third person singular.
- Have students do the check-up exercise on page 30 and share the answers with the class.

3. Grammar Practice

A Complete the sentence. (⊙: affirmative ✕: negative)

- Ask students to turn to page 32.
- Have students do number 1 together as an example. They are to complete the sentence with the correct form of the given verb. Explain that ⊙ means an affirmative sentence, and ✕ means a negative sentence.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Read and write the answer or the question.

- Have students look at the chart and write **Yes** or **No** about themselves.
- Have students do number 1 and 5 together as examples. They are to look at the chart and write the answer or the question accordingly.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

C Choose and write about you.

- Ask students to turn to page 33.
- This activity is about making personalization of the grammar students have learned. They are to write three things they do on Sundays and three things they don't do on Sundays. They are free

3. Grammar Practice

A Complete the sentence. (⊙: affirmative ✕: negative)

- 1 wash ⊙ We always wash our hands before meals.
- 2 go ⊙ The Earth goes around the Sun.
- 3 play ⊙ Ken and Sam play soccer after school.
- 4 open ⊙ The store opens at 10 o'clock.
- 5 eat ✕ Mary doesn't eat meat.
- 6 drive ✕ Mr. and Mrs. Young don't drive a truck.
- 7 live ✕ Polar bears don't live in Africa.

B Read and write the answer or the question.

Write Yes or No about you.

	play the clarinet	have a pet	work in a bank
Suzy	Yes	Yes	No
Mr. Roberts	No	No	Yes
Amy and Mary	Yes	No	No
I			

- 1 Does Suzy have a pet? Yes, she does.
- 2 Does Mr. Roberts play the clarinet? No, he doesn't.
- 3 Do Amy and Mary work in a bank? No, they don't.
- 4 Do you have a pet? Yes, I do. (or No, I don't.)
- 5 Does Suzy work in a bank? No, she doesn't.
- 6 Does Mr. Roberts work in a bank? Yes, he does.
- 7 Do Amy and Mary play the clarinet? Yes, they do.
- 8 Do you play the clarinet? (The answer may vary.) No, I don't.

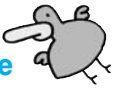
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to choose and use any of the verb phrases provided, or they can come up with their own words.

- Have students do the exercise on their own.
- Have some volunteer students read what they have written.

D Write the verb in the present simple tense.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity,



C Choose and write about you. (Answers may vary.)

	Things I Do on Sundays	Things I Don't Do on Sundays
1	I get up late on Sundays.	I don't go to school on Sundays.
2	I read books on Sundays.	I don't go to church on Sundays.
3	I watch TV on Sundays.	I don't get up early on Sundays.

get up early	play with friends	go to school	watch TV	do homework
read books	clean my room	take a shower	go to church	get up late

D Write the verb in the present simple tense.

Animal Protector

Jessie loves animals and she protects them.
Ⓐ protect
 Animals can't help themselves. Some animals
don't have homes. They live on the
Ⓐ not have Ⓐ live
 street. Jessie feels sad when she sees them.
Ⓐ feel
 Some children do bad things to these
Ⓐ do
 animals. They chase them or throw rocks at
Ⓐ chase
 them. Jessie tells them to stop and to be nice.
Ⓐ tell
 Sometimes they laugh at her, but she
Ⓐ laugh
doesn't care. She believes people should
Ⓐ not care Ⓐ believe
 treat all animals nicely.



4. Grammar Summary

Present Simple		
Affirmative	Negative	Question
I/You/We/They read . He/She/It reads .	I/You/We/They don't read . He/She/It doesn't read .	Do I/You/We/They read ? Does he/She/It read ?

verbs in the present simple tense as they read.

- Have students share the answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

- How does Jessie feel when she sees lost animals on the street?
- What do some children do to those animals?
- What does she tell them to do?
- What does she believe people should do to all animals?

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 32~35
- The answer key to the homework is found on page 119 in Teacher's Manual 1.

students will read about a fictional character, Jessie, and how she loves animals.

- Before doing the exercise, talk about if anyone has ever lost a pet or seen a lost dog on the street.
 - Have you ever lost your dog or cat?
 - What did you do?
 - Have you ever seen a lost dog on the street?
 - How did it look? Did it look hungry?
 (You can also share your own experience.)
- Have students read **Animal Protector**. Tell students to write the given

Objectives

- ◆ Uses of present simple tense
- ◆ Frequency adverbs with common verbs
- ◆ Frequency adverbs with Be

Check Homework

- Ask students to open their workbooks to page 33.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 112 for Grammar Quiz 7.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 7 is found on page 109 in Teacher's Manual 1.

1. Grammar Link

⇒ Go to page 112. Take Grammar Quiz 7.

2. Grammar Introduction**A. Uses of Present Simple Tense**

We **go** to school during the week.
Amy **plays** the piano in the afternoon.
The Earth **circles** the Sun.
Pandas **don't eat** fish.

- The present simple tense tells habits or usual activities.
- The present simple tense tells facts.

Circle the verb(s) in the present simple tense.

- 1 It **rains** a lot in Korea during the monsoon season.
- 2 Mr. Jones **doesn't teach** Japanese. He **teaches** English.
- 3 My dad usually **watches** news on television.
- 4 Amy always **sings** beautifully.
- 5 I usually **go** to the park with my dog on Sundays.
- 6 John **doesn't listen** to pop music. He only **listens** to classical music.

B. Frequency Adverbs with Common Verbs

They **always**
usually
often
sometimes
never get up early.

- Always, usually, often, sometimes and never are frequency adverbs.
- Frequency adverbs tell how often things happen.
- Frequency adverbs come before the main verb:
subject + frequency adverb + verb



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2. Grammar Introduction

- Engage in a game with students demonstrating the grammar target of the lesson. Ask students what is wrong with the sentence while encouraging them to find the mistake.

T: (speaking slowly) "I always gets up at 7:00. Is there a mistake in the sentence?"

Ss: "Yes, there is."

T: "Can you say the sentence correctly?"

Ss: "I always get up at 7:00." (Be sure to give one or two correct sentences.)

- Continue the game with **Be** also.



8 - Present Simple and Frequency Adverbs



Write always, usually, often, sometimes, or never. (Answers may vary.)

- 1 My friends sometimes play soccer after school.
- 2 I often do my homework at night.
- 3 My mom always cooks dinner for us.
- 4 My teacher never wears a skirt.
- 5 My dad often drives to work.
- 6 We sometimes eat out on Sundays.
- 7 I always get up early.
- 8 I usually go to bed early on Sunday night.

C. Frequency Adverbs with Be

They are	always usually often sometimes never	happy.	• Frequency adverbs usually come after a Be verb: subject + am/are/is + frequency adverb

Write always, usually, often, sometimes, or never. (Answers may vary.)

- 1 We are never late for class.
- 2 Babies are never sad.
- 3 The sky is usually blue.
- 4 It is sometimes very windy in my town.
- 5 I am always hungry in English class.
- 6 My English class is usually fun.
- 7 My friends are often at the library in the evening.



My Next Grammar 1 35

B Frequency Adverbs with Common Verbs

- Have students look at Chart B on page 34.
- Go through the chart together. Explain that the frequency adverbs come before the main verb in the sentence. Help students notice when to use these frequency adverbs using the graph at the bottom of the chart. Frequency increases in the following order: never (0%) → sometimes → often → usually → always (100%).
- Have students do the check-up exercise on page 35 and discuss their choice of frequency adverbs with the class.

C Frequency Adverbs with Be

- Have students look at Chart C on page 35.
- Go through the chart together while helping students notice that the frequency adverbs come after **Be** in the sentence.
- Have students do the check-up exercise on page 35 and discuss their choice of frequency adverbs with the class.

A Uses of Present Simple Tense

- Have students look at Chart A on page 34.
- Go through the chart together while explaining that the present simple tense expresses habits or usual activities.
- Tell students about your habits and everyday activities.
- Have students do the check-up exercise on page 34 and share the answers with the class.

3. Grammar Practice

A Write the sentence in the right order.

- Ask students to turn to page 36.
- Have students do number 1 together as an example. Students are to put the given words in the right order to make a complete sentence. Help them understand that the main focus of this activity is to find the correct place for the frequency adverb depending on the main verb.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Rewrite the sentence using the frequency adverb.

- Have students do number 1 together as an example. They are to put the given frequency adverb in the correct position in the sentence and write it out.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

3. Grammar Practice

A Write the sentence in the right order.

1 often We go movies to the .
We often go to the movies.

2 do my homework I usually after school .
I usually do my homework after school.

3 My always brother is hungry .
My brother is always hungry.

4 Baseball games boring never are .
Baseball games are never boring.

5 friends My go swimming sometimes on the weekend .
My friends sometimes go swimming on the weekend.

B Rewrite the sentence using the frequency adverb.

1 never Mary eats meat. Mary never eats meat.

2 usually Mr. Smith plays golf on Saturdays. Mr. Smith usually plays golf on Saturdays.

3 always Lisa writes good stories. Lisa always writes good stories.

4 sometimes Kathy's room is clean. Kathy's room is sometimes clean.

5 often Does Sam get up late? Does Sam often get up late?

6 usually My dad is tired after work. My dad is usually tired after work.

7 often Does your mom work on Sundays? Does your mom often work on Sundays?

8 always Mr. Brown is very busy. Mr. Brown is always very busy.

9 never I am late for school. I am never late for school.

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C Circle the correct word.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about a fictional character, Jungle Jones, and monkeys.
- Ask students to turn to page 37.
- Before doing the exercise, talk about monkeys to get the students' interests going.

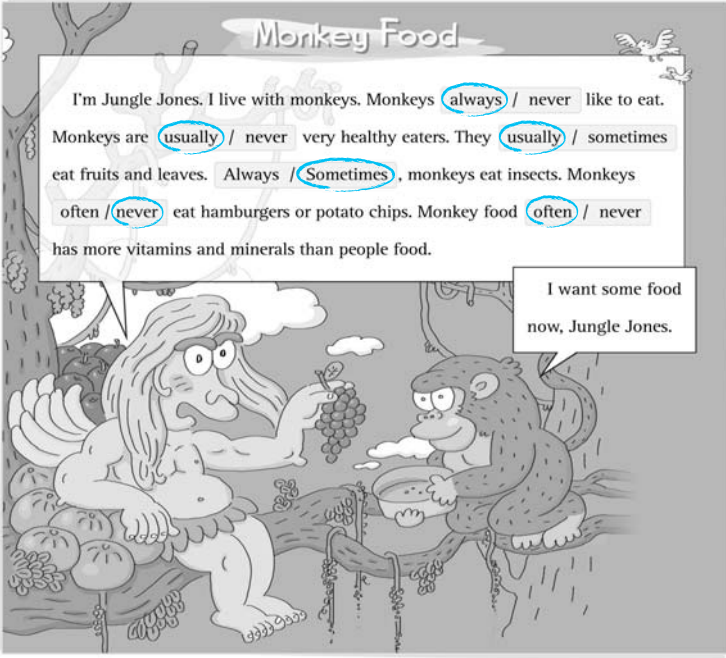


8 - Present Simple and Frequency Adverbs

C Circle the correct word.

Monkey Food

I'm Jungle Jones. I live with monkeys. Monkeys always / never like to eat.
 Monkeys are usually / never very healthy eaters. They usually / sometimes
 eat fruits and leaves. Always / Sometimes, monkeys eat insects. Monkeys
 often / never eat hamburgers or potato chips. Monkey food often / never
 has more vitamins and minerals than people food.



I want some food
 now, Jungle Jones.

4. Grammar Summary

Present Simple and Frequency Adverbs			
Subject + Frequency Adverb + Verb		Subject + Be + Frequency Adverb	
always usually often sometimes never	They get up early.	always usually often sometimes never	They are happy.

My Next Grammar 1 37

- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

- *Where does Jungle Jones live?*
- *What do monkeys eat?*
- *Do monkeys eat insects too?*
- *What do you usually eat?*

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 36~39
- The answer key to the homework is found on page 120 in Teacher's Manual 1.

Ask questions such as:

- *What do monkeys look like?*
- *What do they eat?*
- *How do they walk?*

Also, ask students to look at the picture and make as many predictions as they can about the reading piece they are about to read.

- Have students read **Monkey Food**. Tell students to circle the correct frequency adverb as they read.
- Have students share the answers with the class.

Lesson 9 Present Continuous

Objectives

- ◆ Affirmatives and negatives
- ◆ Yes/no questions
- ◆ Spelling rules of (verb-ing)

Check Homework

- Ask students to open their workbooks to page 37.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 113 for Grammar Quiz 8.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 8 is found on page 109 in Teacher's Manual 1.

Lesson 9 Present Continuous

1. Grammar Link

⇒ Go to page 113. Take Grammar Quiz 8.

2. Grammar Introduction

A. Present Continuous: Affirmatives and Negatives

Affirmative			Negative		
I	am	sleeping.	I	am not	sleeping.
You/We/They	are	sleeping.	You/We/They	aren't	sleeping.
He/She/It	is		He/She/It	isn't	

• The present continuous tense is used for actions happening right now.
• The present continuous tense: Be + verb-ing

Write the verb in the present continuous tense.

- 1 Kathy is reading a comic book.
- 2 The students are playing the video games.
- 3 My sister is brushing her teeth.
- 4 My dad isn't writing an e-mail.
- 5 Sam and Tom aren't playing tennis.
- 6 I am not sleeping.

B. Present Continuous: Yes/No Questions

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

38

2. Grammar Introduction

- Get students' attention and go around the classroom making comments on what you and your students are doing at the moment. Try to use time words like **now**, **at the moment** or **today** to hint that you are talking about what is going on at the moment you are speaking.


T: (walking around the classroom) "I'm walking around the classroom right now."

(pointing to everyone) "You are sitting down on the chairs at the moment."

(pointing to S1) "S1 is wearing a blue shirt today."

40



9 - Present Continuous 

Complete the question and answer.

1 watch Are you watching TV? Yes, I am.

2 come Is the bus coming? No, it isn't.

3 help Is the teacher helping students? Yes, she (or he) is.

4 rain Is it raining outside? No, it isn't.

5 do Are the boys doing their homework? Yes, they are.

C. Present Continuous: Spelling Rules of Verb-ing

say	→	saying	• Add -ing to most verbs.
go	→	going	
walk	→	walking	
come	→	coming	• If a verb ends in a vowel + consonant + e, remove e and add -ing.
make	→	making	
live	→	living	
swim	→	swimming	• If a verb ends in a vowel + consonant, double the consonant and add -ing.
hit	→	hitting	
get	→	getting	

Write the correct ~ing form of the verb.

1 write writing 8 build building

2 run running 9 answer answering

3 stand standing 10 learn learning

4 sit sitting 11 clean cleaning

5 sail sailing 12 mop mopping

6 eat eating 13 lose losing

7 take taking 14 dry drying

My Next Grammar 1 39

B Present Continuous: Yes/No Questions

- Have students look at Chart B on page 38.
- Go through the chart together while making sure students understand how to make yes/no questions and answers in the present continuous tense. Explain that in yes/no questions **Be** is placed at the beginning of the sentence.
- Have students do the check-up exercise on page 39 and share the answers with the class.

C Present Continuous: Spelling Rules of Verb-ing

- Have students look at Chart C on page 39.
- Go through the chart together and have students learn the spelling rules of *verb-ing*.
- Explain that **-ing** is added to most verbs. If a verb ends in a vowel + consonant + **-e**, remove **e** and add **-ing**. If a verb ends in a vowel + consonant, double the **consonant** and add **-ing**.
- Have students do the check-up exercise on page 39 and share the answers with the class.

A Present Continuous: Affirmatives and Negatives

- Have students look at Chart A on page 38.
- Go through the chart together while helping students notice the form of the present continuous tense. Affirmative sentences are made with the verb form **Be + verb-ing** and negative sentences with **Be + not + verb-ing**.
- Explain that the present continuous tense is used for actions happening right now.
- Have students do the check-up exercise on page 38 and share the answers with the class.

3. Grammar Practice

A Write the complete sentence in the present continuous tense.

- Ask students to turn to page 40.
- Have students do number 1 together as an example. Using the given words on the left, students are to write the complete sentence in the present continuous tense. Explain that **⊙** means an affirmative sentence, **⊗** means a negative sentence, and **?** means a yes/no question.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Write the answers about you.

- This activity gives students the opportunity to personalize the grammar by allowing them to make personal responses. This free response option encourages students to apply what they have learned to deepen individual understanding.
- Have students do number 1 together as an example. Students are to read the question and write the answer accordingly.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

3. Grammar Practice (⊙ : affirmative ⊗ : negative ? : question)

A Write the complete sentence in the present continuous tense.

- | | | | |
|----|---|-------------------------|---------------------------------|
| 1 | ⊗ | Mr. Jones / work | Mr Jones isn't working. |
| 2 | ⊙ | Mike / eat breakfast | Mike is eating breakfast. |
| 3 | ? | you / talk on the phone | Are you talking on the phone? |
| 4 | ⊙ | they / run in the park | They are running in the park. |
| 5 | ⊗ | it / snow | It isn't snowing. |
| 6 | ? | she / speak Chinese | Is she speaking Chinese? |
| 7 | ⊙ | Amy / paint | Amy is painting. |
| 8 | ⊗ | he / sit on the floor | He isn't sitting on the floor. |
| 9 | ? | Mary / smile | Is Mary smiling? |
| 10 | ⊗ | you / read a newspaper | You aren't reading a newspaper. |

B Write the answers about you. (Answers may vary.)

- | | | |
|---|----------------------------------|----------------|
| 1 | Are you sitting down right now? | Yes, I am. |
| 2 | Is your teacher wearing a skirt? | Yes, she is. |
| 3 | Is it snowing outside? | No, it isn't. |
| 4 | Are you writing right now? | No, I'm not. |
| 5 | Is your friend wearing jeans? | Yes, he is. |
| 6 | Is your teacher drinking coffee? | No, she isn't. |
| 7 | Are you eating something? | Yes, I am. |
| 8 | Are you doing your homework? | No, I'm not. |

40

C Write the verb in the present continuous tense.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about how chickens' eggs are hatching step by step as if they were making the observation.
- Before doing the exercise, get students' interests going by asking questions such as:
 - Where do chickens come from?



9 - Present Continuous

C Write the verb in the present continuous tense.

**watch
hatch**

I am watching these eggs.
They are hatching.

stick

One chick is sticking its head out.

push/help/do

The chicks are inside. They are pushing their way out. I am not helping them.
They are doing it all by themselves.
It is wonderful to watch.

make/call

It is making a peeping noise.
It is calling for its mommy.

look

It is looking at me.

Oh no! It thinks I'm its mommy.

4. Grammar Summary

Present Continuous		
Affirmative	Negative	Question
I am You/We/They are sleeping. He/She/It is	I am not You/We/They aren't sleeping. He/She/It isn't	Am I Are you/we/they sleeping? Is he/she/it

My Next Grammar 1 41

Use questions such as:

- *What sticks out first when the egg is hatching?*
- *Do eggs need help when they are hatching?*
- *What kind of sound do chicks make?*
- *What do chicks look for after they hatch?*

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 40-43
- The answer key to the homework is found on page 121 in Teacher's Manual 1.

- *How do eggs become chickens?*

- *What sounds do chicks make?*

- Ask students to turn to page 41. Talk about the pictures using the vocabulary students need to know for the reading such as *hatch*, *stick out*, and *peep*.
- Have students read **New Chicks**. Tell students to write the given words in the present continuous tense as they read.
- Have students share the answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity.

Lesson 10 Present Simple vs. Present Continuous

Objectives

- ◆ Present simple
- ◆ Present continuous
- ◆ Present simple vs. present continuous

Check Homework

- Ask students to open their workbooks to page 41.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 114 for Grammar Quiz 9.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 9 is found on page 109 in Teacher's Manual 1.

Lesson **10** Present Simple vs. Present Continuous

1. Grammar Link

⇒ Go to page 114. Take Grammar Quiz 9.

2. Grammar Introduction

A. Present Simple

We play soccer every afternoon . John plays soccer on Fridays . The boys play soccer twice a week .	• The present simple tense tells habitual activities or facts.
---	--

• Time expressions used with the present simple tense:

- every day, every week, every month
- on Sundays, on Tuesdays
- in the morning, in the afternoon, in the evening, at night
- once a week, twice a week, three times a month, four times a year

Write the sentence in the present simple tense.

- 1 read Amy reads a book every night.
- 2 practice The baseball players practice baseball in the afternoon.
- 3 do My brother does his homework at night.
- 4 visit We usually visit our grandma on Sundays.
- 5 speak My teacher speaks English in class every day.
- 6 wear We wear our uniforms to school every day.

B. Present Continuous

We are playing soccer now. John is playing soccer at the moment. The boys are playing soccer today.	• The present continuous tense talks about actions that are happening now.
--	--

• Time expressions used with the present continuous tense: now, at the moment, today

42

2. Grammar Introduction

- Review the present simple tense by having students take turns making a statement and a question in the present simple tense. Encourage them to talk about their daily routines or personal habits.
 - T: "I get up at 6:30 every day.
Do you get up at 6:30 every day, S1?"
 - S1: "No, I don't. I get up at 7:00.
I ride my bike to school.
Do you ride your bike to school, S2?"
 - S2: "Yes, I do. I practice the piano every day.
Do you practice the piano every day, S3?"



10 - Present Simple vs. Present Continuous

Complete the sentence in the present continuous tense.





- 1 play John is playing a computer game now.
- 2 take The students are taking the test at the moment.
- 3 brush My sister is brushing her teeth right now.
- 4 stay We are staying home today.
- 5 write My dad is writing a letter to his friend at the moment.

C. Present Simple vs. Present Continuous

Habitual Action	Temporary Action
Amy usually wears jeans. Students go to school every day. My mom usually cooks dinner.	Amy is wearing a skirt today. Students are going on a field trip today. My dad is cooking dinner now.

Write the correct form of the verb.

- 1 take I always take a shower in the morning.
- 2 play Ken is playing with his dog in the backyard right now.
- 3 finish My dad finishes work at 6:00 every day.
- 4 brush I brush my teeth three times a day.
- 5 have The girls are having lunch at the moment.
- 6 study Kathy is studying for her English test now.

My Next Grammar 1 43

A Present Simple

- Have students look at Chart A on page 42.
- Go through the chart together while reminding students that the present simple tense expresses habitual activities or facts.
- Help students get familiarized with the time expressions for the present simple tense at the bottom of the chart.
- Have students do the check-up exercise on page 42 and share the answers with the class.

- Help students get familiarized with the time expressions for the present simple tense at the bottom of the chart.
- Have students do the check-up exercise on page 42 and share the answers with the class.

B Present Continuous

- Have students look at Chart B on page 42.
- Go through the chart together. Remind students that the present continuous tense expresses actions that are happening at the moment of speaking.
- Help students get familiarized with the time expressions for the present continuous tense at the bottom of the chart.
- Have students do the check-up exercise on page 43 and share the answers with the class.

C Present Simple vs. Present Continuous

- Have students look at Chart C on page 43.
- Go through the chart together while helping students notice the difference in the usage between the present simple tense and the present continuous tense. The habitual actions are expressed in the present simple tense and the temporary actions in the present continuous tense.
- Have students do the check-up exercise on page 43 and share the answers with the class.

3. Grammar Practice

A Write *every day* or *now*.

- Ask students to turn to page 44.
- Have students do number 1 together as an example. Students are to decide which time word is more appropriate in the sentence, *every day* or *now*.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Look and write.











- Have students look at the picture chart which shows the activities for every afternoon and today.
- Have students do number 1 together as an example using the pictures as a guide. They are to complete the sentence for the given subject using both the present simple and present continuous tenses.
- Have students do the rest of the exercise. Let students know that they have to write about themselves for number 6.
- Check the answers together after students have finished.

3. Grammar Practice

A Write every day or now.

- I am doing my homework *now*
- Amy is talking on the phone *now*
- My mom reads the newspaper *every day*
- My friends send me text messages *every day*
- Sam is sitting at his desk *now*
- They ride their bikes to school *every day*
- Ben is listening to music *now*

B Look and write.

	Amy	Ben	Ann & Ken	Sam	Mr. Lewis
Every afternoon	 play the piano	 surf the Internet	 ride their bikes	 swim	 jog
Today	 watch TV	 study for his test	 walk in the park	 listen to music	 sleep

- Amy *plays the piano every afternoon, but she is watching TV today.*
- Ben *surfs the Internet every afternoon, but he is studying for his test today.*
- Ann and Ken *ride their bikes every afternoon, but they are walking in the park today.*
- Sam *swims every afternoon, but he is listening to music today.*
- Mr. Lewis *jogs every afternoon, but he is sleeping today.*

How about you? Write about yourself. (The answer may vary.)


- I *do my homework every afternoon, but I am playing computer games today.*

44

C Write the correct form of the verb.

- Ask students to turn to page 45.
- Have students do number 1 together as an example. They are to read and write the given verb in the correct tense: present simple or present continuous.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.



10 - Present Simple vs. Present Continuous 

C Write the correct form of the verb.

- 1 play They always play tennis on Fridays.
- 2 snow Look! It is snowing outside. Let's go out and make a snowman.
- 3 have I have piano lessons every Tuesday.
- 4 live My grandparents live in Hong Kong.
- 5 walk Kate walks her dog every afternoon.
- 6 go I am going to the library now. Do you want to come?
- 7 drive Who is driving that car? I can't see the driver.
- 8 eat out We usually eat out once a week.
- 9 ride My sister is in the backyard. She is riding her bike.

D Write the answers about you and your family. (Answers may vary.)

- 1 What do you do every morning? I go to the park with my dad.
- 2 What are you doing right now? I am studying right now.
- 3 What does your dad do in the evening? He watches news on TV in the evening.
- 4 What is your mom doing right now? She is talking to my brother.
- 5 What does your sister do in the morning? She brushes her teeth in the morning.
- 6 What is your sister doing right now? She is reading a comic book.

4. Grammar Summary

Present Simple vs. Present Continuous	
Present Simple: Habitual Action	Present Continuous: Temporary Action
Amy usually wears jeans. Students go to school every day. My mom usually cooks dinner.	Amy is wearing a skirt today. Students are going on a field trip today. My dad is cooking dinner now.

My Next Grammar 1 45

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 44-47
- The answer key to the homework is found on page 122 in Teacher's Manual 1.

D Write the answers about you and your family.

- This activity gives students the opportunity to personalize the grammar by allowing them to make personal responses. This free response option encourages students to apply what they have learned to deepen individual understanding.
- Have students read the questions and answer. From numbers 3 to 6, students are free to choose the subject of the question.
- Have students share the answers with the class.

Lesson 11 Future: Will

Objectives

- ◆ Affirmatives and negatives
- ◆ Yes/no questions

Check Homework

- Ask students to open their workbooks to page 45.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 115 for Grammar Quiz 10.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 10 is found on page 110 in Teacher's Manual 1.

Lesson 11 Future: Will

1. Grammar Link

⇒ Go to page 115. Take Grammar Quiz 10.

2. Grammar Introduction



A. Future: Affirmatives and Negatives

Affirmative		Negative	
We Students John	will read tomorrow.	We Students John	will not read tomorrow.
It	will be cloudy tomorrow.	It	won't be cloudy tomorrow.

• will + verb (simple form): (O) will go (X) will goes
(O) will be (X) will am/is/are

• Contractions:

- Will can be contracted with subject pronouns: I'll You'll He'll She'll It'll We'll They'll

- won't = will + not

Write the verb in the future tense.

- 1 go We **will go** camping tomorrow.
- 2 cook My mom **will cook** chicken for dinner tonight.
- 3 visit They **will visit** their grandma this Sunday.
- 4 make I **will make** a ham sandwich for lunch tomorrow.
- 5 clean up The boys **will clean up** after the picnic.
- 6 be John **will be** a famous scientist in the future.
- 7 travel We **will travel** to the moon in the future.

46

2. Grammar Introduction

- Engage in a dialogue with students demonstrating the grammar target of the lesson. Talk about what you will do tomorrow and ask students what they will do.

T: "Tomorrow is (Friday). Let's talk about what we'll do tomorrow.
I will eat pizza tomorrow, and I will watch a movie tomorrow.
What about you, S1?"

S1: "I do my homework tomorrow."

T: "You **will** do your homework tomorrow?"

S1: "Yes, I will do my homework tomorrow."



B. Future: Yes/No Questions

Question	Answer
Will you they read tomorrow? John	Yes, I they will . he No, I they won't . he
Will it be cloudy tomorrow?	Yes, it will . No, it won't .

• To make a question, put **Will** at the beginning of the sentence: **Will** + subject + verb...?

Complete the question and the answer.

- 1 **Will** you be famous in the future? Yes, **I will**.
- 2 **Will** Sam be at the party tonight? No, **he won't**.
- 3 **Will** your parents buy a new car this year? Yes, **they will**.
- 4 **Will** Helen move to Japan next year? No, **she won't**.
- 5 **Will** it be sunny tomorrow? Yes, **it will**.

Rewrite the question in the future tense.

- 1 Are you joining the English club now?
☞ **Will you join the English club** next year?
- 2 Are they studying for the test now?
☞ **Will they study for the test** tomorrow?
- 3 Are they traveling around the world now?
☞ **Will they travel around the world** next year?
- 4 Are the boys cleaning up now?
☞ **Will the boys clean up** after the game?
- 5 Is it raining now?
☞ **Will it rain** tomorrow?

B Future: Yes / No Questions

- Have students look at Chart B on page 47.
- Go through the chart together while making sure students learn how to make yes/no questions and answers in the future tense. Explain that in yes/no questions, **Will** is placed at the beginning of the sentence.
- Help students notice that the contraction of subject pronoun and **will** is not used when answering 'yes' to a question.
- Have students do the check-up exercises on page 47 and share the answers with the class.

A Future: Affirmatives and Negatives

- Have students look at Chart A on page 46.
- Go through the chart together while making sure students understand how to form affirmative and negative statements in the future tense with **will**. Explain that the verb form of affirmatives is **will + verb (simple)**, and that of negatives is **will + not + verb (simple)**.
- Explain that the contraction, **won't**, is commonly used in place of will not, and **will** is usually contracted with pronouns in speech (as in *I'll*, *You'll*, *She'll*, *He'll*, *It'll*, *We'll*, and *They'll*).
- Have students do the check-up exercise on page 46 and share the answers with the class.

3. Grammar Practice

A Look at Amy's plans for tomorrow. Complete the sentence using **will** or **won't**.

- Ask students to turn to page 48.
- Have students look and read Amy's plans for tomorrow.
- Have students do number 1 together as an example. Using the picture of Amy's schedule as a guide, students are to complete the sentence in the future tense using *will* or *won't*.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Read and write the answer or the question.

- Have students look at the chart and write *Yes* or *No* about themselves.
- Have students do number 1 together as an example. They are to look at the chart and write the short answer or the question accordingly.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

3. Grammar Practice

A Look at Amy's plans for tomorrow. Complete the sentence using **will** or **won't**.

Amy's Plans for Tomorrow

- practice violin
- go swimming with Jenny
- clean up my room

- 1 Amy won't practice the piano.
- 2 She will practice the violin.
- 3 She won't go shopping with Jenny.
- 4 She will go swimming with Jenny.
- 5 She will clean up her room.
- 6 She won't clean up her classroom.

B Read and write the answer or the question. (Answers may vary.)

Write Yes or No about you.

Plans for Tomorrow	do the dishes	have dinner at home	walk in the park
Suzy	Yes	Yes	No
I			

- 1 Will Suzy do the dishes tomorrow? Yes, she will.
- 2 Will you have dinner at home tomorrow? Yes, I will. (or No, I won't.)
- 3 Will Suzy walk in the park tomorrow? No, she won't.
- 4 Will you do the dishes tomorrow? No, I won't.

C Let's have fun!

⇒ Go to pages 49 and 50. Enjoy reading the comic.

4. Grammar Summary

Future: Will		
Affirmative	Negative	Question
We Students will read.	We Students won't read.	Will we students read?
John It will be cloudy.	John It won't be cloudy.	John Will it be cloudy?

48

C Let's have fun!

- This activity gives students the enjoyment of reading a comic. The comic has integrated many of the grammar targets covered from Lesson 1 to Lesson 11. While having fun reading the comic, students are getting great exposure to actual conversational English.
- Have students turn to pages 49 and 50.
- Allow students to enjoy themselves by reading the comic silently on their own.
- Have volunteer students do a role-play of the comic.

Extension

- Divide the class into teams of 6 (Billy, Jake, John, Jane, Amy, D) and have a role-play competition.



4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 48~51
- The answer key to the homework is found on page 123 in Teacher's Manual 1.

Lesson 12 Progress Test 1

Objectives

- ◆ This lesson presents the first progress test which can be used to assess students' understanding and mastery of the lessons from 1 to 11. There are fifty questions on the test, and each question is worth two points.

Check Homework

- Ask students to open their workbooks to page 49.
- Check the homework by having students take turns calling out the answers.

Lesson 12 Progress Test 1

Lessons (1-11)

Date

Name

Score () x 2 = () / 100

A Circle the best answer.

- There are two _____ and _____ ice cream in the fridge.
 ① orange, some ② cookies, some ③ oranges, any ④ cookie, any
- This is Mary. _____ is my friend. I like _____ a lot.
 ① He, him ② He, her ③ She, him ④ She, her
- A: Are _____ your brother's toy cars? B: Yes, _____ are.
 ① this, they ② this, these ③ these, they ④ these, that
- _____ John _____ soccer after school?
 ① Does, play ② Does, plays ③ Do, play ④ Do, plays
- Look! My dad _____ a snowman in the front yard.
 ① is make ② make ③ is making ④ does making
- My mom usually _____ cupcakes on Sundays.
 ① is make ② makes ③ making ④ make
- A: Where is _____? B: It's in _____.
 ① Disneyland, california ② disneyland, California
 ③ disneyland, california ④ Disneyland, California
- A: Is this _____? B: Yes, it is. That's _____ trophy.
 ① yours, our ② your, ours ③ yours, ours ④ your, our
- I _____ hungry after school. My mom _____ a snack for me.
 ① am always, have usually ② always is, has usually
 ③ am always, usually has ④ always am, usually have
- _____ Sarah _____ to the party next Saturday?
 ① Do, go ② Does, goes ③ Will, go ④ Will, goes

My Next Grammar 1 51



B Choose and write the verb in the correct tense.

take	speak	help	practice	go	come	be (x2)
------	-------	------	----------	----	------	---------

- 11 Mary sometimes goes to the movies on the weekend.
- 12 The students are taking the test at the moment.
- 13 I will help my little brother with his math homework tomorrow.
- 14 His teacher is tall and handsome.
- 15 Do the boys practice baseball every afternoon?
- 16 Is John coming home from school right now?
- 17 The girls are speaking to Tom now.
- 18 They are middle school students.

C Check and correct the mistake. *There is one correct sentence in each group.*

ex. These are ~~us~~ bikes.

~~our~~

19 ~~him~~ is playing chess with John.

He

20 The girls and boys ~~go~~ to the concert right now.

are going

21 Those are my dog's shoes.

correct

22 Do you want ~~a~~ sandwiches with your apple?

a sandwich (or sandwiches)

23 There ~~aren't~~ any homework today.

isn't

24 John and Mary are cleaning their rooms at the moment.

correct

25 My brother and ~~he~~ are getting a dog today.

I

26 My teacher ~~are~~ usually happy in the morning.

is

27 Amy ~~don't~~ like her new sneakers.

doesn't

28 ~~Is~~ there some goats and sheep on the farm?

Are

Taking the Test

- Have students open their books to page 51.
- Read through all the directions with students and do the examples together if there are any.
- After making sure that students understand the directions, give them a time limit and have them work on the test on their own.
- Pair up students. Have them change their books with their partners and check the answers.

For Your Information

- The chart provided shows which lesson each question has been taken from. If students have had difficulty understanding any of the lessons that have been taught, their test performance should reflect this.
- Use the chart to determine which lessons should be reviewed.
- Make sure that students understand the prior material before moving on to the next lessons.

1	L2	18	L6	35	L2
2	L3	19	L3	36	L4
3	L4	20	L9	37	L8
4	L7	21	L4	38	L9
5	L9	22	L1	39	L1
6	L7	23	L2	40	L1
7	L1	24	L9	41	L5
8	L5	25	L3	42	L2
9	L8	26	L6	43	L7
10	L11	27	L7	44	L7
11	L7	28	L6	45	L8
12	L9	29	L7	46	L11
13	L11	30	L7	47	L5
14	L6	31	L9	48	L5
15	L7	32	L6	49	L9
16	L9	33	L11	50	L11
17	L9	34	L1		

*L - Lesson



D Change the statement to a yes/no question.

ex. I get up early every morning.

Q: Do you get up early every morning?

29 Amy's mom works in a bank.

Q: Does Amy's mom work in a bank?

30 The store opens at 10 o'clock.

Q: Does the store open at 10 o'clock?

31 The dogs are playing outside.

Q: Are the dogs playing outside?

32 There are many children on the playground.

Q: Are there many children on the playground?

33 The girls will sing at the school concert.

Q: Will the girls sing at the school concert?

E Write the sentence in the right order. *There is one word you don't need.*

34 is interesting an story This a .

This is an interesting story.

35 doesn't John some money any have .

John doesn't have any money.

36 short Giraffe's necks Giraffes' aren't .

Giraffes' necks aren't short.

37 wash my face I washing in the morning always .

I always wash my face in the morning.

38 talking Amy talked is to Jeff in English now .

Amy is talking to Jeff in English now.



- F** (39-44) There are seven mistakes in the paragraph. Circle and correct them.
The first one is done for you.

Who is Sam?

This am Sam Lee. He lives in seoul Korea, with his parents and his little sister, Anna. He is twelve years old, and he goes to a small schools in the city. His first language is Korean, but he speaks English too. In her free time, he plays computer games and listens to musics. He don't like rap music very much, but he loves rock music. On weekends, he ride his bike at the park with his friends.

- G** Write the answers about you. Use a complete sentence. (Answers may vary.)

45 What do you usually do after school every day?

..... I usually do my homework after school.

46 What will you do this Sunday?

..... I will go skiing with my family this Sunday.

47 Who is your best friend?

..... Sue is my best friend.

48 What is your favorite food?

..... My favorite food is Kim chi soup.

49 What is your teacher doing right now?

..... He is reading a book.

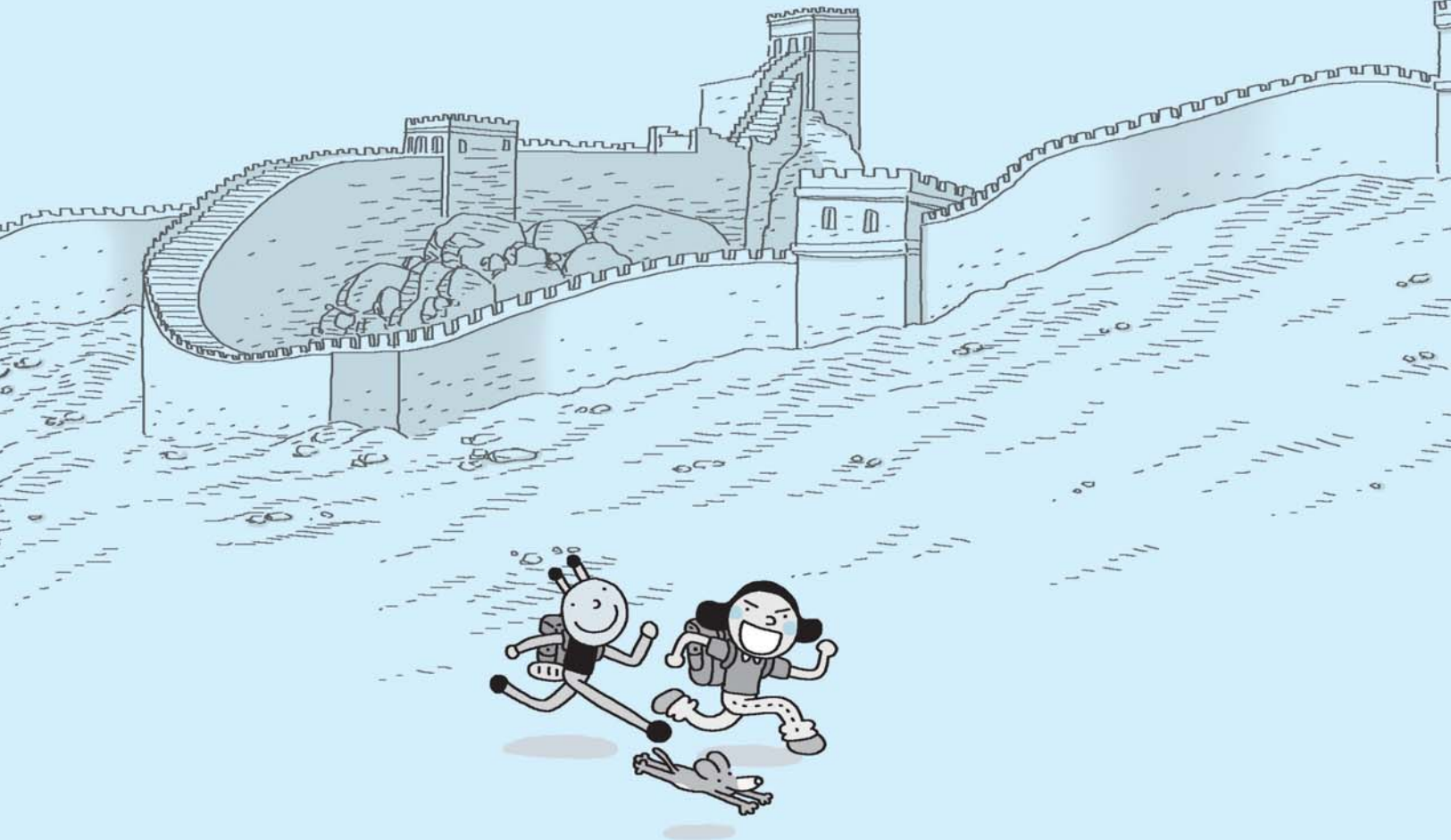
50 What will you have for dinner tonight?

..... I will have chicken salad tonight.

Homework

- Workbook 1: pages 52~55
- The answer key to the homework is found on page 124 in Teacher's Manual 1.

My Next Grammar 1



Part II

More on Verbs and Helping Verbs

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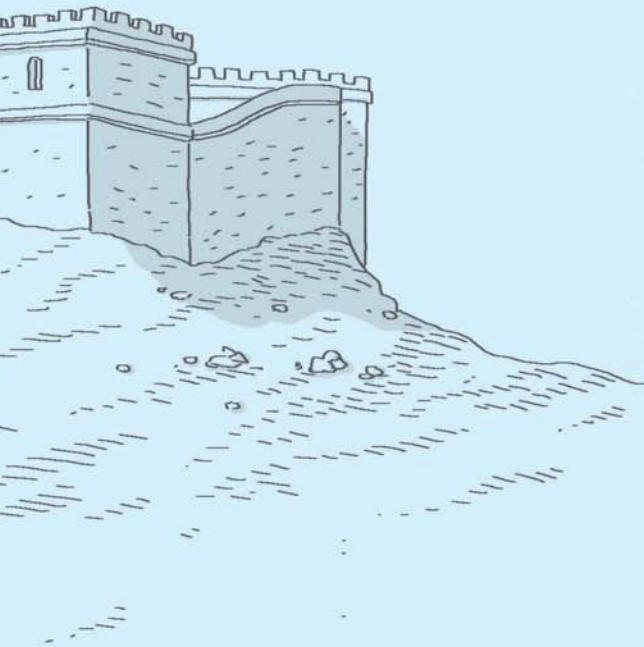
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Objectives

- ◆ Affirmatives and negatives
- ◆ Yes/no questions
- ◆ Spelling rules of final -ed

Check Homework

- Ask students to open their workbooks to page 52.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 116 for Grammar Quiz 11.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 11 is found on page 110 in Teacher's Manual 1.

1. Grammar Link

⇒ Go to page 116. Take Grammar Quiz 11.

2. Grammar Link



A. Past Simple: Affirmatives and Negatives

Affirmative	Negative
I/You/We/They He/She/It played.	I/You/We/They He/She/It didn't play.

- In affirmative sentences, add -ed to the verb.
- In negative sentences, put didn't before the verb: didn't + verb (didn't = did + not)
- Past time words: yesterday yesterday morning yesterday afternoon
last night last week last month last year last summer last winter

Write the verb in the past tense.

- 1 watch We **watched** TV yesterday.
- 2 not cry The baby **didn't cry** last night.
- 3 visit They **visited** England last summer.
- 4 not listen Amy **didn't listen** to rock music last night.

B. Past Simple: Yes/No Questions


Question	Answer
Did I/you/we/they he/she/it play?	Yes, I/you/we/they he/she/it did. No, I/you/we/they he/she/it didn't.

• To make a yes/no question, put Did at the beginning of the sentence: Did + subject + verb...?

2. Grammar Introduction

- Engage in a dialogue with students demonstrating the grammar target of the lesson. Encourage students to speak in the past simple tense of regular verbs.
 - T: "Yesterday I played badminton with my friend.
What about you, S1? Did you play badminton too?"
 - S1: "No."
 - T: "What did you do yesterday?"
 - S1: "I watch TV"
 - T: "You **watched** TV?"
 - S1: "Yes, I watched TV."



13 - Past Simple: Regular Verbs 

Write the question and answer.

1 you, play Did you play ice hockey yesterday? No, we didn't.

2 it, snow Did it snow last night? Yes, it did.

3 Amy, help Did Amy help her mom yesterday? Yes, she did.

4 they, study Did they study grammar yesterday? No, they didn't.

5 John, wash Did John wash the dishes last night? Yes, he did.

C. Past Simple: Spelling Rules of Final -ed

answer	→	answered	• Add -ed to most verbs.
open	→	opened	
enjoy	→	enjoyed	
arrive	→	arrived	• If a verb ends in -e, add -d.
hope	→	hoped	
invite	→	invited	
stop	→	stopped	• If a verb ends in a vowel + a consonant, double the consonant and add -ed.
plan	→	planned	
mop	→	mopped	
cry	→	cried	• If a verb ends in a consonant + -y, change y to i and add -ed.
fry	→	fried	
study	→	studied	

Write the verb with final -ed.

1 live lived 6 explain explained

2 carry carried 7 stay stayed

3 hop hopped 8 continue continued

4 look looked 9 finish finished

5 laugh laughed 10 decide decided

My Next Grammar 1 57

- If students use irregular verbs, it's all right. Just help them notice that this conversation is about what they did yesterday.

A Past Simple: Affirmatives and Negatives

- Have students look at Chart A on page 56.
- Go through the chart together while making sure students learn how to make the affirmative and negative statements in the past simple tense.
- Explain that **-ed** is added to the verb to make affirmatives, and that **didn't (did not)** is placed before the simple form of the verb to make negatives.
- Help students get familiarized with the past time words at the bottom of the chart.

- Have students do the check-up exercise on page 56 and share the answers with the class.

B Past Simple: Yes / No Questions

- Have students look at Chart B on page 56.
- Go through the chart together while making sure students learn how to make yes/no questions and answers in the past simple tense. Explain that in yes/no questions **Did** is placed at the beginning of the sentence, and the simple form of the verb is used: **Did + subject + verb...?**
- Have students do the check-up exercise on page 57 and share the answers with the class.

C Present Simple: Spelling Rules of Final -ed

- Have students look at Chart C on page 57.
- Go through the chart together and have students learn the spelling rules of final **-ed**.
- Explain that final -ed is added to most verbs. If a verb ends in **-e**, add **-d**. If a verb ends in a vowel + a consonant, double the **consonant** and add **-ed**. If a verb ends in a consonant + **-y**, change the **-y** to **-i** and add **-ed**.
- Have students do the check-up exercise on page 57 and share the answers with the class.

3. Grammar Practice

A Complete the sentence in the past tense.

- Ask students to turn to page 58.
- Have students do number 1 together as an example. They are to complete the sentence in the past tense using the correct final **-ed**.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Read and write the answer or the question.

- Have students look at the chart and write *Yes* or *No* about themselves in the last row.
- Have students do number 1 and 5 together as examples. They are to write the answer or the question accordingly using the chart as a guide. There are two possible answers for number 5: *'Did Kelly watch a DVD yesterday?'* and *'Did Kelly play in the park yesterday?'*
- Have students do the rest of the exercise. Tell students there may be more than one possible answer for numbers 5 to 8.
- Check the answers together after students have finished.

3. Grammar Practice

A Complete the sentence in the past tense.

- invite I invited all my friends to my birthday party last year.
- not finish They didn't finish their homework last night.
- stop John's dad stopped smoking last month.
- not call Mary didn't call me yesterday.
- stay We stayed in a nice hotel for three days.
- not play Ted and Ken didn't play soccer yesterday afternoon.
- like Tom liked the movie very much.

B Read and write the answer or the question. (Answers may vary.)

Write Yes or No about you.

Yesterday	watch a DVD	clean...room	play in the park
Kelly	No	Yes	No
Sam	No	Yes	Yes
Amy and Mary	Yes	No	No
I	<u>Yes</u>	<u>No</u>	<u>No</u>

- Did Kelly play in the park yesterday? No, she didn't.
- Did Sam clean his room yesterday? Yes, he did.
- Did Amy and Mary watch a DVD yesterday? Yes, they did.
- Did you watch a DVD yesterday? Yes, I did.
- Did Kelly watch a DVD yesterday? No, she didn't.
- Did Sam play in the park yesterday? Yes, he did.
- Did Amy and Mary watch a DVD yesterday? Yes, they did.
- Did you clean your room yesterday? No, I didn't.

58

C Choose and write about you.

- Ask students to turn to page 59.
- This activity is about personalizing the grammar students have learned. They are to write three things they did yesterday and three things they didn't do yesterday. They are free to choose and use any of the verb phrases provided, or they can come up with their own words.
- Have students do the exercise on their own.
- Have some volunteer students read out what they have written.



13 - Past Simple: Regular Verbs



C Choose and write about you. (Answers may vary.)

Things I Did Yesterday		Things I Didn't Do Yesterday		
I watched TV yesterday.		I didn't visit my grandma yesterday.		
I cleaned my room yesterday.		I didn't study for the test yesterday.		
I listened to music yesterday.		I didn't play soccer yesterday.		
watch TV play the piano	help my mom play soccer	finish my homework cook dinner	clean my room study for the test	listen to music visit my grandma

D Write the verb in the past tense.

Yesterday I visited the science museum with my family. I loved it. I stopped to see the dinosaur exhibit. I looked at the dinosaurs for a long time. I didn't want to leave, but my brother wanted to play in the kid's zone. We touched and played with all the exhibits there. I learned about meteors* and electricity. My brother tried to wear the space suit, but it didn't fit right. My parents enjoyed themselves too. What a great day!

*meteor: a shooting star

4. Grammar Summary

Past Simple: Regular Verbs		Spelling Rules of Final -ed	
Affirmative	I/You/They/She played .	~ed	open ⇒ opened
Negative	I/You/They/She didn't play .	~d	hope ⇒ hoped
Question	Did I/you/they/she play ? Yes, ~ did . No, ~ didn't .	~(double consonant)ed	plan ⇒ planned
		~ied	study ⇒ studied

- Where do you think they are?
- Why do you think so?
- What is the boy in the front of the picture wearing?
- What kind of skeleton is that in the picture?

- Have students read the reading piece. Tell students to write the given verbs in the past simple tense as they read.
- Have students share the answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity. Use questions such as:
 - Where did they go yesterday?
 - Did they have fun there?
 - What did they see?
 - What did they learn?

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 58-61
- The answer key to the homework is found on page 125 in Teacher's Manual 1.

D Write the verb in the past simple tense.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about a boy who spent a day in the science museum with his family.
- Before doing the exercise, have students look at the picture in the book and ask some questions. Use questions such as:

Lesson 14 Past Simple: Irregular Verbs and Be

Objectives

- ◆ Past simple of irregular verbs
- ◆ Past simple of Be

Check Homework

- Ask students to open their workbooks to page 59.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 117 for Grammar Quiz 12.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 12 is found on page 110 in Teacher's Manual 1.

Lesson 14 Past Simple: Irregular Verbs and Be

1. Grammar Link

⇒ Go to page 117. Take Grammar Quiz 12.

2. Grammar Introduction

A. Past Simple: Irregular Verbs

Affirmative	Negative	Question
I/You/We/They He/She/It slept.	I/You/We/They He/She/It didn't sleep.	Did I/You/We/They he/she/it sleep?

• Common irregular verbs:

begin - began	break - broke	buy - bought	come - came	do - did
drink - drank	drive - drove	eat - ate	find - found	give - gave
go - went	have - had	make - made	meet - met	read - read
see - saw	sleep - slept	speak - spoke	take - took	write - wrote

Write the verb in the past tense.

- We **ate** cereal for breakfast this morning.
- Sandy **took** a shower last night.
- They **saw** elephants at the zoo yesterday.
- My family **went** to the beach last week.
- John **slept** for twelve hours last Sunday.
- I **read** five books last month.
- My dad **drove** his new car to work this morning.
- Amy **found** a wallet on the street this morning.
- Andy **drank** five glasses of milk yesterday.
- I **wrote** my name on the book yesterday.

60

2. Grammar Introduction

- Engage in a game with students reviewing the past simple tense of regular verbs. Have students take turns saying one thing they did yesterday. Tell students they cannot repeat the same activity if it has been mentioned already.

T: "Yesterday I talked with my friend."

S1: "I watched TV yesterday."

S2: "I practiced the piano yesterday."

S3: "Yesterday I watched TV."

T: "That's a repeat. Can you do another one?"

S4: "Okay. Yesterday I washed my face."



14 - Past Simple: Irregular Verbs and Be



B. Past Simple: Be

Affirmative	Negative	Question
I/He/She/It was ... You/We/They were ...	I/He/She/It wasn't ... You/We/They weren't ...	Was I/he/she/it...? Were you/we/they...?

- There are two forms of the past tense for Be: **was** and **were**
- **Was** is the past tense of **am** and **is**. **Were** is the past tense of **are**.
- **wasn't** = **was** + **not** **weren't** = **were** + **not**

■ Complete the sentence using **was** or **were**.

- Kelly **was** at the library all day yesterday.
- Were** you at the park yesterday? Yes, I **was**.
- There **were** many people at the baseball game yesterday.
- John **was** sick last week. He had a very bad cold.
- We found a wallet on the street yesterday. There **was** a lot of money in it.
- Sam **was** very tired last night. He went to bed early.
- Were** Tom and his brother at your house yesterday afternoon?
- I **was** very happy yesterday. I got a brand new bike.
- Many students **were** late for school yesterday.
- There **was** a school concert yesterday. It **was** wonderful.



My Next Grammar 1 61

- Help students learn the common irregular verbs and their past forms at the bottom of the chart.
- Have students do the check-up exercise on page 60 and share the answers with the class.

B Past Simple: Be

- Have students look at Chart B on page 61.
- Go through the chart together while making sure students learn how to make affirmative and negative statements and yes/no questions of **Be** in the past simple tense. Explain that there are two past tense forms for **Be**. **Was** is the past tense of **am** and **is**, and **were** is the past tense of **are**.
- Remind students that **not** is placed after **Be** to make negatives; the contractions **wasn't (was + not)** and **weren't (were + not)** are commonly used. Also remind students that **Be** is placed at the beginning of the sentence to make yes/no questions.
- Have students do the check-up exercise on page 61 and share the answers with the class.

- Continue the game until everyone has had a turn.
- If students have to use the irregular verbs, help them make correct past forms.

A Past Simple: Irregular Verbs

- Have students look at Chart A on page 60.
- Go through the chart together while helping students notice that the irregular verbs have their own past forms.
- Explain that, like regular verbs, **didn't (did not)** is placed before the simple form of the verb to make negatives. **Did** is placed at the beginning of the sentence to make yes/no questions.

3. Grammar Practice

A Complete the question and answer. Use the verb in the past tense.

- Ask students to turn to page 62.
- Have students do number 1 together as an example. They are to complete the dialogue using the correct past form of the given irregular verb.
- Have students pair up with a partner and complete the rest of the dialogues.
- Check the answers by asking for volunteer pairs to do the dialogues in front of the class.

B Complete the dialogue. Use the verb in the past tense.

- Have students do part A of the dialogue in number 1 together as an example. They are to complete the question using the given words in the past simple tense.
- Have students pair up with a partner and complete the rest of the dialogue. Tell students that numbers 1 to 4 make one dialogue together.
- Check the answers by asking for a volunteer pair to do the dialogue in front of the class. (You might want to ask some other volunteer pairs to do the dialogue if time allows.)

C Choose and write the verb in the past tense about you.

- Ask students to turn to page 63.

3. Grammar Practice

A Complete the question and answer. Use the verb in the past tense.

- 1 A: What happened here?
B: I'm sorry. I broke break the vase.
- 2 A: Did you buy buy anything at the bookstore yesterday?
B: Yes, I did. I bought buy the new Harry Potter book.
- 3 A: Was be Sam at the library yesterday afternoon?
B: No, he wasn't. He went go shopping with his mom.
- 4 A: You look tired today.
B: Yeah, I didn't sleep not sleep much last night.
- 5 A: Did you walk to school today?
B: No, I took take the bus. I was be late.

B Complete the dialogue. Use the verb in the past tense.

- 1 you, go A: Did you go to the zoo yesterday?
go B: Yes, I did. I went there with my friends.
- 2 there, be A: Were there a lot of people at the zoo?
be B: Yes, there were. It was crowded, but it was fun.
- 3 you, see A: Did you see many animals?
see B: Yes, we did. We saw giraffes, hippos, rhinos, and so on.
- 4 you, be A: Were you there all day?
be B: No, we weren't. We were there only for 3 hours.

62

- This activity is about personalizing the grammar students have learned. They are to complete the sentences to make them true about themselves.
- Have students do the exercise on their own.
- Have some volunteer students read out what they have written.

D Choose and write the verb in the past tense.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity,



14 - Past Simple: Irregular Verbs and Be

C Choose and write the verb in the past tense about you.

1 go / not go I went (or didn't go) to Europe last summer.

2 study / not study I studied (or didn't study) English last year.

D Choose and write the verb in the past tense.

come have laugh live play tell work be (x3)

Aesop's Famous Fable

I am Aesop. I write stories. Let me tell you one. An ant and a grasshopper lived in a field. The ant worked hard all day. He was a hard worker. The grasshopper played all day. He was lazy. The ant told the grasshopper to get food for winter. The grasshopper laughed at the ant. When winter came, the grasshopper had no food. He was hungry. He was sorry that he didn't work hard.

Would you like some food?

4. Grammar Summary

Present Simple: Irregular Verbs and Be		
Affirmative	Negative	Question
I/He/You/They sleep.	I/He/You/They didn't sleep.	Did I/he/you/they sleep?
I/He/She/It was...	I/He/She/It wasn't...	Was I/he/she/it...?
We/You/They were...	We/You/They weren't...	Were we/you/they...?

My Next Grammar 1 63

(Students probably know the story well, so talk about the story briefly before reading.)

- Have students read **Aesop's Famous Fable**. Ask them to choose and write the appropriate verbs in the past tense as they read.
- Have students share the answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity. Use questions such as:
 - *What did the ant do all day?*
 - *What did the grasshopper do all day?*
 - *What did the ant tell the grasshopper?*
 - *What happened to the grasshopper in the winter?*

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 62-65
- The answer key to the homework is found on page 126 in Teacher's Manual 1.

students will read a short version of one of the famous Aesop's fables about an ant and a grasshopper.

- Before doing the exercise, have students look at the pictures in the book and ask some questions.

Use questions such as:

- *Who do you think this man is?*
- *Is he a writer or an artist?*
- *Have you read any of his stories?*
- *Do you remember the characters in his stories?*
- *Do you know this story?*

Lesson 15 Helping Verbs

Objectives

- ◆ Ability: can and could
- ◆ Permission: may and can
- ◆ Future: will

Check Homework

- Ask students to open their workbooks to page 63.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 118 for Grammar Quiz 13.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 13 is found on page 110 in Teacher's Manual 1.

Lesson 15 Helping Verbs

1. Grammar Link

⇒ Go to page 118. Take Grammar Quiz 13.

2. Grammar Introduction

A. Ability: Can and Could

Affirmative	Negative	Question
I He Amy can swim.	I He Amy can't swim.	Can you he Amy swim?
I/He could swim.	I/He couldn't swim.	Could you/he swim?

- Can expresses ability, what you know how to do, in the present or future.
- Affirmative sentences: **can** + verb (simple)
- Negative sentences: **can't** + verb (simple) (can't = cannot or can not)
- Could is the past form of can. (couldn't = could not)
- Answers to yes/no questions: Yes, – can/could. No, – can't/couldn't.

Complete the sentence using the correct form of can or could.

- count My little brother **can't count** to one hundred yet.
- write I **could write** the alphabet two years ago.
- ride **Could** you **ride** a bike last year?
- speak My teacher **can't speak** Greek.
- swim **Can** Amy **swim** in the ocean?
- walk I **could walk** when I was one year old.
- use Tom **couldn't use** the computer when he was a baby.
- go We **can go** to the park tomorrow.

64

2. Grammar Introduction

- Engage in a dialogue with students demonstrating the grammar target of the lesson. Ask students questions whether they can do certain things.

T: (motioning) "I can swim fast. Can you swim, S1?"

S1: "Yes. I can swim."
- Create a situation where you have to borrow something from a student.


T: (pretending to look for something)

"Oh, I forgot to bring a pencil.

S2, may I use your pencil today?"

S2: "Yes, of course."



15 - Helping Verbs 

B. Permission: May and Can

Affirmative	Negative	Question
You may can sit down.	You may not can't sit down.	May Can I sit down?

• **May** and **can** are used to give permission. (**May** is more formal than **can**.)
 • In negative sentences, **may not** or **can't (cannot)** is used.
 • Answers to yes/no questions: Yes, ~ **may/can**. No, ~ **may not/can't**.

Complete the sentence using the correct form of may or can.

- You may not watch TV. We are having dinner.
- You may (or can) have a cookie and milk.
- May (or Can) I use your phone?
- It's getting dark outside. You may not (or can't) play outside.
- It's Sunday tomorrow. You may (or can) stay up until midnight.

C. Future: Will

Affirmative	Negative	Question
It will rain.	It won't rain.	Will it rain?

• **Will** is used to express the future tense.
 • Answers to yes/no questions: Yes, ~ **will**. No, ~ **won't**. (**won't** = **will** + **not**)

Complete the sentence using will.

- go Kelly will go to the library tomorrow.
- see Will they see a movie tomorrow? Yes, they will.
- be There won't be many people at the game tomorrow.
- stay I will stay home all day tomorrow.
- take John won't take a nap tomorrow.

My Next Grammar 1 65

- Have students do the check-up exercise on page 64 and share the answers with the class. Remind students that means an affirmative sentence, means a negative sentence, and means a yes/no question.

B Permission: May and Can

- Have students look at Chart B on page 65.
- Go through the chart together. Explain that the helping verbs **may** and **can** are used to give or ask for permission.
- Explain that **may** or **can** comes before the simple form of the verb in affirmatives. In negatives, **may not** or **can't (cannot)** is used before the simple form of the verb. **May** or **can** is placed at the beginning of the sentence in yes/no questions.
- Have students do the check-up exercise on page 65 and share the answers with the class.

C Future: Will

- Have students look at Chart C on page 65.
- Go through the chart together. This section should be the review of Lesson 11.
- Have students do the check-up exercise on page 65 and share the answers with the class.

A Ability: Can and Could

- Have students look at Chart A on page 64.
- Go through the chart together. Explain that the helping verb **can** expresses ability, what you know how to do, in the present or future.
- Explain that **can** comes before the simple form of the verb in affirmatives. **Can't (cannot)** is placed before the simple form of the verb in negatives. **Can** is placed at the beginning of the sentence in yes/no questions. **Could** is the past tense of **can** and **couldn't** is the contraction of could not.
- Help students learn how to make short answers to yes/no questions: **Yes, ~ can. No, ~ can't.**

3. Grammar Practice

A Check and correct the mistake.

- Ask students to turn to page 66.
- Have students read the question for number 1 together, and ask them to tell you why the checked word, **comes**, is a mistake, and elicit the correct answer, **come**, from students.
- Ask students to check and correct the mistakes in the rest of the exercise.
- Check the answers together after students have finished.

B Write your class rules using **may/can** or **may not/can't**.

- Have students do number 1 together as an example and see if they agree with the helping verb.
- Have students pair up with a partner and write out the class rules with appropriate helping verbs.
- Check the class rules together by having the pairs take turns presenting the rules.

3. Grammar Practice

A Check and correct the mistake.

- 1 Will Mary ~~comes~~ to class tomorrow? come
- 2 Can you ~~to~~ help me, please? help
- 3 John couldn't ~~played~~ the piano two years ago. play
- 4 My dad can ~~speaking~~ Japanese. speak
- 5 They ~~can't~~ go to the movies yesterday. couldn't
- 6 It won't ~~rains~~ tomorrow. rain
- 7 May Sam ~~uses~~ your pen? use
- 8 Sarah can't ~~comes~~ to the phone right now. come
- 9 May I sit down? ~~No~~, you may. Yes
- 10 Will it ~~snowing~~ tomorrow? Yes, it will. snow

B Write your class rules using **may/can** or **may not/can't**. (Answers may vary.)

- 1 You may not bring your pet to class.
- 2 You may (or can) ask questions during class.
- 3 You may not (or can't) eat your lunch in class.
- 4 You may not (or can't) use your cell phone in class.
- 5 You may (or can) do your homework before class.
- 6 You may (or can) raise your hand in class.
- 7 You may (or can) go to the restroom during class.
- 8 You may not (or can't) jump around in class.
- 9 You may (or can) drink water in class.

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C Complete the sentences about you.

- Ask students to turn to page 67.
- This activity is about making personalization of the grammar students have learned. They are to complete the sentences with their own words about themselves.
- Have students do the exercise on their own.
- Have some volunteer students read what they have written.



C Complete the sentences about you. (Answers may vary.)

- I can ski, but I can't snowboard.
- My mom says, "You may not play computer games," to me every day.

D Choose and write.

Bread and Jam for Francis

- Yes, you may,
- You can have bread and jam anytime,
- May I have bread and jam for breakfast?
- May I have bread and jam for lunch?
- May I have bread and jam for dinner?



Francis likes bread and jam. She thinks she can eat bread and jam all day.

- "May I have bread and jam for breakfast?" she asks.
"Yes, you may," her mother answers.
- "May I have bread and jam for lunch?" asks Francis.
- "Yes, you may." her mother answers.
- "May I have bread and jam for dinner?" asks Francis.
- "You can have bread and jam anytime," her mother tells her.
Can Francis eat bread and jam forever?

4. Grammar Summary

	Helping Verbs		
Ability	I can swim. I could swim.	I can't swim. I couldn't swim.	Can you swim? Could you swim?
Permission	You may sit down. You can sit down.	You may not sit down. You can't sit down.	May I sit down? Can I sit down?
Future	It will rain.	It won't rain.	Will it rain?

Tell students to look at the picture in the book and ask:

- *What do you think is the girl's favorite food?*
- *What do you think she will ask her mom?*

- Have students read **Bread and Jam for Francis**. Tell students to choose and write the sentences to complete the story. (Note: *Bread and Jam for Francis* by Russell Hoban is used in elementary schools in the States to teach about eating healthy food.)
- Have students share the story they have made.
- Have students pair up with a partner and do a role-play of the story.

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

D Choose and write.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about a girl who loves to eat bread and jam every day.
- Before doing the exercise, talk about the favorite food to get students' interests going.
 - *What is your favorite food?*
 - *Can you eat it every day?*

Homework

- Workbook 1: pages 66-69
- The answer key to the homework is found on page 127 in Teacher's Manual 1.

Lesson 16 Adjectives

Objectives

- ◆ Adjective + noun
- ◆ Be + adjective
- ◆ Common adjectives

Check Homework

- Ask students to open their workbooks to page 67.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 119 for Grammar Quiz 14.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 14 is found on page 111 in Teacher's Manual 1.

Lesson 16 Adjectives

1. Grammar Link

⇒ Go to page 119. Take Grammar Quiz 14.

2. Grammar Introduction

A. Adjectives: Adjective + Noun

<p>The pretty girls sang songs. The fat captain ate dinner. Sam bought an expensive backpack. The women drank some hot coffee.</p>	<ul style="list-style-type: none"> • Adjectives come before nouns. • Adjectives describe nouns. They tell more about nouns.
--	---

Underline and write the adjective and noun.

	Adjective	Noun
1 The farmers live in <u>small</u> villages.	small	villages
2 Do you like <u>hot</u> weather?	hot	weather
3 We often eat at a <u>Chinese</u> restaurant.	Chinese	restaurant
4 I had an <u>interesting</u> experience today.	interesting	experience
5 We had a <u>big</u> dinner last night.	big	dinner

B. Adjectives: Be + Adjective

<p>The Earth is round. Mary is smart and kind. The boys are good at baseball. They are nervous before the exam.</p>	<ul style="list-style-type: none"> • Adjectives can follow a Be verb. • Adjectives describe the subject of the sentence.
---	--

Connect and make a sentence.

1 The summer in Korea is	↔	long and shiny.
2 The girl's hair is	↔	hot and humid.
3 Good health is	↔	friendly.
4 My classmates are	↔	important.

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2. Grammar Introduction

- Engage in a dialogue with students demonstrating the grammar target of the lesson. Ask students to look at the front cover of My Next Grammar and talk about it with students using different adjectives.

T: (pointing to the boys on the cover)
"Are these boys sad?"

Ss: "No. They aren't sad."

T: "Do they have long hair?"

Ss: "No. They have short hair."
- Encourage students to use adjectives when they speak, if possible.



C. Common Adjectives

beautiful	--	ugly	good	--	bad	angry	honest
big	--	little/small	happy	--	sad	busy	important
bitter	--	sweet	large	--	small	careful	intelligent
boring	--	interesting	long	--	short	dark	kind
cheap	--	expensive	noisy	--	quiet	delicious	nervous
clean	--	dirty	old	--	new	exciting	popular
cold	--	hot	poor	--	rich	famous	round
dangerous	--	safe	pretty	--	ugly	favorite	sharp
diligent	--	lazy	slow	--	fast/quick	friendly	smart
dry	--	wet	strong	--	weak	free	special
easy	--	difficult/hard	tall	--	short	fresh	tired
fat	--	skinny	young	--	old	healthy	wonderful

Complete the sentence with an adjective. (Answers may vary.)

- There are **big** pyramids in Egypt.
- Bullfighting is a **dangerous** sport.
- The bullet train is **fast**
- There are many **old** castles in England.
- A fly is **ugly**, but a butterfly is **beautiful**
- A cat is **small**, but a tiger is **big**
- J. K. Rowling is a **famous** writer.



Write the adjective that has the same or opposite meaning.

- | | | | | | |
|---------------|---|---------------------------|------------|----|------------------------------|
| 1 little | = | small | 7 quiet | -- | noisy |
| 2 difficult | = | hard | 8 weak | -- | strong |
| 3 intelligent | = | smart | 9 exciting | -- | boring |
| 4 fast | = | quick | 10 lazy | -- | diligent |
| 5 big | = | large | 11 safe | -- | dangerous |
| 6 beautiful | = | pretty | 12 wet | -- | dry |

B Adjectives: Be + Adjective

- Have students look at Chart B on page 68.
- Go through the chart together. Explain that adjectives can also follow **Be** and describe the subject of the sentence.
- Help students notice that the adjectives describe the subjects in the chart.
- Have students do the check-up exercise on page 68 and share the answers with the class.

C Common Adjectives

- Have students look at Chart C on page 69.
- Go through the chart together and help students get familiarized with the adjectives in the chart.
- Have students do the check-up exercises on page 69 and share the answers with the class. The answers for the first exercise will vary since students can choose any adjectives from the chart which they think are appropriate. Discuss their choices.

A Adjectives: Adjective + Noun

- Have students look at Chart A on page 68.
- Go through the chart together emphasizing the adjectives. Explain that adjectives modify nouns by describing them. An adjective usually comes before the noun which it describes.
- Help students identify the nouns which the adjectives are modifying in the chart.
- Have students do the check-up exercise on page 68 and share the answers with the class.

3. Grammar Practice

A Write the sentence in the right order. Then circle the adjective(s).

- Ask students to turn to page 70.
- Have students do number 1 together as an example. Students are to put the given words in the right order to make a complete sentence. Help them understand that the main focus of this activity is to practice the usage of adjectives in the sentence.
- Ask students to do the rest of the exercise.
- Check the answers together after students have finished.

B Choose and complete the sentence.

- Have students read through the list of adjectives together.
- Have students use any adjectives from the list to complete the sentences.
- Check the answers while discussing their choices of adjectives.

3. Grammar Practice

A Write the sentence in the right order. Then circle the adjective(s).

1 elephant The hot on the lives plains in Africa .
 The elephant lives on the hot plains in Africa.

2 large It animal is a .
 It is a large animal.

3 has big It ears and tusks sharp .
 It has big ears and sharp tusks.

4 It long powerful and has trunk a .
 It has a long and powerful trunk.

5 favorite Its is leaves fresh food .
 Its favorite food is fresh leaves.

B Choose and complete the sentence. (Answers may vary.)

1 The classroom is clean and warm .

2 My teacher is handsome and kind .

3 I have nice and quiet friends.

4 I have a big desk.

5 My grammar book is special .

6 The weather is cold today.

7 I am pretty and smart .

8 I live with a wonderful family.

9 I live in a/an safe city.

hot	quiet
warm	tired
sad	safe
old	tall
cold	handsome
new	difficult
noisy	wonderful
nice	special
pretty	short
happy	clean
smart	easy
angry	kind

70

C Choose and write. Discuss your choices.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about different animals on the farm.
- Ask students to turn to page 71.
- Before doing the exercise, talk about the picture with students.
 - What animals do you see in the picture?
 - What are they doing?



Choose and write. Discuss your choices. (Answers may vary.)

Fun at the Farm



- big
- cute
- fat
- hungry
- new
- noisy
- old
- red
- soft
- spotted
- wonderful

My grandpa is an old farmer. He has many wonderful animals. Here is a fat pig. There are noisy chickens. The ducks are silly. I can ride the big horse. The goat is hungry. Look! The cows are spotted. I'm going into the red barn. Ssh! The dog has new puppies. They are so cute. I think I'll take a nap in the soft hay.

4. Grammar Summary

Adjectives	
Adjective + Noun	Be + Adjective
The pretty girls sang songs. The fat captain ate dinner. Sam bought an expensive backpack. The women drank some hot coffee.	The Earth is round . Mary is smart and kind . The boys are good at baseball. They are nervous before the exam.

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 70-73
- The answer key to the homework is found on page 128 in Teacher's Manual 1.

- Go through the list of adjectives together with students.
- Have students read **Fun at the Farm** while filling in the blanks with the adjectives of their choice.
- Have students share the story they have made.

Lesson 17

Linking Verbs and Adjectives

Objectives

- ♦ Linking verbs + adjectives
- ♦ Linking verbs vs. actions verbs

Check Homework

- Ask students to open their workbooks to page 71.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 120 for Grammar Quiz 15.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 15 is found on page 111 in Teacher's Manual 1.

Lesson 17 Linking Verbs and Adjectives

1. Grammar Link

⇒ Go to page 120. Take Grammar Quiz 15.

2. Grammar Introduction

A. Linking Verbs + Adjectives

The Earth **is** round.
The dogs **look** happy.
The flowers **smell** good.
The workers **feel** tired.
The chocolates **taste** sweet.
The book **sounds** interesting.

- Linking verbs do not express action. They connect the subject to more information.
- The adjectives following the linking verbs describe the subject of the sentence.
- Common linking verbs: be (am, are, is), look, smell, feel, taste, sound

Choose and write.

- | | | | |
|---|------------------|--------------------|-----------------|
| 1 The dinner smells <u>good</u> | tired | <u>good</u> | sad |
| 2 The sofa feels <u>comfortable</u> | easy | <u>comfortable</u> | busy |
| 3 The new book sounds <u>fun</u> | <u>fun</u> | nervous | lazy |
| 4 The bike looks <u>expensive</u> | <u>expensive</u> | angry | short |
| 5 Korean food tastes <u>spicy</u> | messy | bitter | <u>spicy</u> |
| 6 The stadium looks <u>big</u> | noisy | <u>big</u> | delicious |
| 7 Pyew! Something smells <u>terrible</u> | sweet | good | <u>terrible</u> |
| 8 The new audio system sounds <u>wonderful</u> | sad | <u>wonderful</u> | careful |
| 9 What's wrong? You look <u>sad</u> | happy | <u>sad</u> | lazy |
| 10 It's my favorite cake. It tastes <u>good</u> | <u>good</u> | slow | happy |
| 11 The new game looks <u>exciting</u> | honest | <u>exciting</u> | tired |

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2. Grammar Introduction

- Write the following on the board.

Write or Draw

The cake
The flowers

Write

good happy
pretty soft

- Encourage students to make sentences with you as you provide the verbs. You say, "The cake is...," and help students to complete the sentence with an adjective. You can use linking verbs like *Be*, *look*, *smell*, *feel*, or *taste*.



B. Linking Verbs vs. Action Verbs

Linking Verb	Action Verb
The dogs look happy. The flowers smell good. The workers felt tired. The chocolates taste sweet. The book sounded interesting.	I looked at the sky. I smelled the flowers. I felt the dog's hair. I tasted the soup. The bell sounded for dinner.
• Linking verbs connect the subject to more information about the subject.	• Action verbs describe action. Most verbs are action verbs. They tell what the subject does or did.

Read the verb in bold and circle linking verb or action verb.

- Amy **smelled** the cake. linking verb **action verb**
- You **look** pretty in that new dress. **linking verb** action verb
- Who **broke** this window? linking verb **action verb**
- We **looked** at many paintings at the museum. linking verb **action verb**
- Wow! We can **see** so many stars tonight. linking verb **action verb**
- It **sounds** easy. I think I can do it. **linking verb** action verb
- Mom, I **found** your ring under the sofa. linking verb **action verb**
- Mary, come and **taste** this soup! linking verb **action verb**
- I **feel** bored. Let's go outside and play. **linking verb** action verb
- The cake **smelled** delicious. **linking verb** action verb



B Linking Verbs vs. Action Verbs

- Have students look at Chart B on page 73.
- Go through the chart together while helping students notice the difference between the linking verbs and action verbs.
- Explain that most verbs we use are action verbs like *study*, *eat*, *sleep* and *play*. They express actions that the subject does. Linking verbs, however, do not express action. They connect the subject to more information about the subject.
- Help students notice that some verbs like *look*, *smell*, *feel*, *taste* and *sound* are sometimes used as linking verbs, and sometimes they are used as action verbs.
- Have students do the check-up exercise on page 73 and share the answers with the class.

A Linking Verbs + Adjectives

- Have students look at Chart A on page 72.
- Go through the chart together emphasizing the verbs. Explain that these sentences have linking verbs which do not express action. They connect or link the subject to more information. The adjectives following the linking verbs describe the subject of the sentence.
- Help students learn the common linking verbs in the chart.
- Have students do the check-up exercise on page 72 and share the answers with the class.

3. Grammar Practice

A Choose and complete the sentence. Discuss your choices.

- Ask students to turn to page 74.
- Go through the word bank of adjectives together with students.
- Have students do number 1 together as an example. Students are to complete the sentence with their choice of adjective.
- Ask students to do the rest of the exercise.
- Check the answers together after students have finished, and discuss their choice of adjectives.

B Choose and write the correct verb form. Then circle.

- Go through the word bank of verbs together with students.
- Have students do number 1 together as an example. Students are to choose and write the correct form of the verb, and circle if it is used as a linking verb or action verb.
- Ask students to do the rest of the exercise.
- Check the answers together after students have finished.

3. Grammar Practice

A Choose and complete the sentence. Discuss your choices. (Answers may vary.)

hot	warm	easy	difficult	good	great	wonderful
terrible	fun	interesting	boring	nice	kind	bad

- 1 I heard many good things about the new movie. It sounds interesting.
- 2 My mom told me how to make fried eggs. It sounded easy.
- 3 I saw the new teacher in the hallway. She looks nice.
- 4 This is the 4th grade math book. It looks difficult.
- 5 I think my mom is cooking dinner. It smells great.
- 6 I like Mrs. Smith's chocolate cookies. They taste wonderful.
- 7 Please turn on the air conditioning. It feels hot in here.

B Choose and write the correct verb form. Then circle.

come	feel	finish	give	look	smell	sound
------	------	--------	------	------	-------	-------

- 1 This sweater feels nice and soft. linking verb action verb
- 2 Can you come to my party this Saturday? linking verb action verb
- 3 This dress will look great on you. linking verb action verb
- 4 My sister gave me this pen yesterday. linking verb action verb
- 5 Don't eat the eggs. They smell terrible. linking verb action verb
- 6 Your new piano sounds wonderful. linking verb action verb
- 7 When did you finish your homework? linking verb action verb

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C Write the correct form of the verb. Use feel, sound, smell, look or taste.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about our five senses and how they help us to perceive things in the world.
- Ask students to turn to page 75.
- Before doing the exercise, talk about the five senses we have.



C Write the correct form of the verb. Use feel, sound, smell, look or taste.

Without Sight

 <p>The fruit on the table <u>looks</u> delicious, but what if we don't use our eyes?</p>	 <p>I can use my tongue! The lemon <u>tastes</u> sour.</p>	 <p>I can use my hands! The kiwi <u>feels</u> fuzzy.</p>
 <p>I can use my nose! The strawberries <u>smell</u> fantastic.</p>	 <p>I can use my ears! The apple <u>sounds</u> crunchy.</p>	 <p>Our senses make our world better.</p>

4. Grammar Summary

Linking Verbs and Action Verbs	
Linking Verb	Action Verb
The dogs look happy.	I looked at the sky.
The flowers smell good.	I smelled the flowers.
The workers felt tired.	I felt the dog's hair.
The chocolates taste sweet.	I tasted the soup.
The book sounded interesting.	The bell sounded for dinner.
The Earth is round.	---

Extension

- Bring some objects to class like cupcakes, fruit, chocolates, or candies.
- Have students look at, feel, smell, taste, and talk about them.

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 74~77
- The answer key to the homework is found on page 129 in Teacher's Manual 1.

- How many senses do we have?
- Look around the classroom. What do you see?
- What do you hear?
- What do you smell?
- Touch your face. How does it feel?

- Have students look at the pictures in the book and talk about what the girl is doing.
- Have students read **Without Sight** while filling in the blanks with the verbs of their choice.
- Have students share the story they have made.

Lesson 18 Adverbs 1

Objectives

- ◆ Adverbs
- ◆ Adjectives and adverbs

Check Homework

- Ask students to open their workbooks to page 75.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 121 for Grammar Quiz 16.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 16 is found on page 111 in Teacher's Manual 1.

Lesson 18 Adverbs 1

1. Grammar Link

⇒ Go to page 121. Take Grammar Quiz 16.

2. Grammar Introduction

A. Adverbs

She drives **carefully**.
He swims **fast**.

• Adverbs modify verbs. They describe how something happens, or how something is done.

He plays soccer **well**.
They ate ice cream **quickly**.

• Adverbs do not come between the verb and the object of the verb.
(O) He plays soccer well. (X) He plays well soccer.

Underline and write the verb and the adverb.

- John did his homework quickly.
- I called his name loudly.
- Mary dances badly.
- Can crocodiles see well underwater?
- My dog learns new tricks easily.
- Everyone, please write neatly in your notebook.
- The students ran into the classroom noisily.
- Read the question carefully before answering.
- Cheetahs run fast.
- Does Ann speak clearly?
- Tom studies English hard.
- Sam goes to bed late.

Verb	Adverb
did	quickly
called	loudly
dances	badly
see	well
learns	easily
write	neatly
ran	noisily
read	carefully
run	fast
speak	clearly
studies	hard
goes	late

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2. Grammar Introduction

- Engage in a dialogue with students demonstrating the grammar target of the lesson. Ask students what you are doing as you walk in slow motion.
 - T: (walking in slow motion) "What am I doing?"
 - Ss: "You are walking."
 - T: "How am I walking? Am I walking fast?"
 - Ss: "No. You are walking slow."
 - T: "Yes. I'm walking slowly."
- Encourage students to use adverbs as they describe your actions. Try actions like *speaking fast*, *smiling happily*, *speaking slowly* or *dancing crazily*.



B. Adjectives and Adverbs

He is a slow driver. He drives slowly . She has a soft voice. She speaks softly .	<ul style="list-style-type: none"> Many adverbs are formed by adding -ly to adjectives. bad - badly clear - clearly careful - carefully loud - loudly quiet - quietly honest - honestly sad - sadly slow - slowly soft - softly
The exam was easy . I wrote the answers easily .	<ul style="list-style-type: none"> If the adjective ends in y, change y to i and add -ly. busy - busily happy - happily noisy - noisily
It was a simple story. I wrote the story simply .	<ul style="list-style-type: none"> If the adjective ends in -le, change -le to -ly. possible - possibly comfortable - comfortably
He is a fast runner. He runs fast .	<ul style="list-style-type: none"> Some adverbs and adjectives have the same form. hard - hard late - late early - early
She is a good pianist. She plays the piano well .	<ul style="list-style-type: none"> Irregular good - well

Circle the correct word.

- Snakes move quick / **quickly** on land.
- The dinner tasted **delicious** / deliciously .
- They are **happy** / happily children.
- My dad laughs loud / **loudly** .
- Today's quiz was **difficult** / difficultly .
- They answered the question simple / **simply** .
- Can you see good / **well** without your glasses?
- I'm not a good dancer. I dance bad / **badly** .
- Sarah has a **soft** / softly voice.
- John walked out of the room quiet / **quietly** .



B Adjectives and Adverbs

- Have students look at Chart B on page 77.
- Go through the chart together and help students notice how adverbs are formed from their counterpart adjectives. Explain that many adverbs are formed by adding **-ly** to adjectives (*slow* → *slowly*). If the adjective ends in **-y**, change **-y** to **-i** and add **-ly** (*easy* → *easily*). If the adjective ends in **-le**, change **-le** to **-ly** (*simple* → *simply*). Some adverbs and adjectives have the same form (*fast* → *fast*). There are also irregular adverbs (*good* → *well*).
- Help students get familiarized with more examples of adverbs in the chart.
- Have students do the check-up exercise on page 77 and share the answers with the class.

A Adverbs

- Have students look at Chart A on page 76.
- Go through the chart together emphasizing the adverbs. Explain that adverbs modify verbs. They describe how something happens or how something is done.
- Help students notice that adverbs do not come between the verb and the object of the verb. They are usually placed after the verb phrase.
- Have students do the check-up exercise on page 76 and share the answers with the class.

3. Grammar Practice

A Complete the sentence using the correct form of the word.

- Ask students to turn to page 78.
- Have students do number 1 together as an example. Students are to change the given adjective to the adverb form and complete the sentence with it.
- Ask students to do the rest of the exercise.
- Check the answers together after students have finished.

B Write the sentence in the right order.

- Have students do number 1 together as an example. Students are to put the given words in the right order to make a complete sentence. Help them understand that the main focus of this activity is to find the correct place for the adverb in the sentence.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

3. Grammar Practice

A Complete the sentence using the correct form of the word.

- 1 careful Does your dad drive carefully?
- 2 easy John can lift this box easily. He is strong.
- 3 correct Amy gave the correct answer to the question.
- 4 good Everyone had a good time at John's birthday party.
- 5 great Your drawing looks great.
- 6 loud He talked loudly on the phone.
- 7 quick The boys ate lunch quickly and went out to play.
- 8 good Everyone did well on the test.
- 9 happy The girls look happy today.

B Write the sentence in the right order.


- 1 speaks Mr. Johnson clearly English .
Mr. Johnson speaks English clearly.
- 2 they quietly in the library Did study ?
Did they study quietly in the library?(or Did they study in the library quietly?)
- 3 late turned in I homework my .
I turned in my homework late.
- 4 correctly answer the Did you questions ?
Did you answer the questions correctly?
- 5 boys fast The room cleaned their .
The boys cleaned their room fast.

78

C Check and correct the mistake.

- Ask students to turn to page 79.
- Have students read the sentence for number 1 together, and ask them to tell you why the checked word, **good**, is a mistake, and elicit the correct answer, **well**, from students.
- Ask students to check and correct the mistakes in the rest of the exercise.
- Check the answers together after students have finished.



18 - Adverbs 1 

C Check and correct the mistake.

1 My teacher teaches English very good. well

2 Our science project looks well. good

3 My brother is a fast runner. He runs fastly. fast

4 Amy writes neat in her notebook. neatly




D Choose and write. Discuss your choices. (Answers may vary.)

Otters

They swim quickly. They really like to play.

They look so cute. They're otters! Some otters live happily in the oceans. Others like rivers and lakes better. Sadly, many otters are dying. Pollution seriously hurts their habitat or homes. Sometimes, people and factories carelessly dump pollution into rivers. But, volunteers work hard to clean the rivers. You can help by learning about how to protect the otters. Then, otters can play freely for many years to come.

*carelessly -- carelessly
seriously = very badly

4. Grammar Summary

Adverbs	Adjectives and Adverbs		
She drives carefully .	simple - simply	easy - easily	fast - fast
He swims fast .	possible - possibly	happy - happily	early - early
He plays soccer well .	careful - carefully	quick - quickly	good - well
They ate ice cream quickly .			

My Next Grammar 1 79

- Go through the list of adverbs together with students.
- Have students read **Otters** while filling in the blanks with the adverbs of their choice.
- Check the answers after students have finished.
- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

- *Where do otters live?*
- *Why are many otters dying?*
- *What can we do to protect otters?*

Extension

- Have students share their ideas on what children can do every day to make our environment better.

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 78-81
- The answer key to the homework is found on page 130 in Teacher's Manual 1.

D Choose and write. Discuss your choices.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about otters and how the pollution is affecting them.
- Before doing the exercise, talk about the pictures with students.
 - *What are the animals in the picture?*
 - *Where have you seen them?*
 - *What are they doing?*

Lesson 19 Adverbs 2

Objectives

- ◆ Adverbs
- ◆ Frequency adverbs

Check Homework

- Ask students to open their workbooks to page 79.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 122 for Grammar Quiz 17.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 17 is found on page 111 in Teacher's Manual 1.

Lesson 19 Adverbs 2

1. Grammar Link

⇒ Go to page 122. Take Grammar Quiz 17.

2. Grammar Introduction

A. Adverbs

The boys sang loudly . John did his homework fast .	• Adverbs describe or modify verbs.
Mary's dress was very beautiful. These pants are too big for me.	• Adverbs describe or modify adjectives.
John eats really fast. She dances quite nicely.	• Adverbs describe or modify adverbs.
• Common adverbs that describe or modify adjectives or adverbs: almost completely quite really too truly very	

■ What does the adverb in bold modify? Circle and write.

	Verb	Adjective	Adverb
1 The school is completely dark at night.		dark	
2 Slow down! You are driving too fast.	are driving		
3 I can find the bookstore easily.	find		
4 I studied really hard for this exam.		hard	
5 I am truly happy for you.		happy	
6 Look at Sam. He is running very well.	is running		
7 That is a completely wrong answer.		wrong	
8 I don't get up early on Sundays.	don't get up		
9 The band played the music quite nicely.	played		
10 The pyramids were really huge.		huge	

80

2. Grammar Introduction

- Have students review adverbs by playing a quick "Simon Says." Have some volunteer students form a line in front of the class. Give them commands using adverbs. Students who do not correctly respond to the command should return to their seats.
 - T: "Simon says, dance slowly."
(Students dance slowly.)
 - T: "Stop."
(Students shouldn't stop.)



B. Frequency Adverbs

Tom	always often usually	drinks milk.	<ul style="list-style-type: none"> • Frequency adverbs are always, usually, often, sometimes and never. • Frequency adverbs tell how often somebody does something. • Frequency adverbs usually come before the main verb.
They are	sometimes never	late for school.	<ul style="list-style-type: none"> • Frequency adverbs usually come after a Be verb.

Write always, usually, often, sometimes, or never. (Answers may vary.)

- I sometimes get up at 7:00.
- I always take a shower in the morning.
- My mom is always busy in the morning.
- My family usually eats breakfast together.
- I am never late for school.
- I never watch TV before I go to school.
- I often ride my bike to school.



Check the place for the frequency adverb.

- usually My brother ① does ② his homework ③ every day.
- often Sam, you ① are ② late ③ for school!
- sometimes My friends ① go ② to the movies ③ on Saturdays.
- never My English ① class ② starts ③ late.
- always Amy ① is ② a ③ good student.
- usually Mary ① practices ② the piano ③ for two hours.

- Help students learn the common adverbs that describe or modify adjectives or adverbs at the bottom of the chart.
- Have students do the check-up exercise on page 80 and share the answers with the class.

B Frequency Adverbs

- Have students look at Chart B on page 81.
- Remind students that frequency adverbs (*always, often, usually, sometimes* and *never*) tell how often somebody does something. Frequency adverbs are usually placed before the main verb or after **Be** in the sentence.
- Have students do the check-up exercises on page 81 and share the answers with the class.

A Adverbs

- Have students look at Chart A on page 80.
- Go through the chart together while emphasizing the adverbs used in the sentences. Explain that adverbs can describe or modify verbs (as in *sang loudly* and *did his homework fast*). Adverbs can also describe or modify adjectives (as in *very beautiful* and *too big*). Adverbs can describe or modify adverbs too (as in *really fast* and *quite nicely*). Adverbs that modify adjectives or adverbs must come before the words they modify.

3. Grammar Practice

A Circle the correct words.

- Ask students to turn to page 82.
- Have students do number 1 together as an example. Make sure everyone understands why the answer *really* fast is correct.
- Ask students to do the rest of the exercise.
- Check the answers together after students have finished.

B Write the sentence in the right order.

- Have students do number 1 together as an example. Students are to put the given words in the right order to make a complete sentence. Help them understand that the main focus of this activity is to find the correct place for the adverb in the sentence.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

C Write sentences with the words on the left.

- Ask students to turn to page 83.
- This activity is about personalizing the grammar students have learned. They are to write complete sentences including the given words on the left.
- Have students do the exercise on their own.
- Have some volunteer students read out what they have written.

3. Grammar Practice

A Circle the correct words.

- 1 My little brother learns everything really fast / fast really .
- 2 The actresses always wear / wear always beautiful costumes.
- 3 My science project was too difficult / almost difficult to do.
- 4 My mom's homemade cookies usually is are usually delicious.
- 5 They were speaking nice loudly / quite loudly on the bus.
- 6 Everyone had a too good / very good summer vacation.
- 7 We felt always happy / really happy after the exam.
- 8 We studied hard very / very hard for the test.
- 9 Everyone finished the test quite fast / fast quite .
- 10 My mom drives very careful / very carefully .

B Write the sentence in the right order.

- 1 Amy very can sing beautifully .
Amy can sing very beautifully.
- 2 went bed late I to quite last night .
I went to bed quite late last night.
- 3 answers Your always are correct .
Your answers are always correct.
- 4 is This essay written well .
This essay is well written. (or This essay is written well.)

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D Choose and write. Discuss your choices.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about a boy who gets into a big trouble on a field trip.
- Before doing the exercise, talk about the picture with students.
 - Where do you think they are?
 - What kinds of machines do you see?
 - What do you think the boy is doing?



C Write sentences with the words on the left. (Answers may vary.)

- 1 very beautiful I think butterflies are very beautiful.
- 2 really fast My brother usually eats really fast.
- 3 sometimes I sometimes go to bed late.

D Choose and write. Discuss your choices. (Answers may vary.)

Famously Bad


I acted stupidly. Now, I'm in a lot of trouble.

Our class was on a field trip to a television studio. I walked quietly away from the group. I went into a big room. It was full of very expensive cameras.

I pressed some buttons. I was singing loudly and telling jokes in front of the cameras. Suddenly, the door opened and the studio owner came in. He quickly turned off the cameras and shouted at me angrily.

I was live on television on fifteen channels! I really hope my mom didn't see me.

angrily loudly really quickly
quietly stupidly suddenly very



4. Grammar Summary

Adverbs	Frequency Adverbs		
The boys sang loudly . John did his homework fast .	Tom	always often usually	drinks milk.
Mary's dress was very beautiful. These pants are too big for me.		sometimes never	late for school.
John eats really fast. She dances quite nicely.	They are		

- Why do you think the boy walked away from the group?
- What did he do?

Extension

- Ask students if they were ever in a big trouble. Have them share their experiences.

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 82~85
- The answer key to the homework is found on page 131 in Teacher's Manual 1.

- What is the old man doing?

- What is the man in the booth doing?

- Go through the list of adverbs together with students.
- Have students read **Famously Bad** while filling in the blanks with the adverbs of their choice.
- Check the answers after students have finished.
- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

- Where did the class go on a field trip?

Objectives

- ◆ Prepositions of time
- ◆ Useful time questions

Check Homework

- Ask students to open their workbooks to page 83.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 123 for Grammar Quiz 18.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 18 is found on page 112 in Teacher's Manual 1.

1. Grammar Link

⇒ Go to page 123. Take Grammar Quiz 18.

2. Grammar Introduction**A. Prepositions of Time**

I was born in	1996. November. the winter. the twentieth century. the morning.	<ul style="list-style-type: none"> • Prepositions of time express when something happens. • in + year/month/season/century • in + the morning/afternoon/evening
I was born on	November 29 th , 1996. Saturday. Saturday morning.	<ul style="list-style-type: none"> • on + date • on + (Sunday – Saturday) • on + (Friday) morning/afternoon/evening/night
I was born at	night. 11:00.	<ul style="list-style-type: none"> • at + noon/night/midnight • at + 'clock time'

Write the time preposition, in, on, or at.

- 1 **in** the summer 5 **at** night
- 2 **on** April 1st 6 **at** seven o'clock
- 3 **on** Wednesday 7 **in** 1977
- 4 **on** Friday night 8 **in** the afternoon

Complete the sentence using in, on, or at.

- 1 We will start space travel **in** 2020.
- 2 They usually eat lunch **at** noon.
- 3 Who was born **on** December 25th?
- 4 Mary will travel to Europe **in** the fall.
- 5 I get up **at** 6:30 **in** the morning.

**2. Grammar Introduction**

- Engage in a dialogue with students while demonstrating the grammar target of the lesson. Ask students the time questions and encourage them to use the proper prepositions when answering.

T: (pointing to the clock) "What time is it now?"
Ss: "It's 10:15."
T: "What time does our class start?"
Ss: "10:00"
T: "Yes. The class starts at 10:00."
(pointing to the calendar) "What day is it today?"



B. Useful Time Questions

Question	Answer	
What time is it?	It's 6 o'clock .	It's 7:12. (It's seven twelve.) It's 3:05. (It's three O five.)
What day is it?	It's Sunday .	Monday Tuesday Wednesday Thursday Friday Saturday Sunday
What month is it?	It's January .	January February March April May June July August September October November December
What year is it?	It's 2008 .	It's 1998. (It's nineteen ninety eight.) It's 2005. (It's two thousand five.)
What is the date today?	It's December 24th .	1 st first 2 nd second 3 rd third 4 th fourth 5 th fifth 6 th sixth 7 th seventh 8 th eighth 9 th ninth 10 th tenth 21 st twenty first

Write the question.

- 1 A: **What month is it?** B: It's August.
 2 A: **What was the date?** B: It was August 15th.
 3 A: **What year was it?** B: It was 1945.
 4 A: **What day is it?** B: It's Wednesday.
 5 A: **What time is it?** B: It's 10:45.

Circle the correct answer.

- 1 It's 9:25. It's nine o'clock twenty five. **It's nine twenty five.**
 2 It's May 21st. **It's May twenty first.** It's May twenty one.
 3 It's 2010. It's two ten. **It's two thousand ten**
 4 It's 1978. It's one nine seven eight. **It's nineteen seventy eight.**
 5 It's 12:05. **It's twelve O five.** It's twelve five o'clock.

Ss: "It's Tuesday."

T: "Do we have class on Wednesday?"

Ss: "No, we don't."

T: "When is our next class?"

Ss: "Thursday."

T: "Yes. Our next class is on Thursday."

A Prepositions of Time

- Have students look at Chart A on page 84.
- Go through the chart together while emphasizing the prepositions (*in, on, at*) used in the sentences.
- Explain that time prepositions express when an event happens. Prepositions are used with nouns. They usually come before nouns.
- Explain that **in** is used with *months, years, seasons, centuries* and *parts of the day (morning, afternoon, and evening)*. **On** is used with *days and dates*. **On** is also used with *morning, afternoon, evening* and *night of the specific days (on Monday morning and on the night of Nov. 10th)*. **At** is used with *clock time and night*.
- Have students do the check-up exercises on page 84 and share the answers with the class.

Useful Time Expressions

- Have students look at Chart B on page 85.
- Go through the chart together while making sure that students know how to ask and answer the useful time questions in the chart. Have students learn how to tell time, the days of the week, the names of the 12 months and the ordinal numbers (*first, second, third..*).
- Have students do the check-up exercises on page 85 and share the answers with the class.

3. Grammar Practice

(Note: Another option for this lesson is to begin with exercise B and then move back to exercise A.)

A Choose and write the numbers.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read a comic and learn how pumpkins grow.
- Ask students to turn to page 86.
- Before doing the exercise, talk about the pictures with students.
 - What characters do you see?
 - Can you find their names?
 - Who is asking the questions?
 - Who is answering?
 - What do you think they are talking about?
- Go through the list of six question choices together with students.
- Have students pair up with a partner and read the comic, **Pumpkin Pals**, together. Ask them to write the number of the appropriate question in the speech bubbles as they read.

3. Grammar Practice

A Choose and write the numbers.

Pumpkin Pals

1 What time is it?	4 What's the date today? (x2)
2 What day is it?	5 When do the pumpkins start to grow?
3 What month is it?	6 When do they pick the pumpkins?

86

- Check the answers after students have finished.
- Have students practice a role-play of the comic.
- Ask some volunteer pairs to do the role-play in front of the class.



B Complete the sentence using in, on, or at.

- 1 I left the library **at** 8 o'clock last night.
- 2 Mary has a swimming class **on** Saturday.
- 3 They will leave for Tokyo **on** Monday, Jan. 25th.
- 4 We like to get up early **in** the morning.
- 5 I read **at** night before I go to bed.
- 6 The telephone was invented **in** the 19th century.
- 7 What do you do **in** the evening?
- 8 Where were you **on** Monday morning?
- 9 There is a school concert **on** March 15th.
- 10 My dad was born **in** 1968.
- 11 We usually go camping **in** the summer.
- 12 Mike takes a nap **in** the afternoon.
- 13 What time do you go to bed **at** night?
- 14 Let's meet **at** 3:30 tomorrow afternoon.
- 15 There is a final exam **on** Friday.

4. Grammar Summary

Prepositions of Time		Useful Time Questions	
I was born in	1996. the winter. November.	What time is it?	It's 6:30.
I was born on	November 29 th , 1996. Monday.	What day is it?	It's Sunday.
I was born at	11:00 at night.	What month is it?	It's January.
		What year is it?	It's 2008.
		What's the date today?	It's Dec. 24 th .

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 86–89
- The answer key to the homework is found on page 132 in Teacher's Manual 1.

B Complete the sentence using in, on, or at.

- Have students do number 1 together as an example. Students are to complete the sentence using the correct time preposition.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

Objectives

- ◆ Prepositions of place

Check Homework

- Ask students to open their workbooks to page 87.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 124 for Grammar Quiz 19.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 19 is found on page 112 in Teacher's Manual 1.

1. Grammar Link

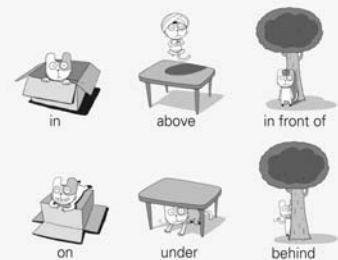
⇒ Go to page 124. Take Grammar Quiz 19.

2. Grammar Introduction

A. Prepositions of Place 1

The balloon is **in** the box.
 The balloon is **on** the box.
 The balloon is **above** the box.
 The balloon is **under** the box.
 The balloon is **in front of** the box.
 The balloon is **behind** the box.

- Prepositional phrase = preposition + noun
- Prepositions of place tell where something is or happens.



Write the correct preposition.



- 1 I see many things **in** the room.
- 2 The table is **in front of** the sofa.
- 3 The rug is **under** the table.
- 4 The picture is **above** the sofa.
- 5 The toys are **in** the toy box.
- 6 The ball is **next to (or in front of)** the toy box.
- 7 The cushions are **on** the sofa.
- 8 The books are **in** the bookcase.
- 9 The newspaper is **on** the table.
- 10 The balloons are **above** the bookcase.

2. Grammar Introduction

- Engage in a dialogue with students demonstrating the grammar target of the lesson. Ask students about the location of things in the classroom. **You might want to put things in interesting places in advance.**

T: "Do you see my book anywhere?"

Ss: "It's there."


T: "Where? Ah, it's on the floor."

"S1, where is your book?"


S1: "It's on the desk."

T: "S2, where is...?"



21 - Prepositions of Place 

B. Prepositions of Place 2





• at + place:
 at home at the park
 at school at the restaurant
 at work at the store


Mary is **at** school.
 The Chinese restaurant is **across from** the bank.
 The bank is **between** the post office **and** the bookstore.


There is a park **near** the school.
 There is a parking lot **next to** the restaurant.


Look at the picture and complete the dialogue.

- 

A: Where is the post office?
 B: It's over there. It's **next to (or near)** the ice cream shop.
- 

A: Can you help me? I'm looking for the library.
 B: Sure. It is **between** the bank and the restaurant.
- 

A: What's **across from** the department store?
 B: It's the city park.
- 

A: Where is John?
 B: He is **in** the bookstore.
- 

A: Is there a bookstore in your neighborhood?
 B: Yes. There is one **near (or next to)** my school.

My Next Grammar 1 89

B Prepositions of Place 2

- Have students look at Chart B on page 89.
- Go through the chart together and help students learn five more prepositions of place by using the picture in the chart.
- Point out that the following three words, *home*, *school*, and *work*, do not take any articles when used with **at** (*at home*, *at school*, *at work*).
- Have students do the check-up exercise on page 89 and share the answers with the class.

A Prepositions of Place 1

- Have students look at Chart A on page 88.
- Go through the chart together while emphasizing the prepositions used in the sentences. Help students learn the meaning of each preposition by looking at the pictures in the chart. Ask students where the *cat* is in each picture.
- Explain that prepositions of place express where something is or happens. A preposition usually comes before a noun and together they form a prepositional phrase.
- Have students do the check-up exercise on page 88 and share the answers with the class.

3. Grammar Practice

A Circle the correct word(s).

- Ask students to turn to page 90.
- Have students do number 1 together as an example. Make sure everyone chooses the correct preposition, **in**, before going on to the next step.
- Ask students to do the rest of the exercise.
- Check the answers together after students have finished.

B Write the sentence in the correct order.

- Have students do number 1 together as an example. Students are to put the given words in the right order to make a complete sentence. Help them understand that the main focus of this activity is to practice making correct sentences using prepositional phrases.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

C Look around your classroom and answer the questions.

- Ask students to turn to page 91.
- This activity is about personalizing the grammar students have learned. They are to write complete answers to the questions.

3. Grammar Practice

A Circle the correct word(s).

- 1 My mom is at in the kitchen. She's cooking.
- 2 Do you live near next the subway station?
- 3 There is someone at in the door.
- 4 Amy is standing across between John and Mary in the picture.
- 5 We are between in the museum building. The tour will begin soon.
- 6 The library is across from next the high school.
- 7 The theater is next to between the Italian restaurant.
- 8 Sarah lives in near my house. We live in the same neighborhood.
- 9 The children are at next school right now.

B Write the sentence in the correct order.

- 1 is behind There a dog big you .
.....
There is a big dog behind you.
- 2 watch found under I the my bed .
.....
I found my watch under the bed.
- 3 in sit of Don't front TV the .
.....
Don't sit in front of the TV.
- 4 classroom to My the is next cafeteria .
.....
My classroom is next to the cafeteria.
- 5 is post office at Mr. Jones the .
.....
Mr. Jones is at the post office.

90

- Have students do the exercise on their own.
- Have some volunteer students read out what they have written.

D Choose and write.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about a boy who thinks his room is not that messy.



21 - Prepositions of Place



C Look around your classroom and answer the questions. (Answers may vary.)

- 1 Who sits next to you in class? Mary sits next to me in class.
- 2 What is in front of the blackboard? My teacher's desk is in front of the blackboard.
- 3 What is on the teacher's desk? There are many books on my teacher's desk.

D Choose and write.

above behind in in front of under on (x2)

The Messy Room

My mom wants me to clean my room, but it's not very messy. There are a few toys under my bed. My dirty clothes are on the floor. My books are piled in the closet. An old sandwich is behind the door. Some spider webs have collected on the wall above my chair. In front of me is sitting a giant ball of hair. But it's not very messy. Right?



4. Grammar Summary

Prepositions of Place	
in	Mary is at the door.
on	There is a park near the school.
It is above the box.	The bank is between the post office and the bakery.
under	The Chinese restaurant is across from the bank.
in front of	There is a parking lot next to the restaurant.
behind	

My Next Grammar 1 91

- Go through the list of prepositions together with students.
- Have students read **The Messy Room** while filling in the blanks with the correct prepositions.
- Check the answers after students have finished.
- Have students close the books and play a memory game. Go around the class and have them remember as many things as possible about the room. Have them take turns saying where things are in the room.

S1: "There is a sandwich behind the door."

S2: "The books are in the closet."

S3: "There is a robot..."

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

- Before doing the exercise, talk about the state of the students' rooms at home.

- Is your room usually clean or messy?
- What is usually on your desk?
- What is usually in your desk drawers?
- Can you find your things easily?
- Who cleans your room?

Talk about the picture in the book.

- What do you see in the picture?
- Does this room look like your room at home?

Homework

- Workbook 1: pages 90~93
- The answer key to the homework is found on page 133 in Teacher's Manual 1.

Objectives

- ◆ Affirmative and negative statements
- ◆ Yes/no questions

Check Homework

- Ask students to open their workbooks to page 91.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 125 for Grammar Quiz 20.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 20 is found on page 112 in Teacher's Manual 1.

1. Grammar Link

⇒ Go to page 125. Take Grammar Quiz 20.

2. Grammar Introduction**A. Affirmative and Negative Statements**

Affirmative	Negative	
He is 12 years old.	He isn't 12 years old.	• don't = do not doesn't = does not didn't = did not won't = will not can't = cannot
There are some books.	There aren't any books.	
She speaks English. They study Chinese.	She doesn't speak English. They don't study Chinese.	
I am watching TV.	I am not watching TV.	
We played soccer.	We didn't play soccer.	
He will go to Japan.	He won't go to Japan.	
They can fly . You may play here.	They can't fly . You may not play here.	

Read and write the negative statement.

- A shark can live for 40 years. *A shark can't live for 40 years.*
- John saw a movie yesterday. *John didn't see a movie yesterday.*
- You may go up the ladder. *You may not go up the ladder.*
- The school is next to the park. *The school isn't next to the park.*
- They are playing the piano together. *They aren't playing the piano together.*
- Mary has a swimming lesson today. *Mary doesn't have a swimming lesson today.*
- We will go to Sam's birthday party. *We won't go to Sam's birthday party.*
- There is a puppy outside. *There isn't a puppy outside.*
- They practice baseball every day. *They don't practice baseball every day.*

2. Grammar Introduction

- Play a game of making sentences. Have students take turns making a sentence. Encourage students to make any kinds of sentences as long as they are grammatically correct.

T: "We are in the classroom."

S1: "There are 12 students."

S2: "We are playing a game now."



22 - Statements and Yes/No Questions



B. Yes/No Questions

Question	Answer	
Is he 12 years old?	Yes, he is.	No, he isn't.
Does she speak English? Do they study Chinese?	Yes, she does. Yes, they do.	No, she doesn't. No, they don't.
Are you watching TV?	Yes, I am.	No, I'm not.
Did you play soccer?	Yes, we did.	No, we didn't.
Will he go to Japan?	Yes, he will.	No, he won't.
Can they fly ? May I play here?	Yes, they can. Yes, you may.	No, they can't. No, you may not.

• A yes/no question can be answered by 'yes' or 'no'.

• A contraction form is used for 'no' answers.

1 Read and change the statement to a yes/no question.

- They will be at school tomorrow. Will they be at school tomorrow?
- My teacher likes cats. Does your teacher like cats?
- I drank two glasses of milk. Did you drink two glasses of milk?
- Mary is wearing a skirt today. Is Mary wearing a skirt today?
- Tom is Mike's best friend. Is Tom Mike's best friend?

2 Read and write the question and answer.

- A: Did you sleep well last night ?
B: Yes, I did. (I slept well last night.)
- A: Can Mary stand on her head ?
B: No, she can't. (Mary can't stand on her head.)
- A: Does Tom ask many questions in class ?
B: No, he doesn't. (Tom doesn't ask many questions in class.)

My Next Grammar 1 93

B Yes/No Questions

- Have students look at Chart B on page 93.
- Go through the chart together while making sure that students know how to make yes/no questions and answers in the present, present continuous, past and future tenses.
- Remind students that contraction forms are used for 'No' answers.
- Have students do the check-up exercises on page 93 and share the answers with the class.

A Affirmative and Negative Statements

- Have students look at Chart A on page 92.
- Go through the chart together. Remind students that everything in this lesson should be a review. They should be able to make sentences in the present, present continuous, past and future tenses for all verbs, including **Be** and helping verbs.
- Be sure that students know how to make both affirmative and negative sentences in all different tenses.
- Go over the contractions in the chart.
- Have students do the check-up exercise on page 92 and share the answers with the class.

3. Grammar Practice

(Note: It might be more helpful to do exercises B and C first and then do A.)

A Choose and write.

- Ask students to turn to page 94.
- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read a comic about a boy who wants to play soccer on a team.
- Before doing the exercise, talk about the pictures with students.
 - *Where are they?*
 - *Who do you think the man is?*
 - *What do you think the boy wants to do?*
- Go through the list of four questions and four short answers with students.
- Have students pair up with a partner and read the comic, **An Interview for a Team**, together. Ask them to write the appropriate questions and answers in the speech bubbles as they read.
- Check the answers after students have finished.
- Have students practice the role-play of the comic.
- Ask some volunteer pairs to do the role-play in front of the class.

3. Grammar Practice

A Choose and write.

Can you play keeper?	Do you have any questions?	Yes, I am.	Yes, I do.
Did you play soccer last year?	May I try out?	Yes, I can.	Yes, I will.

An Interview for a Team

94

B Complete the sentence using the correct form of the verb.

- Ask students to turn to page 95.
- Have students do number 1 together as an example. Students are to write the correct form of the given verb to make a complete sentence. Have them make either affirmative or negatives sentences in the proper tense.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.



22 - Statements and Yes/No Questions

B Complete the sentence using the correct form of the verb.

- 1 Mr. Lee didn't go to work yesterday.
- 2 John doesn't want to get up early on Sunday mornings.
- 3 You shouldn't smoke in this building.
- 4 They are playing soccer at school right now.
- 5 We don't have gym class every day.
- 6 Sorry, I can't play with you today. I have a piano lesson.
- 7 My family will go to Hawaii next summer.

C Complete the question.

- 1 A: Can you walk to the airport from your house?
B: No, I can't walk to the airport.
- 2 A: Did you see a movie yesterday?
B: Yes, I saw a movie.
- 3 A: Is she doing her homework now?
B: No, she isn't doing her homework.

4. Grammar Summary

Statements and Yes/No Questions		
Affirmative	Negative	Question
He is 12 years old. She speaks English. I am watching TV. We played soccer. They can fly .	He isn't 12 years old. She doesn't speak English. I'm not watching TV. We didn't play soccer. They can't fly .	Is he 12 years old? Does she speak English? Are you watching TV? Did you play soccer? Can they fly ?

My Next Grammar 1 95

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 94-97
- The answer key to the homework is found on page 134 in Teacher's Manual 1.

C Complete the question.

- Have students do number 1 together as an example. Students are to complete the yes/no question after reading the answer.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

Objectives

- ◆ What, who, whose
- ◆ When, what time, where
- ◆ How many, how much

Check Homework

- Ask students to open their workbooks to page 95.
- Check the homework by having students take turns calling out the answers.

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 126 for Grammar Quiz 21.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 21 is found on page 112 in Teacher's Manual 1.

1. Grammar Link

⇒ Go to page 126. Take Grammar Quiz 21.

2. Grammar Introduction**A. Information Questions: What, Who, Whose**

Thing	What is this? What do you like?	It's a table . I like apples .	• Information questions are used to find out more information about the topic.
Person	Who are they? Who speaks French?	They are my friends . Mr. Lewis speaks French.	
Possession	Whose bag is that?	It's mine .	

Complete the question using What, Who, or Whose.

- 1 A: **What** do monkeys eat? B: They eat bananas.
- 2 A: **Who** sits next to you? B: Tom sits next to me.
- 3 A: **What** did you have for breakfast? B: I had cereal.
- 4 A: **Whose** camera is that? B: It's my dad's.
- 5 A: **Whose** bike is that? B: That's Sam's bike.
- 6 A: **Who** can run 5 km? B: John can run 5 km.
- 7 A: **What** instrument does Amy play? B: She plays the violin.

B. Information Questions: When, What time, Where

Time	When is your birthday?	It's October 21st .
	When do you study English?	I study on Mondays and Wednesdays .
	What time do you get up? What time was the movie?	I get up at 7:00 . It was at 4:00 .
Place	Where is John?	He's at the library .
	Where did Mary go?	She went to her grandma's house .

96

2. Grammar Introduction

- Get students' attention and write the following on the board.

I usually get up at _____ in the morning.

I eat _____ for breakfast every morning.

I come to school by _____.
- Have students ask you questions to get the information from you to complete the sentences.



■ Complete the question using **When, What time, or Where.**

- 1 A: **Where** are the boys? B: They are on the playground.
 2 A: **When (or What time)** is your baseball practice? B: It's at 4:30.
 3 A: **When** was he born? B: He was born in 1997.
 4 A: **Where** does your uncle live? B: He lives in England.
 5 A: **Where** did you eat dinner? B: We ate at a Chinese restaurant.
 6 A: **When** did Amy start swimming? B: She started two years ago.
 7 A: **Where** do you go to school? B: I go to Sunny Elementary School.

C. Information Questions: How many, How much

Quantity	Plural Count Noun	How many desks are there in the classroom? There are twenty desks.
	Noncount Noun	How much money do you have? I have three dollars .

■ Complete the question with **How many or How much.**

- 1 A: **How many** dogs do you have? B: I only have one.
 2 A: **How many** lessons are there in this book? B: There are twenty four.
 3 A: **How much** homework do you have? B: I just have a little homework.
 4 A: **How much** milk do you drink every day? B: I drink two glasses of milk.
 5 A: **How many** days are there in a week? B: There are seven days.
 6 A: **How many** letters are there in the English alphabet? B: There are 26.
 7 A: **How much** food was there at the party? B: There was a lot of food.
 8 A: **How much** furniture is there in the room? B: There is no furniture.

B Information Questions: When, What time, Where

- Have students look at Chart B on page 96.
- Go through the chart together and introduce three additional wh-words (**when, what time, where**).
- Remind students that **when** and **what time** ask about time, and **where** asks about place.
- Have students do the check-up exercise on page 97 and share the answers with the class.

C Information Questions: How many, How much

- Have students look at Chart C on page 97.
- Go through the chart together and introduce two more informational question words (**how many, how much**).
- Explain that both **how many** and **how much** ask about quantity. **How many** is used with plural count nouns and **how much** is used with noncount nouns.
- Have students do the check-up exercise on page 97 and share the answers with the class.

A Information Questions: What, Who, Whose

- Have students look at Chart A on page 96.
- Go through the chart together emphasizing the wh-words (**what, who, whose**) in the questions. Explain that wh-words used in these questions allow students to find out specific information about topics. **What** asks about a thing, **who** asks about a person, and **whose** asks about possession.
- Help students learn how to make information questions using **what, who, and whose**.
- Have students do the check-up exercise on page 96 and share the answers with the class.

3. Grammar Practice

A Complete the question and the answer with your own words.

- Ask students to turn to page 98.
- Have students do number 1 together as an example. They are to complete the rest of the information question and write the answer about themselves.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Write the answers about you.

- This activity is about personalizing the grammar students have learned. They are to write complete answers to the questions about themselves.
- Have students do the exercise on their own.
- Have some volunteer students read out what they have written.

C Let's have fun!

- This activity gives students the enjoyment of reading a comic. The comic has integrated many of the grammar targets covered from Lesson 1 to Lesson 23. While having fun reading the comic, students are getting great exposure to actual conversational English.

3. Grammar Practice

A Complete the question and the answer with your own words. (Answers may vary.)

1 A: When do you usually go to bed?.....?

B: I usually go to bed at 10 o'clock......

2 A: How many brothers or sisters do you have?.....?

B: I have two sisters, but I don't have any brothers......

3 A: What does your mom do?.....?

B: She's an English teacher......

4 A: Whose dogs are they?.....?

B: They are my aunt's dogs......

B Write the answers about you. (Answers may vary.)

1 When did you start learning English? I started learning English two years ago......

2 Where were you born? I was born in Seoul......

C Let's have fun!

⇒ Go to pages 99 and 100. Enjoy reading the comic.

4. Grammar Summary

Information Questions		
Thing	What is this?	It's a table .
Person	Who speaks French?	Mr. Lewis speaks French.
Possession	Whose bag is that?	It's mine .
Time	When is your birthday?	It's October 21st .
	What time do you get up?	I get up at 7:00 .
Place	Where is John?	He's at the library .
Quantity	How many desks are there in the classroom?	There are ten .
	How much money do you have?	I have \$10 .

98

- Have students turn to pages 99 and 100.
- Allow students to enjoy themselves by reading the comic silently on their own.
- Have volunteer students do a role-play of the comic.

Extension

- Divide the class into teams of 4 (Billy, Jake, Amy, D) and have a role-play competition.



4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students provide more examples of the lesson targets.

Homework

- Workbook 1: pages 98~101
- The answer key to the homework is found on page 135 in Teacher's Manual 1.

Lesson 24 Progress Test 2

Objectives

- ◆ This lesson presents the second progress test which can be used to assess students' understanding and mastery of the lessons from 1 to 23. There are fifty questions on the test, and each question is worth two points.

Check Homework

- Ask students to open their workbooks to page 99.
- Check the homework by having students take turns calling out the answers.

Lesson

24

Progress Test 2

Lessons (1-23) Date _____ Name _____ Score () x 2 = ()/100

A Circle the best answer.

- 1 You _____ watch TV. We are having dinner.
 ① do not ② may not ③ could not ④ did not
- 2 Yesterday I _____ the science museum with my family.
 ① will visit ② am visiting ③ visit ④ visited
- 3 Is your mom a _____ driver? Yes, she always drives _____.
 ① careful, careful ② careful, carefully
 ③ carefully, careful ④ carefully, carefully
- 4 _____ John _____ ice hockey after school yesterday?
 ① Did, plays ② Does, played ③ Did, play ④ Does, play
- 5 The party will begin _____ 2 o'clock _____ the school cafeteria.
 ① at, in ② in, at ③ on, in ④ on, at
- 6 I _____ to school yesterday. I _____ my bike.
 ① don't walk, ride ② didn't walk, rode ③ don't walk, rode ④ didn't walk, ride
- 7 It is _____. Let's go to bed.
 ① quietly lately ② lately quietly ③ late quite ④ quite late
- 8 You are speaking too _____. Please speak _____.
 ① fast, slowly ② fastly, slowly ③ fast, slow ④ fastly, slow
- 9 It is my favorite candy. It tastes _____.
 ① well ② sweetly ③ good ④ hard
- 10 There _____ a school concert yesterday. It _____ wonderful.
 ① was, was ② were, was ③ was, were ④ were, were

My Next Grammar 1 101



B Circle the correct preposition.

- 11 I usually take a shower in / on / at the morning.
- 12 There is a lake above / near my house.
- 13 What do you usually do in / on / at Sundays?
- 14 The bookstore is between / across / next the bank and the post office.
- 15 We saw the moon above / between / across the hill.
- 16 There were a lot of people on / next / in front of the theater.
- 17 We usually have lunch in / on / at noon.
- 18 The library is across from / between / above the school.

C Check and correct the mistake. There is one correct sentence in each group.

ex. John is reading ~~on~~ his room.

..... in

19 Mary's dress was very ~~beautifully~~.

..... beautiful

20 Everyone had a good time at ~~John~~ birthday party.

..... John's

21 Mr. Lewis looks tired today.

..... correct

22 Can you see ~~good~~ without your glasses?

..... well

23 Amy goes to the library ~~at~~ Saturday afternoons.

..... on

24 ~~Do~~ you get up early yesterday morning?

..... Did

25 My dad can speak three languages.

..... correct

26 The elephant has a powerful ~~trunks~~.

..... trunk

27 My teacher teaches English very ~~good~~.

..... well

28 John usually ~~sleep~~ for 8 hours every day.

..... sleeps

Taking the Test

- Have students open their books to page 101.
- Read through all the directions with students and do the examples together if there are any.
- After making sure that students understand the directions, give them a time limit and have them work on the test on their own.
- Pair up students. Have them change their books with their partners and check the answers.

For Your Information

- The chart provided shows which lesson each question has been taken from. If students have had difficulty understanding any of the lessons that have been taught, their test performance should reflect this.
- Use the chart to determine which lessons should be reviewed.
- Make sure that students understand the prior material before moving on to the next lessons.

1	L15	18	L21	35	L14/L21
2	L13	19	L17	36	L15
3	L16/L18	20	L4	37	L17
4	L13	21	L7/L17	38	L18
5	L20/L21	22	L18	39	L20
6	L13/L14	23	L20	40	L21
7	L19	24	L14	41	L1
8	L19	25	L15	42	L16
9	L17	26	L1	43	L7
10	L14	27	L19	44	L6
11	L20	28	L7	45	L20
12	L21	29	L23	46	L1/L21
13	L20	30	L23	47	L8
14	L21	31	L23	48	L7
15	L21	32	L23	49	L1/L23
16	L21	33	L23	50	L7/L21
17	L20	34	L13/L20		

*L - Lesson



D Write the information question.

- ex. Q: **What is** it?
A: It's a spider.
- 29 Q: **What are** these?
A: They are **the new comic books**.
- 30 Q: **When do you** play soccer?
A: We play soccer **on Saturday afternoons**.
- 31 Q: **How many students are there** in your class?
A: There are **twelve** students.
- 32 Q: **Who can speak** English?
A: **We** can speak English.
- 33 Q: **When (or What time) do you get up** on Sundays?
A: I get up **at 8:00** on Sundays.

E Write the sentence in the correct order. *There is one word you don't need.*

- 34 didn't : John : yesterday afternoon : in : soccer : play : .
..... **John didn't play soccer yesterday afternoon.**
- 35 Amy : across : Was : at : last Sunday : the library : ?
..... **Was Amy at the library last Sunday?**
- 36 I : yours : May : use : pen : your : ?
..... **May I use your pen?**
- 37 soft : The : and : nice : pillow : well : feels
..... **The pillow feels nice and soft.**
- 38 correctly : answer : correct : Did : you : the questions : ?
..... **Did you answer the questions correctly?**



- F** (39-44) There are seven mistakes in the paragraph. Circle and correct them.
The first one is done for you.

Hello. My name is Daniel ^{Jacob} ~~jacob~~ Radcliffe. I'm an actor. I played Harry Potter in the Harry Potter movies. I was born ^{on} ~~at~~ July 23rd, 1989, ⁱⁿ ~~on~~ London, England. I don't have any brothers or sisters. I'm the only ^{child} ~~children~~. In my free time, I play the guitar. I love rock music. My ^{favorite} ~~favoritely~~ band is the Hold Steady. I also enjoy playing table tennis and video games with my friends. I like school a lot because I can do things with my friends. ^{don't} ~~doesn't~~ like math that much. I think there ^{are} ~~is~~ too many little numbers on one page.

- G** Write the answers about you. Use a complete sentence. (Answers may vary.)

45 When do you usually go to bed?

I usually go to bed at 10 o'clock.

46 Where were you born?

I was born in Seoul.

47 What does your dad usually do in the evening?

He usually watches TV in the evening.

48 What school do you go to?

I go to Riverside Elementary.

49 How many brothers do you have?

I don't have any brothers.

50 Who sits next to you in class?

Mary sits next to me in class.

Homework

- Workbook 1: pages 102-105
- The answer key to the homework is found on page 136 in Teacher's Manual 1.

My Next Grammar 1





Part III

Answer Keys

Set 1	Grammar Quizzes	108
Set 2	Workbook 1	113

Answer Key to Grammar Quizzes

Grammar Quiz 1 p.106

- 1 an
- 2 ∅
- 3 an
- 4 a
- 5 a
- 6 babies
- 7 notebooks
- 8 feet
- 9 boxes
- 10 children
- 11 john → John
- 12 person → people
- 13 School → school
- 14 **correct**
- 15 storys → stories

Grammar Quiz 2 p.107

- 1 any
- 2 a
- 3 bread
- 4 weather
- 5 leaves
- 6 a
- 7 some (any)
- 8 an
- 9 any
- 10 some
- 11 **correct**
- 12 Children → children
- 13 a → some (any)
- 14 japan → Japan
- 15 puppies → puppies

Grammar Quiz 3 p.108

- 1 some
- 2 any
- 3 some
- 4 any
- 5 some
- 6 him
- 7 He
- 8 They
- 9 them
- 10 We
- 11 them → it
- 12 rex → Rex
- 13 (any → some) or (have → don't have)
- 14 **correct**
- 15 man → men

Grammar Quiz 4 p.109

- 1 bread
- 2 mice
- 3 teeth
- 4 water
- 5 cheese
- 6 He
- 7 her
- 8 us
- 9 you
- 10 Those are babies' toys.
- 11 That sandwich is for Karen.
- 12 This holiday picture is great.
- 13 These are women's rings.
- 14 That pencil is Sid's.
- 15 Those are children's storybooks.

Grammar Quiz 5 p.110

- 1 She
- 2 Those
- 3 Sam's
- 4 girls'
- 5 that
- 6 theirs
- 7 His
- 8 My
- 9 ours
- 10 Its
- 11 them → it
- 12 (some → a) or (sandwich → sandwiches)
- 13 some → any
- 14 **correct**
- 15 europe → Europe

Grammar Quiz 6

p.111

- 1 country
- 2 some
- 3 him
- 4 They
- 5 Ted's
- 6 isn't, is
- 7 are, aren't
- 8 Is, is
- 9 Are, are
- 10 Are, am
- 11 This is my sister's book.
- 12 Is this your baseball?
- 13 That doll is mine.
- 14 That backpack isn't yours.
- 15 They do their homework.

Grammar Quiz 7

p.112

- 1 Do, work
- 2 studies
- 3 take
- 4 doesn't have
- 5 don't go
- 6 harry potter → Harry Potter
- 7 **correct**
- 8 we → us
- 9 this → these
- 10 It → Its
- 11 This cute puppy is hers.
- 12 Is your teacher from England?
- 13 Are there many islands in Indonesia?
- 14 I am not a fast runner.
- 15 You aren't in fourth grade.

Grammar Quiz 8

p.113

- 1 Sam is always hungry at lunch time.
- 2 It often rains in the summer.
- 3 I sometimes watch TV after dinner.
- 4 My mom is never sad.
- 5 My teacher usually wears a tie.
- 6 doesn't have
- 7 Does, go
- 8 likes
- 9 Do, live
- 10 (any → a) or (phone → phones)
- 11 it → them
- 12 **correct**
- 13 their → theirs
- 14 are → is
- 15 (am → are) or (We → I)

Grammar Quiz 9

p.114

- 1 her
- 2 Jane's
- 3 His
- 4 isn't
- 5 does
- 6 cries
- 7 is making
- 8 aren't playing
- 9 is swimming
- 10 is walking
- 11 am not writing
- 12 We are always happy in class.
- 13 Jack usually does his homework.
- 14 My dad often walks to his office.
- 15 It is sometimes quiet in the park.

Grammar Quiz 10

p.115

- 1 is brushing
- 2 practice
- 3 wears
- 4 writes
- 5 is helping
- 6 **correct**
- 7 theirs → mine (ours)
- 8 Are → Is
- 9 washes → wash
- 10 plays always → always plays
- 11 forget never → never forget
- 12 is coming
- 13 aren't getting up
- 14 is watching
- 15 Is, doing

Grammar Quiz 11

p.116

- 1 Does, have
- 2 Are, doing
- 3 isn't dancing
- 4 will snow
- 5 won't wear
- 6 This is our new dog, Rex.
- 7 My mom always cooks me dinner.
- 8 Mary isn't cleaning her room now.
- 9 We visit our grandparents every Sunday.
- 10 They won't watch a movie tomorrow.
- 11 are → is
- 12 listening → listens
- 13 runs → are running
- 14 **correct**
- 15 will → will be

Grammar Quiz 12

p.117

- 1 we
- 2 Steve's
- 3 yours
- 4 take
- 5 always comes
- 6 Will, be
- 7 reads
- 8 isn't
- 9 are having
- 10 studied
- 11 Is, practicing
- 12 mopped
- 13 will cook
- 14 Did, watch
- 15 didn't listen

Grammar Quiz 13

p.118

- 1 ate
- 2 met
- 3 were
- 4 finished
- 5 had
- 6 takes
- 7 Is, watching
- 8 Will, come
- 9 didn't arrive
- 10 won't go
- 11 me → mine
- 12 is → are
- 13 **correct**
- 14 gets never → never gets
- 15 stop → stopped

Grammar Quiz 14

p.119

- 1 cried
- 2 didn't like
- 3 saw
- 4 Were
- 5 broke
- 6 will go
- 7 may not (can't) play
- 8 can't sing
- 9 could write
- 10 May (Can), borrow
- 11 (are → am) or (I → We)
- 12 ride → rides
- 13 home for usually → usually home for
- 14 make → making
- 15 **correct**

Grammar Quiz 15

p.120

- 1 doesn't read
- 2 always watches
- 3 is making
- 4 play
- 5 bought
- 6 began
- 7 will
- 8 Did, didn't
- 9 May
- 10 could
- 11 can
- 12 The test was very difficult (hard).
- 13 It will be a dangerous trip.
- 14 My sister is very weak.
- 15 This hotel room is noisy.

Grammar Quiz 16

p.121

- 1 exciting
- 2 fat
- 3 famous
- 4 can't
- 5 may not
- 6 very usually → usually very
- 7 **correct**
- 8 wearing → wear
- 9 Do → Will
- 10 tastes, linking verb
- 11 took, action verb
- 12 looks, linking verb
- 13 visited, action verb
- 14 feels, linking verb
- 15 sounds, linking verb

Grammar Quiz 17

p.122

- 1 quickly
- 2 nice
- 3 good
- 4 beautifully
- 5 slowly
- 6 interesting
- 7 loudly
- 8 sweet
- 9 cute
- 10 Do, visit
- 11 is listening
- 12 didn't watch
- 13 won't snow
- 14 was
- 15 Can, help

Grammar Quiz 18

p.123

- 1 ②, fast
- 2 ③, answer
- 3 ③, empty
- 4 ②, happy
- 5 ③, plays
- 6 quickly
- 7 late
- 8 look
- 9 sounds
- 10 fast
- 11 **correct**
- 12 is → will be
- 13 mops → mopped
- 14 buy → bought
- 15 Do → May (Can)

Grammar Quiz 19

p.124

- 1 ②, smiled
- 2 ②, studied
- 3 ③, crowded
- 4 ②, happy
- 5 ②, big
- 6 in
- 7 on
- 8 at
- 9 in
- 10 rides → ride
- 11 invite → invited
- 12 find → found
- 13 can't → couldn't
- 14 **correct**
- 15 well → good

Grammar Quiz 20

p.125

- 1 wet
- 2 good
- 3 well
- 4 carefully
- 5 sometimes
- 6 played → play
- 7 drink → drank
- 8 May → Can
- 9 on → at
- 10 **correct**
- 11 date → day
- 12 next to
- 13 under
- 14 at
- 15 across from

Grammar Quiz 21

p.126

- 1 read
- 2 stay
- 3 nervous
- 4 looks
- 5 early
- 6 really
- 7 on
- 8 in
- 9 across from
- 10 behind
- 11 between
- 12 She studies English.
- 13 I didn't see any animals in the park.
- 14 They will go shopping tomorrow.
- 15 You may not sit here.

Answer Key to Workbook 1

Lesson 1 | Singular and Plural Nouns

p.9

A*

- 1 apple
- 2 vase
- 3 cake
- 4 father
- 5 telephone
- 6 Sally
- 7 Africa
- 8 Greek
- 9 Harry
- 10 University of Washington

- 11 tall
- 12 pretty
- 13 have
- 14 run
- 15 speak

B

- 1 girls
- 2 igloos
- 3 dishes
- 4 teeth
- 5 children
- 6 watches
- 7 babies
- 8 foxes
- 9 boys
- 10 stories

C

- 1 a
- 2 a
- 3 a
- 4 an
- 5 A
- 6 an
- 7 an
- 8 a

*A: (1~5)/(6~10)/(11~15): The answers can be in any order within each group.

p.10

D

- 1 princesses
- 2 babies
- 3 children
- 4 brothers
- 5 foxes

- 6 feet
- 7 watches
- 8 oranges
- 9 mice
- 10 ladies

E

- 1 an
- 2 a
- 3 a, a
- 4 an
- 5 Ø

- 6 an
- 7 Ø
- 8 a
- 9 a
- 10 a

p.11

F

- 1 an → a
- 2 korea → Korea
- 3 **correct**
- 4 a → an
- 5 tree → trees

- 6 an → a
- 7 A San Francisco → San Francisco
- 8 childs → children
- 9 **correct**
- 10 john → John

G

- 1 ③
- 2 ②
- 3 ②
- 4 ①
- 5 ②

Lesson 2 | **Count and Noncount Nouns**

p.13

A

- 1 Noncount noun tea
- 2 Count noun shirts
- 3 Count noun lions
- 4 Noncount noun bread
- 5 Noncount noun homework
- 6 Count noun dog
- 7 Count noun leaves
- 8 Noncount noun orange juice
- 9 Noncount noun meat

B

- 1 some
- 2 any
- 3 some
- 4 a
- 5 a
- 6 some
- 7 any
- 8 an
- 9 any

p.14

C

- 1 some (any) / some
- 2 some (any) / a
- 3 a / a
- 4 some (any) / an
- 5 some (any) / some

D

- 1 any, dogs
- 2 any, sugar
- 3 an, teacher
- 4 some, bread
- 5 a, man

- 6 some, flowers
- 7 any, dessert
- 8 an, movie
- 9 some, fried chicken
- 10 a, newspaper

p.15

A

- 1 a
- 2 some
- 3 a
- 4 some (any)
- 5 an
- 6 any

B

- 1 backpacks
- 2 homework
- 3 water
- 4 leaves
- 5 mice
- 6 clouds

C

- 1 City → city
- 2 **correct**
- 3 baby → babies
- 4 new dress → a new dress
- 5 knife → knives

Lesson 3 | Subject and Object Pronouns**p.17****A**

- 1 He
- 2 her
- 3 it
- 4 We
- 5 them
- 6 It
- 7 them
- 8 us
- 9 He
- 10 She

B

- 1 her
- 2 you
- 3 her
- 4 me
- 5 it
- 6 him
- 7 them
- 8 him
- 9 us

C

- 1 3rd person
- 2 3rd person
- 3 2nd person
- 4 1st person
- 5 3rd person
- 6 3rd person
- 7 3rd person
- 8 3rd person
- 9 1st person

p.18**D**

- 1 I / her
- 2 we / them
- 3 he / him
- 4 She / her
- 5 they / them

E

- 1 ①
- 2 ③
- 3 ②
- 4 ④
- 5 ①

p.19**A**

- 1 a
- 2 some
- 3 any
- 4 an
- 5 any
- 6 some

B

- 1 We
- 2 It
- 3 You
- 4 She
- 5 us
- 6 me

C

- 1 **correct**
- 2 it → them
- 3 teeth → teeth
- 4 he → him
- 5 some → any

Lesson 4 | **Demonstratives and Possessives 1**

p.21

A

- 1 These are green frogs.
- 2 This is a big house.
- 3 Those are small dogs.
- 4 Is this your balloon?
- 5 Do you want those toys?
- 6 That book is interesting.
- 7 These are special uniforms.
- 8 Can you see that building?
- 9 What are these?

B

- 1 that / my friend's
- 2 these / Tom's
- 3 this / my sister's
- 4 those / children's
- 5 those / my brothers'

p.22

C

- | | |
|---------------|---------------|
| 1 Mike's | 6 Tony's |
| 2 students' | 7 girls' |
| 3 Sally's | 8 Bill's |
| 4 men's | 9 my parents' |
| 5 my sister's | 10 Kevin's |

D

- | | |
|--------------|-------------|
| 1 Robin's | 6 girls' |
| 2 children's | 7 men's |
| 3 shop's | 8 students' |
| 4 dog's | 9 dad's |
| 5 Jason's | 10 sister's |

p.23

A

- 1 It
- 2 some
- 3 They
- 4 people
- 5 it
- 6 fruit
- 7 I

B

- 1 These are bookstores.
- 2 These are new cars.
- 3 Those are birds' eggs.
- 4 That is a student's backpack.
- 5 This is Tom's baseball card.

C

- 1 This is → These are
- 2 she → her
- 3 **correct**
- 4 (These are → This is) or
(player → players)
- 5 puppy → puppies

Lesson 5 | Possessives 2**p.25****A**

- 1 his
- 2 her
- 3 our
- 4 my
- 5 your
- 6 their

B

- 1 your / Mine
- 2 Sally's / her
- 3 their / ours

C

- 1 my
- 2 mine
- 3 your
- 4 yours
- 5 he
- 6 his
- 7 she
- 8 her

- 9 its
- 10 our
- 11 ours
- 12 you
- 13 your
- 14 yours
- 15 their
- 16 theirs

p.26**D**

- 1 ④
- 2 ①
- 3 ②
- 4 ④
- 5 ①

E

- 1 his
- 2 her
- 3 mine
- 4 yours
- 5 our

- 6 my
- 7 hers
- 8 theirs
- 9 his
- 10 ours

p.27**A**

- 1 it
- 2 us
- 3 hers
- 4 their
- 5 Her
- 6 his
- 7 dog's

B

- 1 son's
- 2 Michelle's
- 3 any
- 4 This
- 5 children's

C

- 1 any → some
- 2 **correct**
- 3 italy → Italy
- 4 This → These
- 5 your → yours

Lesson 6 | **Present Simple: Be**

p.29

A

- 1 are
- 2 isn't
- 3 am
- 4 is
- 5 aren't

B

- 1 ②
- 2 ①
- 3 ②
- 4 ①
- 5 ②

C

- 1 Is your dad busy now?
- 2 Is she a beautiful bride?
- 3 Is it a lion?
- 4 Are they good cooks?

p.30

D

- 1 is
- 2 are
- 3 is
- 4 is
- 5 isn't
- 6 isn't
- 7 aren't

E

- 1 it isn't
- 2 there aren't
- 3 they are
- 4 he is
- 5 she isn't
- 6 there is
- 7 they are

F

Answers may vary.

- 1 Yes, she is.
- 2 Yes, there is.
- 3 No, I'm not.
- 4 Yes, there are.
- 5 No, he isn't.

p.31

A

- 1 He
- 2 hers
- 3 my
- 4 She
- 5 theirs
- 6 Tim's

B

- 1 isn't / is
- 2 is / aren't
- 3 aren't / are
- 4 Are / am
- 5 Is / is
- 6 Are / are

C

- 1 new york → New York
- 2 Anna → Anna's
- 3 **correct**
- 4 some → any
- 5 He → His

Lesson 7 | Present Simple**p.33****A**

- 1 doesn't grow
- 2 brushes
- 3 do
- 4 don't work
- 5 clean

B

- 1 speaks
- 2 don't drink
- 3 washes
- 4 don't eat
- 5 doesn't answer
- 6 goes
- 7 likes

C

- 1 Does Mr. Bagman live in London?
- 2 Do I (you) like rap music?
- 3 Do Tom and Jack go to school by bike?
- 4 Does Jane teach French?
- 5 Do the stores open early in the morning?
- 6 Do they want a big wedding?

p.34**D**

- 1 Mr. Johnson eats meat.
Mr. Johnson doesn't eat meat.
Does Mr. Johnson eat meat?
- 2 I work in a bank.
I don't work in a bank.
Do I (you) work in a bank?

- 3 She cleans her desk every day.
She doesn't clean her desk every day.
Does she clean her desk every day?
- 4 They play the violin.
They don't play the violin.
Do they play the violin?

E *Answers may vary.*

- 1 Do / Yes, I do.
- 2 Does / Yes, he (she) does.
- 3 Does / No, she doesn't.
- 4 Does / Yes, he does.
- 5 Do / No, they don't.

p.35**A**

- 1 ours
- 2 her
- 3 Is
- 4 that
- 5 isn't
- 6 they

B

- 1 Does, chat
- 2 am not
- 3 send
- 4 doesn't go
- 5 are
- 6 has

C

- 1 juices → juice
- 2 **correct**
- 3 his → him
- 4 uncle → uncle's
- 5 don't → doesn't

Lesson 8 | **Present Simple and Frequency Adverbs**

p.37

A

- 1 closes
- 2 goes
- 3 fly
- 4 watches
- 5 laughs
- 6 take
- 7 finishes
- 8 stay

B

- 1 Tim always comes late for math class.
- 2 They often go on a picnic on Sundays.
- 3 My bird is sometimes noisy at night.
- 4 Michelle never watches DVDs during the week.
- 5 The subway is often crowded in the morning.
- 6 Jason's dad sometimes cooks for his family.

p.38

C *Answers may vary.*

- 1 always walk
- 2 usually keep
- 3 are never
- 4 brother often plays
- 5 are always
- 6 sometimes bakes
- 7 usually drives
- 8 is always
- 9 always gets up

D

- 1 Jason usually goes to bed at 10:00.
- 2 I often take a walk with my dog.
- 3 Sara never fights with her brother.
- 4 The restaurant is often very crowded.
- 5 My cats are always friendly to people.

p.39

A

- 1 that
- 2 Sara's / it
- 3 always drinks
- 4 are usually
- 5 am sometimes
- 6 never forgets

B

- 1 don't go
- 2 Does, do
- 3 drive
- 4 am not
- 5 plays
- 6 Are

C

- 1 **correct**
- 2 don't → doesn't
- 3 A → An
- 4 does often → often does
- 5 He → His

Lesson 9 | Present Continuous**p.41****A**

- 1 is playing
- 2 Are, wearing
- 3 Is, writing
- 4 are riding
- 5 isn't going
- 6 aren't doing
- 7 is opening
- 8 Is, running

B *Answers may vary.*

- 1 No / am not listening to music
- 2 Yes / am doing my homework
- 3 No / isn't working
- 4 Yes / is having dinner
- 5 No / sister isn't washing the dishes
- 6 No / brother isn't playing (any) games

p.42**C**

- | | |
|------------|------------|
| 1 talking | 8 working |
| 2 swimming | 9 typing |
| 3 brushing | 10 coming |
| 4 making | 11 running |
| 5 sitting | 12 buying |
| 6 living | 13 washing |
| 7 raining | 14 hitting |

D

- 1 Is, buying / No, he isn't.
- 2 Is, having / Yes, he is.
- 3 Is, studying / Yes, she is.
- 4 Is, barking / No, it isn't.
- 5 Are, listening / No, they aren't.

p.43**A**

- 1 I sometimes play soccer.
- 2 My mom is always busy.
- 3 They usually drink tea.
- 4 Jason never forgets his homework.
- 5 We sometimes walk to school.
- 6 Michelle often exercises at night.

B

- 1 are baking
- 2 isn't taking
- 3 are cleaning
- 4 am watching
- 5 aren't studying
- 6 is driving

C

- 1 **correct**
- 2 aren't → isn't
- 3 She → He
- 4 does → do
- 5 theirs → their

Lesson 10 | **Present Simple vs. Present Continuous**

p.45

A

- 1 ③
- 2 ①
- 3 ①
- 4 ②
- 5 ①
- 6 ①

B

- 1 cleans
- 2 goes
- 3 is baking
- 4 are playing
- 5 are working
- 6 are waiting
- 7 read
- 8 do

p.46

C

- 1 takes a shower
is doing his homework
- 2 cooks
is washing her car
- 3 ride their bikes
are reading books
- 4 play tennis
are watching a movie

D *Answers may vary.*

- 1 Yes / get up
- 2 No / am not watching
- 3 Yes / reads
- 4 No / isn't working
- 5 Yes / exercises
- 6 Yes / is jogging
- 7 No / brother doesn't take
- 8 No / grandma isn't talking

p.47

A

- 1 There are
- 2 is usually
- 3 Are
- 4 often get up
- 5 today
- 6 every day

B

- 1 is washing
- 2 Do, talk
- 3 am writing
- 4 aren't swimming
- 5 takes
- 6 isn't washing

C

- 1 run → are running
- 2 am checking → check
- 3 **correct**
- 4 those → hat
- 5 she → her

Lesson 11 | Future: Will**p.49****A**

- | | |
|------------------|---------------|
| 1 will practice | 6 will learn |
| 2 won't practice | 7 won't visit |
| 3 won't study | 8 will visit |
| 4 will study | 9 won't go |
| 5 won't learn | 10 will go |

B

- 1 We will move to a new house next year.
- 2 We won't have a lot of snow this winter.
- 3 There will be a school concert tomorrow night.
- 4 You won't have any problems at your new school.

p.50**C**

- 1 Yes, he will.
- 2 Will Sam get up early
- 3 Will Sam go to a concert
- 4 No, she won't.
- 5 Will Anne go to a concert
- 6 Yes, they will.
- 7 Will Bill and Fred have a test

D *Answers may vary.*

- 1 Yes, it will.
- 2 Yes, I will.
- 3 No, I won't.
- 4 No, I won't.
- 5 Yes, I will.
- 6 No, he won't.
- 7 No, she won't.
- 8 Yes, she will.

p.51**A**

- 1 These
- 2 a
- 3 some
- 4 It
- 5 Mary's
- 6 mine

B

- 1 isn't studying
- 2 is
- 3 doesn't sleep
- 4 will be
- 5 are writing
- 6 plays

C

- 1 reading → read
- 2 goes usually → usually goes
- 3 listen → is listening
- 4 Are → Is
- 5 **correct**

Lesson 12 | **Progress Test 1**

p.52

A

- 1 cats
- 2 boxes
- 3 horses
- 4 countries
- 5 books

- 6 man
- 7 baby
- 8 tooth
- 9 foot
- 10 watch

B

- 1 Noncount noun
- 2 Count noun
- 3 Noncount noun
- 4 Common noun
- 5 Common noun
- 6 Proper noun

C

- 1 a
- 2 some
- 3 an
- 4 any
- 5 a

p.53

D

- 1 He
- 2 These
- 3 it
- 4 That
- 5 children's

E

- 1 Her
- 2 theirs
- 3 ours
- 4 His
- 5 My

F

- 1 are
- 2 isn't
- 3 is
- 4 goes
- 5 don't live

- 6 is playing
- 7 get up

p.54

G

- 1 saying
- 2 making
- 3 getting
- 4 swimming
- 5 walking
- 6 living

H *Answers may vary.*

- 1 Yes / will rain
- 2 No / don't read
- 3 Yes / am
- 4 No / am not playing
- 5 Yes / takes
- 6 No / isn't washing

I

- 1 Nick's dad will have dinner at home
- 2 Jason will join the book club
- 3 They will study at the library
- 4 She will go on a field trip

p.55

A

- 1 Does
- 2 don't
- 3 Do
- 4 Will
- 5 Is
- 6 won't

B

- 1 is playing
- 2 am washing
- 3 will watch
- 4 teaches
- 5 will visit
- 6 are having

C

- 1 is → are
- 2 **correct**
- 3 raining → rain
- 4 she → her
- 5 playing → play

Lesson 13 | Past Simple: Regular Verbs**p.59****A**

- 1 walked
- 2 cried
- 3 arrived
- 4 played
- 5 planned
- 6 stopped

B

- 1 lived
- 2 enjoyed
- 3 didn't visit
- 4 didn't answer
- 5 started
- 6 studied

C *Answers may vary.*

- 1 Yes / finished
- 2 No / didn't clean
- 3 Yes / watched
- 4 No / didn't wash
- 5 Yes / learned

p.60**D**

- 1 Did Mary visit / she didn't
- 2 Did he learn / he did
- 3 Did they work / they didn't
- 4 Did Tom call / he did
- 5 Did you clean / Yes, I did. (*The answer may vary.*)

E

- 1 My uncle traveled to Africa with his family last year.
(My uncle traveled with his family to Africa last year.)
- 2 She didn't open her store yesterday.
- 3 John tried to win the race last month.
- 4 Her dad stopped smoking last year.
- 5 The plane arrived very late.

p.61**A**

- 1 don't
- 2 hers
- 3 I
- 4 Is
- 5 women's
- 6 is not

B

- 1 will travel
- 2 didn't finish
- 3 have
- 4 Did, work
- 5 won't go
- 6 lived

C

- 1 cook → cooks
- 2 **correct**
- 3 playing → are playing (will play or played)
- 4 meeting → will meet
- 5 cries → cried

Lesson 14 | **Past Simple: Irregular Verbs and Be**

p.63

A

- 1 began
- 2 read
- 3 met
- 4 slept
- 5 took
- 6 broke
- 7 bought
- 8 spoke

B

- 1 got up
- 2 told
- 3 taught
- 4 gave
- 5 flew
- 6 found

C

- 1 Were
- 2 were
- 3 wasn't
- 4 was
- 5 was
- 6 wasn't
- 7 Were

p.64

D

- 1 Sam didn't break the window.
- 2 They didn't read a book in class.
- 3 He didn't meet his old friend.
- 4 We didn't sleep a lot last night.
- 5 I didn't go to the movies.
- 6 She didn't take a walk in the park.

E

- 1 Did they have steak for dinner?
- 2 Did I (you) see a shooting star last night?
- 3 Did we (you) do our (your) homework together?
- 4 Did he make a model plane?
- 5 Did she drive to work this morning?
- 6 Did Tom sing at the concert?

F *Answers may vary.*

- 1 Yes / bought
- 2 No / didn't write
- 3 Yes / drank
- 4 No / didn't drive
- 5 Yes / read
- 6 No / didn't come
- 7 Yes / went

p.65

A

- 1 saw
- 2 bought
- 3 found
- 4 went
- 5 drank
- 6 took

B

- 1 practices
- 2 Did
- 3 study
- 4 will have
- 5 didn't
- 6 are swimming

C

- 1 **correct**
- 2 Are → Is
- 3 surfs → surf
- 4 enjoy → enjoys
- 5 Is → Will

Lesson 15 | Helping Verbs**p.67****A**

- 1 Yes, she can.
- 2 No, he can't.
- 3 No, they can't.
- 4 Yes, I can. *(The answer may vary.)*
- 5 No, I can't. *(The answer may vary.)*

Answers may vary.

- 1 Can Sally ski?
- 2 Can Fred breakdance?
- 3 Can Sally and Fred breakdance?
- 4 Can you ski?
- 5 Can you speak French?

p.68**B**

- 1 ①
- 2 ①
- 3 ②
- 4 ③
- 5 ②
- 6 ②
- 7 ②

C Answers may vary.

- 1 can't (may not)
- 2 can (may)
- 3 can (may)
- 4 can (may)
- 5 can (may)
- 6 can't (may not)

p.69**A**

- 1 is
- 2 does
- 3 are cleaning
- 4 eat
- 5 lived
- 6 took

B

- 1 will
- 2 can
- 3 couldn't
- 4 may not
- 5 Does
- 6 Did

C

- 1 rides → is riding
- 2 moving → will move (are moving)
- 3 aren't → weren't
- 4 **correct**
- 5 can't → couldn't

Lesson 16 | **Adjectives**

p.71

A

- 1 weak
- 2 sad
- 3 interesting
- 4 difficult (hard)
- 5 sweet
- 6 safe
- 7 short
- 8 dirty
- 9 short
- 10 lazy

B

- 1 rich
- 2 small
- 3 cold
- 4 special
- 5 popular
- 6 dry
- 7 expensive
- 8 noisy

C

Answers may vary.

- 1 hot
- 2 delicious
- 3 safe
- 4 smart

p.72

D

- 1 slow train
- 2 short rope
- 3 dirty
- 4 small garden
- 5 dangerous
- 6 boring

E

- 1 The clown has a sad smile.
- 2 We have an important test tomorrow.
- 3 Jane is wearing a pretty dress today.
- 4 There are many tall buildings in New York.
- 5 The trip to Africa was exciting.

p.73

A

- 1 didn't
- 2 met
- 3 Can
- 4 Did
- 5 couldn't
- 6 reads
- 7 is talking

B

- 1 new
- 2 favorite
- 3 delicious
- 4 dark
- 5 busy

C

- 1 comes → came
- 2 bark → is barking
- 3 Will → May (Can)
- 4 cleans → clean
- 5 **correct**

Lesson 17 | Linking Verbs and Adjectives

p.75

A

- 1 delicious
- 2 young
- 3 blue
- 4 lonely
- 5 comfortable
- 6 spicy
- 7 dangerous
- 8 nervous
- 9 fresh

B

	Linking Verb	Action Verb
1	sounds	x
2	x	looked
3	looks	x
4	x	smelled
5	x	lost
6	were	x
7	smells	x
8	x	found
9	x	see

p.76

C

- 1 smells
- 2 felt
- 3 sounds
- 4 tells
- 5 taste
- 6 listen
- 7 looks

	Linking Verb	Action Verb
1	✓	
2	✓	
3	✓	
4		✓
5	✓	
6		✓
7	✓	

D *Answers may vary.*

- 1 My teddy bear looks cute.
- 2 The windows look clean.
- 3 My room looks messy.
- 4 My mom's shoes look new.
- 5 The flower vase looks old.
- 6 The sofa looks comfortable.

p.77

A

- 1 will watch
- 2 take
- 3 large
- 4 can't
- 5 is flying
- 6 won't be

B

- 1 action verb / flew
- 2 linking verb / tastes
- 3 action verb / broke
- 4 linking verb / is
- 5 adjective / cold
- 6 noun / singer

C

- 1 begin → began
- 2 playing → plays
- 3 came → come
- 4 can't → couldn't
- 5 **correct**

Answer Key to Workbook 1

Lesson 18 | Adverbs 1

p.79

A

- | | |
|---------------|-------------|
| 1 clearly | 8 carefully |
| 2 softly | 9 loudly |
| 3 simply | 10 fast |
| 4 honestly | 11 happily |
| 5 comfortably | 12 early |
| 6 late | 13 well |
| 7 noisily | 14 hard |

B

- | | |
|-------------|------------|
| 1 quiet | 6 slowly |
| 2 happily | 7 hard |
| 3 well | 8 angry |
| 4 careful | 9 soft |
| 5 beautiful | 10 quickly |

p.80

C

- | | |
|------------|-----------|
| 1 (opened) | quickly |
| 2 (drives) | slowly |
| 3 (came) | late |
| 4 (skis) | well |
| 5 (put) | neatly |
| 6 (played) | badly |
| 7 (wagged) | happily |
| 8 (read) | carefully |

D *Answers may vary.*

- | |
|-------------|
| 1 well |
| 2 quickly |
| 3 diligent |
| 4 early |
| 5 clearly |
| 6 loud |
| 7 carefully |

p.81

A

- | |
|-----------------|
| 1 are listening |
| 2 Did, cry |
| 3 won't move |
| 4 read |
| 5 doesn't brush |

B

- | |
|-------------|
| 1 quietly |
| 2 cheap |
| 3 sad |
| 4 loud |
| 5 correctly |
| 6 nice |
| 7 quickly |

C

- | |
|--------------------|
| 1 climbing → climb |
| 2 correct |
| 3 are → were |
| 4 fastly → fast |
| 5 happy → happily |

Lesson 19 | **Adverbs 2**

p.83

A	Verb	Adjective	Adverb
1	x	beautiful	x
2	(will) go	x	x
3	x	x	fast
4	x	nice	x
5	x	empty	x
6	goes	x	x
7	x	x	hard
8	sat	x	x

- B**
- 1 too fast
 - 2 very beautiful
 - 3 quite nicely
 - 4 really happy
 - 5 very well
 - 6 very hard
 - 7 truly happy
 - 8 really easily
 - 9 very nervous

p.84

- C**
- 1 Mike usually goes to school by bike.
 - 2 Michelle sometimes comes home late from school.
 - 3 My grandma looks very beautiful today.
 - 4 They always drink milk in the morning.
 - 5 Your school projects are always great.

- D** *Answers may vary.*
- 1 sometimes
 - 2 sometimes
 - 3 often
 - 4 usually
 - 5 always
 - 6 sometimes
 - 7 often

p.85

- A**
- 1 famous
 - 2 smells
 - 3 pretty
 - 4 fast
 - 5 looks
 - 6 usually

- B**
- 1 ②/ carefully
 - 2 ③/ difficult
 - 3 ②/ dark
 - 4 ②/ can't see
 - 5 ②/ weak
 - 6 ③/ is playing

- C**
- 1 can't → couldn't
 - 2 do → did
 - 3 Does → Did
 - 4 **correct**
 - 5 driving → are driving

Lesson 20 | **Prepositions of Time**

p.87

A

- | | |
|-------|-------|
| 1 on | 11 on |
| 2 at | 12 at |
| 3 in | 13 on |
| 4 in | 14 in |
| 5 at | 15 at |
| 6 on | 16 in |
| 7 at | 17 on |
| 8 at | 18 in |
| 9 on | 19 on |
| 10 in | 20 in |

B

	Months	Days	Dates
1	January	Monday	1 st First
2	February	Tuesday	2 nd Second
3	March	Wednesday	3 rd Third
4	April	Thursday	4 th Fourth
5	May	Friday	5 th Fifth
6	June	Saturday	6 th Sixth
7	July	Sunday	7 th Seventh
8	August		8 th Eighth
9	September		9 th Ninth
10	October		
11	November		
12	December		

p.88

C

- 1 in
- 2 on
- 3 at
- 4 on
- 5 in
- 6 at
- 7 in
- 8 at

D *Answers may vary.*

- 1 in 1998
- 2 at 8:00
- 3 read at
- 4 study in
- 5 play basketball
- 6 go to church, on

E

- 1 What time is it?
- 2 What month is it?
- 3 What year was it?
- 4 What day was it?
- 5 What is the date?

p.89

A

- 1 good
- 2 really
- 3 clearly
- 4 never
- 5 cold
- 6 almost

B

- 1 in
- 2 at
- 3 on
- 4 in
- 5 on
- 6 in

C

- 1 lately → late
- 2 **correct**
- 3 breaks → broke
- 4 well → good
- 5 (went → will go) or (tomorrow → yesterday)

Lesson 21 | Prepositions of Place**p.91****A**

- 1 next to
- 2 between, and
- 3 across from
- 4 next to
- 5 near
- 6 across from
- 7 next to (behind)
- 8 behind (next to)
- 9 near (across from)
- 10 behind (next to)

p.92**B**

- 1 on
- 2 in
- 3 above
- 4 behind
- 5 in front of
- 6 under

C

- 1 An old woman is standing at the bus stop.
- 2 My apartment is across from the park.
- 3 There is a bench in front of the tree.

p.93**A**

- 1 quite
- 2 date
- 3 really
- 4 soft
- 5 had
- 6 Did

B

- 1 in
- 2 in front of
- 3 between
- 4 behind
- 5 on
- 6 above

C

- 1 sleepily → sleepy
- 2 on → in
- 3 across → across from
- 4 lately → late
- 5 **correct**

Lesson 22 | **Statements and Yes/No Questions**

p.95

A

- 1 speaks
- 2 will be
- 3 went
- 4 didn't buy
- 5 weren't
- 6 doesn't like
- 7 isn't wearing

B

- 1 You may not take this home.
- 2 Amy doesn't sing well.
- 3 He isn't making dinner now.
- 4 Ben's idea didn't sound interesting.
- 5 There weren't many birds.
- 6 They won't arrive early tonight.
- 7 Some bears don't sleep in winter.

p.96

C

- 1 Can she play baseball?
- 2 Are they going on a field trip?
- 3 Did he go to the library?
- 4 Will you call me tonight?
- 5 Is this Sam's pet snake?
- 6 Do we (you) come here often?

D

- 1 he does
- 2 they aren't
- 3 she isn't
- 4 she did
- 5 he won't

E *Answers may vary.*

- 1 Yes, I do.
- 2 No, I'm not.
- 3 No, I didn't.
- 4 Yes, he can.
- 5 No, she doesn't.
- 6 Yes, it was.
- 7 No, it won't.

p.97

A

- 1 May
- 2 will
- 3 aren't
- 4 Did
- 5 happy
- 6 quickly

B

- 1 in
- 2 on
- 3 at
- 4 between
- 5 in
- 6 under

C

- 1 easy → easily
- 2 wears → wear
- 3 Do → Are
- 4 **correct**
- 5 good → well

Lesson 23 | Information Questions**p.99****A**

- 1 Whose
- 2 What
- 3 When
- 4 Who
- 5 Where
- 6 What
- 7 What time
- 8 Where
- 9 When

B

- 1 How many
- 2 How much
- 3 How many
- 4 How much
- 5 How many
- 6 How much
- 7 How much
- 8 How many

p.100**C**

- 1 How many computers are there in the room?
- 2 Where did he go yesterday?
- 3 When (What time) will the train leave?
- 4 Whose bird is it?
- 5 What do you like to do in your free time?
- 6 Who was your Spanish teacher last year?
- 7 How much (money) did you pay for this (that) book?

D *Answers may vary.*

- 1 I play soccer.
- 2 I like Rain's songs (the) most.
- 3 I (usually) go to bed at 10:00.
- 4 I drink one glass of milk a day.
- 5 I like to go to the amusement park.
- 6 Santa Claus gave me a present.

p.101**A**

- 1 behind
- 2 angrily
- 3 free
- 4 doesn't
- 5 will live
- 6 Are
- 7 Did

B

- 1 When
- 2 What
- 3 Where
- 4 How many
- 5 Whose

C

- 1 on → at (∅)
- 2 **correct**
- 3 in → on
- 4 beautifully → beautiful
- 5 nice really → really nice

Answer Key to Workbook 1

Lesson 24 | Progress Test 2

p.102

A

- 1 opened
- 2 did
- 3 drank
- 4 studied
- 5 found

- 6 slept
- 7 stopped
- 8 ate
- 9 went
- 10 drove

B

- 1 watched
- 2 is
- 3 will finish
- 4 were
- 5 are playing

- 6 drives
- 7 are making
- 8 will leave
- 9 saw

p.103

C

- 1 will go
- 2 can swim
- 3 may
- 4 ran
- 5 won't

D

- 1 quick
- 2 difficult
- 3 little
- 4 pretty
- 5 big

- 6 quiet
- 7 dirty
- 8 interesting
- 9 young
- 10 wet

E

	Linking	Action	
1	✓		looks
2		✓	smelled
3		✓	came
4	✓		tastes
5		✓	finished

p.104

F Answers may vary.

- 1 at a Japanese restaurant.
- 2 in a beautiful house.
- 3 a famous aunt.
- 4 difficult for me.
- 5 nice and friendly.

G

- 1 good
- 2 softly
- 3 angrily
- 4 badly

- 5 never
- 6 almost
- 7 beautiful
- 8 quickly

p.105

H

- 1 on
- 2 near
- 3 behind
- 4 in
- 5 day

- 6 on
- 7 at
- 8 at
- 9 between
- 10 year

I

- 1 Who
- 2 What
- 3 Where
- 4 When

- 5 How many
- 6 Whose
- 7 When
- 8 How much