



My Next Grammar

Teacher's Manual **2**

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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 2



Part I

Nouns and Pronouns

Lesson 1	Nouns and Articles	8
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Verbs

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Progress Test

Lesson 12	Progress Test 1	52
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Lesson 1 Nouns and Articles

Objectives

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

Warm Up

- Greet your students.
- Introduce yourself and have students introduce themselves while saying something 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

- First, explain that a *noun* is a word used to name a person, animal, place, or 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*.

Lesson 1 Nouns and Articles

1. Grammar Introduction

A. Common and Proper Nouns

Common Noun	language book	city name Hong Kong Sarah	<ul style="list-style-type: none"> • Common nouns are general names of people, animals, places and things.
Proper Noun	Chinese My Next Grammar		<ul style="list-style-type: none"> • Proper nouns are specific names. They always begin with capital letters.

Check the common noun and circle the proper noun.

1 Amy's house is on Main Street. 2 Grace is my best friend.

3 These skates are for Sam. 4 My uncle can speak Chinese.

B. Singular and Plural Nouns

	Singular	Plural	
~s	one cat a basket	two cats five baskets	<ul style="list-style-type: none"> • Singular means one. Plural means more than two. • To make most nouns plural, add -s to the singular form.
~es	box watch	boxes watches	<ul style="list-style-type: none"> • End of noun: -ch, -sh, -s, -x • Plural form: add -es
	hero potato	heroes potatoes	<ul style="list-style-type: none"> • End of noun: consonant + -o • 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
~ves	thief knife	thieves knives	<ul style="list-style-type: none"> • End of noun: -f or -fe • Plural form: change f or -fe to v and add -es
Irregular	child fish	children fish	<ul style="list-style-type: none"> • No rules

• Common irregular plural nouns:
sheep - sheep tooth - teeth woman - women foot - feet mouse - mice person - people

Write the plural form.

1 person people 2 leaf leaves

3 glass glasses 4 radio radios

6

A Common and Proper Nouns


- Have students look at Chart A on page 6.
- Help students to notice the differences between the common nouns and proper nouns.
- Go through the differences between the common nouns and proper nouns as written 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.

Extension

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

8



1 - Nouns and Articles 

C. Count and Noncount Nouns

	Singular	Plural	
Count Noun	a cookie a bus one leaf	cookies buses leaves	• Count nouns are the names of objects that we can count. • They take singular or plural form.
Noncount Noun	water cheese juice	•	• Noncount nouns are the names of objects that we cannot count. • They take only singular form and no a or an.

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

Choose and write. Use a/an with the count nouns.

desk homework bread egg music water class letter

Count Nouns		Noncount Nouns	
1 .....desk.....	2 .....egg.....	5 .....homework.....	6 .....bread.....
3 .....class.....	4 .....letter.....	7 .....music.....	8 .....water.....

D. Articles: A/An and The

a	a pen a book	a radio a small umbrella	• Article, a or an, means 'one' thing. Use it before a singular noun. • Put a before a consonant and an before a vowel.
an	an orange an old book	an egg an umbrella	
the	The blue cap is on the bed. The Earth is round.		• Article, the, is used before nouns that are 'specific' or 'one and only'.

Write a, an, the or Ø. Write Ø if a or an is not needed.

1 Amy hasa..... cap anda..... hat.The..... cap is blue.The..... hat is yellow.

2 There isØ..... milk andØ..... cheese.The..... milk is white.The..... cheese is yellow.

3 It isa..... nice day.The..... sky is blue.The..... sun is bright.

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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.
- Have students do the check-up exercise on page 6 and share their answers with the class.

C Count and Noncount Nouns

- Have students look at Chart C on page 7.
- Remind students that different words are pluralized in different ways.
- Explain to students that some nouns are difficult to count. Explain that these nouns are typically ones that have an unset quantity.
- Read through the list of nouns in the chart.
- Ask students to picture a cookie or a bus in their mind and have them share with the class what they imagine. Now, ask them to picture water or cheese and share that vision with the class. They will most likely picture radically different quantities of these nouns.
- Have students do the check-up exercise on page 7 and share their answers with the class.

D Articles: A, An or The

- Have students look at Chart D on page 7.
- Explain that articles, **a**, **an**, and **the** 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. **The** is used before specific nouns or certain unique nouns.
- Have students do the check-up exercise on page 7 and share their answers with the class.

2. Grammar Practice

A Choose and write.

- Ask students to turn to page 8.
- Have students read the list of common nouns indicating category and the list of proper nouns in the box below.
- Allow students the opportunity to arrange the proper nouns by writing them on the lines corresponding to the list of common nouns. The word, *Earth*, has been provided as an example.

B Write the correct plural form. Write \emptyset if there is no plural form.

- Read through the list of singular nouns provided.
- Remind students that there are different forms of pluralization, irregular nouns, and noncount nouns to pay attention to.

C Fill in the blanks. Use *a*, *an*, or *the*.

- Have students turn to page 9.
- Allow students to read each short dialogue and determine which article would correctly complete them.

2. Grammar Practice

A Choose and write.

	Common Nouns	Proper Nouns	
1	planets	Earth	Mars
2	holidays	New Year's Day	Christmas
3	weekdays	Saturday	Sunday
4	months	December	April
5	countries	Mexico	Singapore
6	names	Sam	Roger
7	schools	Harvard	Seoul National University

December	Christmas	Singapore	Sunday	Earth
Saturday	Mexico	Mars	April	Roger
New Year's Day	Harvard	Sam	Seoul National University	

B Write the correct plural form. Write \emptyset if there is no plural form.

	Singular	Plural		Singular	Plural
1	woman	women	9	circle	circles
2	potato	potatoes	10	life	lives
3	sheep	\emptyset	11	leaf	leaves
4	notebook	notebooks	12	bench	benches
5	knife	knives	13	player	players
6	lady	ladies	14	sport	sports
7	furniture	\emptyset	15	water	\emptyset
8	tooth	teeth	16	fish	\emptyset (or fishes)

8

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 the lives of penguins.
- 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 piece they are about to read.

Ask questions such as:

- *What do you think this paragraph is about?*



1 - Nouns and Articles

C Fill in the blanks. Use a, an or the.

1 A: I can't find my pen. Do you see it?
B: It's right there. It's on the floor.

2 A: The weather is so gray today.
B: I know. Where is the sun?

3 A: Do you want an egg for breakfast?
B: No, thank you. I'll just have a glass of orange juice.

D Write the plural forms.

Penguins are interesting birds! They can't fly
1 Penguin 2 bird

and they don't build nests. But they are excellent swimmers.
3 nest 4 swimmer

They eat fish and plankton. Penguins are very sociable.
5 fish 6 Penguin

They don't like to be alone. They live in large colonies. Most
7 colony

female penguins lay two eggs at a time and
8 egg

live for more than twenty years.
9 year

3. Grammar Summary

Nouns					
Common Noun	Proper Noun	Singular Noun	Plural Noun	Count Noun	Noncount Noun
city	New York	onion	onions	letter	mail
mountain	Mt. Everest	potato	potatoes	table	furniture
whale	Shamu	egg	eggs	coin	money

Articles

I have **a** blue pen and **an** orange pencil. **The** sky is so gray. I don't see **the** sun.

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- Do penguins live alone?
- How long do penguins live?

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 2: pages 8-11
- The answer key to the homework is found on page 113 in Teacher's Manual 2.

- Where do penguins live?
- What do you know about penguins?

- With the students, talk about penguins to get them interested in the paragraph topic.
- Have students read the paragraph while filling in the blanks with the plural forms of the nouns provided.
- Have students share their answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity.
 - Can penguins fly?
 - What do penguins eat?

Lesson 2 Quantity Words

Objectives

- ◆ Some, any
- ◆ A few, a little & many, much
- ◆ Measurement words

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 2.

Lesson 2 Quantity Words

1. Grammar Link

⇒ Go to page 106. Take Grammar Quiz 1.

2. Grammar Introduction

A. Some/Any

some	There are some sandwiches. There is some milk. I have some money. Do you have some red pens?	<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.
any	I don't have any brothers. Is there any mail? There isn't any juice. Do you have any homework?	<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.

Write some or any.

- 1 There are **some** funny books at the library.
- 2 There aren't **any** clouds in the sky.
- 3 My grandma has **some** antique furniture in her house.
- 4 John didn't do **any** homework today.
- 5 They need **some** cookies for the school bake sale.

Circle and write.

- 1 I have **some** money. some / any **some**
- 2 Would you like **some / any** ice cream? **some / any** **some**
- 3 Can I have **some / any** cookies? **some / any** **some**
- 4 Sarah has **some** homework. some / any **some**
- 5 Can we have **some / any** popcorn? **some / any** **some**

10

2. Grammar Introduction

- Write 'some' on one side of the board and 'any' on the other. Ask students to read these words and consider the differences between them.
- Read the following sentences to the class and let them consider how the sentences are different.
 - I want *some* spaghetti.
 - I don't want *any* spaghetti.
 - I have *some* questions to ask you.
 - Do you have *any* questions to ask me?



B. A Few/A Little & Many/Much

a few many	There are a few beaches. There aren't many mountains. How many sisters do you have?	<ul style="list-style-type: none"> • A few is used with plural count nouns. • Many is used with plural count nouns. • Use how many when asking for exact numbers.
a little much	There is a little milk. I don't have much money. How much information do you have?	<ul style="list-style-type: none"> • A little is used with noncount nouns. • Much is used with noncount nouns. • Use how much when asking for exact amount.
a lot of	There are a lot of flowers. I have a lot of homework.	<ul style="list-style-type: none"> • A lot of is used with both plural count nouns and noncount nouns.

Circle the correct word.

- I have a few / a little questions.
- There isn't many / much homework today.
- Do you write many / much letters to your friends?
- We have a few / a little milk.
- Amy doesn't get many / a lot of mail.



C. Measurement Words

(1) There is some juice. (2) There is a bottle of juice. (3) How much rice did you buy? I bought two bags of rice.	<ul style="list-style-type: none"> • (1) means "There is juice, but you don't know exactly how much." • (2) means "There is juice, and you know exactly how much." • Measurement words like a bottle of and a bag of are used to express specific amounts of noncount nouns.
• Common measurement words: a cup of ~ a slice of ~ a loaf of ~ a carton of ~ a can of ~ a piece of ~ a glass of ~	

Read and match.

- a cup of → cheese 
- a loaf of → dog food 
- a can of → coffee 
- a piece of → milk 
- a carton of → bread 

B A Few / A Little & Many / Much

- Have students look at Chart B on page 11.
- Read through the chart together. Explain that **a few** and **many** are used with plural count nouns. **How many** is used in questions to ask for exact numbers.
- Remind students that **a little** and **much** are used with noncount nouns. **How much** is used in questions to ask for an exact amount.
- Explain that **a lot of** is used with both plural count nouns and noncount nouns.
- Have students do the check-up exercise on page 11 and review their responses together with the class.

C Measurement Words

- Have students look at Chart C on page 11.
- Remind students of what they learned about noncount nouns in the previous lesson.
- Explain that noncount nouns can be measured by using measurement words: *a bottle of ~* and *a bag of ~*.
- Read over the chart together and explain that different nouns will have different measurement words: *a cup of tea, a slice of ham, a loaf of bread, a carton of milk, a can of dog food, a piece of paper, a glass of water*.
- Allow students to do the check-up exercise on page 11 and go over their responses.

A Some / Any

- Have students look at Chart A on page 10.
- Read through the chart together. Help students understand that **some** expresses an unspecified amount of something. **Some** can be used with plural count nouns (such as 'sandwiches') and noncount nouns (such as 'milk') in affirmative sentences and questions.
- Remind students that **any** expresses an unspecified amount of something. **Any** can be used with plural count nouns and noncount nouns in negative sentences and questions.
- Have students do the check-up exercises on page 10 and go over their responses together with the class.

3. Grammar Practice

A Change *some* to *a few* or *a little*.

- Have students turn to page 12.
- Have students do number 1 together as an example. Help students recognize that **some** is replaced with **a few** because of the plural count noun, *shirts*. Remind them **a little** is followed by a noncount noun.
- Have students determine, based upon the noun, which word they need to use to replace **some**.
- Check the answers together after students have finished.

B Change *a lot of* to *many* or *much*.

- Remind students that **many** is used with plural count nouns, whereas **much** is used with noncount nouns.
- Have students determine, based upon the noun, which word they need to use to replace **a lot**.
- Check the answers together after students have finished.

C Look and write.

- Look at the picture together and talk about it.
- Using the picture as a guide, have students determine which words would correctly complete the sentences.
- Check the answers together after students have finished.

3. Grammar Practice

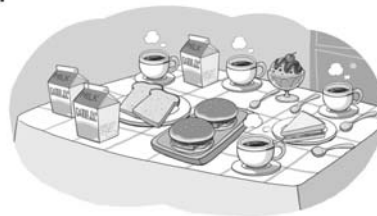
A Change *some* to *a few* or *a little*.

- 1 I need to buy some shirts. → I need to buy a few shirts.
- 2 We get some mail every day. → We get a little mail everyday.
- 3 They read some books every week. → They read a few books every week.
- 4 There are some good shows on TV. → There are a few good shows on TV.
- 5 This soup needs some salt. → This soup needs a little salt.

B Change *a lot of* to *many* or *much*.

- 1 I don't ask a lot of questions in class. → I don't ask many questions in class.
- 2 Karen doesn't drink a lot of coffee. → Karen doesn't drink much coffee.
- 3 Mike doesn't have a lot of money. → Mike doesn't have much money.
- 4 Do you drink a lot of milk? → Do you drink much milk?

C Look and write.



- 1 A: How much milk is there? B: There are three cartons of milk.
- 2 A: How much bread is there? B: There are two slices of bread.
- 3 A: How many spoons are there? B: There are four spoons.
- 4 A: How many hamburgers are there? B: There are two hamburgers.
- 5 A: How much coffee is there? B: There are four cups of coffee.

12

D Fill in the blanks. Use *some*, *any* or *a/an*.

- Have students turn to page 13.
- Allow students to read each short dialogue and determine which article would correctly complete it.
- Discuss your answers when students have had a chance to complete the activity.

E Circle the correct word(s).

- 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

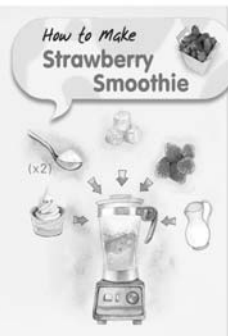


D Fill in the blanks. Use some, any or a/an.

- 1 Sam: Mom! I'm hungry. Can I have some (or any) snacks?
 Mom: Sure. Look in the refrigerator. There is some cheese.
- 2 Sam: Yuck! I don't like cheese. I want a cookie.
 Mom: Come on, Sam. How about some healthy food?

E Circle the correct word(s).

- 1 Put three / much ice cubes in a blender.
- 2 Pour a / a cup of milk into the blender.
- 3 Add some / many ice cream and a few / a little frozen strawberries.
- 4 Add two spoons / two spoons of sugar.
- 5 Put the lid on the blender and run it for one minute.
- 6 Pour your smoothie into a glass and enjoy.



4. Grammar Summary

	Quantity Words			
	some / any	a few / many	a little / much	a lot of
Plural Count Noun	some books any books	a few oranges many oranges How many oranges...?	.	a lot of tomatoes
Noncount Noun	some milk any milk	.	a little yogurt (not) much yogurt How much yogurt...?	a lot of meat

* Common measurement words:
 a cup of - a slice of - a loaf of - a carton of - a can of - a piece of - a packet of -

- Do we need some sunflower seeds?
 - Have students read and complete the recipe by filling in the correct words.
 - Have students share their answers with the class.
 - Ask students some comprehension questions about the reading to finish up the activity.
- Use questions such as:
- Did we need any ice cream to make a strawberry smoothie?
 - Did we need some bananas?
 - Did we need any water?
 - Did we need some ice?

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 2: pages 12-15
- The answer key to the homework is found on page 114 in Teacher's Manual 2.

topics which the students will enjoy reading. In this activity, students will read a recipe describing how to make a strawberry smoothie.

- 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. 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?



3 - Pronouns and Possessives

Write the correct possessive form.

1 dog tail → dog's tail

2 birds wings → birds' wings

3 my sisters names → my sisters' names

4 bus engine → bus's (or bus)' engine

5 Amy report card → Amy's report card

6 baby room → baby's room

C. Possessive Adjectives and Pronouns

	Possessive Adjective	Possessive Pronoun	
Singular	1st This is my house.	This is mine .	<ul style="list-style-type: none"> • Possessives show that someone has something. • Possessive adjective + noun = Possessive pronoun This is my book. = This book is mine. • There is no possessive pronoun for it.
	2nd This is your house.	This is yours .	
	3rd This is his/her house. This is its house.	This is his/hers . ---	
Plural	1st This is our house.	This is ours .	
	2nd This is your house.	This is yours .	
	3rd This is their house.	This is theirs .	

Circle the correct word.

1 The dog wagged **its** / it's tail.

2 **My** / Mine pencil is broken.

3 This is my book and that book is your / **yours**.

4 A: Is this your cat? B: No, it's not my / **mine**.

5 The girls are doing **their** / theirs homework.

6 Mary is wearing **her** / hers new shoes.

7 You can play with this ball. It is our / **ours**.

My Next Grammar 2 15

the words (*girl* → *girl's*). For the singular nouns that end in **-s**, only an apostrophe needs to be added, but (**'**) and **-s** can also be used (*Thomas* → *Thomas' or Thomas's*).

- Remind students that only an apostrophe is added to the regular plural nouns (*girls* → *girls'*). For irregular plural nouns, an apostrophe and **-s** are added (*children* → *children's*).
- Have students do the check-up activity on page 15 and talk about their answers.

C Possessive Adjectives and Pronouns

- Have students look at Chart C on page 15.
- Go through the chart together. Explain that a possessive adjective is placed in front of a noun to show possession. There are singular possessive adjectives (*my, your, his/her/its*), and plural possessive adjectives (*our, your, their*).
- Remind students that a possessive adjective and a noun can be replaced by a possessive pronoun. Explain that there are singular possessive pronouns (*mine, yours, his/hers*), and plural possessive pronouns (*ours, yours, theirs*). There is no possessive pronoun for **it**.

- Have students do the check-up activity on page 15 and share the answers with the class.

Extension

- Pick up items around the room and ask students to tell you to whom they belong while using complete sentences with possessive nouns and pronouns.

- Explain that there are singular subject pronouns (*I, you, he/she/it*), and plural subject pronouns (*we, you, they*). There are singular object pronouns (*me, you, him/her/it*), and plural object pronouns (*us, you, them*).
- Have students complete the check-up exercise on page 14 and check for understanding.

B Possessive Nouns

- Have students look at Chart B on page 14.
- Go through the chart together. Help students understand that possessive nouns show possession; that someone has something. Explain that singular possessive nouns are formed by adding an apostrophe (**'**) and **-s** at the end of

3. Grammar Practice

A Choose and write the correct word.

- Ask students to turn to page 16.
- Have students read through the sentences and choose the correct pronouns to complete them.
- Review the exercise by reading the sentences together.

B Circle the correct answer.

- Allow students to read through the sentences and determine which words properly fit in the blank spaces.
- Check the answers by allowing volunteers to read the sentences.

3. Grammar Practice

A Choose and write the correct word.

- 1 Thomas and I / me are good friends.
- 2 John has a new video game. He bought it / them yesterday.
- 3 Chris and Beth are new students. I will invite them / they to my party.
- 4 I have English homework today. I will do it / them right now.
- 5 Sarah is a good singer. She / Her sings very well.
- 6 Sam is a very nice friend. Everyone likes him / he.
- 7 Kathy is wearing new earrings. They / Them look good on her.

B Circle the correct answer.

- 1 Amy forgot homework today.
① hers ② mine ③ her ④ theirs
- 2 My computer is not working, but is working fine.
① your ② our ③ their ④ his
- 3 We gave them telephone number, and they gave us
① ours, their ② our, their ③ ours, theirs ④ our, theirs
- 4 Your book has 100 pages, but has only 99 pages.
① mine ② my ③ her ④ they
- 5 My names are Karen and Kathy.
① sister ② sister's ③ sisters ④ sisters'
- 6 John ate his cookie, but Jane saved for later.
① hers ② them ③ her ④ theirs



3 - Pronouns and Possessives

C Choose and write.

Charlie and the Chocolate Factory

They

their

He


He

he

his

his

his



Charlie Bucket is a poor young boy. He lives with his parents and his four grandparents. Near their house is the largest chocolate factory in the world. One day, Charlie finds the last Golden Ticket to the factory. He goes there with his Grandpa, Joe. Four other children come to the factory with their parents. They do not listen to Willy Wonka and disappear. Will Charlie listen and finish the tour? Will he be the winner of the big prize?

4. Grammar Summary

Personal Pronouns and Possessives						
		Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Possessive Noun
Singular	1st	I	me	my	mine	girl's
	2nd	you	you	your	yours	Thomas's
	3rd	he/she/it	him/her/it	his/her/its	his/hers/---	(Thomas')
Plural	1st	we	us	our	ours	girls'
	2nd	you	you	your	yours	children's
	3rd	they	them	their	theirs	

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with the pronouns provided in the word box.

- Ask for volunteers to take turns reading different sentences.
- Follow up the activity by asking a few comprehension questions.
 - *Who is Charlie Bucket?*
 - *What did Charlie need to find in order to go to the chocolate factory?*
 - *Who went to the factory with Charlie?*
 - *Do any of you know how this story ends?*

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 2: pages 16-19
- The answer key to the homework is found on page 115 in Teacher's Manual 2.

C Choose and Write.

- Ask students to turn to page 17.
- 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 book review of *Charlie and the Chocolate Factory*.
- Before doing this activity, ask students if they recognize the pictures on page 17.
- Ask students if any of them have read the book, or seen a movie based upon this story. Allow students a chance to share the story from memory.
- Read through the paragraph and give students some time to fill in the blanks

4 Present and Past: Be

Objectives

- ◆ Affirmatives
- ◆ Negatives
- ◆ Yes/no questions
- ◆ There + be

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.
- Have 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 2.

2. Grammar Introduction

- Write on the right side of the board the three forms of **Be**: *am, is, are*. Then write on the left side of the board a number of nouns which can be used as subjects: *I, You, We, Mary, Elephants, The sky, The classroom, etc.*

Lesson 4 Present and Past: Be

1. Grammar Link

⇒ Go to page 108. Take Grammar Quiz 3.

2. Grammar Introduction

A. Present and Past of Be: Affirmatives

Present	I am He/She/It is	You/We/They are	• There are three forms of present tense of Be: <i>am, is, and are</i>
Past	I/He/She/It was	You/We/They were	• There are two forms of past tense of Be: <i>was and were</i>

Read and write the correct Be verb.

- Mary is at home today. She was at home yesterday too.
- It is hot now. It was hot yesterday too.
- My friends are happy today. They were happy yesterday too.
- You are excited today. You were excited yesterday too.

B. Present and Past of Be: Negatives

Present	I am not He/She/It isn't	You/We/They aren't	• I'm not = I am not • isn't = is not • aren't = are not
Past	I/He/She/It wasn't	You/We/They weren't	• wasn't = was not • weren't = were not

Read and write the correct negative Be verb.

- I am not at home right now.
- Amy wasn't late for school yesterday.
- They weren't tired after the game yesterday.
- What happened? You weren't in class yesterday.

18

- Get students' attention and demonstrate making sentences using the words on the board. Have students notice how different forms of **Be** are used for different subjects.
- Have students take turns making sentences using **Be**.

T: "Elephants are big."

S1: "The sky is blue."

S2: "I am a student."

A Present and Past of Be: Affirmatives

- Have students look at Chart A on page 18.
- Read through the chart together and explain that there are three forms of present tense **Be**: *am, is, are*. Help students notice that the form of **Be**



C. Present and Past of Be: Yes/No Questions

Present	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 .
Past	Was I...?	Yes, you were .	No, you weren't .
	Were you...?	Yes, I was .	No, I wasn't .
	Was he/she/it...?	Yes, he/she/it was .	No, he/she/it wasn't .
	Were we/they...?	Yes, you/they were .	No, you/they weren't .

Circle the correct word.

- Are / **Were** / Was you in class yesterday?
- Is** / Are / Was Amy at home now?
- Are / **Were** / Was John and Sam absent yesterday?
- Are** / Was / Were you at the library now?
- Is / **Was** / Were your dog sick yesterday?

D. Present and Past: There + Be

Present	Past
There is a hat in the box.	There was a hat in the box.
There isn't any milk in the bottle.	There wasn't any milk in the bottle.
There are hats in the box.	There were hats in the box.
There aren't any hats in the box.	There weren't any hats in the box.

Complete the sentence using There + Be.

- **There were** many people at the concert yesterday.
- **There is** a post office next to the bank. It's a small building.
- A long time ago, **there was** a princess in the castle.
- **There are** many tall buildings in Tokyo.
- **There was** nobody in the room. It was empty.



depends on the number and the person of the subject.

- Explain that **was** is the past tense form for both **am** and **is**. **Were** is the past tense form of **are**.
- Have students complete the check-up exercise on page 18 and share the answers with the class.

B Present and Past of Be: Negatives

- Have students look at Chart B on page 18.
- Go through the chart together. Explain that **not** is placed after **Be** to make the negative.
- Help students learn the contractions on the right side of the chart.

- Have students do the check-up activity on page 18 and share the answers with the class.

Extension

- Pair up the students and have one of the students in each pair make a sentence. Then have his/her partner change it to a negative sentence. Encourage them to use both the present and the past form of **Be**.

C Present and Past of Be: Yes/No Questions

- Have students look at Chart C on page 19.
- Go through the chart together. Explain that to make a yes/no question **Be** is placed at the beginning of the sentence before the subject.
- Remind students that the tense of the question and the answer must agree.
- Have students do the check-up activity on page 19 and share the answers with the class.

Extension

- Pair up the students and have one of the students in each pair make a yes/no question. Then have his/her partner answer the question. Encourage them to use both present and the past form of **Be**.

D Present and Past: There + Be

- Have students look at Chart D on page 19.
- Go through the chart together. Help students notice that a singular noun follows **There is/was**, and a plural noun follows **There are/were**. Also have them recall that noncount nouns take only the singular form.
- Have students do the check-up activity on page 19 and share the answers with the class.

3. Grammar Practice

A Write the correct **Be** verb.

- Ask students to turn to page 20.
- Have students read through the sentences and write the correct form of **Be**.
- Remind students to check the time words like *yesterday* which show the tense of the sentence.
- Check the answers together after students have finished.

B Look and write.

- Have students compare the pictures of *Yesterday* and *Today*, and find five differences.
- Help students use the past tense form of **Be** to describe the picture of yesterday and use the present tense form to describe the picture of today.
- Ask students to read the sentences in number 1 which are already done as an example.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

3. Grammar Practice

A Write the correct **Be** verb.

- 1 A: How was class yesterday? B: It was great.
- 2 A: What is your favorite season? B: I like spring.
- 3 Kelly and Ann were happy after the test. They did very well.
- 4 What happened to you yesterday? Were you sick?
- 5 Is Mr. Roberts in the classroom? I need to talk to him.
- 6 We went to the beach yesterday. There were so many people there.

B Look and write. (Answers may vary.)



- 1 Yesterday there were many people. Today there are two people.
- 2 Yesterday there were three chairs. Today there is one chair.
- 3 Yesterday there were ducks in the pond. Today there are frogs in the pond.
- 4 Yesterday there was a cat under the tree. Today there is a dog under the tree.
- 5 Yesterday there were no clouds in the sky. Today there are clouds in the sky.

20

C Write the answers about you.

- Ask students to turn to page 21.
- This activity gives students the opportunity to make personalization of 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 write the answers about themselves.
- Have a volunteer read out his or her answers after students have finished.



4 - Present and Past: Be

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

- How was school yesterday? School was fun yesterday.
- Where were you last night? I was at home last night.
- How many students are there in class today? There are eight students in class today.
- How many students were there in class yesterday? There were nine students in class yesterday.

D Choose and write.

is
are
aren't
was (x5)

A Little History

This is a statue of George Washington. He was the first president of the United States. Before that, the United States was part of the British Empire and George Washington was a general in the Revolutionary Army. There was a war between the Revolutionary Army and the British in the 1770's. That was a long time ago. There aren't any bad feelings about it today. Now, the USA and Great Britain are friends.

4. Grammar Summary

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

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- Have students read the story and fill in the blanks with the correct form of **Be**.
- Have students share their answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

- *Who is George Washington?*
- *Who was involved in the war in the 1770's?*
- *How's the relationship between the USA and Great Britain today?*

Extension

- Have students do a mini research on a historical figure. Encourage students to use the past tense form of **Be** when they talk about a historical event. For example, "Sir Edmund Hillary was a mountain climber. He **was** the first person to climb Mt. Everest. It **was** in 1953."

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 2: pages 20-23
- The answer key to the homework is found on page 116 in Teacher's Manual 2.

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 George Washington.
- Before doing this activity, have students look at the picture on page 21 and talk about it.
 - *Who do you think he is?*
 - *Do you think he is famous?*
 - *What did he do?*

Lesson 5 Present Simple

Objectives

- ◆ Affirmatives, negatives and yes/no questions
- ◆ Spelling rules of final -s
- ◆ Frequency adverbs

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 2.

Lesson 5 Present Simple

1. Grammar Link

⇒ Go to page 109. Take Grammar Quiz 4.

2. Grammar Introduction

A. Present Simple

Affirmative and Negative		Yes/No Question	
I/You/We/They	read. don't read.	Do I/you/we/they read?	Yes, ~ do. No, ~ don't.
He/She/It	reads. doesn't read.	Does he/she/it read?	Yes, ~ does. No, ~ doesn't.

- The present simple tense expresses habits or facts.
- 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.

Read and write the correct verb form.

- live** A: **Do** lions **live** in the jungle? B: No, they **don't**
- ride** A: **Does** Sam **ride** his bike to school? B: Yes, he **does**
- walk** Mr. Roberts **walks** his dog every day.
- not speak** Kelly **doesn't speak** Japanese.

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

22

2. Grammar Introduction

- Have students take turns to talk about their daily routines. Encourage them to use the present simple tense.

S1: "I get up at 7 o'clock every morning.
I go to school at 7:45.
I always eat lunch at 12:20.
I usually get home at 5 o'clock."

A Present Simple

- Have students look at Chart A on page 22.
- Read through the chart together while explaining that the present simple tense



5 - Present Simple

Write the verb with final -s.

1 walk →	<u>walks</u>	6 have →	<u>has</u>
2 make →	<u>makes</u>	7 play →	<u>plays</u>
3 watch →	<u>watches</u>	8 complete →	<u>completes</u>
4 do →	<u>does</u>	9 climb →	<u>climbs</u>
5 study →	<u>studies</u>	10 go →	<u>goes</u>

C. Frequency Adverbs

<p>always usually often sometimes rarely never</p> <p>They often get up early.</p>	<p>• Frequency adverbs tell how often something happens. They are usually used before the verb: frequency adverb + verb</p> <p>• Frequency adverbs usually come after a Be verb: I am always happy. My dad is usually tired after work.</p>
---	---

100% ————— 50% ————— 0%

always — usually — often — sometimes — rarely — never

Rewrite the sentence with the frequency adverb.

1	always	John does his homework.	<u>John always does his homework.</u>
2	usually	Students have lunch at school.	<u>Students usually have lunch at school.</u>
3	often	Mr. Lee sends e-mails.	<u>Mr. Lee often sends e-mails.</u>
4	sometimes	We get up late.	<u>We sometimes get up late.</u>
5	rarely	I am late for school.	<u>I am rarely late for school.</u>
6	never	Amy drinks coffee.	<u>Amy never drinks coffee.</u>
7	always	The teachers speak English.	<u>The teachers always speak English.</u>

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expresses habits or facts.

- Help students remember to add **-s** to the verb if the subject is a singular noun or *he/she/it* in affirmative sentences.
- Explain that to make a negative statement, **don't/doesn't** is used before the simple form of the verb.
- Explain that **Do/Does** is used at the beginning of the sentence to make a yes/no question. **Does** is used when the subject is a singular noun or *he/she/it*. Point out that the main verb is in simple form when used with **Do/Does**.
- Have students complete the check-up exercise on page 22 and share the answers with the class.

B Spelling Rules of Final -s

- Have students look at Chart B on page 22.
- Go through the chart together. Tell students to add **-s** to most verbs and to add **-es** to verbs that end in **-ch, -sh, -s** or **-x**. For those verbs end in a **consonant + -y**, tell students to change **y** to **i** before adding **-es**.
- Explain that there are no rules for irregular verbs.
- Have students do the check-up activity on page 23 and share the answers with the class.

Extension

- Pair up the students and have one of the students in each pair make a present simple sentence with **I** as a subject. Then have his/her partner transform the sentence by changing the subject of the sentence to **he** or **she** and by changing the verb form.
S1: "I like English."
S2: "**She** likes English."

C Frequency Adverbs

- Have students look at Chart C on page 23.
- Go through the chart together. Explain that frequency adverbs tell how often something happens.
- Ask students to look at the graph at the bottom of the chart. Frequency increases in the following order: never (0%) - rarely - sometimes - often - usually - always (100%).
- Help students notice that frequency adverbs usually come before the verb, but they come after **Be**.
- Have students do the check-up activity on page 23 and share the answers with the class.

3. Grammar Practice

A Check and correct the mistake.

- Ask students to turn to page 24.
- Have students read the sentences and correct the mistakes. Do number 1 together as an example.
- Remind students of the following rules.
 - 1) Add **-s** to the verb if the subject is a singular noun or **he/she/it** in an affirmative sentence.
 - 2) Put **don't/doesn't** before the verb to make a negative sentence.
 - 3) Put **Do/Does** at the beginning of the sentence to make a question.
 - 4) Use the simple form of the verb after **Do/Does** in a question and **don't/doesn't** in a negative sentence.
 - 5) Put the frequency adverb before the verb or after **Be**.
- Check the answers together after students have finished.

B Write the sentence in the right order.

- Have students arrange the words in the right order to make a meaningful sentence. Do number 1 together as an example.
- Help students remember to put the frequency adverb before the verb or after **Be**.
- Check the answers together after students have finished.

C Choose and write about you.

- Ask students to turn to page 25.
- This activity gives students the opportunity to personalize the

3. Grammar Practice

A Check and correct the mistake.

- | | |
|--|----------------------|
| 1 I not speak Chinese. | don't |
| 2 Amy don't have any homework today. | doesn't |
| 3 Does John has many friends? | have |
| 4 We come to always school early. | always come to |
| 5 My dad don't smoke. | doesn't |
| 6 Does the students ride their bikes to school? | Do |
| 7 I not know that boy's name. | don't |
| 8 John usually get up late on Sundays. | gets |
| 9 The Earth go around the Sun. | goes |

B Write the sentence in the right order.

- usually : We : jeans : wear : to : school : .
..... We usually wear jeans to school.
- brush : my : teeth : I : always : after meals : .
..... I always brush my teeth after meals.
- I : often : the : to : with my friends : go : library : .
..... I often go to the library with my friends.
- wear : coats : We : never : in the summer : .
..... We never wear coats in the summer.
- teacher : The : asks : always : questions : a lot of : .
..... The teacher always asks a lot of questions.

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grammar. This personal approach encourages students to apply what they have learned to deepen individual understanding.

- Have students choose appropriate frequency adverbs so that the sentences become true for themselves.
- Have a volunteer read out his or her answers after students have finished.

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, students will read about different kinds of ants in an ant colony.



5 - Present Simple

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

always usually often sometimes rarely never

- I sometimes eat cereal for breakfast.
- My friends and I rarely do our homework together.
- My dad usually reads the newspaper in the morning.
- My family often watches movies on Friday nights.

D Write the verb in the present simple tense.

The World of Ants

Ants live in groups. Each group has a queen, worker ants, soldiers and males. The queen has wings when she is young. She lays eggs for her entire life. The worker ants are daughters of the queen. They don't have wings and they don't lay eggs. They collect food and make their nest bigger. Soldiers are large workers. They fight for their group. Males are small ants and they have wings. They mate with the queen and die.

4. Grammar Summary

Present Simple		Frequency Adverbs	
Affirmative and Negative	Question	always	usually
I/You/We/They read. don't read.	Do I/you/we/they read?	often	never
He/She/It reads. doesn't read.	Does he/she/it read?	• frequency adverb + verb • Be + frequency adverb	

My Next Grammar 2 25

- Before doing the exercise, ask students what they know about ants.
 - How many different kinds of ants are there?
 - How are they different?
 - Do they have different jobs?
- Have students look at the picture on page 25 and talk about it.
 - How many different kinds of ants can you see?
 - What are they doing?
- Have students read **The World of Ants** and fill in the blank with the correct form of the verb in the present simple tense.
- Have students share their answers with the class.
- Ask students some comprehension questions about the reading to finish up

the activity.

Use questions such as:

- What does the queen ant do?
- What do the worker ants do?
- What do the soldier ants do?
- What do the male ants do?

Extension

- Do an information transfer exercise. Photocopy the following table (or draw it on the board) and have students complete it.

	ANTS			
	Queen	Workers	Soldiers	Males
Physical Characteristics	It has wings when it's young.			
Jobs				
Interesting Facts				

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 2: pages 24-27
- The answer key to the homework is found on page 117 in Teacher's Manual 2.

6 Present Continuous

Objectives

- ◆ Present continuous: form and usage
- ◆ Spelling rules of (verb~ing)
- ◆ Present continuous as future tense

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 2.

6 Present Continuous

1. Grammar Link

⇒ Go to page 110. Take Grammar Quiz 5.

2. Grammar Introduction

A. Present Continuous: Form

Affirmative	Negative	Yes/No Question
I am	I am not	Am I
You/We/They are eating	You/We/They aren't eating	Are you/we/they eating?
He/She/It is	He/She/It isn't	Is he/she/it

- The present continuous tense: **be + verb-ing**
- Answers to yes/no questions: Yes, I am. Yes, she/he/it is. Yes, you/we/they are.
No, I'm not. No, she/he/it isn't. No, you/we/they aren't.

Read and match.

- 1 I is doing his homework right now.
2 The students aren't reading books right now.
3 John am having lunch right now.

B. Present Continuous: Spelling Rules of Verb-ing

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

Write the correct ~ing form of the verb.

- 1 talk → talking 4 leave → leaving
2 sit → sitting 5 shop → shopping
3 take → taking 6 stay → staying

26

2. Grammar Introduction

- Have students look out the window (or take students outside if time allows) and talk about the actions happening outside. Encourage students to use the present continuous tense.

S1: "A man is walking."

S2: "A car is passing."

A Present Continuous: Form

- Have students look at Chart A on page 26.
- Go through the chart together and explain that the present continuous tense is made up of **Be** and the main verb ending in -ing: **Be + verb ~ing**.



6 - Present Continuous

C. Present Continuous: Now

<p>We are playing soccer now.</p> <p>John is playing soccer at the moment.</p> <p>The boys are playing soccer today.</p>	<p>• The present continuous tense talks about actions happening right now.</p>
--	--

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

Match the question and answer.

1 What is Jenny doing now?	They are helping the teacher right now.
2 Are your friends playing outside?	Yes. She is making spaghetti.
3 What are the boys doing?	She is having lunch.
4 Is your mom cooking dinner?	No. He is writing something on the board.
5 What are you doing right now?	No, they aren't. They are watching TV.
6 Is your teacher talking on the phone?	I am studying English grammar.

D. Present Continuous: Future

<p>My class is going on a picnic tomorrow.</p> <p>My dad is working at his office this weekend.</p> <p>We are having a party next Saturday.</p>	<p>• The present continuous can be used for actions happening in the near future.</p>
---	---

• Time expressions used for the near future: tonight, tomorrow, this Saturday, this weekend, next Monday, next week

Complete the sentence.

- 1 watch We are watching a movie this weekend.
- 2 play They are playing soccer next Monday.
- 3 visit I am visiting my grandma tomorrow.
- 4 study Amy is studying for the test tonight.
- 5 cook My mom is cooking fish for dinner tonight.

My Next Grammar 2 27

- Explain that the present continuous tense is used for actions happening right now.
- Help students learn that the negative is formed by placing **not** after **Be**: **Be + not + verb~ing**. A yes/no question is formed by placing **Be** at the beginning of the sentence: **Be + subject + verb~ing...?**
- Have students complete the check-up exercise on page 26 and share the answers with the class.

B Present Continuous: Spelling Rules of Verb~ing

- Go through the chart together and explain the spelling rules of making verb ~ing forms.

- 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 activity on page 26 and share the answers with the class.

C Present Continuous: Now

- Have students look at Chart C on page 27.
- Go through the chart together and remind students that the present continuous tense describes actions happening right now.
- Help students notice the time expressions used with the present continuous tense: **now, at the moment, today**.
- Have students do the check-up activity on page 27 and share the answers with the class.

D Present Continuous: Future

- Have students look at Chart D on page 27.
- Go through the chart together and explain that the present continuous tense can be used for actions happening in the near future when used with the future time expressions such as **tonight, tomorrow, this Saturday, this weekend**, and **next week**.
- Have students do the check-up activity on page 27 and share the answers with the class.

Extension

- Have students take turns talking about their plans for this weekend.

S1: "I'm having a birthday party this Saturday."

S2: "I'm visiting my grandparents this weekend."

3. Grammar Practice

A Write the sentence.

(⊙: affirmative ✕: negative
?: question)

- Ask students to turn to page 28.
- Have students read the words on the left and make a sentence using the words in the present continuous tense.
- Do number 1 together as an example and have students do the rest of the exercise.
- Check the answers together after students have finished.

B Write the question.

- Have students do number 1 together as an example. Ask students to make a yes/no question based on the sentence in the parenthesis.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

3. Grammar Practice

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

1 ⊙	Ken / read a book / now	..... Ken is reading a book now.
2 ✕	I / go shopping / tonight	..... I am not going shopping tonight.
3 ?	you / go to the library / tomorrow	..... Are you going to the library tomorrow?
4 ⊙	we / play soccer / now	..... We are playing soccer now.
5 ✕	the bird / fly / at the moment	..... The bird isn't flying at the moment.
6 ?	the boys / talk / right now	..... Are the boys talking right now?
7 ⊙	my mom / cook chicken / tonight	..... My mom is cooking chicken tonight.
8 ✕	you / get together / tomorrow	..... You aren't getting together tomorrow.
9 ?	it / rain / today	..... Is it raining today?

B Write the question.

1 Q: Is the teacher asking questions?
A: Yes, she is. (The teacher is asking questions.)

2 Q: Are the students riding their bikes?
A: Yes, they are. (The students are riding their bikes.)

3 Q: Is it snowing outside?
A: No, it isn't. (It isn't snowing outside.)

4 Q: Is Mr. Johnson working this weekend?
A: No, he isn't. (Mr. Johnson isn't working this weekend.)

5 Q: Are you talking on the phone right now?
A: No, I'm not. (I'm not talking on the phone right now.)

28

C Write the answer about you. Use a complete sentence.

- Ask students to turn to page 29.
- 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 write the answers about themselves.
- Have a volunteer read out his or her answers after students have finished.



6 - Present Continuous

C Write the answers about you. Use a complete sentence. (Answers may vary.)

- 1 What are you doing now?I am studying English grammar right now......
- 2 What are you doing tonight?I am eating dinner tonight......
- 3 What are you doing next weekend?I am visiting my grandmother next weekend......

D Write the verb in the present continuous tense.

Raising Money

Our class is making a lot of money. We are giving this money to the Red Cross on Friday. The Red Cross is helping people in many countries. We are hoping that our money will help the Red Cross do more good things. Are you doing anything to help other people?

Our class is raising money for charity. We are having a bake sale. We are selling lots of delicious things.

My Next Grammar 2 29

4. Grammar Summary

Present Continuous		
Affirmative	Negative	Question
I am	I am not	Am I
You/We/They are eating.	You/We/They aren't eating.	Are you/we/they eating?
He/She/It is	He/She/It isn't	Is he/she/it
Now		Near Future
We are playing soccer now . John is playing soccer at the moment . The boys are playing soccer today .		My class is going on a picnic tomorrow . My dad is working at his office this weekend . We are having a party next Saturday .

- Are you interested in charity work?

- Have students read the story and fill in the blanks with the correct present continuous form.
- Have students share their answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

- Why are they having a bake sale?
- What are they selling?
- Are they making a lot of money?
- What is the Red Cross doing?

Extension

- Have students do a mini research on the Red Cross. Have them find out what the Red Cross is doing and how it is helping people.

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 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 raising money for charity.
- Before doing the exercise, ask students some questions to get their interests going.
 - Have you ever raised money for charity?
 - Do you know what the Red Cross does?
 - Do you know any other charity organizations?

Homework

- Workbook 2: pages 28-31
- The answer key to the homework is found on page 118 in Teacher's Manual 2.

Lesson 7

Present Simple vs. Present Continuous

Objectives

- ◆ Present simple vs. present continuous
- ◆ Non-action verbs

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 2.

Lesson 7 Present Simple vs. Present Continuous

1. Grammar Link

⇒ Go to page 111. Take Grammar Quiz 6.

2. Grammar Introduction

A. Present Simple vs. Present Continuous

Present Simple	Present Continuous
My teacher usually wears a skirt. They walk to school every day. Jack usually plays soccer after school.	My teacher is wearing jeans today . They are going to school by bus today . Jack is playing soccer after school tomorrow .
<ul style="list-style-type: none"> • The present simple tense talks about habitual activities or facts. • Time expressions used with the present simple: <ul style="list-style-type: none"> - every day, every week, every month - on Sundays, on Tuesdays, on Fridays - in the morning, in the afternoon, at night - once a week, twice a week - three times a month, four times a year 	<ul style="list-style-type: none"> • The present continuous tense talks about actions that are happening now or in the near future. • Time expressions used with the present continuous: <ul style="list-style-type: none"> - now, at the moment, today, these days

Write the correct form of the verb.

- Everyone, look out the window. It is raining **rain**.
- Mr. and Mrs. Johnson walk **walk** in the park every Sunday.
- My dad doesn't go **not go** to work on Saturdays.
- I'll call you back. I am having **have** lunch right now.
- We go **go** on a field trip twice a year.
- Masa speaks **speak** Japanese. Japanese is his native language.
- My friends and I are playing **play** soccer today.
- It doesn't snow **not snow** in Bangkok.
- The pitcher is throwing **throw** the ball right now.

30

2. Grammar Introduction

- Pair up the students and have each pair make two sentences using the same verb, one sentence in the present simple tense and the other in the present continuous tense.

S1: "I **play** soccer every Saturday."

S2: "I **'m playing** soccer now."

A Present Simple vs. Present Continuous

- Have students look at Chart A on page 30.
- Go through the chart together and explain that the present simple tense talks about habitual activities or facts, whereas the present continuous tense talks



7 - Present Simple vs. Present Continuous

B. Non-Action Verbs

(O) I like apples.	(X) I'm liking apples.	• Non-action verbs are used in present simple, but NOT in present continuous.
(O) Amy wants a book.	(X) Amy is wanting a book.	
(O) John knows Amy.	(X) John is knowing Amy.	

• Common non-action verbs:
like dislike love hate need want know believe understand

Correct the underlined words and rewrite the sentence.

- 1 They are needing some help. They need some help.
- 2 We are knowing our teacher very well. We know our teacher very well.
- 3 He is wanting some ice cream. He wants some ice cream.
- 4 The pizza is smelling very good. The pizza smells very good.
- 5 We are believing the story is true. We believe the story is true.
- 6 She is understanding the problem. She understands the problem.
- 7 I am disliking loud music. I dislike loud music.

Write the correct form of the verb.

- 1 go My family is going out to eat tonight.
- 2 believe I believe my sister will like these shoes.
- 3 look for Are you looking for your keys right now?
- 4 study John usually studies hard before a test.
- 5 make Amy is making spaghetti for dinner tonight.
- 6 want I'm hungry. I want a ham sandwich right now.
- 7 write My dad writes articles for a newspaper. He's a reporter.
- 8 like We like going to the movies together.

My Next Grammar 2 31

- Help students learn the common non-action verbs at the bottom of the chart.
- Have students do the check-up exercises on page 31 and share the answers with the class.

Extension

- Have students choose two of the non-action verbs and make two sentences using the present simple tense.

S1: "I like pizza. I want to eat pizza tonight."

about actions that are happening now.

- Help students learn the time expressions used with the present simple tense and those with the present continuous tense.
- Have students complete the check-up exercise on page 30 and share the answers with the class.

B Non-Action Verbs

- Have students look at Chart B on page 31.
- Go through the chart together. Explain to students that non-action verbs cannot be used in the present continuous tense. Non-action verbs describe state, sense, desire, possession, or opinion.

3. Grammar Practice

A Write the correct form of the verb.

- Ask students to turn to page 32.
- Have students complete the sentences using the correct form of the verbs provided.
- Remind students to look for the time expression in each sentence and decide on the tense.
- Help them remember that non-action verbs aren't used in the present continuous tense.
- Check the answers together after students have finished.

B Choose and write the correct form of the verb.

- Ask students to turn to page 33.
- Have students read the verbs provided in the word bank.
- Have them do number 1 together as an example.
- Help students decide whether to use the present simple form or the present continuous form of the verb while they do the rest of the exercise.
- Check the answers together after students have finished.

3. Grammar Practice

A Write the correct form of the verb.

- 1 Right now Amy is in class. She is sitting sit at her desk.
She usually sits sit at the same desk in class every day.
- 2 It's 7:00 in the morning. My mom is reading read the newspaper.
She reads read the newspaper every morning.
- 3 There is a funny cartoon on TV, but my brother isn't watching not watch it.
He is playing play with his toys.
- 4 Look! My cat is sleeping sleep on the sofa.
Cats usually sleep sleep for 18 hours every day.
How many hours do do dogs sleep sleep ?
- 5 Sam is in his room right now. He is reading read a book.
He likes like the book very much.
- 6 I am doing do my science homework right now. It's not easy.
I need need some help from my dad.
- 7 I am going go to the store right now.
I want want some ice cream.
- 8 The teacher is speaking speak English to us right now.
I understand understand everything she's saying.
- 9 I am watching watch the children on the playground right now.
They are running run around the tree.
- 10 Look at the girl! She is waving wave at us.
Do do you know know her?

32

C 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 write true answers about themselves.
- Have a volunteer read out his or her answers after students have finished.



B Choose and write the correct form of the verb.

sleep go have learn leave like need water work

- 1 My cousin is a violinist. She has a violin concert once a year.
- 2 Let's run! The train is leaving.
- 3 Let's go help. They need more people over there.
- 4 Please speak quietly. The baby is sleeping.
- 5 My brother likes chess very much. He's very good.
- 6 My dad goes to China every month. He has a business meeting there.
- 7 My grandma is in the garden now. She is watering the flowers.
- 8 We are in Spanish class now. We are learning Spanish.
- 9 My uncle is a sales manager. He works for a computer company.

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

- 1 Do you sit at the same desk every day? Yes, I do.
- 2 Look at the blackboard. What do you see? I see English words on the blackboard.
- 3 Look at your teacher. What is he/she wearing? My teacher is wearing a green sweater.
- 4 What do you like to watch on TV? I like to watch cartoons on TV.

4. Grammar Summary

Present Simple vs. Present Continuous

Present Simple	Present Continuous
My teacher usually wears a dress. They walk to school every day. Jack usually plays soccer after school.	My teacher is wearing jeans today . They are going to school by bus today . Jack is playing soccer after school tomorrow .
• Common non-action verbs: (O) I like apples. like dislike love hate	(X) I am liking apples. need want know believe understand

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 2: pages 32–35
- The answer key to the homework is found on page 119 in Teacher's Manual 2.

Lesson 8 Past Simple 1

Objectives

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

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 2.

Lesson 8 Past Simple 1

1. Grammar Link

⇒ Go to page 112. Take Grammar Quiz 7.

2. Grammar Introduction

A. Past Simple: Affirmatives and Negatives

	Affirmative	Negative
Regular Verb	I/You/They/She walked .	I/You/They/She didn't walk .
Irregular Verb	I/You/They/She ate .	I/You/They/She didn't eat .

- The past simple is used to talk about actions that began and ended in the past.
- In affirmative sentences, add -ed to regular verbs. Irregular verbs have their own past forms.
- In negative sentences, put didn't before the verb: didn't + verb (didn't = did + not)
- Past time words: yesterday, yesterday morning, yesterday afternoon, yesterday evening, last night, last week, last month, last year, last Sunday, last summer

Use the verb on the left and write the affirmative and negative sentences.

- 1 Sarah helped her mother clean the house yesterday.
 Sarah didn't help her mother clean the house yesterday.
help - helped
- 2 It rained all day yesterday.
 It didn't rain all day yesterday.
rain - rained
- 3 The girls made a sand castle at the beach last Sunday.
 The girls didn't make a sand castle at the beach last Sunday.
make - made

34

2. Grammar Introduction

- Tell students what you did last week emphasizing the past tense.

*T: "On Monday, I had a meeting.
On Wednesday, I met my friends.
On Saturday, I went shopping."*
- Have students talk about their weekend while helping them use the past simple tense.



8 - Past Simple 1

B. Past Simple: Yes/No Questions

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

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

Write the question form.

- 1 Amy talked to Sarah last night. Did Amy talk to Sarah last night?
- 2 We finished the project last week. Did we finish the project last week?
- 3 They stayed at a hotel in Japan last summer. Did they stay at a hotel in Japan last summer?
- 4 It rained a lot here yesterday. Did it rain a lot here yesterday?
- 5 She drank orange juice this morning. Did she drink orange juice this morning?

C. Past Simple: Spelling Rules

answer → answered	• Add -ed to most verbs.
open → opened	
arrive → arrived	• If a verb ends in -e, add -d.
hope → hoped	
stop → stopped	• If a verb ends in a vowel + a consonant, double the consonant and add -ed.
plan → planned	
cry → cried	• If a verb ends in a consonant + -y, change y to i and add -ed.
try → tried	
come → came	• Irregular verbs have their own past forms.
drink → drank	

Write the past form of the verb.

1 sleep → <u>slept</u>	6 have → <u>had</u>
2 finish → <u>finished</u>	7 listen → <u>listened</u>
3 use → <u>used</u>	8 continue → <u>continued</u>
4 do → <u>did</u>	9 lift → <u>lifted</u>
5 enjoy → <u>enjoyed</u>	10 go → <u>went</u>

My Next Grammar 2 35

A Past Simple: Affirmatives and Negatives

- Have students look at Chart A on page 34.
- Go through the chart together and explain that the past simple is used to talk about actions that began and ended in the past.
- Help students remember to add **-ed** to regular verbs in affirmative sentences. Irregular verbs have their own past forms. In negative sentences, put **didn't** before the simple form of the verb.
- Introduce the common past time words at the bottom of the chart.
- Have students complete the check-up exercise on page 34 and share the answers with the class.

B Past Simple: Yes / No Questions

- Have students look at Chart B on page 35.
- Go through the chart together. Explain that to make a yes/no question, **Did** is used at the beginning of the sentence: **Did + subject + verb (simple form)...?**
- Have students do the check-up activity on page 35 and share the answers with the class.

Extension

- Pair up the students and have them ask each other yes/no questions about what they did yesterday.

S1: "Did you go to school yesterday?"

S2: "Yes, I did. Did you ride a bike yesterday?"

S1: "No, I didn't."

C Past Simple: Spelling Rules

- Have students look at Chart C on page 35.
- Go through the chart together and help students learn the spelling rules of final **-ed**.
- Explain that **-ed** is added to most verbs. Add **-d** if a verb ends in **-e**. If a verb ends in **a vowel + a consonant**, double the consonant and add **-ed**. If a verb ends in a **consonant + -y**, change **y** to **i** and add **-ed**.
- Point out to students that irregular verbs have their own past forms.
- Have students do the check-up activity on page 35 and share the answers with the class.

3. Grammar Practice

A Write the verb in the past simple tense.

(⊙: affirmative ✕: negative)

- Ask students to turn to page 36.
- Have students read the sentences and fill in the blanks with the past tense form of the verb.
- Remind students to put **didn't** before the verb to make a negative sentence.
- Help students remember the spelling rules of final **-ed**.
- Check the answers together after students have finished.

B Choose and write the sentence in the past simple tense.

- Have students read the sentence, choose the verb and write it in the past simple form to complete the sentence.
- Remind them about the spelling rules of final **-ed**.
- Check the answers together after students have finished.

C Write the answers about you. Use a complete sentence.

- Ask students to turn to page 37.
- 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 write the answers about themselves.
- Have a volunteer read out his or her answers after students have finished.

3. Grammar Practice

A Write the verb in the past simple tense. (⊙: affirmative ✕: negative)

- rain ✕ It didn't rain here last month.
- sleep ⊙ The boys slept well last night.
- clean ✕ The girls didn't clean their rooms yesterday.
- cook ⊙ My dad cooked dinner yesterday.
- start ⊙ We started swimming lessons last week.
- answer ✕ Amy didn't answer the phone yesterday.
- come ⊙ All students came to class early this morning.
- go ✕ My family didn't go to Italy last summer.
- see ⊙ We looked at the sky and saw many stars last night.

B Choose and write the sentence in the past simple tense.

- My dad and I visited the house last month.
- Ted helped his little brother with his homework yesterday.
- We ate ham and cheese sandwiches for lunch today.
- My mom drank three cups of coffee yesterday.
- The boys played basketball at the park yesterday afternoon.
- Sam cleaned his room this morning.
- The baby cried because he was hungry.
- My friends and I watched a DVD at my house last Sunday.
- Amy visited her friend at the hospital yesterday.

visit
watch
help
drink
cry
paint
play
eat
clean

36

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 a brief history of the development of bicycles.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- Can you ride a bicycle?

- Do you like riding a bicycle? Why or Why not?



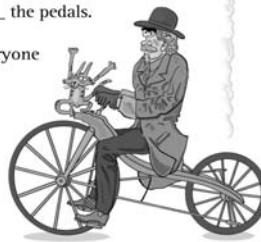
C Write the answers about you. Use a complete sentence. (Answers may vary.)

- 1 What did you eat for breakfast this morning? I ate cereal for breakfast this morning.
- 2 What did you watch on TV yesterday? I watched cartoons on TV yesterday.
- 3 What did you study at school yesterday? I studied English at school yesterday.
- 4 What did you do at home last night? I ate dinner at home last night.

D Write the verb in the past simple tense.

Biking through History

Yesterday, I learned about bicycles. A long time ago, bicycles looked very different. People didn't pedal them. They sat and pushed them along with their feet. Ernest Michaux made the pedals. In 1861, he put the pedals on the push bike. Everyone loved the new invention. Riding bicycles became a popular way to spend time. I rode my bicycle here today. I can't wait to ride back home!



4. Grammar Summary

Past Simple	
Affirmative	I/You/They/She walked .
Negative	I/You/They/She didn't walk .
Question	Did I/you/they/she walk ? Yes, - did . No, - didn't .

Spelling Rules	
-ed	answer → answered
-d	arrive → arrived
-(double consonant)ed	stop → stopped
-ied	cry → cried
Irregular	come → came

- Have students look at the picture and talk about it. Ask questions such as:
 - Do you want to ride the bicycle in the picture?
 - Do you think it will be fun to ride the bicycle in the picture?
 - How is it different from your bike?
- Have students read and complete the paragraph by filling in the blanks with the correct past simple form of the verbs provided.
- Allow students to share their answers with the class.
- Ask some comprehension questions about the reading to finish up the activity.

Use questions such as:

- How did people ride bicycles a long time ago?
- What happened in 1861?
- Did people like the bicycles that had pedals?

Extension

- Look at the chart on the left (bottom). Draw it on the board and have students compare the push bikes and the modern bikes.

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 2: pages 36~39
- The answer key to the homework is found on page 120 in Teacher's Manual 2.

	Push Bike	Modern Bike
Draw the bike.		
Describe the bike.		
Describe how it works.		

Lesson 9 Past Simple 2

Objectives

- ◆ Pronunciation of final -ed
- ◆ Past simple form of irregular verbs

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 2.

Lesson 9 Past Simple 2

1. Grammar Link

⇒ Go to page 113. Take Grammar Quiz 8.

2. Grammar Introduction

A. Past Simple: Pronunciation of Final -ed

smelled - smell/d/	cleaned - clean/d/	• Final -ed is pronounced /d/ after the voiced sounds. • Examples of voiced sounds: /b/, /g/, /N/, /n/, /v/, and all vowel sounds
lived - live/d/	stayed - stay/d/	
hugged - hug/d/	rubbed - rub/d/	• Final -ed is pronounced /t/ after the voiceless sounds. • Examples of voiceless sounds: /k/, /p/, /s/, /tʃ/, /ʃ/, /x/
walked - walk/t/	helped - help/t/	
crossed - cross/t/	watched - watch/t/	
washed - wash/t/	fixed - fix/t/	• Final -ed is pronounced /əd/ after /t/ and /d/ sounds.
visited - visit/əd/	waited - wait/əd/	
added - add/əd/	needed - need/əd/	• Voiced sounds are made in the throat by vibrating the voice box. • Voiceless sounds are made by pushing air through the mouth.

Write the past form of the verb. Circle the correct pronunciation.

1	want	wanted	/ t /	/ d /	/ ə d /
2	talk	talked	/ t /	/ d /	/ ə d /
3	open	opened	/ t /	/ d /	/ ə d /
4	need	needed	/ t /	/ d /	/ ə d /
5	study	studied	/ t /	/ d /	/ ə d /
6	wait	waited	/ t /	/ d /	/ ə d /
7	worry	worried	/ t /	/ d /	/ ə d /
8	point	pointed	/ t /	/ d /	/ ə d /
9	look	looked	/ t /	/ d /	/ ə d /
10	help	helped	/ t /	/ d /	/ ə d /

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2. Grammar Introduction

- Engage in a dialogue with students and talk about what they did yesterday or over the weekend. Encourage them to ask questions.

T: "I went swimming yesterday.
What did you do yesterday, S1?"

S1: "I read a book yesterday.
What did you do yesterday, S2?"



B. Past Simple: List of Irregular Verbs

Simple	Past	Simple	Past	Simple	Past	Simple	Past
become	became	wake	woke	draw	drew	build	built
come	came	get	got	know	knew	send	sent
drink	drank	ride	rode	blow	blew	lose	lost
give	gave	win	won	hold	held	feel	felt
sing	sang	write	wrote	fall	fell	leave	left
sit	sat	break	broke	meet	met	sleep	slept
swim	swam	speak	spoke	buy	bought	hear	heard
run	ran	wear	wore	bring	brought	read	read
say	said	tell	told	think	thought	put	put
pay	paid	take	took	catch	caught	see	saw
have	had	stand	stood	teach	taught	go	went
make	made	understand	understood	do	did	eat	ate

Write the past form of the verb.

- | | | | |
|--------------|-------------------------------|----------|---------------------------|
| 1 run | <u>ran</u> | 12 lose | <u>lost</u> |
| 2 understand | <u>understood</u> | 13 make | <u>made</u> |
| 3 know | <u>knew</u> | 14 give | <u>gave</u> |
| 4 sleep | <u>slept</u> | 15 say | <u>said</u> |
| 5 take | <u>took</u> | 16 read | <u>read</u> |
| 6 have | <u>had</u> | 17 write | <u>wrote</u> |
| 7 do | <u>did</u> | 18 buy | <u>bought</u> |
| 8 come | <u>came</u> | | |
| 9 win | <u>won</u> | | |
| 10 send | <u>sent</u> | | |
| 11 hear | <u>heard</u> | | |



B Past Simple: List of Irregular Verbs

- Have students look at Chart B on page 39.
- Go through the chart together. Explain to students that the irregular verbs have their own past forms.
- Help students remember the past simple form of the irregular verbs.
- Have students do the check-up activity on page 39 and share the answers with the class.

Extension

- Pair up the students and have one of the students in each pair make a sentence in the present simple tense. Then have the partner change the sentence to the past simple tense. Encourage students to use irregular verbs.

S1: "I **ride** my bike to school every day."

S2: "I **rode** my bike to school yesterday."

A Past Simple: Pronunciation of Final -ed

- Have students look at Chart A on page 38.
- Go through the chart together and explain that final **-ed** is pronounced /d/ after the voiced sounds such as /b/, /g/, /l/, /n/, /v/, and all vowel sounds. Final **-ed** is pronounced /t/ after the voiceless sounds such as /k/, /p/, /s/, /ch/, /sh/, and /x/. Final **-ed** is pronounced /əd/ after /t/ and /d/ sounds.
- Have students read aloud the words in the chart.
- Have students complete the check-up exercise on page 38 and share the answers with the class.

3. Grammar Practice

A Choose and complete the sentence in the past simple tense.

- Ask students to turn to page 40.
- Have students read each sentence, choose the appropriate word from the word bank, and write it in the past simple tense.
- Help students remember the past simple form of the irregular verbs.
- Check the answers together after students have finished.

B Write the question form.

- Have students write the question form of each given sentence.
- Remind students to put **did** at the beginning of the sentence and use the simple form of the verb.
- Check the answers together after students have finished.

C Circle the word that has a different pronunciation of '-ed' ending.

- Ask students to turn to page 41.
- Have students read the words aloud and find the word that has a different pronunciation of **-ed** ending.
- Do number 1 together as an example.
- Help students remember the rules for the pronunciation of **-ed** ending.
- Check the answers together after students have finished.

3. Grammar Practice

A Choose and complete the sentence in the past simple tense.

- 1 I was very thirsty. I drank two glasses of water.
- 2 We went fishing yesterday and caught a lot of fish.
- 3 They stood in line for 3 hours yesterday afternoon and bought the tickets.
- 4 The children had a wonderful time at Sam's birthday party last Sunday.
- 5 The boys woke up very late and missed breakfast.

1 ~ 5 go buy drink catch have wake up stand

- 6 Amy got an A+ on the final exam yesterday.
- 7 My mom went shopping yesterday and bought three pairs of shoes.
- 8 We left home early to take the 7 o'clock plane to New York.
- 9 I rode my bike to school yesterday, but Tom took the bus.
- 10 Nobody knew the answer to the riddle in class yesterday.

6 ~ 10 know go get leave buy ride take

B Write the question form.

- 1 Amy met her old teacher yesterday. Did Amy meet her old teacher yesterday?
- 2 He broke the window with the baseball. Did he break the window with the baseball?
- 3 John lost his favorite pen yesterday. Did John lose his favorite pen yesterday?
- 4 They sang a song at the talent show. Did they sing a song at the talent show?
- 5 I sent a text message to Sam yesterday. Did you send a text message to Sam yesterday?
- 6 Sam knew all the answers on the test. Did Sam know all the answers on the test?
- 7 Everyone woke up at 7:00 yesterday. Did everyone wake up at 7:00 yesterday?

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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 ACEO art.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- Are you interested in art?
- Do you like drawing or painting?



C Circle the word that has a different pronunciation of '-ed' ending.

- | | |
|---|--|
| 1 arrived <u>worked</u> called smiled | 5 studied tried rained <u>touched</u> |
| 2 pulled waved <u>kissed</u> hugged | 6 washed <u>invited</u> hoped talked |
| 3 ended wanted pointed <u>looked</u> | 7 explained stayed <u>wiped</u> cried |
| 4 planned rubbed <u>stopped</u> smelled | 8 invented <u>planned</u> started needed |

D Write the verb in the past simple tense.

Tiny Artist

Last week, my uncle introduced me to a new art form. We made ACEO* art together. He showed me his collection. The paintings were little; just like trading cards. I liked them a lot, and I wanted to make some. My uncle and I cut canvas into small pieces. Then, we took out our paints and thought about what to draw. I painted a smiling cat and a funny monkey. Now I am a real ACEO artist.

*ACEO stands for "Art Card, Editions and Originals." These art pieces measure 2.5 x 3.5 inches and look a lot like trading cards.

4. Grammar Summary

Past Simple: Pronunciation of Final -ed		Irregular Verbs	
Final -ed is pronounced /d/ after the voiced sounds .	lived - live/d/ stayed - stay/d/	break - broke	catch - caught
Final -ed is pronounced /t/ after the voiceless sounds .	crossed - cross/t/ watched - watch/t/	drink - drank	eat - ate
Final -ed is pronounced /əd/ after /t/ and /d/ sounds.	waited - wait/əd/ needed - need/əd/	give - gave	have - had
		know - knew	make - made
		read - read	see - saw
		sleep - slept	take - took

- What did they do to make the ACEO art?
- What did the girl paint?
- What does ACEO stand for?

Extension

- Provide each student with a piece of paper which is the actual size of the ACEO art (6cm X 9cm). Have students draw a picture and color it. Have them take turns showing their pictures and talk about it. Encourage them to use the past simple tense.

S1: "I drew a dog and I colored it brown. I wanted to draw a dog house too, but the paper was too small."

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 2: pages 40-43
- The answer key to the homework is found on page 121 in Teacher's Manual 2.

- Have students look at the picture and talk about it. Ask questions such as:
 - What is the girl doing in the picture?
 - Do you think it's easy to do it? Why or why not?
 - Do you want to try it?
- Have students read and complete the paragraph by writing the correct past simple form of the verbs provided.
- Allow students to share their answers with the class.
- Ask some comprehension questions about the reading to finish up the activity. Use questions such as:
 - What did the uncle introduce the girl to?
 - How big were the paintings?

Lesson 10 Past Continuous

Objectives

- ◆ Affirmatives and negatives
- ◆ Yes/no questions
- ◆ Usage of the past continuous tense

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 2.

Lesson 10 Past Continuous

1. Grammar Link

⇒ Go to page 114. Take Grammar Quiz 9.

2. Grammar Introduction

A. Past Continuous: Affirmatives and Negatives

Affirmative	Negative
I/She/He/It was singing. We/You/They were singing.	I/She/He/It wasn't singing. We/You/They weren't singing.

- The past continuous is used for an action that was going on at a specific time in the past.
- The past continuous tense: be (past tense) + verb-ing
- wasn't = was + not, weren't = were + not

Complete the sentence in the past continuous tense.

- eat John and Mary **were eating** lunch at 12:10 yesterday.
- sleep I **was sleeping** at 11:30 last night.
- wash My dad **was washing** his car at 4:00 yesterday afternoon.
- wait The girls **were waiting** for the school bus at 8:15 yesterday morning.

B. Past Continuous: Yes/No Questions

Question	Answer	
Was I/she/he/it singing? Were we/you/they singing?	Yes, I/she/he/it was. No, I/she/he/it wasn't.	Yes, we/you/they were. No, we/you/they weren't.

Complete the question using the words on the left.

- it, rain **Was it raining** at 7:00 this morning?
- the cats, sleep **Were the cats sleeping** at 11:30 yesterday morning?
- Amy, talk on the phone **Was Amy talking on the phone** at 9:15 last night?
- you, watch TV **Were you watching TV** at 8:00 last night?

42

2. Grammar Introduction

- Tell students what you were doing at 5 o'clock yesterday afternoon. Ask each student what they were doing. Help students using the past continuous tense.

T: "I was checking my e-mails at 5 o'clock yesterday afternoon. What were you doing?"

S1: "I was doing my homework at 5 o'clock yesterday afternoon."

S2: "I was watching TV at 5 o'clock yesterday afternoon."



C. Past Continuous: Usage

It **was raining** at 2 o'clock yesterday.
I saw Ken at the park yesterday.
He **was taking a walk** with his dog.
I visited my grandma last Sunday.
She **was making** my favorite cake.

• The past continuous is used for an action that was going on at a specific time in the past.

Specific Time	What was going on?
At 2 o'clock yesterday	It was raining.
When I saw Ken	He was taking a walk.
When I visited my grandma	She was making a cake.

Complete the sentence in the past continuous tense.



1 John met Sarah at the bookstore yesterday afternoon.

She **was buying** **buy** a new Harry Potter book.



2 I saw a blue bird out the window yesterday.

It **was flying** **fly** around outside my window.



3 Sally saw Tom at the restaurant last night.

He **was having** **have** dinner with his family.



4 I arrived at the bus stop a little late this morning.

The bus **was waiting** **wait** for me.



5 We saw Kathy in front of the library yesterday.

She **was talking** **talk** on her cell phone.

B Past Continuous: Yes/No Questions

- Have students look at Chart B on page 42.
- Go through the chart together. Help students remember to move **Be** to the beginning of the sentence to make a yes/no question.
- Have students do the check-up activity on page 42 and share the answers with the class.

Extension

- Have students guess what you were (or what one of the students was) doing at 10 o'clock last night. Encourage them to ask you yes/no questions using the past continuous tense.

S1: "Were you reading a book?"

T: "No, I wasn't."

S2: "Were you sleeping?"

T: "Yes, I was."

C Past Continuous: Usages

- Have students look at Chart C on page 43.
- Go through the chart together. Remind students that the past continuous is used for an action that was going on at a specific time in the past. The specific time can also be expressed in a **when** clause.
- Have students do the check-up activity on page 43 and share the answers with the class.

A Past Continuous: Affirmatives and Negatives

- Have students look at Chart A on page 42.
- Go through the chart together and explain that the past continuous is used for an action that was going on at a specific time in the past.
- Help students learn the form of the past continuous tense: **Be (past tense) + verb-ing**. To make the negative, **not** is used after **Be**.
- Have students complete the check-up exercise on page 42 and share the answers with the class.

3. Grammar Practice

A Write the sentence in the past continuous tense.

- Ask students to turn to page 44.
- Have students write the affirmative, the negative or the yes/no question in the past continuous tense using the words (or phrases) provided.
- Do number 1 together as an example and have students do the rest of the exercise.
- Check the answers together after students have finished.

B Look at the chart. Complete the question and the answer.

- Have students read the first part of the answer and write the question using the picture as a guide.
- Remind students **was** is the past tense of am and is, and **were** is the past tense of are.
- Have students use their own words for numbers 5 and 6.
- Check the answers together after students have finished.

C Write the answers about you or your family. Use a complete sentence.

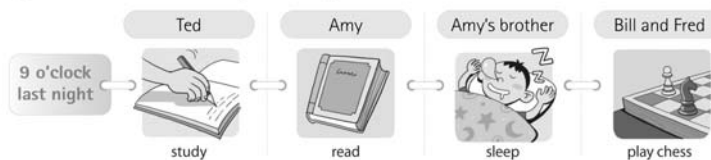
- Ask students to turn to page 45.
- This activity gives students the opportunity to personalize the grammar by allowing them to make personal responses. This free response option encourages students to apply what they have learned to deepen individual understanding.
- Have students write the answers about themselves.
- Have a volunteer read out his or her answers after students have finished.

3. Grammar Practice

A Write the sentence in the past continuous tense.

- Tom / do his homework / at 3:30 yesterday afternoon / .
 Tom **was doing his homework at 3:30 yesterday afternoon.**
- Amy / wait for the bus / at 8:00 this morning / .
 Amy **wasn't waiting for the bus at 8:00 this morning.**
- You / have dinner / at 7:10 yesterday evening / ?
 **Were you having dinner at 7:10 yesterday evening?**
- My dad / wash his car / at 10:00 last Sunday / .
 My dad **was washing his car at 10:00 last Sunday.**
- My mom / make breakfast / at 8:00 last Sunday morning / .
 My mom **wasn't making breakfast at 8:00 last Sunday morning.**

B Look at the chart. Complete the question and the answer.



- **Was** Ted **studying** at 9 o'clock last night? Yes, **he was**
- **Was** Amy ***eating** at 9 o'clock last night? No, **she wasn't**
- **Was** Amy's brother **sleeping** at 9:00 last night? Yes, **he was**
- **Were** Bill and Fred ***watching TV** at 9:00 last night? No, **they weren't**

>> How about you?

- **Were** you ***playing soccer** at 9 o'clock last night? No, **I wasn't**
- **Were** you ***reading** at 9 o'clock last night? Yes, **I was**

*The words may vary.

D Write the verb in the past 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 a short story about a girl training her dog to perform a trick.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- Do you have a dog?
- Have you ever trained a dog?



C Write the answers about you and your family. Use a complete sentence.
(Answers may vary.)

- 1 What were you doing at 7:30 this morning?
.....
I was eating breakfast at 7:30 this morning.
- 2 What was your mom doing at 7:30 this morning?
.....
My mom was drinking coffee at 7:30 this morning.
- 3 What were you doing when your dad came home yesterday?
.....
I was doing my homework when my dad came home yesterday.

D Write the verb in the past continuous tense.

A New Trick



Yesterday, I was training ^{1 train} my dog, Cleo, to do a new trick. Were ^{2 have} we having ^{3 play} fun? Yes we were, but it was hard. Cleo was playing ^{4 tell} too much. I was telling ^{5 try} her to sit, but she was licking ^{6 not learn} my hand. I was trying ^{7 not get} many different ways, but she wasn't learning ^{8 try}. We weren't getting ^{9 sit} anywhere, but we kept trying. We were trying ^{10 feel} for hours. Finally, Cleo was sitting when told. I was feeling so proud!



4. Grammar Summary

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

- What did the girl want Cleo to do?
- What did Cleo do instead?
- Was it easy to train Cleo?
- Did Cleo learn the trick?

Extension

- Have students bring pictures of their pets and talk about them in class.

S1: "I have ten little gold fish. They can't do any tricks. They just swim all day. I feed the fish every day and I clean the fish tank every week."

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 2: pages 44-47
- The answer key to the homework is found on page 122 in Teacher's Manual 2.

- What are the common tricks that dogs can do?
- Do you think it's easy to train a dog?

- Have students look at the picture and talk about it. Ask questions such as:
 - What are they doing?
 - Do you think they are having fun?
 - Which trick do you think she is teaching the dog?
- Have students read and complete the paragraph by filling in the blanks with the correct past continuous form of the verbs.
- Allow students to share their answers with the class.
- Ask some comprehension questions about the reading to finish up the activity. Use questions such as:

Lesson 11

Future: Will / Be Going To

Objectives

- ◆ Affirmatives
- ◆ 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 2.

Lesson 11 Future: Will / Be Going To

1. Grammar Link

⇒ Go to page 115. Take Grammar Quiz 10.

2. Grammar Introduction

A. Future: Affirmatives

Will	Be Going To
We will study tomorrow. It will be sunny tomorrow.	We are going to study tomorrow. It is going to be sunny tomorrow.

• Will and be going to talk about the future. They have basically the same meaning.
• will + verb (simple form): (O) Amy will study. (X) Amy will studies.
• be going to + verb (simple form): (O) Amy is going to study. (X) Amy is going to studies.

Write the verb in the future tense. Use both will and be going to.

1 John **will listen** to music after dinner.
John **is going to listen** to music after dinner.

2 They **will move** to New York next summer.
They **are going to move** to New York next summer.

3 I **will send** a post card tomorrow.
I **am going to send** a post card tomorrow.

B. Future: Negatives

Will	Be Going To
We will not study tomorrow. It won't be sunny tomorrow.	We are not going to study tomorrow. It isn't going to be sunny tomorrow.

• will + not = won't
• Time words for future:
tomorrow tomorrow morning tomorrow afternoon tomorrow evening tomorrow night
next week next weekend next month next year next summer next Sunday

46

2. Grammar Introduction

- Find out what students will do or won't do tomorrow by asking yes/no questions. Encourage students to ask each other questions in the future tense.

T: "Will you go to the library tomorrow?"
S1: "No, I won't. Will you come to my party tomorrow?"
S2: "Yes, I will."



11 - Future: Will/Be Going To



Write the verb in the future tense. Use both **won't** and **be not going to**.

- 1 not stay We **won't stay** in a hotel tomorrow.
 We **aren't going to stay** in a hotel tomorrow.
- 2 not call Tom **won't call** Susan next week.
 Tom **isn't going to call** Susan next week.
- 3 not watch They **won't watch** a movie tomorrow night.
 They **aren't going to watch** a movie tomorrow night.

C. Future: Yes/No Questions

Will	Be Going To
Will you study? Yes, I will ./No, I won't .	Are you going to study? Yes, I am ./No, I'm not .
Will it be sunny? Yes, it will ./No, it won't .	Is it going to be sunny? Yes, it is ./No, it isn't .
• Will comes before the subject to make a yes/no question.	• Be-verb (am, is, are) comes before the subject to make a yes/no question.

Complete the question and the answer.

- 1 Will it rain tomorrow? No, it **won't**.
- 2 Are you going to study for the test tomorrow? Yes, I **am**.
- 3 Will Sam take a shower tomorrow morning? Yes, he **will**.
- 4 Is John going to play computer games? No, he **isn't**.
- 5 Will you be in class tomorrow morning? Yes, I **will**.
- 6 Are they going to play at the beach next Sunday? No, they **aren't**.
- 7 Will you be in China next summer? No, we **won't**.
- 8 Is it going to be hot tomorrow? Yes, it **is**.
- 9 Are the boys going to play soccer? No, they **aren't**.

My Next Grammar 2 47

B Future: Negatives

- Have students look at Chart B on page 46.
- Go through the chart together. Explain that **not** is added after **will** or after **Be** to make a negative statement.
- Introduce the future time words at the bottom of the chart and go over them with students.
- Have students do the check-up activity on page 47 and share the answers with the class.

Extension

- Have students make sentences about what they will do and what they won't do tonight. Have them use either **will** or **be going to**.

S1: "I will listen to music, but I won't watch TV tonight."

S2: "I'm going to clean my room, but I'm not going to read a book tonight."

C Future: Yes / No Questions

- Have students look at Chart C on page 47.
- Go through the chart together. Explain that **will** and **Be** (*am, is, are*) come before the subject to make a yes/no question.
- Have students do the check-up activity on page 47 and share the answers with the class.

A Future: Affirmatives

- Have students look at Chart A on page 46.
- Go through the chart together and explain that both **will** and **be going to** talk about the future. Point out that they have basically the same meaning.
- Explain to students that **will** or **be going to** is used with the simple form of the verb to make an affirmative statement in the future tense.
- Have students complete the check-up exercise on page 46 and share the answers with the class.

3. Grammar Practice

A Connect the sentences.

- Ask students to turn to page 48.
- Have students read the sentences on the left and find the matching sentences on the right. The two matching sentences should make sense when they are used together.
- Check the answers together after students have finished.

B Write the answers about you and your family. Use a complete sentence.

- 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 write the answers about themselves and their family.
- Have a volunteer read out his or her answers after students have finished.

3. Grammar Practice

A Connect the sentences.

1 Sandy is thirsty.	I will study tonight.
2 It is raining outside.	He is going to see a dentist.
3 There is a test tomorrow.	I will take my umbrella.
4 Tom has a toothache.	She is going to get a glass of water.
5 It is a nice day today.	I am going to stay in bed today.
6 I think I have the flu.	We will go to the park.

B Write the answers about you and your family. Use a complete sentence. (Answers may vary.)

- 1 What will you do next year? *I am going to play soccer.*
- 2 What are you going to do tomorrow? *I am going to visit the zoo.*
- 3 What is your family going to do this Sunday? *We are going to go shopping.*
- 4 What will your mom cook tonight? *My mom is going to cook spaghetti.*

C Let's have fun!

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

4. Grammar Summary

Future: Will/Be Going To	
Will	Be Going To
We will study tomorrow. It will be sunny tomorrow.	We are going to study tomorrow. It is going to be sunny tomorrow.
We will not study tomorrow. It won't be sunny tomorrow.	We are not going to study tomorrow. It isn't going to be sunny tomorrow.
Will you study? Yes, I will /No, I won't . Will it be sunny? Yes, it will /No, it won't .	Are you going to study? Yes, I am /No, I'm not . Is it going to be sunny? Yes, it is /No, it isn't .



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 5 (Billy, Jake, Amy, John and 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 2: pages 48-51
- The answer key to the homework is found on page 123 in Teacher's Manual 2.

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.

- 1 Are these your books? Yes, they are _____.
 ① ours ② our book ③ my book ④ mine books
- 2 My mom _____ pizza every Saturday. It's our favorite.
 ① make ② making ③ was making ④ makes
- 3 _____ it _____ at 3 o'clock yesterday?
 ① Did, raining ② Was, raining ③ Does, raining ④ Were, raining
- 4 There are _____ in the refrigerator.
 ① a ham sandwich ② an ham sandwich ③ ham sandwiches ④ hams sandwich
- 5 The wind _____ hard last night. It _____ a little scary.
 ① blow, was ② blow, is ③ blew, was ④ blew, am
- 6 I _____ really tired. I want to go to bed now.
 ① was ② am ③ were ④ are
- 7 My teacher _____ angry in class.
 ① is rarely ② rarely be ③ does rarely ④ rarely does
- 8 My dad _____ get a new car next month.
 ① will going to ② is going to ③ is go to ④ is going
- 9 _____ you _____ the concert last night?
 ① Did, enjoyed ② Were, enjoyed ③ Did, enjoy ④ Were, enjoy
- 10 I want to ask _____.
 ① many question ② a few question ③ a little questions ④ a few questions

My Next Grammar 2 51

B Choose and complete the sentence with the correct form of the verb.

study get snow see teach fly have take be (x3)

- 11 I am at home today. I was at home yesterday too.
- 12 Look out the window! It is snowing!
- 13 Amy got an A⁺ on the test yesterday.
- 14 I saw a pretty yellow bird yesterday. It flew (or was flying) around outside my window.
- 15 I will call you back. I am having dinner right now.
- 16 Mr. Roberts is a teacher. He teaches English at my school.
- 17 It's raining outside. I will take my umbrella.
- 18 John usually studies hard before a test.

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

- ex. There are any roses in the garden. Some
- 19 Can I have a cold water please? some
- 20 Sarah has a puppy. Its name is Silver. Its
- 21 Sam and I usually go to the library on Saturdays. correct
- 22 Will you going to visit your grandma this Sunday? Are
- 23 John is my best friend. Him and I do many fun things together. He
- 24 I will get two cartons of milk. correct
- 25 Do you see many stars in a sky? the
- 26 I have a few money with me right now. little
- 27 You will going to get a letter tomorrow. are
- 28 Amy finished the book tomorrow night. will finish

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	L3	18	L5	35	L3
2	L5	19	L1	36	L1/L8
3	L10	20	L3	37	L10
4	L1	21	L5	38	L11
5	L4/L9	22	L11	39	L1
6	L4	23	L3	40	L1
7	L5	24	L11/L2	41	L6
8	L11	25	L1	42	L3
9	L8	26	L2	43	L6/L7
10	L2	27	L11	44	L5
11	L4	28	L11	45	L5
12	L6	29	L6	46	L5
13	L9	30	L8/L9	47	L11
14	L9	31	L5	48	L11
15	L6	32	L11	49	L10
16	L4	33	L11	50	L11
17	L11	34	L2		

*L - Lesson

D Write the yes/no question form.

ex. I was talking on the phone at 8:00 last night.

Q: Were you talking on the phone at 8:00 last night?

29 The boys are playing badminton at the park.

Q: Are the boys playing badminton at the park?

30 Mike's English class sang at the school concert last night.

Q: Did Mike's English class sing at the school concert last night?

31 We usually have dinner at 7:00 every day.

Q: Do we (or you) usually have dinner at 7:00 every day?

32 It is going to rain tomorrow.

Q: Is it going to rain tomorrow?

33 Amy will help John with his project this weekend.

Q: Will Amy help John with his project this weekend?

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

34 much / mountains / there / many / are / ?

Are there many mountains?

35 doing / theirs / the girls / their / are / homework / .

The girls are doing their homework.

36 called / me / Amy / was / last night / .

Amy called me last night.

37 was / Ken / takes / taking / a shower / this morning / at 7:00 / .

Ken was taking a shower at 7:00 this morning.

38 are / went / we / going / an Italian restaurant / to / tomorrow / .

We are going to an Italian restaurant tomorrow.

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

AT HOME ON SUNDAY

It's sunday today. Everyone in the Lewis family is at home in the backyard. A sun is shining and the birds are singing. It's a beautiful spring days!
 Sunday day The

Mrs. Lewis plantino flowers now. He always plants flowers in the spring. Mr. Lewis is making hamburgers on the grill. He is liking to make lunch for his family on Sundays. Sam is listening to music on his MP3 player. Sarah is reading a book. Sometimes she read books, and sometimes she reads magazines. Everyone in the Lewis family is very happy today.
 is planting She likes reads

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

- 45 What do you usually do after school?
 I usually do my homework after school.
- 46 What do you do in your free time?
 I play video games in my free time.
- 47 What will you do this Sunday?
 I will visit my grandmother this Sunday.
- 48 What are you going to have for dinner tonight?
 I'm going to have spaghetti for dinner tonight.
- 49 What were you doing at 7:30 this morning?
 I was brushing my teeth at 7:30 this morning.
- 50 What did you do last Sunday?
 I went to the zoo last Sunday.

Homework

- Workbook 2: pages 52–55
- The answer key to the homework is found on page 124 in Teacher's Manual 2.

My Next Grammar 2



Part II

Helping Verbs

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Adjectives and Adverbs

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Progress Test

Lesson 24	Progress Test 2	102
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Lesson 13 Helping Verbs 1

Objectives

- ◆ Can and May
- ◆ Must
- ◆ Should

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 2.

Lesson 13 Helping Verbs 1

1. Grammar Link

⇒ Go to page 116. Take Grammar Quiz 11.

2. Grammar Introduction

A. Helping Verbs: Can and May

Ability	I can swim. I can't swim in the ocean. I could swim when I was five. Can you swim?	<ul style="list-style-type: none"> • subject + helping verb + verb (simple) • Can expresses ability in the present or future. • can't = cannot, can not • Could is the past form of can. • couldn't = could not
Permission	You may / can have a cookie. You may not / can't smoke here. May I go out and play?	<ul style="list-style-type: none"> • May and can are used to give permission. • May is more formal than can.

Circle the correct helping verb.

- Ostriches **can / can't** fly.
- Mom, **may / could** I go out and play?
- Babies **may / may not** ride the rollercoaster.
- John **can / could** read when he was four.
- Can / May** you play the piano?
- I **can / can't** solve this problem. It's very difficult.

B. Helping Verb: Must


Necessity or Obligation	It's midnight. Cinderella must go back home. The dentist said, "You must brush your teeth." Children mustn't play with matches. (Children, don't play with matches!)	<ul style="list-style-type: none"> • subject + must + verb (simple) • Must expresses that something is necessary. • Mustn't (must + not) is used to forbid something. Do Not Do This!
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56

2. Grammar Introduction

- Briefly explain what helping verbs are and how they are used. Point out that helping verbs are used with the main verb and add additional meaning to it. Explain that helping verbs do not change forms. They are the same for each grammatical person: 1st person, 2nd person and 3rd person.
- Have students make a list of the helping verbs they know.



13 - Helping Verbs 1 

Write must or mustn't.

- They**mustn't**..... smoke in a "No Smoking Area."
- Students**must**..... obey school rules.
- Young people**must**..... respect old people.
- You**mustn't**..... ride a bike on the expressway.
- Students**mustn't**..... fight with their friends.
- Children**mustn't**..... get in a car with a stranger.

C. Helping Verb: Should

A Good Idea or Advice	You look tired. You should get some rest. I have hiccups. I should drink water. Tomorrow is Monday. I shouldn't stay up late. Should I do my homework before dinner?	• subject + should + verb (simple) • Should means that something is a good idea, or something is the right thing to do. • shouldn't = should + not
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Match the dialogue.

1 A: I have a test tomorrow	B: You shouldn't wear sunglasses inside.
2 A: I have a toothache.	B: You shouldn't eat junk food.
3 A: I want to lose some weight.	B: You should see your dentist.
4 A: I can't see anything.	B: You should study tonight.
5 A: What should I buy for Amy?	B: How about some Korean food?
6 A: What should I eat for lunch?	B: She likes pretty stickers.
7 A: What should we do today?	B: You should say that you are sorry.
8 A: What should I tell her?	B: Do you want to see a movie?

My Next Grammar 2 57

B Helping Verb: Must

- Have students look at Chart B on page 56.
- Go through the chart together. Explain that **must** expresses that something is necessary.
- Point out that the negative form **mustn't** is used to forbid something.
- Have students do the check-up activity on page 57 and share the answers with the class.

Extension

- Have students talk about the class rules using **must** and **mustn't**.

S1: "We **must** clean our classroom."

S2: "We **mustn't** eat during the class."

C Helping Verb: Should

- Have students look at Chart C on page 57.
- Go through the chart together. Explain that **should** means that something is a good idea, or something is the right thing to do. The negative form is **shouldn't**.
- Have students do the check-up activity on page 57 and share the answers with the class.

A Helping Verbs: Can and May

- Have students look at Chart A on page 56.
- Go through the chart together and explain that helping verbs come before the main verb (simple). The helping verb **can** expresses *ability* in the present or future tense. To make the negative, **not** is placed after **can**. The negative contracted form **can't** is commonly used. The past form of **can** is **could**.
- Explain that both **may** and **can** are used to give or to ask for permission. **May** is more formal than **can**.
- Have students complete the check-up exercise on page 56 and share the answers with the class.

3. Grammar Practice

A Read and write *can*, *can't*, *should*, or *shouldn't*. Discuss your choices.

- Ask students to turn to page 58.
- Have students read and complete each sentence with their choice of a helping verb.
- Help students remember that **can** expresses ability. **Should** means that something is a good idea, or something is the right thing to do.
- Check the answers together after students have finished.

B What must you do to stay healthy? Write *must* or *mustn't*.

- Have students read and complete the sentences.
- Help students remember that **must** expresses that something is necessary and **mustn't** is used to forbid something.
- Check the answers together after students have finished.

3. Grammar Practice

A Read and write *can*, *can't*, *should*, or *shouldn't*. Discuss your choices. (Answers may vary.)

- 1 We **can't** hear you. Please speak loudly.
- 2 You **should** wash your hands before dinner.
- 3 You **shouldn't** get up late on school days.
- 4 My dad **can** drive a car, but I **can't**
- 5 **Can** we have some ice cream?
- 6 You **shouldn't (or can't)** watch TV. You have a test tomorrow.
- 7 John is not a good catcher. He **can't** catch very well.
- 8 You **should** brush your teeth three times a day.

B What must you do to stay healthy? Write *must* or *mustn't*. (Answers may vary.)

- 1 We **mustn't** eat a lot of sweets.
- 2 We **must** exercise every day.
- 3 We **must** drink a lot of water.
- 4 We **mustn't** skip breakfast.
- 5 We **mustn't** eat a lot of hamburgers.
- 6 We **must** eat a lot of fruit and vegetables.
- 7 We **mustn't** smoke.
- 8 We **must** sleep eight hours a day.
- 9 We **mustn't** eat too much meat.
- 10 We **must** think positively.



58

C Choose and write the numbers.

- Ask students to turn to page 59.
- This activity gives students the opportunity to practice grammar within context. It shows how the grammar is weaved and worked together in a dialog in a different situation. In this activity, students will read about some safety tips on what the children should or shouldn't do.
- Before doing the exercise, ask students to look at the picture and guess what each situation is about.
 - *What's going on?*
 - *What's he/she doing? What are they doing?*
 - *What's the problem?*



13 - Helping Verbs 1

C Choose and write the numbers.

Ask the Super Safety Squirrel

Sentence Bank

① You must wear your helmet.	② No, you may not. You should pay first.
③ You mustn't open the door for strangers.	④ You shouldn't take rides from strangers.

4. Grammar Summary

Helping Verbs 1	
Ability	Amy can play the piano, but she can't sing.
Permission	You may/can have a cookie and milk.
Future	They will go to the library tomorrow.
Necessity	It's midnight. Cinderella must go back home.
Good Idea	You look tired. You should get some rest.

My Next Grammar 2 59

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 2: pages 58-61
- The answer key to the homework is found on page 125 in Teacher's Manual 2.

- Have students read the sentence and fill in the blank speech bubble with the correct number.
- Have students share their answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity.

Use questions such as:

- *Why did the Super Safety Squirrel say that in each situation?*
- *Why did the children say thank you to the Super Safety Squirrel?*
- *If you were in those situations, what would you do?*

Extension

- Have volunteer students do a role-play of each situation.

Lesson 14 Helping Verbs 2

Objectives

- ◆ Affirmatives and negatives of have to
- ◆ Yes/No questions of have to
- ◆ Have to vs. must

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 2.

Lesson 14 Helping Verbs 2

1. Grammar Link

⇒ Go to page 117. Take Grammar Quiz 12.

2. Grammar Introduction

A. Have to: Affirmatives and Negatives

Affirmative	Negative
I/We/You/They have to study. He/She/It has to	I/We/You/They don't have to study. He/She/It doesn't have to

• subject + have/has to + verb (simple)
• Have/Has to expresses the idea that something is necessary. It means there is no choice.
• Don't/Doesn't have to expresses the idea that something is not necessary.

Complete the sentence using have to. (⊙ : affirmative ✕ : negative)

- 1 go ✕ Amy doesn't have to go to bed early tonight. Tomorrow is Sunday.
- 2 practice ⊙ The boys have to practice baseball after school.
- 3 eat ✕ We don't have to eat Chinese food, if you don't want to.
- 4 get up ⊙ I have to get up early tomorrow morning.
- 5 go ✕ Mary doesn't have to go to school tomorrow. It's a holiday.
- 6 help ⊙ John has to help his mom with dinner.
- 7 bring ✕ We don't have to bring our lunch to school.
- 8 walk ⊙ Tom has to walk to school tomorrow morning.
- 9 wear ✕ They don't have to wear caps in gym class.


B. Have to: Yes/No Questions

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

2. Grammar Introduction

- Have one of the students say what they have to do tonight. Have the next student repeat what the first student said and add his/her sentence. Have students take turns and keep adding the sentences.
 - S1: "I have to do my homework tonight."
 - S2: "S1 has to do her homework, and I have to clean my room tonight."
 - S3: "S1 has to do her homework, S2 has to clean his room and I have to write a letter."



14 - Helping Verbs 2 

Write the question form.

- The girls have to do their homework. *Do the girls have to do their homework?*
- John has to walk the dog every day. *Does John have to walk the dog every day?*
- I have to buy a present for Amy. *Do I have to buy a present for Amy?*
- They have to get up early tomorrow. *Do they have to get up early tomorrow?*
- We have to make the beds. *Do we have to make the beds?*
- Amy has to do the dishes tonight. *Does Amy have to do the dishes tonight?*

C. Have to vs. Must

We have a final exam tomorrow. We have to study tonight.	• Have to and must have almost the same meaning. They express the idea that something is necessary.
All passengers must wear seat belts. All drivers must have a driver's license.	• Must is used to talk about rules.
We don't have to study tonight. Children mustn't play with matches. (= Children, don't play with matches!)	• Don't have to says that something is not necessary. • Mustn't (must + not) is used to forbid something: Do Not Do This!
They had to finish the project last night.	• Had to is the past form of have to and must.

Choose and write.

have to	don't have to	must	mustn't
---------	---------------	------	---------

- You *mustn't* frighten the animals at the zoo.
- You *must / have to* wear the seat belt in the car.
- You *mustn't* be late for the exam.
- You *don't have to* take an umbrella with you. It's not raining.
- You *don't have to* wash the windows. I washed them yesterday.
- You *don't have to* help me. I can do this alone.

My Next Grammar 2 61

A Have to: Affirmatives and Negatives

- Have students look at Chart A on page 60.
- Go through the chart together and explain that **have/has to** expresses the idea that something is necessary. It means there is no choice.
- Explain that the negative form is **don't/doesn't have to** and it expresses the idea that something is not necessary.
- Have students complete the check-up exercise on page 60 and share the answers with the class.

B Have to: Yes/No Questions

- Have students look at Chart B on page 60.
- Go through the chart together. Explain that a yes/no question is made by adding **Do/Does** at the beginning of the sentence:
Do/Does + subject + have to...?
- Have students do the check-up activity on page 61 and share the answers with the class.

Extension

- Pair up the students and have them ask each other yes/no questions about what they have to do tomorrow.

S1: "Do you have to help your sister tomorrow?"

S2: "No, I don't. Do you have to go to the library tomorrow?"

C Have to vs. Must

- Have students look at Chart C on page 61.
- Go through the chart together. Explain that **have to** and **must** have almost the same meaning. They express the idea that something is necessary. Also, explain that **must** is used to talk about rules or laws.
- Remind students that **don't/doesn't have to** is used to express that something is not necessary. **Mustn't** is used to forbid something.
- Help students remember that the past form of both **have to** and **must** is **had to**.
- Have students do the check-up activity on page 61 and share the answers with the class.

3. Grammar Practice

A Write the negative and question forms.

- Ask students to turn to page 62.
- Have students read each sentence and write the negative and yes/no question forms.
- Do number 1 together as an example and have students do the rest of the exercise on their own.
- Remind students to use **don't/doesn't/didn't have to** for a negative sentence and to add **Do/Does/Did** at the beginning of the sentence to make a yes/no question.
- Check the answers together after students have finished.

B Complete the sentence with **don't/doesn't have to** or **mustn't**.

- Have students read and complete each sentence with their choice of a helping verb.
- Help students decide whether they have to use **don't/doesn't have to** or **mustn't**. **Don't/doesn't have to** is used to express that something is not necessary and **mustn't** is used to forbid something.
- Check the answers together after students have finished.

3. Grammar Practice

A Write the negative and question forms.

- | | |
|--|---|
| 1 You have to go to the bank.
<i>You don't have to go to the bank.</i>
<i>Do you have to go to the bank?</i> | 4 He had to visit his grandma last week.
<i>He didn't have to visit his grandma last week.</i>
<i>Did he have to visit his grandma last week?</i> |
| 2 She has to get some stamps.
<i>She doesn't have to get any stamps.</i>
<i>Does she have to get some (or any) stamps?</i> | 5 We had to practice soccer yesterday.
<i>We didn't have to practice soccer yesterday.</i>
<i>Did we have to practice soccer yesterday?</i> |
| 3 They have to meet at 8:30.
<i>They don't have to meet at 8:30.</i>
<i>Do they have to meet at 8:30?</i> | 6 You have to remember these facts.
<i>You don't have to remember these facts.</i>
<i>Do you have to remember these facts?</i> |

B Complete the sentence with **don't/doesn't have to** or **mustn't**.


- 1 My mom *doesn't have to* cook dinner today. We are eating out.
- 2 I'll tell you a secret. You *mustn't* tell anyone.
- 3 You *don't have to* bring a sleeping bag. There is an extra bed.
- 4 I *mustn't* forget the meeting. It's very important.
- 5 We *don't have to* walk there. My mom will give us a ride.
- 6 You *mustn't* talk in the library.
- 7 Sarah *doesn't have to* finish this work now. She can do it tomorrow.
- 8 You *don't have to* feed the dog. I did it already.
- 9 We *don't have to* hurry. We have enough time.
- 10 Children *mustn't* take rides from strangers.

62

C Write two things you have to do and two things you don't have to do today.

- Ask students to turn to page 63.
- 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 write true sentences about themselves.
- Have a volunteer read out his or her answers after students have finished.



14 - Helping Verbs 2 

C Write two things you have to do and two things you don't have to do today.
(Answers may vary.)

1 I have to do my homework today.

2 I have to clean my room today.

3 I don't have to go shopping today.



4 I don't have to visit my grandma today.

D Choose and write.

doesn't have to do has to do have to work have to go have to know (x2)

What do Architects do?

My aunt Melinda is an architect. Architects have to know a lot of math, and they have to go to special schools to learn about architecture. They also have to know about the laws; how to make buildings safe. Aunt Melinda usually designs big, important buildings. She has to do a lot of work, but she doesn't have to do everything. Many people have to work together. Her job is to help everyone so the buildings will come out well.

4. Grammar Summary

Helping Verbs 2		
Affirmative	Negative	Question
I/They have to study. He/It has to study.	I/They don't have to study. She/It doesn't have to study.	Do you/they have to study? Does he/it have to study?
I/He had to study.	I/She didn't have to study.	Did you/he have to study?

My Next Grammar 2 63

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 architects and what they do.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- Do you know what architects do?
- Do you want to become an architect when you grow up?

- Do you think an architect is an interesting/difficult/good job?

- Have students look at the pictures and talk about them.
- Have students read and complete the paragraph by filling in the blanks with the correct phrases.
- Allow students to share their answers with the class.
- Ask some comprehension questions about the reading to finish up the activity.

Use questions such as:

- What does Melinda do?
- What do architects have to know?
- Does Melinda have to do everything?
- What's Melinda's job?

Extension

- Have students do a mini research on the jobs they are interested in. Have them find out what they have to study and what they have to know in order to do those jobs. Encourage them to use **have to/don't have to** in their sentences.

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 2: pages 62-65
- The answer key to the homework is found on page 126 in Teacher's Manual 2.

Lesson 15 Adjectives

Objectives

- ◆ Adjectives
- ◆ Linking verbs + adjectives
- ◆ Linking verbs vs. action verbs

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 2.

Lesson 15 Adjectives

1. Grammar Link

⇒ Go to page 118. Take Grammar Quiz 13.

2. Grammar Introduction

A. Adjectives

The **pretty** girls sang **beautiful** songs.
The **fat** captain ate a **big** dinner.

- Adjectives come before nouns.
- Adjectives describe nouns.

The classrooms are **large**.
English grammar is **fun** and **easy**.

- Adjectives also come after a Be verb and describe the subject of the sentence.

Common adjectives:

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

Circle the adjective(s).

- Ron saw a **huge** monster in the **dark** cave.
- Ben has **brown** hair and **blue** eyes.
- The weather was **cloudy** all day yesterday.
- Toys in this store are **expensive**.
- The **smart** **little** boy answered the question correctly.
- John went to the dentist. He had a **bad** toothache.
- Watch out! There are **angry** bees around.




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2. Grammar Introduction

- Have students take turns to say nice things about their classmates using adjectives.

S1: "Jenny is **pretty**."

S2: "Jack is **kind**."

15 - Adjectives 

B. Linking Verbs + Adjectives

The students are smart. The teacher looks tired. Those cookies smell good! The velvet feels soft. My mom's cookies taste great. Your idea sounds wonderful.	<ul style="list-style-type: none"> • 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 the adjective.

- 1 I have many friends. I don't feel lonely. lonely comfortable happy
- 2 Roses smell different from sunflowers. same different easy
- 3 Sam told me about the new movie. It sounded fun. expensive nervous fun
- 4 Don't eat that! It tastes awful. great awful boring
- 5 The dogs ran home in the rain. They are wet. wet interesting strong

C. Linking Verbs vs. Action Verbs

Linking Verb	Action Verb
The balloon is red. Flowers smell nice. The castle on the hill looks beautiful.	I ran . He jumped . The boys watched a cartoon on TV.
<ul style="list-style-type: none"> • Linking verbs connect the subject of the sentence to information about that subject. 	<ul style="list-style-type: none"> • Action verbs describe actions.

Underline the verb and circle linking verb or action verb.

- 1 The students go to school every day. linking verb action verb
- 2 Rock climbing looks very dangerous. linking verb action verb
- 3 Did you taste the soup? linking verb action verb
- 4 This MP3 player sounds great. linking verb action verb
- 5 Amy doesn't feel good today. linking verb action verb

My Next Grammar 2 65

A Adjectives

- Have students look at Chart A on page 64.
- Go through the chart together and explain that adjectives describe nouns.
- Explain that adjectives come before nouns. Adjectives also come after **Be** and describe the subject of the sentence.
- Help students learn the common adjectives listed in the chart.
- Have students complete the check-up exercise on page 64 and share the answers with the class.

B Linking Verbs + Adjectives

- Have students look at Chart B on page 65.
- Go through the chart together. Explain that the adjectives following the linking verbs describe the subject of the sentence. Linking verbs connect the subject to information about that subject.
- Help students learn the common linking verbs: **Be (am, are, is), look, smell, feel, taste, and sound.**
- Have students do the check-up activity on page 65 and share the answers with the class.

Extension

- Have students choose one of the common linking verbs and make a sentence using an adjective.

S1: "This soup **tastes** wonderful."

S2: "You **look** great!"

C Linking Verbs vs. Action verbs

- Have students look at Chart C on page 65.
- Go through the chart together. Remind students that linking verbs connect the subject of the sentence to information about that subject.
- Point out that linking verbs do not express action whereas action verbs describe actions.
- Have students do the check-up activity on page 65 and share the answers with the class.

3. Grammar Practice

A Write the sentence in the correct order.

- Ask students to turn to page 66.
- Have students put the provided words in the correct order to make a meaningful sentence.
- Remind students to put adjectives before the nouns or after the linking verbs.
- Check the answers together after students have finished.

B Complete the sentence using *Be, look, feel, smell, sound or taste*.

- Have students read and complete each sentence with their choice of a linking verb.
- Help students choose the correct linking verbs for the blanks.
- Check the answers together after students have finished.

C Write the sentences using the words on the left.

- Ask students to turn to page 67.
- This activity gives students the opportunity to personalize the grammar by allowing them to make their own sentences. This personal approach encourages students to apply what they have learned to deepen individual understanding.
- Have students write true sentences about themselves.
- Have a volunteer read out his or her answers after students have finished.

3. Grammar Practice

A Write the sentence in the correct order.

1 likes : food : Kathy : spicy : .

Kathy likes spicy food.

2 works : a : My : in : large : dad : office : .

My dad works in a large office.

3 expensive : bike : is : That : an : .

That is an expensive bike.

4 you : rainy : Do : weather : like : ?

Do you like rainy weather?

5 easy : math : looks : This : problem : .

This math problem looks easy.

B Complete the sentence using *Be, look, feel, smell, sound or taste*.

1 Amy told me about a new movie. I want to see it. It *sounds* interesting.

2 What is the matter? Do you *feel* okay?

3 I can't eat lemons. They *are (or taste)* very sour.

4 Look at that sofa. It *is (or looks)* very comfortable. I want to sit on it.

5 John *is (or looks)* very tall. He wants to be a basketball player.

6 I don't *feel* good today. I think I'm coming down with a cold.

7 What is wrong with your voice? You *sound* different.

8 Something *smells* good! What's for dinner, Mom?

9 I want to take a nap. I *am (or feel)* very sleepy.

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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 school elections.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- *Does your school hold elections every year?*
- *What kind of candidates do you vote for?*

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

- 1 wonderful *My sister is a wonderful artist.*
- 2 interesting *The new book sounds interesting.*
- 3 delicious *This cake tastes delicious.*
- 4 nice *You look nice today.*

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



- important
- popular
- right
- smart
- beautiful
- exciting
- good
- honest

The school elections are coming! There are many good candidates to vote for. What kind of candidate do I want? I want a person who is smart. I also want an honest person. They don't have to be popular or beautiful. I should listen to their speeches carefully. Making an informed choice is important. The student candidates are working hard. This is a very exciting time. It's my duty to vote for the right candidate.



4. Grammar Summary

Adjectives	
Adjective + Noun	Linking Verb + Adjective
The pretty girls sang beautiful songs. The fat captain ate a big dinner.	The students are / look smart. My mom's cookies smell / taste good! The velvet feels soft. Your idea sounds wonderful.

- What's his/her duty?

Extension

- Have students imagine that they are running for school elections and have them write (or give) a speech. In their speech, they should explain why they are the right candidates and they should convince other students to vote for them. Encourage them to use as many adjectives as possible.

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 2: pages 66-69
- The answer key to the homework is found on page 127 in Teacher's Manual 2.

- Do you want to run for an election?

- Have students look at the picture and talk about it.
- Have students read and complete the paragraph by filling in the blanks with the words provided.
- Allow students to share their answers with the class. Some of the adjectives may be interchangeable. Have students discuss their choices.
- Ask some comprehension questions about the reading to finish up the activity.

Use questions such as:

- What is happening at school?
- What kind of candidate does he/she want?
- Why should he/she listen to the candidates' speeches carefully?

Lesson 16 Adverbs

Objectives

- ◆ Usage of adverbs
- ◆ Adjectives and adverbs

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 2.

Lesson 16 Adverbs

1. Grammar Link

⇒ Go to page 119. Take Grammar Quiz 14.

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 so too truly very	

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

	Verb	Adjective	Adverb
1 There were very large dinosaurs in the past.		large	
2 We studied very hard for the exam.			hard
3 The boys solved the puzzle easily .	solved		
4 Tom was truly happy to win the first prize.		happy	
5 They answered the question honestly .	answered		
6 Who can speak Spanish well in your class?	speak		
7 The school band played quite nicely at the concert.			nicely
8 Your answer is completely correct.		correct	
9 Slow down! You are walking too fast.			fast
10 Tomorrow is Monday. Let's go to bed early tonight.	go		

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2. Grammar Introduction

- Get students' attention and describe how you do things using different adverbs.

T: "I usually eat slowly.
I always drive carefully."
- Have students take turns talking about their family members using adverbs. Encourage them to use adverbs to describe actions.

S1: "My mom talks softly."

S2: "My brother studies hard."

B. Adjectives and Adverbs	
She is a careful driver. She drives carefully .	• Many adverbs are formed by adding <i>-ly</i> to adjectives. bad - badly clear - clearly careful - carefully loud - loudly quiet - quietly honest - honestly sad - sadly slow - slowly soft - softly
He looks happy . He smiled happily .	• If the adjective ends in <i>y</i> , change <i>y</i> to <i>i</i> and add <i>-ly</i> . busy - busily happy - happily noisy - noisily
It was a simple story. I wrote the story simply .	• If the adjective ends in <i>-le</i> , change <i>-le</i> to <i>-ly</i> . possible - possibly comfortable - comfortably
He was late for school. He got up late .	• Some adverbs and adjectives have the same form. hard - hard late - late early - early
She is a good pianist. She plays the piano well .	• Irregular good - well

Check and correct the mistake.

- John ran **fastly** into the classroom and sat in his seat. fast
- Don't go out now. It is raining **heavy** outside. heavily
- Everyone did very **good** on the exam. well
- She spoke very **quiet**. I couldn't hear her. quietly
- They studied **hardly** for the spelling test. hard

Circle the correct word.

- We don't have to go to bed **late** / lately tonight.
- Is Amy okay? She looks **sad** / sadly .
- There isn't much time. Let's do this **quick** / **quickly** .
- My dad is very **busy** / busily this week.
- The boys were **well** / **very** tired after the game.



using an adjective. Then, have the partner add an adverb to modify that adjective.

S1: "The movie was interesting."
S2: "The movie was **really** interesting."

B Adjectives and Adverbs

- Have students look at Chart B on page 69.
- Go through the chart together and talk about how adjectives can be made into adverbs.
- Explain that many adverbs are formed by adding **-ly** to adjectives. If the adjective ends in **y**, change **y** to **i** and add **-ly**. If the adjective ends in **-le**, **-le** is changed to **-ly**.
- Point out that some adverbs and adjectives have the same form and some adverbs have irregular form.
- Have students do the check-up activities on page 69 and share the answers with the class.

A Adverbs

- Have students look at Chart A on page 68.
- Go through the chart together and explain that adverbs describe or modify verbs, adjectives, and adverbs.
- Help students remember that common adverbs that describe or modify adjectives or adverbs are *almost*, *completely*, *quite*, *really*, *so*, *too*, *truly* and *very*.
- Have students complete the check-up exercise on page 68 and share the answers with the class.

Extension

- Pair up the students and have one student from each pair make a sentence

3. Grammar Practice

A Check the place for the adverb.

- Ask students to turn to page 70.
- Have students read each sentence and decide on the correct place for the adverb.
- Remind students that adverbs come before adjectives and adverbs, but after verbs.
- Check the answers together after students have finished.

B Write the sentence in the correct order.

- Have students put the provided words in the correct order to make a meaningful sentence.
- Remind students about the position of an adverb in a sentence.
- Check the answers together after students have finished.

C Write the sentences about you using the words on the left.

- Ask students to turn to page 71.
- This activity gives students the opportunity to personalize the grammar by allowing them to write sentences about themselves. This personal approach encourages students to apply what they have learned to deepen individual understanding.
- Have students write true sentences about themselves.
- Have a volunteer read out his or her answers after students have finished.

3. Grammar Practice

A Check the place for the adverb.

- 1 quite She ① walked ② slowly ③ out of the room.
- 2 completely The room ① was ② empty. There wasn't ③ anything in it.
- 3 very Tom ① swims ② fast. He practices ③ every day.
- 4 well The students ① want ② to do ③ on the test.
- 5 late We ① arrived ② at the bus stop. We missed ③ the bus.
- 6 too Slow ① down! You are ② walking ③ fast.
- 7 really Everyone ① was ② happy ③ after the exam.

B Write the sentence in the correct order.

- 1 beautifully : children : The : sang : .
.....
The children sang beautifully.
- 2 wrong : Your : is : answer : completely : .
.....
Your answer is completely wrong.
- 3 arrived : in : The : early : package : the : morning : .
.....
The package arrived early in the morning.
- 4 Mary's : was : dress : pretty : really : .
.....
Mary's dress was really pretty.
- 5 turtle : to : moved : the : The : slowly : water : .
.....
The turtle moved slowly to the water. (or The turtle slowly moved to the water.)
- 6 studied : The students : hard : the : very : for : test : .
.....
The students studied very hard for the test.

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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 a short story of a boy who is feeling ill.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- What did you do when you were sick?
- Who took care of you when you were sick?

C Write sentences about you using the words on the left. (Answers may vary.)

- 1 really well *I can play the piano really well.*
- 2 too slowly *My grandma walks too slowly.*
- 3 quite *That dinner was quite delicious.*
- 4 very *I felt very tired after playing soccer.*

D Choose and write.

badly carefully really quietly too



Feeling Sick

I am really sick. My little brother is making a lot of noise. My mom asks him to play quietly, so I can rest. Oh, I feel too icky to sleep. I cough a lot and my throat hurts badly. My mom comes in with a bowl of soup. She is carrying it carefully. After the soup, my mom gives me some medicine. Yuck! It tastes terrible. I hope I'll be all better soon.

4. Grammar Summary

Adverbs		
Verb + (Object) + Adverb	Adverb + Adjective	Adverb 1 + Adverb 2
The boys sang loudly . John did his homework fast .	Mary's dress was very beautiful. These pants are too big for me.	John eats really fast. She dances quite nicely.

Extension

- Pair up the students and have them do a role play. Have one student act like a doctor and the other act like a sick person. Have the sick person describe what his/her problems are and have the doctor give him/her some advice. Encourage them to use as many adjectives and adverbs as possible.

S1: "I have a terrible headache. My head hurts too much."

S2: "Take the medicine and try to get some sleep."

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 2: pages 70~73
- The answer key to the homework is found on page 128 in Teacher's Manual 2.

- How did you feel when you were sick?

- Have students look at the picture and talk about it.
- Have students read and complete the paragraph by filling in the blanks with the correct adverbs.
- Allow students to share their answers with the class.
- Ask some comprehension questions about the reading to finish up the activity.

Use questions such as:

- What did mom ask the brother to do?
- What did mom give the boy?
- How does the medicine taste?

Lesson 17 Comparisons

Objectives

- ◆ Comparative and superlative adjectives
- ◆ Comparative and superlative adverbs

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 2.

2. Grammar Introduction

- Prepare some pictures of animals. Ask students about the animals in the pictures using comparatives and superlatives. Have students

Lesson 17 Comparisons

1. Grammar Link

⇒ Go to page 120. Take Grammar Quiz 15.

2. Grammar Introduction

A. Comparative and Superlative Adjectives: Usage

John is **taller than** Mike.
This movie is **more exciting than** that movie.

- Comparatives compare two things.
- Comparatives are formed by using **-er** or **more**.

Tom is **the tallest** student in the class.
This movie is **the most exciting** of all.

- Superlatives compare three or more things.
- Superlatives are formed by using **-est** or **most** and follows the article, **the**.

Circle the correct word(s).

- 1 Today's quiz was **harder** / hardest than usual.
- 2 Andy got better / **the best** grade in the class.
- 3 This computer is **more expensive** / most expensive than that computer.
- 4 This is more beautiful / **the most beautiful** dress in the store.

B. Comparative and Superlative Adverbs: Usage

Ken walks **more slowly than** Amy.
Mary studied **harder than** Tom.

- For adverbs that end in **-ly**, the comparative is formed by using **more**.
- **-er** is added to 1-syllable adverbs.

My grandma walks **the most slowly**.
Sarah studied **the hardest** for the test.

- For adverbs that end in **-ly**, the superlative is formed by using **most**.
- **-est** is added to 1-syllable adverbs.

Circle the correct word(s).

- 1 Mary sings **more softly** / the most softly than Mike.
- 2 Who can run faster / **the fastest** in your class?
- 3 I go to bed **earlier** / the earliest than my mom.
- 4 We need to try **harder** / the hardest next time.



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compare the animals and answer the questions. Encourage them to use comparatives and superlatives in their answers.

T: "Which is bigger, the cat or the dog?"

S2: "The dog is bigger."

A Comparative and Superlative Adjectives: Usage

- Have students look at Chart A on page 72.
- Go through the chart together and explain that comparatives compare two things, but superlatives compare three or more things.
- Help students remember that comparatives are formed by using **-er** or **more**, but superlatives are formed by using **-est** or **most** and follows the

C. Comparative and Superlative Adjectives: Form

	Adjective	Comparative	Superlative	
1 Syllable	small nice	smaller nicer	smallest nicest	• For most 1-syllable adjectives, -er/-est is added.
	big hot fat	bigger hotter fatter	biggest hottest fattest	• For an adjective ending in one vowel and one consonant, double the consonant .
	famous interesting	more famous more interesting	most famous most interesting	• For most 2 or more syllable adjectives, more and most are used.
2 or more Syllables	pretty lazy dry	prettier lazier drier	prettiest laziest driest	• For 2-syllable adjectives that end in -y , -y becomes -i and -er/-est is added.
	clever	cleverer more clever	cleverest most clever	• Some 2-syllable adjectives use either -er/-est or more/most .
	simple	simpler more simple	simplest most simple	angry, common, friendly, gentle handsome, narrow, polite, quiet
Irregular	good bad	better worse	best worst	• No rules

D. Comparative and Superlative Adverbs: Form

	Adverb	Comparative	Superlative	
-ly	loudly carefully	more loudly more carefully	most loudly most carefully	• More and most are used with adverbs that end in -ly .
	early	earlier	earliest	• Exception
1 Syllable	fast hard	faster harder	fastest hardest	• For 1-syllable adverbs, -er/-est is added.
Irregular	well badly	better worse	best worst	• No rules

Complete the sentence using the comparative or superlative.

- 1 beautiful The male fish is **more beautiful** than the female fish.
- 2 good These are good, but that is **better**.
- 3 neatly The girls usually write **more neatly** than the boys.
- 4 hard Today we are going to practice **harder** than yesterday.
- 5 heavy Your backpack is **the heaviest** of all.

article **the**.

- Have students complete the check-up exercise on page 72 and share the answers with the class.

B Comparative and Superlative Adverbs: Usage

- Have students look at Chart B on page 72.
- Go through the chart together. Explain that the comparative of adverbs that end in **-ly** is formed by using **more** and the superlative is formed by using **most**.
- Help students remember that the comparative of 1-syllable adverbs is formed by adding **-er** and the superlative is formed by adding **-est**.

- Have students do the check-up activities on page 72 and share the answers with the class.

C Comparative and Superlative Adjectives: Form

- Have students look at Chart B on page 73.
- Go through the chart together. Explain that **-er** and **-est** are added for most 1 syllable adjectives. Remind students to double the consonant for an adjective ending in one vowel and one consonant.
- Explain that **more** and **most** are used for most 2 or more syllable adjectives. Help students remember to add **-er** and **-est** to the 2 syllable adjectives that end in **-y**. Remind students that some 2 syllable adjectives, such as *angry*, *friendly* and *handsome*, use either **-er/-est** or **more/most**.
- Help students remember the irregular forms, *good-better-best* and *bad-worse-worst*.

D Comparative and Superlative Adverbs: Form

- Have students look at Chart B on page 73.
- Go through the chart together. Explain that **more** and **most** are used with adverbs that end in **-ly**. Help students remember the exception, *early-earlier-earliest*.
- Explain that **-er** and **-est** are added to the 1 syllable adverbs.
- Help students remember the irregular forms, *well-better-best* and *badly-worse-worst*.
- Have students do the check-up activities on page 73 and share the answers with the class.

3. Grammar Practice

A Check and correct the mistake.

- Ask students to turn to page 74.
- Have students read the sentence, find the mistake and correct it.
- Remind students of different forms of comparative and superlative adjectives and adverbs.
- Check the answers together after students have finished.

B Complete the sentence and circle *True* or *False*.

- Have students read the sentence and decide whether to use the comparative or superlative form of the adjective.
- Remind students that comparatives compare two things but superlatives compare three or more things.
- Have students read the completed sentence and decide whether it's true or false.
- Check the answers together after students have finished.

C Write the sentence in the correct order.

- Have students put the provided words in the correct order to make a meaningful sentence.
- Help student find the correct position of the superlatives and the comparative. Remind students that adjectives come before nouns or the linking verbs, whereas adverbs comes after the verbs.
- Check the answers together after students have finished.

3. Grammar Practice

A Check and correct the mistake.

- 1 I am ~~old~~ than my sister. older
- 2 We will practice soccer ~~more hard~~ tomorrow. harder
- 3 I can't hear you. Please speak ~~more loud~~. loudly
- 4 This book is ~~interestinger~~ than that book. more interesting
- 5 Andy is the ~~taller~~ of the team. tallest

B Complete the sentence and circle True or False.

- 1 The Nile is (long) the longest river in the world. True False
- 2 Mt. Kilimanjaro is (high) higher than Mt. Everest. True False
- 3 Norway is (cold) colder than Egypt. True False
- 4 I am (tall) taller than my mom. True or False

C Write the sentence in the correct order.

- 1 happiest is my Today day of the life
Today is the happiest day of my life.
- 2 the is New York largest the in city world
New York is the largest city in the world.
- 3 I more read the directions will carefully
I will read the directions more carefully.
- 4 hardest class the Tom in the studies
Tom studies the hardest in the class.


74

D Choose and write.

- Ask students to turn to page 75.
- 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 dialogue about big cats.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- Do you like cats?


17 - Comparisons 

D Choose and write.

bigger faster stronger the biggest the most amazing the fastest the strongest

I'm Mrs. Quizheart. I'm here to talk to you about big cats. Tigers, lions, and cheetahs are all big cats, but they are very different from one another. A lion is bigger than a cheetah, but a tiger is the biggest. A tiger is fast and a lion is faster, but a cheetah is the fastest. Cheetahs are strong, but lions are stronger, and tigers are the strongest. Isn't that the most amazing thing?

Big Cats



Okay Mrs. Quizheart, but Sourpuss is the cutest.

4. Grammar Summary

Comparisons	
Comparative	Superlative
John is taller than Mike. This movie is more exciting than that movie.	Tom is the tallest student in the class. This movie is the most exciting of all.
Ken walks more slowly than Amy. Mary studied harder than Tom.	My grandma walks the most slowly . Sarah studied the hardest for the test.

My Next Grammar 2 75

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

Use questions such as:

- *What are the big cats?*
- *Which big cat is the biggest?*
- *Which big cat is the fastest?*
- *Which big cat is the strongest?*

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 2: pages 74~77
- The answer key to the homework is found on page 129 in Teacher's Manual 2.

- *Can you name some big cats?*
- *Which big cat do you like the best? Why?*
- Have students look at the picture on page 75 and talk about it. Ask questions such as:
 - *Which do you think is the biggest?*
 - *Which do you think is the fastest?*
 - *Which do you think is the strongest?*
 - *Which do you think is the most interesting?*
- Have students read and complete the paragraph by filling in the blanks with the correct comparative or superlative adjective.
- Allow students to share their answers with the class.

Lesson 18 Prepositions of Time

Objectives

- ◆ In, on, at
- ◆ Before, after, for, during

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 2.

Lesson 18 Prepositions of Time

1. Grammar Link

⇒ Go to page 121. Take Grammar Quiz 16.

2. Grammar Introduction

A. Prepositions of Time: in, on, at

The Olympics Games in Athens were **in** 2004.
There are three birthday parties **in** November.
We have a school vacation **in** the winter.
I don't like getting up early **in** the morning.

• Prepositions are always followed by nouns:
preposition + noun
• in + year/month/season
• in + the morning/afternoon/evening

My brother was born **on** November 29th, 1996.
We have a soccer game **on** Saturday.
There is soccer practice **on** Saturday morning.
I like to relax at home **on** the weekend.

• on + date
• on + (Sunday – Saturday)
• on + (Friday) morning/afternoon/evening/night
• on + the weekend

We watch scary movies **at** night.
English class starts **at** 11:00.

• at + noon/night/midnight
• at + 'clock time'

• No prepositions are used for the following:

yesterday tomorrow this morning/afternoon last week/year next week/month every day/week

Write in, on, or at.

- | | |
|---|-------------------------------------|
| 1 in the autumn/fall | 5 at night |
| 2 on August 30 th | 6 at 5:39 |
| 3 on Wednesday morning | 7 in 1873 |
| 4 on Sunday | 8 in the evening |

Complete the sentence using in, on, or at.

- We are going skiing **on** Friday morning.
- They will go to bed **at** midnight tonight.
- We always plant trees **in** the spring.
- I have to get up **at** 6:00 tomorrow morning.

76

2. Grammar Introduction

- Draw a chart on the board and have students take turns to write a preposition phrase using the given prepositions.

Prepositions of Time		
in	on	at
<i>in the morning</i>		



18 - Prepositions of Time

B. Prepositions of Time: before, after, for, during

I have English class before lunch. My math class is after lunch.	• before – = earlier than – • after – = later than –
I'm going to England during the summer. I will be there for two weeks.	• during – = duration of – • for – = period of –

<ago vs. before>
(O) I heard the news three days ago. (X) I heard the news three days before.
(O) I heard the news three days before the test.

Circle the correct word.

- 1 A long time ago / before there was a beautiful princess.
- 2 Mary has a swimming class in the morning before / after school.
- 3 I usually watch TV for / during two hours in the evening.
- 4 Students may not talk for / during the exam.
- 5 John went to a science museum a week ago / before .
- 6 Please wash your hands before / after dinner.
- 7 We waited for the bus during / for a long time.
- 8 New Year's Day is before / after Christmas.

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

1 They moved here... <input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/> ...for two weeks.
2 Don't fall asleep... <input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/> ...after a few days.
3 We will work on the science project... <input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/> ...before the test.
4 You should study... <input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/> ...ten years ago.
5 My dog disappeared and came back... <input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/> ...during class.

My Next Grammar 2 77

A Prepositions of Time: in, on, at

- Have students look at Chart A on page 76.
- Go through the chart together and explain that prepositions are always followed by nouns: *preposition + noun*.
- Help students remember that **in** is used with *year/month/season* and the *morning/afternoon/evening*.
- Help students remember that **on** is used with *date, days of the week* and the *weekend*. Point out that **on** is used with (*days of the week + morning/afternoon/evening/night*).
- Help students remember that **at** is used with *noon/night/midnight* and *clock time*.

- Remind students that no prepositions are used for some words such as *yesterday, tomorrow, this morning, last year, next month* and *every day*.
- Have students complete the check-up exercises on page 76 and share the answers with the class.

Extension

- Pair up the students and have one student from each pair start a sentence, but stop it without completing the sentence. Have the partner finish the sentence with a prepositional phrase.
S1: "I went to the library..."
S2: "... on Monday."
"It was cold ..."
S1: "... at night."

B Prepositions of Time: before, after, for, during

- Have students look at Chart B on page 77.
- Go through the chart together. Explain that **before** means *earlier than*, **after** means *later than*, **during** means *duration of*, and **for** means *period of*.
- Help students understand the difference between **ago** and **before**. **Ago** means in the past and **before** means *earlier than*. Point out that a sentence can end with **ago**, but it can't with **before**.
- Have students do the check-up activities on page 77 and share the answers with the class.

3. Grammar Practice

A Complete the dialogue using *in*, *on*, or *at*.

- Ask students to turn to page 78.
- Have students read each dialogue and fill in the blanks with the correct prepositions.
- Remind students when *in*, *on* and *at* are used.
- Check the answers together after students have finished.

Extension

- Pair up the students and have them make similar dialogues.

B Complete the sentence using *before*, *after*, *during*, *for* or *ago*.

- Have students read each sentence and fill in the blank with the correct preposition.
- Go over how *before*, *after*, *during*, *for* and *ago* are used.
- Check the answers together after students have finished.

C Write the answers about you. Use a complete sentence.

- Ask students to turn to page 79.
- 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 write answers about themselves.
- Have a volunteer read out his or her answers after students have finished.

3. Grammar Practice

A Complete the dialogue using *in*, *on*, or *at*.

- 1 A: I usually take a shower *in* the morning. How about you?
B: Well, I do it *at* night before I go to sleep.
- 2 A: We are still watching a movie *on* Saturday. Right?
B: Yes, we are. I will come to your house *at* 4:30.
- 3 A: What do you usually do *on* the weekend?
B: Well, we go hiking *on* Sunday mornings.
- 4 A: My birthday is *on* October 10th. When is yours?
B: Mine is *in* the same month, *on* the sixth.
- 5 A: We start school *in* March in Korea.
B: Really? Schools start *in* the fall in the States.

B Complete the sentence using *before*, *after*, *during*, *for*, or *ago*.

- 1 We are going to stay at the library *for* three hours.
- 2 I don't take a nap *during* the day.
- 3 My last class is math. I have English class *before* that.
- 4 They were in Alaska three months *ago*
- 5 Some animals hibernate or sleep *during* the winter.
- 6 Mike can hold his breath *for* two minutes.
- 7 You should brush your teeth *after* every meal.
- 8 Do you ever fall asleep *during* class?
- 9 We started working on the science project a week *ago*

78

D Choose and write the correct preposition.

- 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 Earth Day.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- *What's your favorite holiday?*
- *Have you ever heard of Earth Day?*



18 - Prepositions of Time

C Write the answers about you. Use a complete sentence. (Answers may vary.)

1 What year were you born? *I was born in 1997.*

2 What month were you born? *I was born in May.*

3 What day were you born? *I was born on the 25th.*

4 What time were you born? *I was born at 11:07.*

D Choose and write the correct preposition.

after at from in on to Ø (no preposition)

My Favorite Holiday

My favorite holiday is Earth Day.

Earth Day is usually celebrated on

April 22nd. The first Earth Day was celebrated in 1970 in San Francisco, California. That year, 20 million people came out to celebrate the Earth. After that, many countries joined the celebration. Now, Earth Day is celebrated in over 175 countries. Some places celebrate Earth Week from April 16th to April 22nd. Earth Day only happens once a year, but we can celebrate the Earth at any time. Let's celebrate Earth Day Ø every day!

4. Grammar Summary

Prepositions of Time	
The game will start in November. The game will start on Saturday. The game will start at 11:00.	My math class is before lunch. My math class is after lunch. I'm going to England during the summer. I'm going to England for two weeks.
• No prepositions are used for the following: yesterday tomorrow this morning/afternoon last week/year next week/month every day/week	

My Next Grammar 2 79

- When is Earth Day usually celebrated?
- When and where was the first Earth Day celebrated?
- How many people celebrated the first Earth Day?
- How many countries celebrate Earth Day now?

Extension

- Have students talk (or write) about their favorite holiday. Encourage them to use as many prepositions as they can.

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 2: pages 78-81
- The answer key to the homework is found on page 130 in Teacher's Manual 2.

- Do you know when it is?
- Can you guess what people do on Earth Day?
- Have students look at the picture and talk about it. Ask questions such as:
 - What's happening?
 - What are they doing?
- Have students read and complete the paragraph by filling in the blanks with the correct prepositions.
- Allow students to share their answers with the class.
- Ask some comprehension questions about the reading to finish up the activity. Use questions such as:

Objectives

- ◆ Prepositions of place
- ◆ Prepositions of movement

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 2.

1. Grammar Link

⇒ Go to page 122. Take Grammar Quiz 17.

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

There are many people **at** the park today.
 Mary is studying **in** her room.
 There are books **on** the desk.
 I see a sock **under** the bed.
 We saw a full moon **above** the hill.
 There is a milk truck **in front of** the house.
 There is a small pond **behind** the house.
 My house is **near** the school.
 The fire department is **next to** the police station.
 The bank is **between** the hospital **and** the hotel.
 The library is **across from** the hospital.

- Prepositions of place express where something is or happens.
- Prepositional phrase = preposition + noun
 at the park, in her room, under the bed
- **at vs. in**
At tells something is at a certain place.
 (at home/at school/at the park)
In tells something is inside something.
 (in the room/in the box/in the building)

Circle the correct preposition.

- 1 We waited for an hour **on** / **at** the bus stop.
- 2 There are many pretty pictures **on** / **in** the wall.
- 3 Mary is standing **across** / **between** Jenny and Anna.
- 4 The little boy is hiding **in front of** / **behind** the tree.
- 5 We found a rabbit **next** / **under** the table.
- 6 Do you live **near** / **on** the school?
- 7 I put the keys **at** / **on** the table.
- 8 Be careful! There is a big dog **between** / **behind** you.
- 9 John's house is **next** / **near** Peter's house.

**2. Grammar Introduction**

- Have students rearrange the classroom objects and ask questions about where they are.

S1: (After placing a book under the table) "Where is the book?"

S2: "It's under the table."



19 - Prepositions of Place and Movement

B. Prepositions of Movement

to	from	up	down	into	out of	over	around
We went to school. We came from the library. We went up the stairs. We went down the stairs.				We went into the classroom. We went out of the classroom. We went over the bridge. We went around the corner.			

• Prepositions of movement express the direction of movement.

Circle the correct preposition.

- The boy jumped to / into the pool and started swimming.
- We ride our bikes to / into school every day.
- They took a walk and went over / around the park.
- We got into / out of the car and went into the house.
- They went up / down the mountain to the top.
- Don't climb around / over the fence. Use the gate.

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

1 She took a camera ...	... into the room.
2 He knocked at the door and walked ...	... out of her bag.
3 Can you help me go ...	... down the stairs.
4 Stop running! You might fall ...	... around the corner.
5 He disappeared after he went ...	... up the ladder?
6 The children came back ...	... from school early.

My Next Grammar 2 81

simplified map on the board. The drawing should be a rough sketch as it could take a lot of time.

S1: "The department store is next to the bank. It's across from the restaurant."

S2: "There is a bus stop in front of the department store."

B Prepositions of Movement

- Have students look at Chart B on page 81.
- Go through the chart together. Explain that prepositions of movement express the direction of movement.
- Help students remember the prepositions for different movements.
- Have students do the check-up activities on page 81 and share the answers with the class.

Extension

- Pair up the students and have one student from each pair start a sentence, but stop it without completing the sentence. Have the partner finish the sentence with a prepositional phrase.

S1: "I walked..."

S2: "... into the store."

"He ran ..."

S1: "... down the stairs."

A Prepositions of Place

- Have students look at Chart A on page 80.
- Go through the chart together and explain that prepositions of place express where something is or happens.
- Help students remember that **at** tells something is at a certain place, whereas **in** tells something is inside something.
- Have students complete the check-up exercise on page 80 and share the answers with the class.

Extension

- Have students take turns talking about the location of a place such as a department store, a movie theater and a library in their town, while drawing a

3. Grammar Practice

A Choose and complete the sentence.

- Ask students to turn to page 82.
- Have students read each sentence and fill in the blank with the correct preposition.
- Remind students of the prepositions of place and prepositions of movement.
- Check the answers together after students have finished.

B Write the sentence in the right order.

- Have students read the provided words and put them in the right order to make a meaningful sentence.
- Remind students that a preposition is followed by a noun.
- Check the answers together after students have finished.

C Answer the questions about you. Use a complete sentence.

- Ask students to turn to page 83.
- 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 write the answers about themselves.
- Have a volunteer read out his or her answers after students have finished.

3. Grammar Practice

A Choose and complete the sentence.

into out of behind across from between up from at

- 1 He walked **out of** the classroom and went to the principal's office.
- 2 The cinema is on the other side of the road. It's **across from** this building.
- 3 My bed is **between** the window and the desk.
- 4 We visited John **at** the hospital. He was getting better.
- 5 I'm very tired. I don't want to go **up** the stairs.
- 6 John came back **from** a long trip to Africa.
- 7 He came **into** the classroom and sat at his desk.
- 8 There is a small backyard **behind** the house.

B Write the sentence in the right order.

- 1 a : over : We : rainbow : the : saw : lake : .
.....
We saw a rainbow over the lake.
- 2 best friend : across : My : my : lives : from : house : .
.....
My best friend lives across from my house.
- 3 the : you : train station : near : Do : live : ?
.....
Do you live near the train station?
- 4 was : for : front : in : of : waiting : My mom : me : the : school : .
.....
My mom was waiting for me in front of the school.
- 5 The : was : girl : behind : hiding : the : tree : .
.....
The girl was hiding behind the tree.

82

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 the story of *Alice in Wonderland*.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- Have you ever read the story, *Alice in Wonderland*?
- Can you tell me about that story?



19 - Prepositions of Place and Movement



C Answer the questions about you. Use a complete sentence. (Answers may vary.)

- 1 Is there a library in your neighborhood? Yes, there is a library in my neighborhood.
- 2 Is there a park near your house? No, there are no parks near my house.
- 3 Who lives next to your house? My uncle lives next to my house.
- 4 Do you have to go up the stairs to your class? No, I ride in the elevator to get to my class.

D Choose and write.

down in in front of into (x2) next to on under



Wondering about Wonderland

Alice was reading under a tree when a little white rabbit ran by. The rabbit had a watch in his hand. Alice decided to follow the rabbit down the rabbit hole. She fell into the darkness and found herself in front of a tiny door. On the table next to her was a magic potion. She drank the potion and shrank! Now, Alice could fit through the tiny door and go into Wonderland. What will she see?



4. Grammar Summary

Prepositions of Place	Prepositions of Movement
It is in/on the box.	We went to school.
It is above/under the box.	We came back from the library.
It is in front of/behind the box.	We went up/down the stairs.
It is at/near/next to/across from the park.	We went into/out of the classroom.
It is between the park and the school.	We went over/around the bridge.

- What was Alice doing when she saw the white rabbit?
- What happened to Alice when she went in the rabbit hole?
- How did Alice fit through the tiny door?

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 2: pages 82~85
- The answer key to the homework is found on page 131 in Teacher's Manual 2.

- Did you like the story? Why or Why not?
- Would you like to go into Wonderland like Alice did?

- Have students look at the picture and talk about it.

Ask questions such as:

- What's happening?
- What's she doing?

- Have students read and complete the paragraph by filling in the blanks with the correct prepositions.
- Allow students to share their answers with the class.
- Ask some comprehension questions about the reading to finish up the activity.

Use questions such as:

Lesson 20 Parts of the Sentence

Objectives

- ◆ Subject + (intransitive) verb
- ◆ Subject + (transitive) verb + object
- ◆ Subject + (linking) verb + complement

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 2.

Lesson 20 Parts of the Sentence

1. Grammar Link

⇒ Go to page 123. Take Grammar Quiz 18.

2. Grammar Introduction

A. Subject + (Intransitive) Verb

Subject	Verb
Birds fly.	
Amy is singing (beautifully).	
John went (to school).	
Dinosaurs lived (a long time ago).	

• Parts of the sentence: subject, verb, object, complement
 • Some sentences are made up of a subject and a verb only.
 The verb is called intransitive. It doesn't need an object to complete the meaning.

• An adverb (beautifully), a prepositional phrase (to school) and a time phrase (a long time ago) are not the main parts of the sentence. They modify the verbs.

■ Circle the subject, underline the verb and write them.

	Subject	Verb
1 The baby cried all night.	The baby	cried
2 A small kitten is sleeping under the table.	A small kitten	is sleeping
3 My friends and I talked about the science project.	My friends and I	talked
4 The mailman came at 11:00 in the morning.	The mailman	came
5 We walk to school every day.	We	walk
6 The autumn leaves fell to the ground.	The autumn leaves	fell

B. Subject + (Transitive) Verb + Object

Subject	Verb	Object
We	spea	English (well).
The boys	play	baseball (after school).
Amy	is closing	the door (behind her).
Many people	saw	the accident (yesterday).

• Some sentences are made up of a subject, a verb, and an object.
 • The verb is called transitive. It needs an object to complete the meaning.

84

2. Grammar Introduction

- Write some sentences on the board and circle different parts of sentence. Then write the parts of sentence under the circled word(s).

My school's basketball team
won
the championship

subject
verb
object

The dogs
are sleeping

subject
verb

- Write more sentences on the board and have students circle different parts of sentence and say what they are.



Circle the subject and the object, underline the verb and write them.

	Subject	Verb	Object
1 John is holding a pen in his hand.	John	is holding	a pen
2 Monkeys eat fruit and insects.	Monkeys	eat	fruit and insects
3 Sam plays computer games every day.	Sam	plays	computer games
4 They watched a good movie last night.	They	watched	a good movie
5 My parents bought a new car last month.	My parents	bought	a new car
6 Mike and Ted play tennis every Saturday.	Mike and Ted	play	tennis
7 We eat lunch at school every day.	We	eat	lunch

C. Subject + (Linking) Verb + Complement

Subject	Verb	Complement	
The flowers	are	beautiful.	<ul style="list-style-type: none"> Some sentences are made up of a subject, a verb, and a complement. The verb is called a linking verb. Some common linking verbs are Be verbs, look, sound, feel, taste, and smell. The complement describes the subject.
Helen	is	a student.	
Candy	tastes	sweet	
The idea	sounds	good.	

Circle the subject and the complement, underline the verb, and write them.

	Subject	Verb	Complement
1 You look very tired.	You	look	very tired
2 They were hungry.	They	were	hungry
3 The book sounds interesting.	The book	sounds	interesting
4 The dinner smells good.	The dinner	smells	good
5 Amy is a good dancer.	Amy	is	a good dancer
6 My room is very clean today.	My room	is	very clean
7 The sofa looks comfortable.	The sofa	looks	comfortable

Extension

- Help each student make a sentence with an intransitive verb.

S1: "I **walk** to school every day."

B Subject + (Transitive) Verb + Object

- Have students look at Chart B on page 84.
- Go through the chart together. Explain that some sentences are made up of a **subject**, a (*transitive*) **verb**, and an **object**. Transitive verbs require an object to complete the meaning.
- Have students do the check-up activity on page 85 and share the answers with the class.

Extension

- each student make a sentence with a transitive verb.

S: "I **ate** rice for breakfast this morning."

C Subject + (Linking) Verb + Complement

- Have students look at Chart C on page 85.
- Go through the chart together. Explain that some sentences are made up of a **subject**, a (*linking*) **verb**, and a **complement**. The complement describes the subject. It gives information about the subject.
- Remind students some common linking verbs such as **Be**, *look*, *sound*, *feel*, *taste*, and *smell*.
- Have students do the check-up activity on page 85 and share the answers with the class.

Extension

- Help each student make a sentence with a linking verb.

S1: "This cake **looks** delicious."

A Subject + (Intransitive) Verb

- Have students look at Chart A on page 84.
- Go through the chart together and explain that there are four parts of a sentence: **subject**, **verb**, **object** and **complement**. Point out that adverbs, prepositional phrases and time phrases are not included.
- Explain to students that some sentences are made up of a **subject** and a (*intransitive*) **verb** only.

Intransitive verbs don't take objects to complete the meaning.

- Have students complete the check-up exercise on page 84 and share the answers with the class.

3. Grammar Practice

A Circle the subject, the complement or the object. Underline the verb.

- Ask students to turn to page 86.
- Have students read each sentence and find and circle the subject, the complement or the object. Also have students find and underline the verb.
- Remind students that adverbs, prepositional phrases and time phrases are not included in the main parts of the sentence.
- Check the answers together after students have finished.

B Write the sentence in the right order.

- Have students read the provided words and put them in the right order to make a complete sentence.
- Help students check the verb types and recognize the sentence patterns: **S+V**, **S+V+O**, or **S+V+C**.
- Check the answers together after students have finished.

3. Grammar Practice

A Circle the subject, the complement or the object. Underline the verb.

- | | | | | |
|----|---|-----|-------|-------|
| 1 | Mary is cleaning her bedroom right now. | S+V | S+V+O | S+V+C |
| 2 | The English class starts at 9 o'clock in the morning. | S+V | S+V+O | S+V+C |
| 3 | Something smelled wonderful in the kitchen. | S+V | S+V+O | S+V+C |
| 4 | We do our homework after dinner. | S+V | S+V+O | S+V+C |
| 5 | I go to bed at 11:00 every night. | S+V | S+V+O | S+V+C |
| 6 | Sarah writes e-mails to her friends. | S+V | S+V+O | S+V+C |
| 7 | The baby is sleeping peacefully in the crib. | S+V | S+V+O | S+V+C |
| 8 | Children are playing on the playground. | S+V | S+V+O | S+V+C |
| 9 | The girl has blond hair. | S+V | S+V+O | S+V+C |
| 10 | My mom's dinner is always good. | S+V | S+V+O | S+V+C |

B Write the sentence in the right order.

- is : My : and : small : hometown : quiet : .
.....
My hometown is small and quiet.
- pretty : saw : in : flowers : We : the garden : .
.....
We saw pretty flowers in the garden.
- teacher : tests : Our : math : a lot of : gives : .
.....
Our teacher gives a lot of math tests. (or Our math teacher gives a lot of tests.)
- an : My uncle : apartment : in : lives : with : his friend : .
.....
My uncle lives in an apartment with his friend.

86

C Read 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 a story about a boy's uncle and his job as a photographer.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- Do you like traveling?
- Do you like taking photos? When do you usually take photos?



C Read and write.

Travel and Photos

① Uncle John travels. ② He is very brave. ③ He works at a magazine as a photographer. ④ Now, he goes all over the world. ⑤ He enjoys his work. Sometimes it is dangerous, but he gets to see so many interesting places. ⑥ He is staying in China this month. I like to read his e-mails. ⑦ He sends beautiful pictures with them. I think he is lucky.



	Subject	Verb	Complement	Object
Sentence ①	Uncle John	travels	x	x
Sentence ②	He	is	(very) brave	x
Sentence ③	He	works	x	x
Sentence ④	he	goes	x	x
Sentence ⑤	He	enjoys	x	his work
Sentence ⑥	He	is staying	x	x
Sentence ⑦	He	sends	x	(beautiful) pictures

4. Grammar Summary

Parts of the Sentence		
S + V* (*Intransitive Verb)	S + V* + O (*Transitive Verb)	S + V* + C (*Linking Verb)
Birds fly. Amy is singing. John went to school. Dinosaurs lived a long time ago.	We speak English. The boys play baseball. Amy is closing the door. Many people saw the accident.	The flowers are beautiful. Helen is a student. Candy tastes sweet. The idea sounds good.

Use questions such as:

- What does Uncle John do?
- Where is Uncle John now?
- Why does the boy like to read his uncle's emails?
- Why does the boy think his uncle is lucky?
- Would you like to have a job like the boy's uncle?

Extension

- Have students bring their travel photos to the class 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 2: pages 86-89
- The answer key to the homework is found on page 132 in Teacher's Manual 2.

- Have you ever visited another country? Where did you go? Did you take some photos?

- Which country do you want to visit?

- Have students look at the picture on page 87 and talk about it.

Ask questions such as:

- Where is the boy? What's he doing?

- Where is the man? What's he doing?

- Have students read and map out the sentences in the spaces provided.
- Allow students to share their answers with the class.
- Ask some comprehension questions about the reading to finish up the activity.

Lesson 21 Parts of Speech

Objectives

- ◆ Nouns, pronouns, and verbs
- ◆ Adjectives, adverbs and prepositions
- ◆ Conjunctions and interjections

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 2.

Lesson 21 Parts of Speech

1. Grammar Link

⇒ Go to page 124. Take Grammar Quiz 19.

2. Grammar Introduction

A. Parts of Speech: Nouns, Pronouns, Verbs

Noun	A clown ate the apple . John likes ice cream . The school is next to the park .	• A noun is a word that names a person, animal, place, thing or idea. • A, an, and the are articles. They come before nouns.
Pronoun	John is a student. He likes English.	• A pronoun is a word that takes the place of a noun. He = John
Verb	Mary is happy. We cooked dinner.	• A verb is a word that shows action or being.

• Parts of speech are the basic building blocks of English sentences. There are **eight parts of speech**: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections

Read the word in bold and circle the correct part of speech.

- We **play** baseball after school. Noun Pronoun **Verb**
- This is John's book. I borrowed **it** yesterday. Noun **Pronoun** Verb
- Mt. Everest** is the highest mountain in the world. **Noun** Pronoun Verb
- School **starts** at 9 o'clock. Noun Pronoun **Verb**
- A: Who is **that**? B: She's Amy. Noun **Pronoun** Verb

Write the part of speech of the word in bold.

- My grandma's **neighbor** ate spaghetti and meatballs for dinner. **Noun**
- We will go to the bookstore and **buy** some books. **Verb**
- That's Peter. I don't know **him** very well. **Pronoun**
- John **waters** his flowers every day. **Verb**

88

2. Grammar Introduction

- Write on the board the following parts of speech: nouns, verbs, and adjectives.

Have students take turns giving words for each part of speech.

T: "Let's name some nouns."

S1: "Flower."

S2: "School."



B. Parts of Speech: Adjectives, Adverbs, Prepositions

Adjective	Tom saw a large monster. The monster was green .	• An adjective is a word that describes a noun.
Adverb	The girls sang beautifully . Sam is really funny. Amy can run very fast.	• An adverb is a word that tells us more about a verb, an adjective or another adverb.
Preposition	The cat is under the table. We walked to school. The class is at 9:00.	• A preposition is a word that tells place, direction, or time. A preposition is always followed by a noun.

Read the word in bold and circle the correct part of speech.

- I want **two** ice cream cones, please. adjective adverb preposition
- She walked out of the room **quietly**. adjective adverb preposition
- Mary is wearing a **blue** shirt today. adjective adverb preposition
- Is there a book store **near** here? adjective adverb preposition
- The girls ran **up** the stairs. adjective adverb preposition

C. Parts of Speech: Conjunctions, Interjections

Conjunction	John and Mike are brothers. I like oranges, but I don't like lemons.	• A conjunction is a word that joins other words or parts of sentences together.
Interjection	Hooray! The test is over. Yuck! It smells terrible.	• An interjection is a word that shows feelings.

Read the word in bold and circle the correct part of speech.

- He went into his room **and** turned on the light. conjunction interjection
- Hey!** What are you doing? conjunction interjection
- Did you bring the book? **Oh**, I forgot! conjunction interjection
- We have some apples, **but** we have no oranges. conjunction interjection

B Parts of Speech: Adjectives, Adverbs, Prepositions

- Have students look at Chart B on page 89.
- Go through the chart together. Explain that an adjective is a word that describes a noun.
- Explain that an adverb is a word that tells us more about a verb, an adjective or another adverb. A preposition is a word that tells place, direction, or time. Help students remember that a preposition is always followed by a noun.
- Have students do the check-up activity on page 89 and share the answers with the class.

C Parts of Speech: Conjunctions, Interjections

- Have students look at Chart C on page 89.
- Go through the chart together. Explain that a conjunction is a word that joins other words or parts of sentences together.
- Help students remember that an interjection is a word that shows feelings.
- Have students do the check-up activity on page 89 and share the answers with the class.

Extension

- Have each student make a sentence using an interjection.

S1: "Wow, this is great!"

A Parts of Speech: Nouns, Pronouns, Verbs

- Have students look at Chart A on page 88.
- Go through the chart together and explain that parts of speech are the basic building blocks of English sentences. Explain that there are eight parts of speech: *nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections*.
- Help students remember that a noun is a word that names a person, animal, place, thing or idea. An article, **a**, **an**, or **the**, comes before a noun. A pronoun is a word that takes the place of a noun. A verb is a word that shows action or being.
- Have students complete the check-up exercises on page 88 and share the answers with the class.

3. Grammar Practice

A Circle the different part of speech.

- Ask students to turn to page 90.
- Have students read each group of words and find the word that is a different part of speech.
- Check the answers together after students have finished.

B Write the part of speech needed in the box. Then choose and write the word.

- Have students read each sentence and figure out what part of speech is needed in the blank, and choose and write the word.
- Remind students of the meaning and the usage of each part of speech.
- Check the answers together after students have finished.

3. Grammar Practice

A Circle the different part of speech.

1	verbs	write	speech	send	remember
2	pronouns	these	bread	they	that
3	interjections	yuck	phew	hike	wow
4	adjectives	pretty	huge	five	story
5	prepositions	flat	under	over	from
6	adverbs	slow	fast	always	quietly
7	nouns	Mary	exam	Mt. Fuji	those
8	verbs	dictionary	invite	bring	look

B Write the part of speech needed in the box. Then choose and write the word.

noun	pronoun	verb (x2)	adjective	adverb	preposition	conjunction
and	are wearing	hamburger	cute	it	play	to well

1	verb	John <u>plays</u> computer games every day.
2	conjunction	I invited Mary <u>and</u> Amy to a movie this Saturday.
3	pronoun	This is my new backpack. I bought <u>it</u> yesterday.
4	adjective	Tom has a really <u>cute</u> dog.
5	adverb	Mike can speak French very <u>well</u> .
6	preposition	They went <u>to</u> the library two hours ago.
7	noun	I am hungry. I want to have a big <u>hamburger</u> for lunch.
8	verb	The students <u>are wearing</u> their school uniforms.

90

C Read and write.

- Ask students to turn to page 90.
- 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 plants and why they are important to us.
- Before doing the exercise, ask students some questions to get them interested in the topic.

Use questions such as:

- *Have you ever grown a plant?*



21 - Parts of Speech

C Read and write.

Plant Pals

① I am Dr. Cactus Bloomright. ② I study trees and flowers. ③ Plants are very important. Plants make oxygen. They help us to breathe. ④ Many plants are pretty. ⑤ We use them to beautifully decorate homes and gardens. Some plants are used as medicine. ⑥ They work to fight disease inside our bodies. Plants also keep us healthy by giving us food, like nutritious* vegetables.

*Nutritious food helps you grow.

	Noun	Pronoun	Verb	Adjective
Sentence ①	Dr Cactus Bloomright	I	am	X
Sentence ②	trees, flowers	I	study	x
Sentence ③	Plants	x	are	important
	Adjective	Adverb	Preposition	Conjunction
Sentence ④	Many, pretty	x	x	x
Sentence ⑤	x	beautifully	x	and
Sentence ⑥	x	x	inside	x

4. Grammar Summary

Parts of Speech			
Noun	John likes ice cream .	Adjective	Tom saw a large monster.
Pronoun	He is tall, and she is pretty.	Preposition	The cat is under the table.
Verb	We cooked dinner.	Conjunction	John and Mike are brothers.
Adverb	The girls sang beautifully .	Interjection	Hooray! The test is over.

My Next Grammar 2 91

- What are nutritious vegetables?

Extension

- Have students choose a nutritious vegetable (or their favorite vegetables) and do a mini research on it. Have students find out all the good things about that vegetable.

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 2: pages 90-93
- The answer key to the homework is found on page 133 in Teacher's Manual 2.

- Do you have any plants in your home?
- What are some plants that you eat?
- Why do you think plants are important?

- Have students read and map out the sentences in the spaces provided. Help students analyze the part of speech.
- Allow students to share their answers with the class.
- Ask some comprehension questions about the reading to finish up the activity.

Use questions such as:

- What does Dr. Cactus Bloomright study?
- Why are plants important?
- How are plants used?

Lesson 22 Statements and Yes/No Questions

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 2.

Lesson 22 Statements and Yes/No Questions

1. Grammar Link

⇒ Go to page 125. Take Grammar Quiz 20.

2. Grammar Introduction

A. Affirmative and Negative Statements

Affirmative	Negative	
It is my favorite book.	It isn't my favorite book.	• To make negatives: Be + not don't doesn't didn't won't can't may not shouldn't + verb
There are many good books.	There aren't many good books.	
She likes salad.	She doesn't like salad.	
They play soccer on Sundays.	They don't play soccer on Sundays.	
He is talking to his friend.	He isn't talking to his friend.	
We listened to music.	We didn't listen to music.	
She will watch a movie.	She won't watch a movie.	
He is going to write a letter.	He isn't going to write a letter.	
They can speak Spanish.	They can't speak Spanish.	
You may stay here.	You may not stay here.	
We should tell the teacher.	We shouldn't tell the teacher.	

• don't = do not doesn't = does not didn't = did not
 won't = will not can't = cannot shouldn't = should not

Read and write the affirmative or negative statement.

	Affirmative Statement	Negative Statement
1	I live in Toronto.	I don't live in Toronto.
2	My sister plays computer games.	My sister doesn't play computer games.
3	John is going to join a chess club.	John isn't going to join a chess club.
4	They should wear boots to school.	They shouldn't wear boots to school.
5	They went swimming together yesterday.	They didn't go swimming together yesterday.
6	I like scary movies.	I don't like scary movies.

92

2. Grammar Introduction

- Tell students what you like and what you don't like.
T: "I like pears, but I don't like apples."
- Explain that "I like pears" is an affirmative statement and "I don't like apples" is a negative statement. Have students take turns to make an affirmative statement and a negative statement and connect it with **but**.
*S1: "I can sing, but I can't dance."
 S2: "I study English, but I don't study French."*



B. Yes/No Questions

Question	Answer	
Is it your favorite book?	Yes, it is.	No, it isn't.
Does Mary like salad?	Yes, she does.	No, she doesn't.
Do they play soccer?	Yes, they do.	No, they don't.
Is he talking to his friend?	Yes, he is.	No, he isn't.
Did you listen to music?	Yes, we did.	No, we didn't.
Will she watch a movie?	Yes, she will.	No, she won't.
Is he going to write a letter?	Yes, he is.	No, he isn't.
Can they speak Spanish?	Yes, they can.	No, they can't.
May I stay here?	Yes, you may.	No, you may not.
Should we tell the teacher?	Yes, you should.	No, you shouldn't.

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

- They will run a marathon on Sunday. *Will they run a marathon on Sunday?*
- Sarah speaks Korean at home. *Does Sarah speak Korean at home?*
- John's family took a train to Boston. *Did John's family take a train to Boston?*
- We are going to talk about pets. *Are we going to talk about pets?*
- I should start studying for the test. *Should I start studying for the test?*

Read and write the question and answer.

- A: *Is John going to read a book about wildlife?*
B: Yes, *he is.* (John is going to read a book about wildlife.)
- A: *Did Amy take any pictures at the school concert?*
B: No, *she didn't.* (Amy didn't take any pictures at the school concert.)
- A: *Are you doing your homework now?*
B: No, *I'm not.* (I'm not doing my homework now.)

S1: "I like ice cream."

S2: "I don't like ice cream."

"My bag is heavy."

S1: "My bag is not heavy."

B Yes/No Questions

- Have students look at Chart B on page 93.
- Go through the chart together and explain the rules of making yes/no questions. For a yes/no question with **Be** or a helping verb, move **Be** or the helping verb to the beginning of the sentence. Add **do/does** for a common verb in the present tense (add **did** for the past tense) at the beginning of the sentence.
- Explain that a yes/no question is answered with *yes* or *no* and a contraction form is usually used in the answer with **no**. For example, "No, he isn't."
- Have students do the check-up exercises on page 93 and share the answers with the class.

Extension

- Pair up the students and have them ask each other yes/no questions.

S1: "Are you a student?"

S2: "Yes, I am."

"Do you have a sister?"

S1: "No, I don't."

A Affirmative and Negative Statements

- Have students look at Chart A on page 92.
- Go through the chart together and explain that **not** comes after **Be** to make a negative statement. To make negative statements with other verbs, *don't*, *doesn't*, *didn't*, *won't*, *can't*, *may not* or *shouldn't* is used before the verb.
- Remind students about the contraction forms such as *don't* and *can't*.
- Have students complete the check-up exercises on page 92 and share the answers with the class.

Extension

- Pair up the students and have one student in each pair make an affirmative sentence and the partner change it to a negative statement.

3. Grammar Practice

(Note: Depending upon your students, it might be more helpful to do exercise A after B and C in this lesson.)

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 is trying to order lunch at a fast food restaurant .
- Have students read the sentences in the box and check whether they understand them.
- Have students look at the pictures and talk about it. Ask questions such as:
 - *Where is it?*
 - *What is the boy doing?*
- Have students read the dialogs and fill in the blanks.
- Check the answers together after students have finished.

Extension

- Pair up the students and have them act it out.

3. Grammar Practice

A Choose and write.

- Twenty minutes?
- Yes, I would.
- What would you like?
- Are you over sixty?
- No, I wouldn't.
- Would you like ketchup on that burger?
- Are you going to eat here?
- May I take your order?

Ordering Lunch



94

B Complete the sentence.

- Ask students to turn to page 95.
- Have students complete the sentences using the correct form of the given verbs.
- Remind students of the various rules for making a sentence:
 - Add **-s/-es** to a present simple verb if the subject is a third person singular.
 - Use **Be + verb-ing** form for a present continuous tense.
 - Add **doesn't/didn't** to make a negative statement.
 - Add **should/shouldn't** for advice.
 - Use **will/be going to** for the future tense.
- Check the answers together after students have finished.



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

- 1 Mary is really good at computers. She **draw** **draws** great pictures too.
- 2 Mike is not home right now. He **practice** **is practicing** baseball at school.
- 3 I'm tired today. I **not sleep** **didn't sleep** much last night.
- 4 Mr. Johnson **not live** **doesn't live** in the U.S.A. He lives in Canada.
- 5 A: I have a terrible toothache. B: You **see** **should see** the dentist.
- 6 You **not talk** **shouldn't talk** with your mouth full.
- 7 It **rain** **will rain** soon. Take your umbrella with you.

C Complete the question.

- 1 A: **Are we (or you) going to visit** Europe this summer?
B: No, we aren't. We are going to visit Egypt.
- 2 A: **Did she sing** at the school concert?
B: Yes, she did. She sang wonderfully.
- 3 A: **Were they late** for school this morning?
B: No, they weren't late for school.

4. Grammar Summary

Statements and Yes/No Questions		
Affirmative	Negative	Question
It is my favorite book.	It isn't my favorite book.	Is it your favorite book?
She likes salad.	She doesn't like salad.	Does she like salad?
He is talking to his friend.	He isn't talking to his friend.	Is he talking to his friend?
We listened to music.	We didn't listen to music.	Did you listen to music?
He is going to write a letter.	He isn't going to write a letter.	Is he going to write a letter?
We should tell the teacher.	We shouldn't tell the teacher.	Should we tell the teacher?

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 2: pages 94~97
- The answer key to the homework is found on page 134 in Teacher's Manual 2.

C Complete the question.

- Have students read the question and the answer. Help students realize that the question should be in the yes/no form as the answer is in the yes/no form.
- Remind students about the rules of making yes/no questions and help them fill in the blanks with correct yes/no question forms.
- Check the answers together after students have finished.

Lesson 23 Information Questions

Objectives

- ◆ What, Who, Whose, When
- ◆ Where, Why, How, Which
- ◆ 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 2.

Lesson 23 Information Questions

1. Grammar Link

⇒ Go to page 126. Take Grammar Quiz 21.

2. Grammar Introduction

A. Information Questions: What, Who, Whose, When

Thing	What is it? It's a watch . What do you study? I study English .	• Information questions are used to find out more information about the topic.
Person	Who are they? They are policemen . Who plays soccer? John and Mike play soccer.	
Possession	Whose desk is this? It's Mary's desk. Whose umbrella is that? It's mine .	
Time	When is your birthday? It's January 12th . When do you exercise? We exercise every day .	

■ Complete the question using **What, Who, Whose, or When**.

- **When** do bats sleep? They sleep during the day.
- **Who** can play the violin? Amy can play the violin very well.
- **When** did you visit your grandma? We visited her last Sunday.
- **Whose** glasses are these? They are mine.
- **What** did Sam do yesterday? He read a book.

B. Information Questions: Where, Why, How, Which

Place	Where is John? He's at the library . Where did Mary go? She went to her grandma's house .
Reason	Why is Mary sad? She's sad because she misses her family. Why do you study English? I study because I want to live in New York.
Choice	Which pen do you like better, this or that? I like that one .
State or Method	How is Sam? He's fine . How do you go to school? We go to school by bus .

96

2. Grammar Introduction

- Ask students questions using the questions words such as *what, who, whose, when, where, why, how, which, how many* and *how much*.
T: "What color is your bag?"
S1: "It's black."



❑ Complete the question using **Where, Why, How, or Which**.

- 1 Where is the post office? It's next to the bank.
- 2 How do you feel today? I feel much better than yesterday.
- 3 Where was she born? She was born in China.
- 4 Which color do you like better, red or blue?
- 5 Why did you see the dentist? I saw him because I had a toothache.
- 6 How do I get there? You can take a taxi from here.
- 7 Which bag is yours? That yellow bag is mine.
- 8 Why can't you come to the party? I can't because I have a test tomorrow.
- 9 Where were you yesterday? I was home all day.

C. Information Questions: How many, How much

Quantity	Plural Count Noun	How many days are there in a week? There are seven days.
	Noncount Noun	How much money do you have? I have three dollars.

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

- 1 Q: How many cousins do you have?
A: I have five cousins.
- 2 Q: How much money do you have right now?
A: I have \$10.
- 3 Q: How much milk do you drink every day?
A: I drink two glasses every day.
- 4 Q: How many brothers or sisters do you have?
A: I have one brother.

B Information Questions: Where, Why, How, Which

- Have students look at Chart B on page 96.
- Go through the chart together and remind students that **where, why, how** and **which** are used to find out more information about the place, reason, state/method and the choice respectively.
- Have students do the check-up exercises on page 97 and share the answers with the class.

Extension

- Pair up the students and have them ask each other questions using where, why, how and which.

C Information Questions: How many, How much

- Have students look at Chart B on page 97.
- Go through the chart together and remind students that **how many** and **how much** are used to find out more information about the quantity of a count noun and a noncount noun respectively.
- Help students distinguish between count nouns and noncount nouns.
- Have students do the check-up exercises on page 97 and share the answers with the class.

Extension

- Pair up the students and have them ask each other questions using how many and how much.

A Information Questions: What, Who, Whose, When

- Have students look at Chart A on page 96.
- Go through the chart together and explain that *information questions* are used to find out more information about the topic.
- Remind students that **what, who, whose** and **when** is used to find out more information about the thing, person, possession and the time respectively.
- Have students complete the check-up exercises on page 96 and share the answers with the class.

Extension

- Pair up the students and have them ask each other questions using *what, who, whose* and *when*.

3. Grammar Practice

A Complete the question using the correct question word.

- Ask students to turn to page 98.
- Have students read each answer and write the information question for it. If the answer provides information about the time, then the question word *when* should be used in the questions.
- Help students complete the questions.
- Check the answers together after students have finished.

B 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.
- 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 5 (Billy, D, Jake, John, and a friend) and have a role-play competition.

3. Grammar Practice

A Complete the information question.

- A: *What time do you get up in the morning* ?
B: I get up at 6:30 in the morning.
- A: *How many cats do you have* ?
B: I have one cat.
- A: *What will you do* this Sunday?
B: I am going to watch a movie.
- A: Whose *bike is this* ?
B: It's John's bike.
- A: *Why are you happy* ?
B: I am happy because I got an A* on the test.
- A: *How do you get to school* ?
B: I walk to school.

B Let's have fun!

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

4. Grammar Summary

Information Questions		
Thing	What is it?	It's a watch .
Person	Who are they?	They are policemen .
Possession	Whose desk is this?	It's Mary's desk.
Time	When is your birthday?	It's January 12th .
Place	Where did Mary go?	She went to her grandma's house .
Reason	Why is Mary sad?	She's sad because she misses her family.
Choice	Which pen do you like, this or that?	I like that one .
State	How is Sam?	He's fine .
Method	How do you go to school?	We go to school by bus .
Quantity	How much money do you have?	I have three dollars.



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 2: pages 98–101
- The answer key to the homework is found on page 135 in Teacher's Manual 2.

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 Your idea sounds _____!
 ① well ② simply ③ wonderful ④ easily
- 2 There is soccer practice _____ Saturday morning _____ the stadium.
 ① in, at ② on, at ③ in, on ④ on, on
- 3 Sarah spoke _____ in the library.
 ① real quiet ② real quietly ③ really quiet ④ really quietly
- 4 There is a post office **near** the library. The word '**near**' is a/an _____.
 ① adjective ② noun ③ adverb ④ preposition
- 5 Today we are going to practice _____ yesterday.
 ① harder than ② more hard than ③ the hardest ④ hardest than
- 6 A: _____ glasses are these? B: They are mine.
 ① What ② Who ③ Whose ④ Which
- 7 A: My arm hurts a lot. B: You _____ see a doctor.
 ① should ② can ③ may ④ can't
- 8 _____ Sam _____ letters to you?
 ① Will, going to write ② Does, writes ③ Will, writes ④ s, going to write
- 9 Sarah often writes e-mails to her friends. → _____
 ① S+O+V ② S+V+C ③ S+V+O ④ S+V
- 10 You _____ frighten the animals at the zoo.
 ① must ② mustn't ③ don't have to ④ have to

My Next Grammar 2 101

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.

B Choose and complete the sentence.

- Today I feel much **better** than yesterday.
- Mike solved the puzzle **easily**.
- You don't **have to** take off your shoes here.
- You look tired. You **should** get some rest.
- We spoke **quietly** in the library.
- Amy got **the best** grade in the class.
- Students may not talk **during** the exam.
- We are going to stay in Tokyo **for** a week.

easily
should
better
quietly
during
have to
the best
for

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

- EX. The movie was ~~most~~ interesting than the book. **more**
- I see ~~a~~ little trees behind the building. **a few**
 - My grandparents ~~was~~ having dinner at 6:30 yesterday evening. **were**
 - You may ride a bike, but you must wear a helmet first. **correct**
 - I can't hear you well. Please speak ~~loud~~. **loudly**
 - There is a bookstore ~~across~~ the library. **across from**
 - We have to study for the English test. **correct**
 - Did your dad ~~has~~ to work last Saturday? **have**
 - People usually feel ~~nervously~~ before a test. **nervous**
 - Our school has the best soccer team in the city. **correct**
 - The movie started five minutes ~~before~~. **ago**
 - We waited for the bus ~~during~~ 30 minutes. **for**
 - People plant flowers ~~at~~ the spring. **in**

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 next lessons.

1	L15	18	L18	35	L2/L23
2	L18/L19	19	L2	36	L20
3	L16	20	L10	37	L20
4	L19	21	L13	38	L20
5	L17	22	L16	39	L21
6	L23	23	L19	40	L21
7	L13	24	L14	41	L15
8	L11	25	L8	42	L19
9	L20	26	L15	43	L16
10	L13	27	L17	44	L2
11	L17	28	L18	45	L5
12	L16	29	L18	46	L2/L23
13	L14	30	L18	47	L17/L23
14	L13	31	L18/L23	48	L17/L23
15	L16	32	L19/L23	49	L23
16	L17	33	L2/L23	50	L2/L23
17	L18	34	L3/L23		

*L - Lesson

D Write the information question for the word(s) in bold.

- ex. Q: When is your birthday?
A: My birthday is **on May 1st**.
- 31 Q: Where is the hospital?
A: The hospital is **near the park**.
- 32 Q: How do you get (or go) to school?
A: We go to school **by bus**.
- 33 Q: How many months are (there) in a year?
A: There are **twelve** months in a year.
- 34 Q: Whose umbrella is this?
A: This is **my** umbrella.
- 35 Q: How much money do you have?
A: I have **five dollars**.

E Check the correct box for the word(s) in bold.

- | | Subject | Verb | Complement | Object |
|---|---------|-----------|--------------|-------------|
| ex. I got up late yesterday. | | ✓ | | |
| 36 Tom bought a new bike yesterday. | | | | ✓ |
| 37 They usually sleep for eight hours. | ✓ | | | |
| 38 The sofa looks comfortable . | | | ✓ | |
| | Noun | Adjective | Verb | Conjunction |
| 39 John takes a shower every day. | ✓ | | | |
| | Adverb | Pronoun | Interjection | Preposition |
| 40 Those are my boots. | | ✓ | | |

F (41-45) Choose and complete the paragraph.

fast	interesting	some	doesn't	to
slow	interestingly	any	don't	into

Penguins

Penguins are interesting₄₁ birds. They are birds, but they can't fly and they don't build nests. They spend most of their life in water, and they are excellent swimmers. They dive into₄₂ the water and swim very fast₄₃. They catch and eat fish and plankton. Penguins live only south of the equator. There aren't any₄₄ penguins at the North Pole. They don't₄₅ live alone. They like to live in large groups. Most female penguins lay two eggs at a time and live for more than twenty years.

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

- 46 How many people are there in your family?
 There are five people in my family.
- 47 Who is the tallest person in your family?
 My father is the tallest person in my family.
- 48 Who is the best looking person in your family?
 I am the best looking person in my family.
- 49 Why do you study English?
 I study English to travel to far away places.
- 50 How many hours a week do you study English?
 I study English for ten hours a week.

Homework

- Workbook 2: pages 102~105
- The answer key to the homework is found on page 136 in Teacher's Manual 2.

My Next Grammar 2





Part III

Answer Keys

Set 1	Grammar Quizzes	108
Set 2	Workbook 2	113



Answer Key to Grammar Quizzes

Grammar Quiz 1 p.106

- 1 the
- 2 an
- 3 The
- 4 the
- 5 an
- 6 sandwiches
- 7 people
- 8 sheep
- 9 stories
- 10 Leaves
- 11 a → ∅ (some)
- 12 kitty → Kitty
- 13 **correct**
- 14 a → the
- 15 homeworks → homework

Grammar Quiz 2 p.107

- 1 thieves
- 2 bread
- 3 babies
- 4 witches
- 5 women
- 6 the
- 7 ten cartons of
- 8 a loaf of
- 9 some
- 10 a slice of
- 11 many
- 12 a little
- 13 much
- 14 a few
- 15 a few

Grammar Quiz 3 p.108

- 1 many
- 2 The
- 3 a lot of
- 4 any
- 5 a few
- 6 mine
- 7 them
- 8 hers
- 9 us
- 10 He
- 11 potato → potatoes
- 12 **correct**
- 13 soups → soup
- 14 a glass → a glass of
- 15 Thomas → Thomas'(s)

Grammar Quiz 4 p.109

- 1 Were
- 2 wasn't
- 3 am
- 4 are
- 5 was
- 6 weren't
- 7 him
- 8 They
- 9 his
- 10 it
- 11 heroes
- 12 sports
- 13 some
- 14 much
- 15 a slice of

Grammar Quiz 5 p.110

- 1 Does, work
- 2 rides
- 3 don't take
- 4 isn't
- 5 was
- 6 its
- 7 children's
- 8 ours
- 9 many
- 10 a few
- 11 waters → water
- 12 **correct**
- 13 am → are
- 14 comes always → always comes
- 15 is angry in rarely class → is rarely angry in class

Grammar Quiz 6

p.111

- 1 onions
- 2 any
- 3 their
- 4 Gaby's
- 5 weren't
- 6 are
- 7 My brother is rarely late for school.
- 8 I usually watch TV after dinner.
- 9 She is never unhappy.
- 10 We often visit our grandma's house.
- 11 is making
- 12 aren't drinking
- 13 am going
- 14 Are, playing
- 15 is sitting

Grammar Quiz 7

p.112

- 1 feet
- 2 a lot
- 3 my
- 4 Were
- 5 aren't
- 6 walk
- 7 is playing
- 8 studies
- 9 are swimming
- 10 writes
- 11 reads → read
- 12 **correct**
- 13 go → going
- 14 practice → practicing
- 15 am not liking → don't like

Grammar Quiz 8

p.113

- 1 helps
- 2 saw
- 3 was
- 4 is raining
- 5 loves
- 6 isn't making
- 7 has
- 8 Did, enjoy
- 9 stopped
- 10 fly
- 11 a little → a few
- 12 them → it
- 13 watch → watching
- 14 **correct**
- 15 arrives → arrived

Grammar Quiz 9

p.114

- 1 built
- 2 met
- 3 slept
- 4 blew
- 5 lost
- 6 smells
- 7 Were
- 8 tried
- 9 are talking
- 10 planned
- 11 Did you paint this picture?
- 12 Is this your brother's bike?
- 13 I didn't read a book yesterday.
- 14 Bill always does his homework.
- 15 She is looking for her keys.

Grammar Quiz 10

p.115

- 1 cried
- 2 paid
- 3 knew
- 4 taught
- 5 fell
- 6 were taking
- 7 wasn't swimming
- 8 Was, raining
- 9 were coming
- 10 was shopping
- 11 speaks
- 12 are playing
- 13 was
- 14 study
- 15 talked

Grammar Quiz 11

p.116

- 1 sent
- 2 rides
- 3 didn't finish
- 4 hates
- 5 isn't driving
- 6 sang
- 7 was leaving
- 8 Were, barking
- 9 wasn't sleeping
- 10 was drinking
- 11 We aren't going to call the police.
- 12 Jack will come tonight.
- 13 The doctor is going to help you.
- 14 It will be cloudy tomorrow.
- 15 I am going to clean my desk this Saturday.

Grammar Quiz 12

p.117

- 1 May, have
- 2 mustn't touch
- 3 should get
- 4 must go
- 5 Was
- 6 come
- 7 will get (is going to get)
- 8 am washing
- 9 won
- 10 will watch (are going to watch)
- 11 answered → answer
- 12 take → taking
- 13 read → reads
- 14 **correct**
- 15 practicing → practiced (were practicing)

Grammar Quiz 13

p.118

- 1 has to study
- 2 doesn't have to get up
- 3 don't have to borrow
- 4 have to come
- 5 Can
- 6 mustn't
- 7 should
- 8 won't
- 9 to study
- 10 does always → always does
- 11 feed → are feeding
- 12 is liking → likes
- 13 use → used
- 14 makes → made
- 15 **correct**

Grammar Quiz 14

p.119

- 1 had to
- 2 don't have to
- 3 may not
- 4 shouldn't
- 5 will
- 6 famous
- 7 boring
- 8 delicious
- 9 tastes
- 10 broke
- 11 Are they having a party now?
- 12 Does he play computer games?
- 13 Did you call me last night?
- 14 She was playing her guitar at 9:00.
- 15 Does she have to go back now?

Grammar Quiz 15

p.120

- 1 sad
- 2 well
- 3 happily
- 4 quietly
- 5 noisy
- 6 is hitting
- 7 missed
- 8 slept
- 9 were, doing
- 10 having
- 11 calling → call
- 12 wear must → must wear
- 13 have → have to
- 14 **correct**
- 15 loud → loudly

Grammar Quiz 16

p.121

- 1 larger than
- 2 the most exciting
- 3 more expensive than
- 4 earlier than
- 5 long
- 6 cute
- 7 beautifully
- 8 carefully
- 9 too
- 10 cries → cried
- 11 having → had (were having)
- 12 was wash → washed (was washing)
- 13 climb → climbing
- 14 **correct**
- 15 had to → have to

Grammar Quiz 17

p.122

- 1 wrote
- 2 raining
- 3 taller than
- 4 the cleverest (the most clever)
- 5 more interesting than
- 6 after
- 7 for
- 8 ago
- 9 during
- 10 busy
- 11 nicely
- 12 well
- 13 going to watch
- 14 should
- 15 must

Grammar Quiz 18

p.123

- 1 on
- 2 ago
- 3 during
- 4 under
- 5 on
- 6 between
- 7 into
- 8 smaller than
- 9 soft
- 10 the tallest
- 11 noisily
- 12 practice → practicing
- 13 will → is
- 14 **correct**
- 15 has to → have to

Grammar Quiz 19

p.124

- 1 won't
- 2 mustn't
- 3 have to
- 4 nervous
- 5 easily
- 6 hotter
- 7
- 8
- 9
- 10
- 11 at → in
- 12 **correct**
- 13 in → over
- 14 on → to
- 15 up → down

	Subject	Verb	Compliment	Object
7	My family	eats	x	steak
8	The mailman	came	x	x
9	Timmy	bought	x	a new bike
10	The chicken soup	tastes	great	x

Grammar Quiz 20

p.125

- 1 adjective, tired
- 2 adverb, happily
- 3 noun, dog
- 4 pronoun, She
- 5
- 6
- 7
- 8 mustn't
- 9 don't have to
- 10 good
- 11 quite
- 12 the best
- 13 ago
- 14 around
- 15 out of

	Subject	Verb	Compliment	Object
5	It	is	(very) dark	x
6	Helen	cried	x	x
7	They	play	x	baseball

Grammar Quiz 21

p.126

- 1 You may not sit on this chair.
- 2 He is going to London for a trip.
- 3 There aren't any good books here.
- 4 She will play the piano this afternoon.
- 5 conjunction, and
- 6 noun, book
- 7 pronoun, He
- 8 verb, played
- 9 preposition, at
- 10 practicing → practice
- 11 **correct**
- 12 hardly → hard
- 13 worse → worst
- 14 during → for
- 15 to → from

Lesson 1 | Nouns and Articles

p.9

A*

- | | |
|-------------------|------------------|
| 1 school | 11 international |
| 2 science | 12 invite |
| 3 language | 13 tired |
| 4 orange | 14 quickly |
| 5 city | 15 learn |
| 6 My Next Grammar | |
| 7 French | |
| 8 Hawaii | |
| 9 Sally | |
| 10 Mt. Everest | |

B

- | | |
|-------------|-------------|
| 1 boxes | 6 potatoes |
| 2 women | 7 fish |
| 3 watches | 8 children |
| 4 countries | 9 glasses |
| 5 furniture | 10 thieves |
| | 11 homework |

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

p.10

C

- | | |
|-----------|------------|
| 1 a | 6 a, a |
| 2 an, a | 7 an, the |
| 3 a, The | 8 ø |
| 4 The, an | 9 The |
| 5 an, ø | 10 ø (the) |

D

- | | |
|------------|----------|
| 1 tomatoes | 6 fish |
| 2 mail | 7 babies |
| 3 knives | |
| 4 children | |
| 5 watches | |

p.11

E

- | | |
|----------|-------|
| 1 a, The | 6 ø |
| 2 a | 7 the |
| 3 an | 8 ø |
| 4 The | 9 the |
| 5 an | |

F

- | | |
|---------------------|------------------------------|
| 1 a → an | 6 informations → information |
| 2 an → a | 7 coffees → coffee |
| 3 correct | 8 sun → the sun |
| 4 A → The | 9 correct |
| 5 tomato → tomatoes | 10 leafs → leaves |

Lesson 2 | **Quantity Words**

p.13

A

- 1 any
- 2 some
- 3 any
- 4 some
- 5 some
- 6 much
- 7 many

B

- 1 some (any) / a carton of
- 2 some (any) / three cartons of
- 3 much / six cans of
- 4 many / five
- 5 much / two pieces of
- 6 some (any) / any

p.14

C

- 1 many
- 2 a few
- 3 a little
- 4 a lot of
- 5 much

D

- 1 There are many flowers.
- 2 I bought a few T-shirts.
- 3 Do you drink much milk?
- 4 We have a little green tea.

E

- 1 some (any) / an
- 2 some (any) / some
- 3 some (any) / a
- 4 some (any) / any
- 5 any / some

p.15

A

- 1 x
- 2 thieves
- 3 countries
- 4 people
- 5 heroes
- 6 x
- 7 cookies
- 8 radios

B

- 1 cup of
- 2 cartons of
- 3 loaves of
- 4 slices of

C

- 1 a little
- 2 much
- 3 some
- 4 any

D

- 1 **correct**
- 2 much → many
- 3 some → any
- 4 a little → a few
- 5 many → much

Lesson 3 | Pronouns and Possessives**p.17****A**

- 1 my
- 2 their
- 3 hers
- 4 your
- 5 John's
- 6 ours
- 7 boys'
- 8 its
- 9 Their, mine
- 10 children's

B

- 1 her
- 2 We
- 3 them
- 4 it
- 5 They
- 6 It
- 7 them
- 8 us
- 9 you
- 10 him

p.18**C**

- 1 her
- 2 brothers'
- 3 his
- 4 us
- 5 mine

- 6 them
- 7 baby's
- 8 I
- 9 its
- 10 their

D

- Its / my / my / Her
 Its / them / us / their
 mine / hers / our

p.19**A**

- 1 their
- 2 yours
- 3 him
- 4 a lot of
- 5 much
- 6 a few

B

- 1 her
- 2 it
- 3 us
- 4 They
- 5 a lot of
- 6 many

C

- 1 our → ours
- 2 friend's → friends'
- 3 **correct**
- 4 puppy → puppies
- 5 woman → women

Lesson 4 | **Present and Past: Be**

p.21

A

- 1 Was, wasn't / was / is
- 2 Is, is / was / is
- 3 Are, aren't / were / are
- 4 Were, were / were / are
- 5 Are, aren't / were / are
- 6 Are, am not / was / am
- 7 Is, isn't / was / is

p.22

B

- 1 are
- 2 isn't
- 3 Is
- 4 were
- 5 was
- 6 are
- 7 weren't

C

- 1 isn't
- 2 weren't
- 3 isn't
- 4 isn't
- 5 wasn't
- 6 were
- 7 are
- 8 wasn't

D *Answers may vary.*

- 1 Yes / was
- 2 No / aren't
- 3 Yes / was
- 4 No / am not

p.23

A

- 1 his
- 2 them
- 3 Were, was
- 4 much
- 5 a few
- 6 its
- 7 a lot of

B

- 1 was
- 2 isn't
- 3 Were
- 4 is
- 5 weren't
- 6 Is

C

- 1 wasn't → weren't
- 2 Theirs → Their
- 3 isn't → wasn't
- 4 them → him
- 5 **correct**

Lesson 5 | Present Simple**p.25****A**

- 1 speaks
- 2 flies
- 3 watches
- 4 takes
- 5 mixes
- 6 has
- 7 pushes
- 8 goes
- 9 cries
- 10 does

B

- 1 reads
- 2 Does, watch, does
- 3 cries
- 4 doesn't have
- 5 Does, go
- 6 Do, get up
- 7 doesn't do
- 8 Does, play, doesn't
- 9 don't speak
- 10 studies

C

- 1 always
- 2 usually
- 3 often
- 4 sometimes
- 5 rarely
- 6 never

p.26**D**

- 1 I always walk to school with my friends.
- 2 My mother never drinks coffee at night.
- 3 Jack is always kind and polite.
- 4 John is rarely late for his class.
- 5 I often send e-mails to my friends.
- 6 Sally sometimes goes swimming on Saturdays.

E *Answers may vary.*

- 1 sometimes send
- 2 am usually
- 3 is never
- 4 always smiles
- 5 often talks
- 6 is sometimes
- 7 always go

p.27**A**

- 1 my
- 2 were
- 3 a few
- 4 him
- 5 countries
- 6 Their

B

- 1 has
- 2 doesn't drink
- 3 Does, watch
- 4 were
- 5 Were
- 6 don't smoke
- 7 does

C

- 1 aren't → weren't
- 2 **correct**
- 3 book → books
- 4 is → are
- 5 some → any

Lesson 6 | **Present Continuous**

p.29

A

- 1 am reading
- 2 are going
- 3 is, making
- 4 are coming
- 5 isn't watching
- 6 are, doing
- 7 are swimming
- 8 is, talking
- 9 aren't having
- 10 Are, taking

B

- 1 Is the boy singing / is
- 2 Are the children sleeping / aren't
- 3 Are you cleaning your room / am
- 4 Are you going to the movies / aren't
- 5 Is she taking a shower / is

p.30

C

- | | |
|------------------------------------|--------------------------------|
| 1 she isn't / is writing a letter | 6 They are riding their bikes. |
| 2 he isn't / is jogging | 7 they aren't / are flying |
| 3 they aren't / are playing tennis | 8 She is eating pizza. |
| 4 They are hiking. | 9 he isn't / is studying |
| 5 it isn't / is snowing | |

p.31

A

- 1 I am always happy.
- 2 My mother rarely drinks coffee.
- 3 It is usually cold in November.
- 4 I often send e-mails.
- 5 Jack is never late for school.
- 6 We sometimes go swimming.

B

- 1 am eating
- 2 is watching
- 3 aren't playing
- 4 are going
- 5 is washing
- 6 Are, having
- 7 isn't working

C

- 1 **correct**
- 2 they → them
- 3 carton → cartons
- 4 Does → Was
- 5 Thomas → Thomas'(s)

Lesson 7 | Present Simple vs. Present Continuous**p.33****A**

- 1 likes
- 2 believe
- 3 tastes
- 4 walks
- 5 are playing
- 6 know
- 7 understand

B

- 1 gets up
- 2 are going
- 3 doesn't snow
- 4 eats
- 5 is reading
- 6 wants
- 7 don't go

C *Answers may vary.*

- 1 Yes / help
- 2 No / am not wearing
- 3 No / don't exercise
- 4 No / sister isn't playing

p.34**D**

- 1 walks / is riding / Is, riding
- 2 wears / isn't wearing / Is, wearing
- 3 likes / is cooking / Is, coming
- 4 is asking / doesn't understand / Do, speak
- 5 watch / are watching / are, doing

E

- 1 Yes, I am.
- 2 Yes, they do.
- 3 Yes, I do.
- 4 Yes, they are.
- 5 Yes, she does.
- 6 Yes, she is.

p.35**A**

- 1 Are, running
- 2 know
- 3 Does, bake
- 4 smells
- 5 Were
- 6 your, them

B

- 1 am going
- 2 rains
- 3 doesn't, wear
- 4 has
- 5 Are, playing
- 6 am not riding
- 7 Is, visiting

C

- 1 talk → is talking
- 2 my → mine
- 3 **correct**
- 4 is wanting → wants
- 5 many → much

Lesson 8 | **Past Simple 1**

p.37

A

- 1 said
- 2 stopped
- 3 answered
- 4 went
- 5 planned
- 6 drank
- 7 rained
- 8 talked
- 9 slept
- 10 tried

B

- 1 didn't eat / ate
- 2 didn't get up / got up
- 3 didn't arrive / arrived
- 4 didn't come / came
- 5 didn't see / saw
- 6 didn't sing / sang
- 7 didn't do / did
- 8 didn't draw / drew

p.38

C

- 1 she didn't / played
- 2 She went
- 3 Yes, she did.
- 4 She cleaned
- 5 she didn't / studied
- 6 she didn't / listened
- 7 She went hiking.

D *Answers may vary.*

- 1 I went swimming on Monday.
- 2 I played the piano on Wednesday.
- 3 I saw a movie on Friday.
- 4 I went to my grandma's on Sunday.

p.39

A

- 1 cried
- 2 was
- 3 go / did
- 4 eat / ate
- 5 don't need
- 6 is coming / am cleaning

B

- 1 Were
- 2 didn't arrive
- 3 loves
- 4 Did, make
- 5 am helping
- 6 doesn't go
- 7 slept

C

- 1 talked → talk
- 2 ride → is riding
- 3 our → ours
- 4 likes → like
- 5 **correct**

Lesson 9 | Past Simple 2**p.41****A**

- 1 became
- 2 thought
- 3 wore
- 4 paid
- 5 rode
- 6 spoke
- 7 knew
- 8 left
- 9 told
- 10 brought

B

- 1 told
- 2 won
- 3 stood
- 4 broke
- 5 heard
- 6 caught
- 7 built

C *Answers may vary.*

- 1 No / didn't ride
- 2 Yes / did
- 3 Yes / wore
- 4 No / didn't rain
- 5 Yes / woke up

p.42**D**

- 1 Did James run to the store?
- 2 Did Ann pay for the food?
- 3 Did John bring his umbrella?
- 4 Did Sam tell you about the party?
- 5 Did you lose your keys?
- 6 Did she hold her baby in her arms?
- 7 Did Jane teach you English last year?

E

- went / bought / buy
 had / drank / drink
 met / finished / watched
 enjoyed / came / ate
 blew / took / gave
 read / fell

p.43**A**

- 1 didn't tell
- 2 is making
- 3 Did, leave
- 4 come
- 5 don't sound
- 6 went
- 7 had

B

- 1 drew, wrote
- 2 thought
- 3 saw
- 4 became
- 5 won
- 6 put

C

- 1 **correct**
- 2 Are → Were
- 3 his → hers
- 4 am understanding → understand
- 5 doesn't → didn't

Lesson 10 | **Past Continuous**

p.45

A

- 1 was eating
- 2 were taking, (were) having
- 3 were shouting, (were) clapping
- 4 was shopping
- 5 was chasing

B

- 1 Was, sleeping / Yes, he was.
- 2 Were, singing / No, they weren't
- 3 Were, riding / Yes, I was.
- 4 Was, jogging / No, she wasn't.
- 5 Was, eating / No, it wasn't.
- 6 Were, talking / Yes, we were.

p.46

C

- 1 wasn't eating / was walking
- 2 wasn't cooking / was taking
- 3 weren't reading / were talking
- 4 wasn't swimming / was playing
- 5 weren't doing / were studying

D *Answers may vary.*

- 1 I was talking to my friend.
- 2 sister / She was playing the violin.
- 3 No, they weren't.
- 4 No, I wasn't.

p.47

A

- 1 wasn't eating
was sleeping
- 2 weren't watching
were taking
- 3 wasn't playing
was swimming

B

- 1 took
- 2 Do, jog
- 3 is wearing
- 4 Did, finish
- 5 bought
- 6 saw
- 7 understood

C

- 1 are liking → like
- 2 was → were
- 3 gives → give
- 4 was → were
- 5 **correct**

Lesson 11 | Future: Will/Be Going To**p.49****A**

- 1 will finish / am going to finish
- 2 will send / are going to send
- 3 won't go / isn't going to go
- 4 Will, travel / Are, going to travel
- 5 won't play / isn't going to play
- 6 Will, get up / Are, going to get up

B

- 1 He's going to eat something.
- 2 I'll open the windows.
- 3 I'll get it.
- 4 I'll put on a jacket.
- 5 She's going to study tonight.
- 6 He'll go to bed early tonight.
- 7 Her mom will bake a cake.

p.50**C**

- 1 Is / he isn't
- 2 Will / they won't
- 3 Are / they are
- 4 Will / she will

D *Answers may vary.*

- 1 Yes, it is.
- 2 No, I'm not.
- 3 Yes, we will.
- 4 No, she isn't.
- 5 No, I won't.

E

- 1 We will study in the library tomorrow.
- 2 Will you help me with my homework tonight?
- 3 We aren't going to visit the museum tomorrow.
- 4 They will not play baseball this weekend.
- 5 They are going to get married next year.

p.51**A**

- 1 swam
- 2 was playing
- 3 are listening
- 4 were staying
- 5 will sleep
- 6 was cleaning
- 7 were talking
- 8 didn't walk

B

- 1 The girls are going to play soccer.
- 2 We aren't going to play the piano.
- 3 Amy will study tonight.
- 4 The teacher is going to answer.
- 5 I won't wear jeans.

C

- 1 wake → woke
- 2 **correct**
- 3 (Is → Are) or (students → student)
- 4 is needing → needs
- 5 rains → rain

Lesson 12 | **Progress Test 1**

p.52

A

- | | |
|-----|------|
| 1 ② | 6 ④ |
| 2 ③ | 7 ① |
| 3 ④ | 8 ③ |
| 4 ① | 9 ③ |
| 5 ② | 10 ④ |

p.53

B

- 1 won't go / will climb
- 2 wasn't cooking / was washing
- 3 doesn't, ride / walks
- 4 aren't playing / are studying
- 5 didn't watch / went

C

- 1 Did
- 2 will
- 3 Does
- 4 was
- 5 are
- 6 Is
- 7 Do
- 8 doesn't

p.54

D

- | | |
|---------------|------------------|
| 1 yours | 6 They |
| 2 is always | 7 much |
| 3 a few | 8 Sam and John's |
| 4 is going to | 9 him |
| 5 milk | 10 are going |

E

- | | |
|---------------------------------------|---------------------|
| 1 (Were → Did) or
(play → playing) | 6 correct |
| 2 isn't → aren't | 7 Are → Do |
| 3 (Are → Is) or
(sister → sisters) | 8 a little → a few |
| 4 is smelling → smells | 9 childs → children |
| 5 correct | 10 rain → raining |

p.55

F

- 1 will do
am going to do
- 2 won't run
isn't going to run
- 3 Will, rain
Is, going to rain
- 4 won't play
aren't going to play

G

- 1 saw / was
- 2 didn't break
- 3 is going
- 4 Did, give
- 5 am
- 6 Was

H Answers may vary.

- 1 I am twelve years old.
- 2 Jessica is my best friend at school.
- 3 I feel great today.
- 4 I like basketball and swimming.
- 5 I had an egg and toast.

Lesson 13 | Helping Verbs 1**p.59****A**

- 1 I shouldn't watch TV.
- 2 You shouldn't smoke here.
- 3 She should get some rest.
- 4 I should exercise.
- 5 He should go to bed early.
- 6 It's very dangerous.
- 7 They have a lot of vitamins.
- 8 It'll protect you.
- 9 They are bad for your teeth.
- 10 It's not polite.

B

- 1 should
- 2 must
- 3 May
- 4 must
- 5 must
- 6 must
- 7 should
- 8 shouldn't
- 9 Can

p.60**C**

- 1 should
- 2 Can
- 3 can't
- 4 shouldn't
- 5 could
- 6 couldn't

D

- 1 May
- 2 may not (mustn't)
- 3 must
- 4 May
- 5 mustn't (may not)
- 6 must

E *Answers may vary.*

- 1 can / can
- 2 shouldn't
- 3 shouldn't
- 4 mustn't
- 5 may not
- 6 can

p.61**A**

- 1 look
- 2 was borrowing (borrowed)
- 3 won't be (isn't going to be)
- 4 isn't, to hurt
- 5 Were
- 6 Is, taking
- 7 like

B

- 1 could
- 2 should
- 3 May
- 4 can't / Can
- 5 shouldn't
- 6 must

C

- 1 Are → Will
- 2 **correct**
- 3 are → were
- 4 Are → Do
- 5 don't → didn't

Lesson 14 | **Helping Verbs 2**

p.63

A

- 1 must
- 2 Did / did
- 3 mustn't
- 4 had to
- 5 Do / do
- 6 Did / did

B

- 1 have to finish
- 2 has to wash
- 3 don't have to bring
- 4 have to return
- 5 doesn't have to worry
- 6 has to buy
- 7 don't have to hurry

C

Answers may vary.

- 1 don't have to do
- 2 have to go
- 3 have to help
- 4 mustn't tell
- 5 don't have to clean

p.64

D

- 1 mustn't
- 2 doesn't have to
- 3 mustn't
- 4 doesn't have to
- 5 mustn't
- 6 don't have to

E

- 1 I don't have to meet my friend at 3 o'clock.
Do you have to meet your friend at 3 o'clock?
- 2 My father doesn't have to work this Saturday.
Does your father have to work this Saturday?
- 3 Sam and Ann don't have to go to Tokyo for a contest.
Do Sam and Ann have to go to Tokyo for a contest?
- 4 My sister doesn't have to practice the piano for the concert.
Does your sister have to practice the piano for the concert?
- 5 My friends and I don't have to finish the science project.
Do you and your friends have to finish the science project?

p.65

A

- 1 doesn't have to go
- 2 have to finish
- 3 don't have to pay
- 4 had to get up
- 5 has to clean
- 6 Does, have to buy

B

- 1 It's very dangerous.
- 2 It's a "No Parking" area.
- 3 She has a bad toothache.
- 4 He needs glasses.
- 5 I'm very tired.
- 6 Let's order some pizza.

C

- 1 is wanting → wants
- 2 Was → Did
- 3 give → gives
- 4 **correct**
- 5 leaved → left

Lesson 15 | **Adjectives**

p.67

A

- 1 beautiful
- 2 popular
- 3 delicious
- 4 difficult
- 5 honest
- 6 fresh
- 7 noisy
- 8 friendly

B

	Action Verb	Linking Verb	Adjective
1	went	x	beautiful
2	x	was	strong
3	x	looked	dangerous
4	didn't swim	x	x
5	played	x	white
6	collected	x	pretty
7	barbecued	x	x
8	x	smelled	good
9	x	tasted	delicious
10	had	x	wonderful

p.68

C *Answers may vary.*

- 1 smells (tastes)
- 2 feel / feel
- 3 sounds
- 4 looks (smells)
- 5 sounds
- 6 feels (looks)
- 7 look
- 8 looks

D

- 1 It's a watermelon.
- 2 It's a banana.
- 3 It's coffee.
- 4 It's a lemon.
- 5 It's chocolate.
- 6 It's an apple.

p.69

A

- 1 have to
- 2 Does
- 3 mustn't
- 4 had to
- 5 threw
- 6 didn't have to
- 7 like

B

- 1 soft
- 2 fresh
- 3 delicious
- 4 interesting
- 5 pretty
- 6 bad

C

- 1 will → are
- 2 is → are
- 3 teached → taught
- 4 wears → wear
- 5 **correct**

Lesson 16 | Adverbs

p.71

A	B	Verb	Adjective	Adverb	C
1 very hard	1	forgot	x	x	1 softly
2 happily	2	x	x	fast	2 quiet
3 carefully	3	explained	x	x	3 slowly
4 really	4	found	x	x	4 late
5 quite well	5	x	sorry	x	5 happily
	6	played	x	x	6 hard
					7 comfortably

p.72

D	E	Adjective	Adverb	F	
1 really, x, x	1	happy	happily	happy	F <i>Answers may vary.</i> 1 don't forget, easily
2 x, x, late	2	noisy	noisily	noisily	2 isn't, clean
3 x, hard, x	3	easy	easily	easy	3 am, happy
4 x, well, x	4	loud	loudly	loudly	4 have, long
5 x, quite, x	5	clear	clearly	clearly	5 sing well
6 truly, x, x	6	comfortable	comfortably	comfortably	6 go, late
7 x, x, simply					

p.73

A	B	C
1 late	1 has	1 busily → busy
2 happily	2 won't stay (isn't going to stay)	2 correct
3 carefully	3 Will, take (Are, going to take)	3 don't → didn't (doesn't)
4 sad	4 was sleeping	4 seeing → see
5 well	5 didn't, wash	5 plays → played
6 heavy	6 Did, write	
7 quietly		

Lesson 17 | Comparisons**p.75****A**

- 1 bigger / biggest
- 2 earlier / earliest
- 3 more interesting / most interesting
- 4 prettier / prettiest
- 5 better / best
- 6 more carefully / most carefully
- 7 worse / worst
- 8 faster / fastest
- 9 heavier / heaviest
- 10 more famous / most famous

B

- 1 older than
- 2 the hardest
- 3 more interesting than
- 4 prettier than
- 5 the worst
- 6 the nicest
- 7 cleverer (more clever)
- 8 the best
- 9 more expensive than
- 10 better

p.76**C**

- 1 The whale is bigger than the dolphin.
- 2 The Nile is the longest river
- 3 Elephants are heavier than tigers.
- 4 Trains are faster than cars.
- 5 Mt. Everest is the highest mountain
- 6 Computers are more expensive than cameras.
- 7 The South Pole is the coldest place

D

- 1 loudlier → more loudly
- 2 **correct**
- 3 best → better
- 4 lazyest → laziest
- 5 better → best
- 6 faster → fastest

E *Answers may vary.*

- 1 better than / my brother
- 2 earlier than / my brother
- 3 My dad / the tallest
- 4 more carefully than / my dad
- 5 John / the fastest
- 6 Sam / the quietest

p.77**A**

- 1 larger than
- 2 more interesting than
- 3 better than
- 4 (the) fastest
- 5 later than

B

- 1 pretty
- 2 simply
- 3 loudly
- 4 dangerous
- 5 should
- 6 May
- 7 quite

C

- 1 **correct**
- 2 wins → won
- 3 isn't → aren't
- 4 send → sent
- 5 have → had

Lesson 18 | **Prepositions of Time**

p.79

A

- 1 in
- 2 in
- 3 on
- 4 in
- 5 on

B

- 1 for
- 2 ago
- 3 for
- 4 after
- 5 before
- 6 during

C *Answers may vary.*

- 1 wasn't / in
- 2 don't get up / at
- 3 read / in
- 4 don't feel / before (during)
- 5 doesn't work / at
- 6 doesn't go / on
- 7 rains / in

p.80

D *Answers may vary.*

- 1 for 10 years.
- 2 three years ago.
- 3 during the day.
- 4 in the morning.
- 5 late at night.
- 6 on weekends.
- 7 at 8 o'clock every morning.
- 8 in December.

E

last / in / in / ago / before / at /
during / after / for / at

p.81

A

- 1 in
- 2 on
- 3 at
- 4 for
- 5 ago
- 6 during

B

- 1 carefully
- 2 hard
- 3 quickly
- 4 beautiful
- 5 prettier
- 6 worse
- 7 most famous

C

- 1 **correct**
- 2 have → has
- 3 talked → talk
- 4 (going → is going) or (going to → will)
- 5 (talked → talking) or (wasn't talked → didn't talk)

Lesson 19 | Prepositions of Place and Movement**p.83****A**

- 1 behind
- 2 across from
- 3 in front of
- 4 next to (near)
- 5 above

B

- 1 out of
- 2 into
- 3 over
- 4 around
- 5 up

- 6 from
- 7 under
- 8 in
- 9 over
- 10 into

p.84**C** *Answers may vary.*

- 1 in his room.
- 2 behind the house.
- 3 around the track.
- 4 out of the room.
- 5 down the stairs.
- 6 at school.

D *Answers may vary.*

- 1 is / near
- 2 walk / to
- 3 come back / from
- 4 drives / to
- 5 is / in front of
- 6 is / in

E

- 1 over
- 2 around
- 3 into
- 4 out of
- 5 behind
- 6 between

p.85**A**

- 1 out of
- 2 over
- 3 from
- 4 on
- 5 during
- 6 between
- 7 ago

B

- 1 harder
- 2 the most interesting
- 3 Does (Did), have to
- 4 was cooking
- 5 will be (is going to be)
- 6 could

C

- 1 next → next to (near)
- 2 wonderfully → wonderful
- 3 careful → carefully
- 4 **correct**
- 5 faster → fastest

Answer Key to Workbook 2

Lesson 20 | Parts of the Sentence

p.87

A	S (circle)	V (underline)	O or C (circle)	S+V	S+V+O	S+V+C
1	The birds	are flying	x	√		
2	Jenny	is reading	a book		√	
3	I	arrived	x	√		
4	This chicken	tastes	great			√
5	The man	sounded	angry			√
6	I	had	rice		√	
7	Mr. and Mrs. Jones	lived	x	√		
8	Jake and Peter	play	soccer		√	
9	We	stayed	x	√		

p.87

B	1 is	6 me
	2 new shoes	7 Jack and Sally
	3 look	8 teaches
	4 beautiful	
	5 My mother	

p.88

C	1 is / S+V+C	6 am / S+V+C
	2 look / S+V+C	7 heard / S+V+O
	3 has / S+V+O	8 live / S+V
	4 watched / S+V+O	9 likes / S+V+O
	5 drew / S+V+O	

p.88

D	Subject	Verb	Compliment	Object	Others
1	They	study	x	x	hard to pass the exam
2	I	am going	x	x	to a park with my friends
3	My cat	has	x	a long black tail	x
4	The wind	is	very cold and strong	x	x
5	He	eats	x	fresh vegetables	every morning

p.89

A	Subject	Verb	Compliment	Object	B	1 across	C	1 correct
1	I	like	x	English	2 will	2 have → have to	2	have → have to
2	Bats	sleep	x	x	3 nervous	3 very → more	3	very → more
3	My mother	is	a teacher	x	4 well	4 behind of → behind	4	behind of → behind
4	Tom	plays	x	soccer	5 into	5 badly → bad	5	badly → bad
5	This cake	tastes	great	x	6 before			
					7 on			
					8 should			

Lesson 21 | Parts of Speech

p.91

A

- 1 ④
- 2 ①
- 3 ④
- 4 ③
- 5 ②

- 6 ①
- 7 ②
- 8 ④

B

- 1 ① pronoun ② preposition
- 2 ① adverb ② adjective
- 3 ① noun ② noun
- 4 ① interjection ② pronoun
- 5 ① conjunction ② verb

p.92

C

- 1 museum, library
- 2 salty, thirsty
- 3 this, that
- 4 and, but
- 5 clearly, loudly

- 6 called, was (not)
- 7 Oops! Oh, no!
- 8 up, at

D

- 1 noun / food 6 adverb / late
- 2 preposition / on 7 verb / bought
- 3 verb / saw 8 adjective / excited
- 4 pronoun / It 9 conjunction / because
- 5 adjective / excellent

p.93

A

- 1 pronoun / She
- 2 preposition / on
- 3 adverb / very
- 4 adjective / sleepy
- 5 noun / water

B

	Subject	Verb	Compliment	Object
1	These flowers	smell	wonderful	x
2	Helen	is singing	x	x
3	Jack	has	x	two sisters
4	Your house	is	very big	x

C

- 1 ago 5 quickly
- 2 under 6 over
- 3 shouldn't 7 have to
- 4 heavier

Lesson 22 | **Statements and Yes/No Questions**

p.95

A

- 1 No, I'm not.
- 2 Yes, he does.
- 3 No, he isn't.
- 4 No, they don't.
- 5 Yes, they are.
- 6 Yes, he did.
- 7 Yes, you may.
- 8 Yes, they are.
- 9 Yes, you should.
- 10 No, she won't.

B

- 1 Helen won't practice the piano tonight.
- 2 We didn't stay in Tokyo for three days.
- 3 Jack doesn't have a lot of homework today.
- 4 You shouldn't tell John about it.
- 5 They are going to move to another city.
- 6 Sam knows my brother's name.
- 7 I had to buy a new watch.
- 8 We could get into the house.

p.96

C

- 1 Is Sam going to take a computer class?
Yes, he is.
- 2 Did Sally buy a present for her friend?
No, she didn't.
- 3 Can Peter speak Chinese very well?
Yes, he can.
- 4 Do they have to help around the house?
Yes, they do.

D

- 1 won't go (isn't going or isn't going to go)
- 2 didn't climb
- 3 aren't
- 4 put on
- 5 is working
- 6 doesn't have
- 7 will be (is going to be)

p.97

A

- 1 You aren't a student.
- 2 There is some water.
- 3 Did they go to the park?
- 4 Henry won't go to Europe.
- 5 Sally had math class.
- 6 Do you have to go back?

B

- 1 preposition / near
- 2 pronoun / She
- 3 conjunction / and
- 4 adverb / quietly
- 5 adjective / excited
- 6 noun / museum

C

- 1 next → next to (near)
- 2 on → in
- 3 longest → the longest
- 4 feeling → feel
- 5 **correct**

Lesson 23 | Information Questions**p.99****A**

- 1 Where
- 2 Which
- 3 Why
- 4 When
- 5 How
- 6 Who
- 7 What
- 8 Whose

B

- 1 How many
- 2 How much
- 3 How many
- 4 How many
- 5 How much
- 6 How much

p.100**C**

- 1 Whose car is it?
- 2 Where is the supermarket?
- 3 Why weren't you at school yesterday?
- 4 How much coffee does your mom drink every day?
- 5 When is Sandy going to America?

D *Answers may vary.*

- 1 I have a sister, but I don't have a brother.
- 2 Science is my favorite subject.
- 3 I like science because I can learn about nature.
- 4 My school is on Main Street. It's near my house.
- 5 I walk to school.

p.101**A**

- 1 harder
- 2 should
- 3 look
- 4 real, really
- 5 have to
- 6 for
- 7 How much

B

- 1 Does she have a lot of homework?
- 2 Is there some (any) milk in the bottle?
- 3 Do you like Harry Potter books?
- 4 Who are they?
- 5 Where did he go?
- 6 How was the movie?

C

- 1 (won't → didn't) or (last → next)
- 2 has to → have to
- 3 **correct**
- 4 are smelling → smell
- 5 higher → highest

Lesson 24 | **Progress Test 2**

p.102

A

- 1 ③
- 2 ②
- 3 ④
- 4 ①
- 5 ②
- 6 ③
- 7 ①
- 8 ③
- 9 ④
- 10 ②

p.103

B

- 1 nicest
- 2 more slowly
- 3 ago
- 4 around
- 5 at, on
- 6 smaller
- 7 sounds
- 8 have to
- 9 Which

C

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Subject	Verb	Compliment	Object
1 You	look	very nice	x
2 The baby	cried	x	x
3 I	have	x	a new camera
4 I	will meet	x	my friend
5 Jack	comes	x	x
6 It	is	sunny	x
7 Helen	has	x	a terrible cold
8 Mary	is	a good friend	x
9 I	couldn't sleep	x	x

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D

- 1 Did you clean the room last night?
- 2 Are they playing computer games?
- 3 Is he going to call you tonight?
- 4 Where is the post office?
- 5 Where were they born?
- 6 Who is he?
- 7 How many dogs do you have?

E

- 1 fastly → fast
- 2 must → have to
- 3 are tasting → taste
- 4 in → on
- 5 **correct**
- 6 (Will → Is) or (going to come → come)

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F

- 1 May
- 2 mustn't
- 3 have to
- 4 should
- 5 Can
- 6 could

G

- 1 careful
- 2 carefully
- 3 well
- 4 good
- 5 quietly
- 6 quiet

H

Answers may vary.

- 1 I go to Learnalot English school.
- 2 I go there three times a week.
- 3 I go there by bus.
- 4 There are eight students in my class.