



My Next Grammar

Teacher's Manual **3**

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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

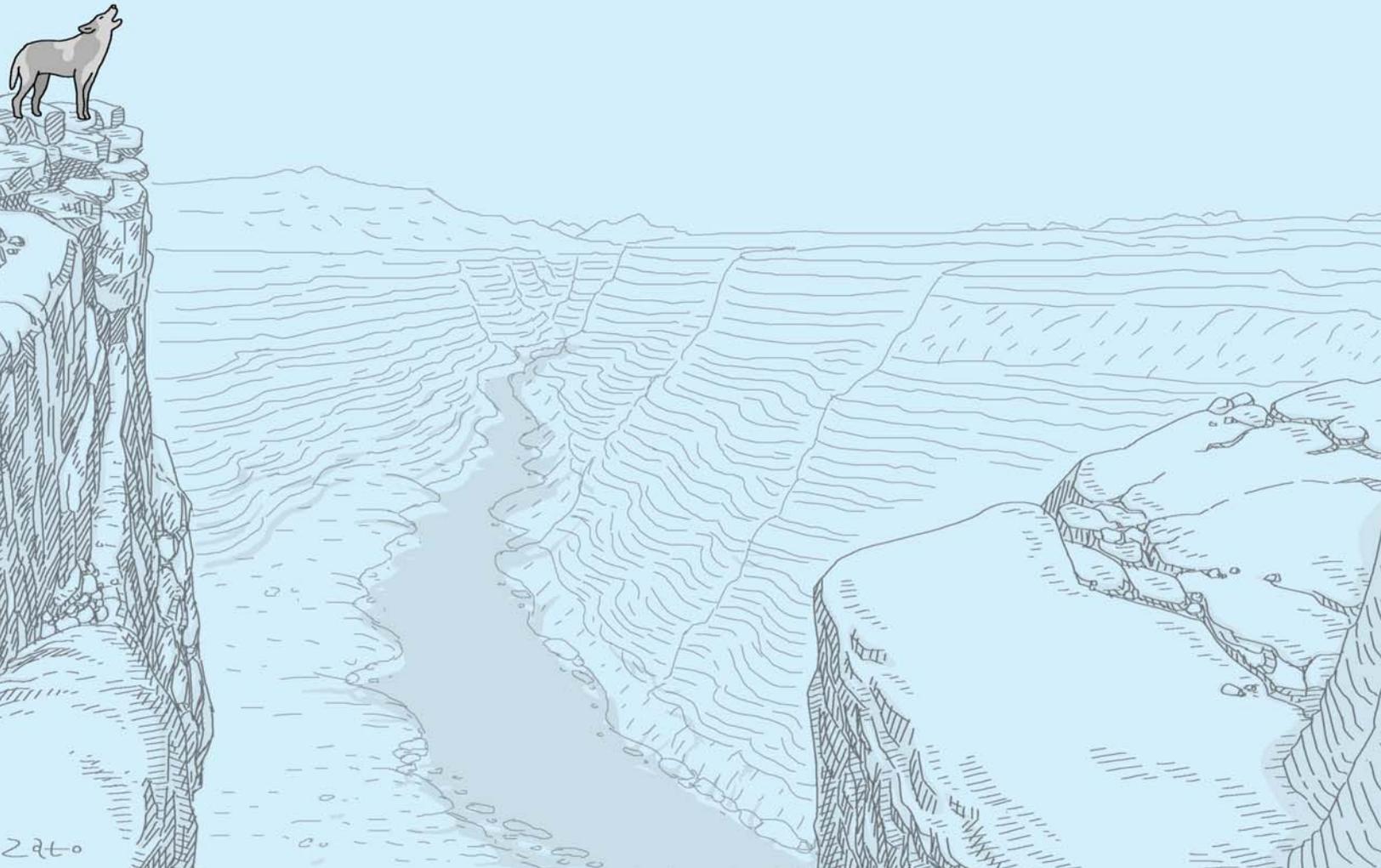
2. Organization of the Student Book

- **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 3



Part I

Nouns and Pronouns

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Verbs

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Helping Verbs

Lesson 10	Helping Verbs 1	44
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Progress Test

Lesson 12	Progress Test 1	52
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Lesson 1 Nouns and Articles

Objectives

- ◆ Singular and plural nouns
- ◆ Count and noncount nouns
- ◆ Articles

Warm Up

- Greet your students.
- Introduce yourself and have students introduce themselves and say one thing they like and one thing they don't like.

T: "My name is Mr. Lewis. I like baseball but I don't like basketball."

S1: "My name is Annie. I like dogs but I don't like cats."

S2: "My name is John. I like computer games but I don't like sports."

- Have students try to recall their classmates' names and the things they like and don't like.

Lesson 1 Nouns and Articles

1. Grammar Introduction

A. Singular and Plural Nouns

	Singular	Plural	
-s	actor radio	actors radios	• Singular means one. Plural means two or more. • To make most nouns plural, add -s to the singular form.
-es	box watch hero potato	boxes watches heroes potatoes	• End of noun: -ch, -sh, -s, -x • Plural form: add -es • End of noun: consonant + -o • Plural form: add -es
-ies	lady country	ladies countries	• End of noun: consonant + -y • Plural form: change y to i and add -es
-ves	thief life	thieves lives	• End of noun: -f or -fe • Plural form: change -f or -fe to v and add -es
Irregular	child fish	children fish	• No rules

* Common irregular plural nouns:

sheep - sheep tooth - teeth woman - women foot - feet mouse - mice person - people

Circle the correct plural form.

	Singular	Plural		Singular	Plural
1	fox	foxs foxes	5	glass	glass glasses
2	wolf	wolfs wolves	6	movie	movies movyes
3	sheep	sheep sheeps	7	candy	candys candies
4	baby	babys babies	8	bench	benchs benches

Write the plural form.

1	telephone	telephones	6	tomato	tomatoes
2	actress	actresses	7	cave	caves
3	eyelash	eyelashes	8	family	families
4	tooth	teeth	9	thief	thieves
5	shelf	shelves	10	man	men

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1. Grammar Introduction

- First, review what a *noun* is. It's a word used to name a person, animal, place or a thing.
- Say some words and have students tell you whether they are nouns or not. If they are nouns, ask students whether they are countable or not. Use words such as *baby, run, water, sleep, woman, China* and *homework*.



example, "There are seven books in the classroom."

1 - Nouns and Articles

B. Count and Noncount Nouns		
Count Noun	There is an apple . Apples taste good. These apples are green.	<ul style="list-style-type: none"> Count nouns can be counted with numbers. They take singular or plural form.
Noncount Noun	There is milk . Milk is white. This milk tastes good.	<ul style="list-style-type: none"> Noncount nouns cannot be counted with numbers. They take only singular form. They take no indefinite article, <i>a</i> or <i>an</i>.
• Common noncount nouns: furniture homework mail money bread milk weather music information soup		

Choose and write the correct word.

- 1 a music / **music** I want to listen to **music**.
- 2 player / **players** There are eleven **players** on a soccer team.
- 3 **furniture** / furnitures Mr. and Mrs. Johnson will buy a lot of **furniture**.
- 4 **milk** / milks I drink three glasses of **milk** every day.

C. Articles: Indefinite, Definite and No Articles			
a	a pen a book	a radio a small umbrella	<ul style="list-style-type: none"> Indefinite article, <i>a</i> or <i>an</i>, means 'one' thing. Use it before a singular noun. Put <i>a</i> before a consonant and <i>an</i> before a vowel.
an	an orange an old book	an egg an umbrella	
the	The blue cap is on the bed. Why is the sky blue?		<ul style="list-style-type: none"> Definite article, <i>the</i>, is used before nouns that are 'specific' or 'one and only'.
∅	Seoul is in Korea . He plays basketball at school. Math is my favorite subject. He speaks English and Chinese .		<ul style="list-style-type: none"> No articles (\emptyset) are used before proper nouns. No articles are used before sports, school subjects, and languages.

Write a, an, the or ∅.

- 1 There is **a** monster in the lake. **The** monster is huge and dangerous.
- 2 Did you see **the** moon last night? It was very big and round.
- 3 My friend can play **∅** soccer but he can't play **∅** volleyball.
- 4 My favorite school subject is **∅** science. What about you?

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A Singular and Plural Nouns

- Have students look at Chart A on page 6.
- Help students notice the differences between the singular and plural forms of nouns.
- Go through the different rules of forming plural nouns as in the chart.
- Help students learn the common irregular plural nouns.
- Say some singular words and have students tell you the plural forms of the words. Use words such as *fox*, *tomato*, *leaf*, *baby*, and *person*.
- Have students do the check-up exercises on page 6.

Extension

- Have students make sentences using the classroom objects in plural forms. For

B Count and Noncount Nouns

- Have students look at Chart B on page 7.
- Explain that noncount nouns take only singular forms and they don't take indefinite articles, *a* or *an*.
- Go through the list of common noncount nouns at the bottom of the chart.
- Have students do the check-up exercise on page 7 and share their answers with the class.

Extension

- Ask students if they can think of any other noncount nouns.

C Articles: Indefinite, Definite and No Articles

- Have students look at Chart C on page 7.
- Review the usage of indefinite articles, *a* and *an*, and definite article, *the*. Explain that no articles are used before sports, school subjects, languages and proper nouns.
- Have students do the check-up exercise on page 7 and share their answers with the class.

Extension

- Have students make sentences using articles accordingly. Provide words such as *tennis*, *math*, *Italian* and *Mt. Everest*.

2. Grammar Practice

A Rewrite the sentence using the correct plural forms.

- Ask students to turn to page 8.
- Have students do number 1 together as an example. Have them compare the sentences in number 1 and notice the words *street* and *highway* are changed into plural forms.
- Ask students to rewrite the rest of the sentences.
- Check the answers together after students have finished.

B Choose and write.

- Have students read each sentence and determine which word would correctly complete it.
- Remind students that noncount nouns take only singular forms.
- Check the answers together after students have finished.

2. Grammar Practice

A Rewrite the sentence using the correct plural forms.

- 1 There are many busy street and highway in Los Angeles.
There are many busy streets and highways in Los Angeles.
- 2 Monkey eat banana, leaf, root, and egg.
Monkeys eat bananas, leaves, roots, and eggs.
- 3 There were baby, child, woman, and sheep in the field.
There were babies, children, women, and sheep in the field.
- 4 Ball are round, and box have six side.
Balls are round, and boxes have six sides.
- 5 Big city usually have many problem.
Big cities usually have many problems.

B Choose and write.

- 1 an / some Where can I get some information about MP3 players?
- 2 taxi / taxis We are late. Let's take a taxi to the theater.
- 3 is / are There is usually a lot of homework on weekends.
- 4 music / musics Please turn down the music. It is too loud.
- 5 weather / weathers The weather is great at the beach today.
- 6 furniture / furnitures They have a lot of furniture in the living room.
- 7 tooth / teeth Sharks have a lot of teeth.
- 8 fish / fishes There are not many fish in this pond.
- 9 the / ∅ We are going to visit ∅ Europe this summer.
- 10 A / The Yesterday I saw a girl. The girl was wearing red shoes.
- 11 a / an You need eggs, potatoes, and an onion for Spanish omelettes.

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C Read and correct the mistakes. There are 10 mistakes.

- Ask students to turn to page 9.
- Have students read the first sentence together, and have them notice **the** has been corrected to **a**.
- Ask students to check and correct the mistakes in the rest of the exercise.
- Check the answers together after students have finished.



1 - Nouns and Articles

C Read and correct the mistakes. There are 10 mistakes.

Soccer Facts

Soccer is ~~the~~ ^a very simple game. Anybody can play ~~the~~ ^Ø soccer. It is a popular sport in ~~a~~ ^{the} world. There are 11 ~~player~~ ^{players} on a team: one ~~goalkeeper~~ ^{goalkeeper}, four ~~defenders~~ ^{defenders}, four ~~midfielder~~ ^{midfielders}, and two forwards. You score a ~~goal~~ ^{goal} when the ball is kicked into the net. One goal is worth one ~~point~~ ^{point}. Soccer is not only for men. ~~Women~~ ^{Women} and ~~children~~ ^{children} play soccer too.

D Write a, an, the, or Ø.

Dear Mom and Dad,

I'm having (a) great time in (Ø) New York. There are so many things to see in (the) city. Yesterday Mike and I visited many (Ø) famous places. I bought (a) pretty umbrella for Mom and (an) interesting pipe for Dad.

Tomorrow we will go to (Ø) Broadway and watch (a) play. I am glad that I can speak (Ø) English. I have to go now, but I will send you (a) postcard again.

I miss you,
John



3. Grammar Summary

Nouns			Articles		
Count Noun		Noncount Noun	Indefinite Article	Definite Article	No Article
Singular	Plural				
actor	actors	water	a book	the green shirt	Japanese
potato	potatoes	homework	an egg	the Sun	math
child	children	furniture	a large egg	the sky	baseball

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- Do you think John is enjoying his holiday?
- What do you think you can do in New York?

- Have students talk about their holidays.
- Have students read the postcard and fill in the blanks with **a, an, the** or **Ø**.
- Have students share their answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity.

Ask questions such as:

- What did John and Mike do yesterday?
- What did John buy for his mom?
- What did John buy for his dad?
- What will John and Mike do tomorrow?

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.

D Write a, an, the, or Ø.

- 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 postcard about a holiday in New York.
- 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 postcard they are about to read.

Ask questions such as:

- Where do you think John is?

Homework

- Workbook 3: pages 8~11
- The answer key to the homework is found on page 113 in Teacher's Manual 3.

Objectives

- ◆ Personal pronouns
- ◆ Possessive nouns
- ◆ Possessive adjectives and pronouns

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 3.

1. Grammar Link

⇒ Go to page 106. Take Grammar Quiz 1.

2. Grammar Introduction**A. Personal Pronouns**

		Subject Pronoun	Object Pronoun	
Singular	1st	I like Mary.	Mary likes me .	Mary studies with me .
	2nd	You like Mary.	Mary likes you .	Mary studies with you .
	3rd	He/She/It likes Mary.	Mary likes him/her/it .	Mary studies with him/her/it .
Plural	1st	We like Mary.	Mary likes us .	Mary studies with us .
	2nd	You like Mary.	Mary likes you .	Mary studies with you .
	3rd	They like Mary.	Mary likes them .	Mary studies with them .

- A subject pronoun takes the place of a subject noun.
My **father** is a teacher. **He** teaches history.
- An object pronoun takes the place of an object noun.
Do you drink milk? Yes. I drink **it** every day.
- An object pronoun also takes the place of the object of a preposition.
I go to school with **Amy**. I study with **her**.

Circle the correct pronoun.

- Do you want to play with **I** / **me** ?
- Take this book and give **it** / **them** to your teacher.
- Sam is wearing new shoes. **He** / **Him** bought **they** / **them** yesterday.
- Mary and **I** / **me** are planning to watch a movie.
- I know Amy. I met **she** / **her** at John's birthday party.
- A: Do you know the board game, Monopoly? B: Yes. **I** / **me** play **it** / **them** all the time.
- A: What is in the bag? B: There are books in **it** / **them** .

10

2. Grammar Introduction

- Point to classroom objects and say a sentence using possessive adjectives and possessive nouns. Encourage students to make similar sentences.
T: "This is my book and that's Mike's pencil."
S1: "This is his pencil and that's Sally's pen."
- Try using possessive pronouns in a sentence. Encourage students to do the same.
T: "The book is mine but the pencil is his."
S2: "The pencil case is hers but the eraser is mine."



2 - Pronouns and Possessives

B. Possessive Nouns

Singular	That monkey's tail is long. This is Mary's sister, Kathy. Charles's/Charles' computer is nice.	• Singular possessive noun: monkey → monkey's Mary → Mary's • Singular noun that ends in -s: Charles → Charles' or Charles's
Plural	This is the monkeys' tree. Those men's shoes are big. That is John and Mike's project.	• Plural possessive noun: regular: monkeys → monkeys' irregular: men → men's

Write the correct possessive noun.

1 animals' footprints → animals' footprints 4 people's feelings → people's feelings
 2 fly's wings → fly's wings 5 Chris' last name → Chris' (or Chris's) last name
 3 tree's branches → tree's branches 6 babies' toys → babies' toys

C. Possessive Adjectives and Pronouns

		Possessive Adjective	Possessive Pronoun	
Singular	1st	This is my tent.	This is mine .	• Possessives show that someone has something. • Possessive adjective + noun = Possessive pronoun This is my tent. = This tent is mine. = This is mine. • There is no possessive pronoun for it.
	2nd	This is your tent.	This is yours .	
	3rd	This is his/her tent. This is its tent.	This is his/hers . ----	
Plural	1st	This is our tent.	This is ours .	
	2nd	This is your tent.	This is yours .	
	3rd	This is their tent.	This is theirs .	

Circle the correct word.

1 Jennifer finished her / hers homework.
 2 Is this my / mine camera, or your / yours ?
 3 This is our / ours . Your / Yours ball is over there.
 4 The students worked hard on their / theirs science projects.
 5 The elephant uses it's / its trunk to drink water.



My Next Grammar 3 11

show possession; that someone has something. Explain that singular possessive nouns are formed by adding an apostrophe (') and **-s** at the end of the word (*monkey* → *monkey's*). For the singular nouns that end in **-s**, add either only an apostrophe (') or both apostrophe (') and **-s** (*Charles* → *Charles'* or *Charles's*).

- Remind students that only an apostrophe (') is added to the regular plural nouns (*monkeys* → *monkeys'*). For irregular plural nouns, an apostrophe and **-s** are added (*men* → *men's*).
- Have students do the check-up exercise on page 11 and share the answers with the class.

C Possessive Adjectives and Pronouns

- Have students look at Chart C on page 11.
- 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 exercise on page 11 and share the answers with the class.

A Personal Pronouns

- Have students look at Chart A on page 10.
- Go through the chart together while making sure students understand that a subject pronoun takes the place of a subject noun, and an object pronoun takes the place of an object noun or an object of a preposition.
- Have students do the check-up exercise on page 10 and share the answers with the class.

B Possessive Nouns

- Have students look at Chart B on page 11.
- Go through the chart together. Help students understand that possessive nouns

3. Grammar Practice

A Write the correct pronouns or possessives.

- Ask students to turn to page 12.
- Have students do number 1 together as an example. Have students read the first sentence in number 1, and see that *Kathy and I* are rewritten as *We*. Have them do the second sentence and agree that they need *us* in the second sentence.
- Have students fill in the blanks with the correct pronouns or possessives.
- Check the answers together after students have finished.

B Look at the picture and answer.

- Have students look at the pictures first and say whose objects they are.
- Have students read the question and the answer in number 1.
- Ask students to write the answers to the rest of the questions.
- Check the answers together after students have finished.

C Choose and write.

- Ask students to turn to page 13.
- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about how hippos stay cool in hot places.
- Before doing the exercise, ask students what they know about hippos.
 - *Where do they live?*

3. Grammar Practice

A Write the correct pronouns or possessives.

- Kathy and I are planning to see a movie.
We want to see a comedy. John wants to come with *us* too.
- My little brother has a small blanket.
..... *He* always carries *it* around with *him*
- Chris and Charles are best friends. *They* are in the same class.
..... *Their* classroom is on the fourth floor.
- A: Isn't that your dad's car? That blue one over there?
B: No, that's not *his* *His* car is black.

B Look at the pictures and answer.

- Is the comic book Greg and Jim's? No, it isn't. It's *Mary's*.
- Is the ball Mary's? No, it isn't. It's *Sparky's*.
- Are the bicycles Sparky's? No, they aren't. They are *Greg's and Jim's*.
- Is the comic book Mary's? Yes, it is. It's *hers (or Mary's)*.
- Is the ball Sparky's? Yes, it is. It's *Sparky's*.
- Are the bicycles Greg's and Jim's? Yes, they are. They are *theirs (or Greg's and Jim's)*.

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- *What do they eat?*

- *How big are they?*

- Have students look at the photo and talk about it. Ask questions such as:

- *Why do you think it is in the water?*

- *Do you think it is a good swimmer?*

- *How does it breathe in the water?*

- Have students read the story and fill in the blanks with 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:



C Choose and write.

Hippopotamuses



Hippos live in hot places. To stay cool, they spend most of the day in the water. How do they breathe, see or hear then? The hippo's nose, ears and eyes are on the top of its head. They stick out above the water while its head and body are in the water. Hippos are good swimmers. They can hold their breath for about five minutes. They can even walk along the bottom of rivers and lakes.

D Answer the questions. Use a complete sentence. (Answers may vary.)

- 1 How many friends do you have? I have five friends.
- 2 What are their names? Their names are Sam, Kelly, Sue, Mike, John and Adam.
- 3 What are their favorite sports? Their favorite sports are soccer and basketball.
- 4 Do they have pets? Yes, they do. (or No, they don't.)
- 5 What are their pets' names? Sam's dog's name is Max. Sue's fish's names are Pip and Pop.

4. Grammar Summary

Personal Pronouns and Possessives						
		Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Possessive Noun
Singular	1st	I	me	my	mine	monkey's Charles's (Charles')
	2nd	you	you	your	yours	
	3rd	he/she/it	him/her/it	his/her/its	his/hers/...	
Plural	1st	we	us	our	ours	monkeys' men's John and Mike's
	2nd	you	you	your	yours	
	3rd	they	them	their	theirs	

D Answer the questions. 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 their friends using complete sentences.
- Have some volunteer students read out their answers.

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 3: pages 12~15
- The answer key to the homework is found on page 114 in Teacher's Manual 3.

- Why do hippos spend most of the day in the water?
- How do they breathe, see or hear?
- Are they good swimmers?
- How long can they hold their breath?

Extension

- Have students ask each other further questions such as:
 - Can you swim?
 - Are you a good swimmer?
 - Can you dive?
 - How long can you hold your breath under water?

Lesson 3 Somebody / Nothing / Anywhere

Objectives

- ◆ Somebody, something, somewhere
- ◆ Anybody, anything, anywhere
- ◆ Nobody, nothing, nowhere

Check Homework

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

1. Grammar Link

- Use the provided cumulative quiz as a review to assess students' understanding.
- Have students go to page 107 for Grammar Quiz 2.
- Read the directions and have students do the example problem together.
- Set a time limit and let students finish the quiz.
- Pair up students. Have them change their books with their partners and check the answers.
- The chart at the bottom of the page shows which lesson each question has been taken from.
- The answer key to Grammar Quiz 2 is found on page 108 in Teacher's Manual 3.

Lesson 3 Somebody / Nothing / Anywhere

1. Grammar Link

⇒ Go to page 107. Take Grammar Quiz 2.

2. Grammar Introduction

A. Somebody/Something/Somewhere

Somebody broke the window.
Did **somebody** break the window?

• Somebody refers to an unknown person.
A person broke the window, but I don't know who.

There is **something** on the table.
Is there **something** on the table?

• Something refers to an unknown thing.
There is a thing on the table, but I don't know what.

Let's go **somewhere** today.
Can we go **somewhere** today?

• Somewhere refers to an unknown place.
Let's go to a place today, but I don't know where.

• Somebody, something and somewhere are used in affirmative sentences or questions. • somebody = someone

Circle the correct word. Discuss your choices.

- 1 There is **somebody** / something / somewhere in the room. Who is it?
- 2 A: I want to go **somebody** / something / **somewhere** . B: Where do you want to go?
- 3 **Someone** / Something / Somewhere stole my purse.
- 4 I'm hungry. I want to eat **someone** / **something** / **somewhere** .
- 5 Do you have **someone** / **something** / somewhere in your pocket?
- 6 I need to ask **someone** / something / somewhere for directions.

B. Anybody/Anything/Anywhere

Do you know **anybody** in John's class?
Is there **anything** in your pocket?
Do you want to go **anywhere** today?

• Anybody, anything, and anywhere are used in questions.
• anybody = anyone

I'm a new student. I don't know **anybody** in my class.
There isn't **anything** in my pocket. It's empty.
I'm tired. I don't want to go **anywhere** today.

• Anybody, anything, and anywhere are used in negative sentences.

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2. Grammar Introduction

- Ask students a question that contains a word from the following list: **somebody, something, somewhere, anybody, anything, or anywhere**. If the answer to that question is no, encourage students to make a sentence using **nobody, nothing or nowhere**.
T: *Is anybody absent today?*
S1: *No, nobody is absent today.*
- Ask more questions or have students ask each other.
S1: *Did you go somewhere yesterday?*
S2: *No, I went nowhere yesterday. (or I didn't go anywhere yesterday.)*



3 - Somebody / Nothing / Anywhere 

Write anybody, anything or anywhere.

- John didn't buy anything at the store. He didn't have any money.
- A: Did you see anybody at the park? B: Yes. I saw John.
- I'm tired. I don't want to eat anything. I just want to go to sleep.
- A: Are you going anywhere this summer? B: Yes. We are going to China.
- Mary is upset. She doesn't want to talk to anybody.
- There isn't anything in the refrigerator. There is no food.

Write something or anything. Discuss your choices.

- There isn't anything in the desk drawer.
- Would you like something to drink? (or anything)
- I don't eat anything at night.
- Are you doing something right now? (or anything)
- May I have something to eat? (or anything)
- Mary doesn't know anything about the picnic.



C. Nobody/Nothing/Nowhere

<p>There is nobody in the classroom. = There isn't anybody in the classroom.</p> <p>There is nothing under the sofa. = There isn't anything under the sofa.</p> <p>I'm going nowhere. = I'm not going anywhere.</p>	<p>• nobody = negative verb + anybody • nothing = negative verb + anything • nowhere = negative verb + anywhere</p> <p>• A sentence with nobody, nothing, or nowhere is a negative sentence. • nobody = no one</p>
--	--

Write nobody, nothing or nowhere.

1 I didn't see anybody.	3 I saw <u>nobody</u> .
2 There isn't anything in the bag.	3 There is <u>nothing</u> in the bag.
3 He isn't getting anywhere.	3 He is getting <u>nowhere</u> .
4 She didn't say anything about it.	3 She said <u>nothing</u> about it.

My Next Grammar 3 15

A Somebody / Something / Somewhere

- Have students look at Chart A on page 14.
- Help students understand that **somebody**, **something** and **somewhere** are used in affirmative sentences or questions and they refer to an unknown person, an unknown thing and an unknown place respectively.
- Have students read the sentences in the chart and make their own sentences.
- Have students do the check-up exercise on page 14.

Extension

- ◁ Pair up students and have them ask each other questions using *somebody*, *something* and *somewhere*.

B Anybody / Anything / Anywhere

- Have students look at Chart B on page 14.
- Explain that **anybody**, **anything**, and **anywhere** are used in questions and negative sentences.
- Have students read the sentences in the chart and make their own sentences.
- Have students do the check-up exercises on page 15 and share their answers with the class.

Extension

- Pair up students and have them ask each other questions using *anybody*, *anything* and *anywhere*.

C Nobody / Nothing / Nowhere

- Have students look at Chart C on page 15.
- Explain that a sentence with **nobody**, **nothing**, or **nowhere** is a negative sentence. Help students understand that a sentence with **nobody**, **nothing**, or **nowhere** can be changed to a sentence with a negative verb and **anybody**, **anything**, or **anywhere**.
- Have students do the check-up exercise on page 15 and share their answers with the class.

Extension

- Say a sentence with *nobody*, *nothing*, or *nowhere* and have students change it into a sentence with a *negative verb* and *anybody*, *anything* or *anywhere*.

3. Grammar Practice

A Write **something, somebody, anything** or **anybody**. Discuss your choices.

- Ask students to turn to page 16.
- Have students read the sentence in number 1. Ask students why **somebody** is used in the sentence.
- Have students complete the exercise.
- Pair up students and have them discuss their choices. They should be able to provide the reasons for their choices.

B Write **anything, anybody, nothing** or **nobody**.

- Have students read the sentence in number 1. Ask students why **nothing** is used in the sentence.
- Have students read each sentence and determine which word would correctly complete it.
- Remind students *nothing* and *nobody* are not used with negative verbs.

3. Grammar Practice

A Write something, somebody, anything or anybody. Discuss your choices.

- 1 Amy is speaking to **somebody** on the phone.
- 2 Do you know **anything** about animals in Alaska? (or something)
- 3 John read **something** about the earthquake in the newspaper.
- 4 The teacher is writing an e-mail to **somebody**
- 5 It's too dark. I can't see **anything**
- 6 I didn't tell **anybody** about the accident.
- 7 Brian didn't talk to **anybody** after class.
- 8 Would you like **anything** for your headache? (or something)
- 9 Sam doesn't have **anything** in his pocket.
- 10 Did you buy **anything** at the store? (or something)

B Write anything, anybody, nothing or nobody.

- 1 There is **nothing** on the desk.
- 2 My little brother doesn't know **anything** about mammals.
- 3 Sam did **nothing** to make the teacher angry.
- 4 Beth told **nothing** about her problem.
- 5 Do you know **anybody** at this party?
- 6 John didn't get **anything** at the store.
- 7 There was **nothing** about the accident in the newspaper.
- 8 Did you eat **anything** today?
- 9 Everyone went home. There isn't **anybody** in the classroom.
- 10 There is **nothing** in the box.

16

C Complete the dialogue with **anything, somebody, nothing** or **anybody**.

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



3 - Somebody/Nothing/Anywhere

C Complete the dialogue with anything, somebody, nothing, or anybody.

- 1 A: Is this your video game?
B: No. I borrowed it from somebody.
- 2 A: Did you talk to John on the phone last night?
B: No. I didn't talk to anybody.
- 3 A: Do you hear that noise?
B: No. I don't hear anything.
- 4 A: Do you know anything about Swaziland in Africa?
B: No. I know nothing about that country.

D Write the answer with nobody, nothing, or nowhere.

- 1 A: What do you want to eat? B: Nothing.
- 2 A: Who did you see? B: Nobody.
- 3 A: Where are you going? B: Nowhere.
- 4 A: Who was at the door? B: Nobody.
- 5 A: What is in the refrigerator? B: Nothing.
- 6 A: Who is in the classroom? B: Nobody.

4. Grammar Summary

Somebody/Nothing/Anywhere		
Unknown Person	Unknown Thing	Unknown Place
somebody (someone)	something	somewhere
anybody (anyone)	anything	anywhere
nobody (no one)	nothing	nowhere

My Next Grammar 3 17

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 3: pages 16~19
- The answer key to the homework is found on page 115 in Teacher's Manual 3.

D Write the answer with nobody, nothing or nowhere.

- Have students do number 1 together as an example.
- Have students read each question and determine which word would correctly answer it.
- Remind students that **nobody**, **nothing**, and **nowhere** refer to a person, a thing, and a place respectively.

Extension

- Pair up students and have them ask each other **what**, **who**, or **where** questions. They should answer the questions with **nothing**, **nobody**, or **nowhere**.

Lesson 4 Present Simple

Objectives

- ◆ Present simple
- ◆ Spelling rules of final -s
- ◆ Frequency adverbs

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 3.

Lesson 4 Present Simple

1. Grammar Link

⇒ Go to page 108. Take Grammar Quiz 3.

2. Grammar Introduction

A. Present Simple

	Affirmative	Negative	Yes / No Question
Be Verb	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...?
Common Verb	I/You/We/They eat He/She/It eats	I/You/We/They don't eat He/She/It doesn't eat	Do I/you/we/they eat ...? Does she/he/it eat ...?

• The present simple tense expresses habits or facts.

• Answers to yes/no questions:

Yes, I am. Yes, he/she/it is. Yes, you/we/they are.
No, I'm not. No, he/she/it isn't. No, you/we/they aren't.
Yes, I/you/we/they do. Yes, she/he/it does.
No, I/you/we/they don't. No, she/he/it doesn't.

• Contractions

I'm not = I am not
isn't = is not
aren't = are not
don't = do not
doesn't = does not

Read and write the correct verb form.

- enjoy John **enjoys** watching old movies.
- be You **are** busy today.
- snow **Does** it sometimes **snow** in Africa?
- listen **Do** you **listen** to the radio in the morning?
- be not My dad **isn't** in the office today.
- celebrate My country **celebrates** the New Year.
- not wear Kelly **doesn't wear** a watch every day.
- be Baseball and soccer **are** sports.
- not own My dad **doesn't own** a motorcycle.

18

2. Grammar Introduction

- Ask students questions in the present simple tense.
 - *What's your name?*
 - *What do you do?*
 - *What time do you usually get up?*
 - *Do you like shopping?*
 - *How often do you travel?*
- The teacher can pretend to be a TV reporter and students can pretend to be famous actors, singers or sports stars. Have students take turns to be the reporter.



4 - Present Simple

B. Present Simple: Spelling Rules of Final -s

-s	talk play	→ →	talks plays	• Add -s to most verbs.
-es	catch fix	→ →	catches fixes	• Add -es to verbs that end in -ch, -sh, -s, -x.
-ies	try fly	→ →	tries flies	• If a verb ends in a consonant + y, change y to i and add -es.
Irregular	go have	→ →	goes has	• No rules

Write the verb with final -s.

1 speak	→	speaks	5 teach	→	teaches
2 have	→	has	6 study	→	studies
3 make	→	makes	7 do	→	does
4 change	→	changes	8 forget	→	forgets

C. Frequency Adverbs

	always usually often sometimes rarely never		get up early.	• Frequency adverbs tell how often something happens. They are usually used before the verb: frequency adverb + verb • Frequency adverbs come after the Be verb. I am always happy. My brother is usually hungry after school.
--	--	--	---------------	--

100% ← always usually often sometimes rarely never → 0%

Rewrite the sentence with the frequency adverb.

1	always	We help each other.	We always help each other.
2	usually	I am hungry at 12 o'clock.	I am usually hungry at 12 o'clock.
3	often	My friends come to my house.	My friends often come to my house.
4	sometimes	I read the newspaper.	I sometimes read the newspaper.

My Next Grammar 3 19

A Present Simple

- Have students look at Chart A on page 18.
- Go through the chart together and have students make sentences. Explain that present simple tense expresses habitual activities or facts.
- Have students do the check-up exercise on page 18 and share the answers with the class.

Extension

- Have students take turns saying three things about themselves using the present simple tense.

B Spelling Rules of Final -s

- Have students look at Chart B on page 19.
- Go through the chart together while making sure students understand the spelling rules of final **-s**.
- Help students remember to add **-es** to the verbs that end in **-ch**, **-sh**, **-s** or **-x**. If a verb ends in a consonant and **y**, change **y** to **i** and add **-es**.
- Have students do the check-up exercise on page 19 and share the answers with the class.

C Frequency Adverbs

- Have students look at Chart C on page 19.
- Go through the chart together. Help students understand 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 them remember the position of a frequency adverb in a sentence. It usually comes before a common verb but it comes after **Be**.
- Have students do the check-up exercise on page 19 and share the answers with the class.

Extension

- Have students make six true sentences about themselves using all the frequency adverbs in the chart.

3. Grammar Practice

A Complete the sentence in the present tense.

(⊙: affirmative ✕: negative ? : question)

- Ask students to turn to page 20.
- Have students do number 1 together as an example. Remind them that **Be** has three forms in the present simple tense (*am, is and are*).
- Have students do the rest of the exercise. They are to make an affirmative sentence, a negative sentence or a yes/no question according to the icon given next to the verb.
- Check the answers together after students have finished.

B Write the correct form of the verb in the present tense.

- Ask students whether they remember the spelling rules of final **-s** and go over them briefly.
- Have students do number 1 together as an example. Help them notice that the subject, *My mom*, is in third person singular and the verb, *push*, ends in **-sh**.
- Have students do the rest of the exercise. They are to write the correct form of the verb in each sentence.
- Check the answers together after students have finished.

C Write the verb in the present simple tense.

- Ask students to turn to page 21.
- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and

3. Grammar Practice

A Complete the sentence in the present tense. (⊙: affirmative ✕: negative ? : question)

- 1 be ⊙ The Earth is the third planet from the Sun.
- 2 drive ? Does your dad always drive to work?
- 3 ride ✕ My friends and I don't ride bicycles to school.
- 4 be ✕ There aren't a lot of stars in the sky tonight.
- 5 think ⊙ Mary thinks swimming in the ocean is fun.
- 6 drink / usually ? Do your friends usually drink milk at lunch?
- 7 be / always ⊙ Children are always happy at Christmas time.
- 8 talk ? Do you and your family talk a lot at the dinner table?
- 9 make ✕ My mom doesn't make steak for breakfast.
- 10 be ⊙ This shirt is big on me. Can I have that shirt?

B Write the correct form of the verb in the present tense.

- 1 My mom pushes push the cart at the supermarket.
- 2 Mr. Lee is a repairman. He fixes fix cars.
- 3 Ken is a smart first grader. He does do his homework by himself.
- 4 An elephant uses use its long trunk like a hand.
- 5 A cat usually sleeps sleep eighteen hours a day.
- 6 My English class begins begin at 9:30 every day.
- 7 My dad leaves leave his office at 6:00 in the evening.
- 8 Mike has have his own computer at home.
- 9 Kevin always tries try to do his best.
- 10 A bee gathers gather nectar from flowers.

20

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 honeybees and their jobs.

- Before doing the exercise, ask students what they know about honeybees.
 - How many different kinds of honeybees are there?
 - Do you think different kinds of honeybees have different jobs?
- Have students look at the pictures and talk about them. Ask questions such as:
 - Where are the bees? What are they doing?
 - Where are they going?
- Have students read the story and fill in the blanks with correct forms.
- Have students share their answers with the class.

C Write the verb in the present simple tense.



The World of Honeybees

Honeybees are social insects. They live together in colonies or groups.
Ⓐ be Ⓑ live

There are three kinds of honeybees in a colony: a queen, workers and drones.
Ⓐ be Ⓑ live

The queen is the largest bee in the hive. She lays eggs. Most of the bees
Ⓐ be Ⓑ lay

in a colony are worker bees. Their jobs change with their ages. Young bees are
Ⓐ change Ⓑ do

called house bees. They do the hive chores and
Ⓐ do Ⓑ produce

produce honey. Older workers or field bees collect
Ⓐ produce Ⓑ collect

nectar, pollen, and water. Drones are larger than worker
Ⓐ collect Ⓑ die

bees. They don't have any jobs. They mate with
Ⓐ not have Ⓑ die

the queen and die in the process.
Ⓐ die Ⓑ live

4. Grammar Summary

Present Simple			
	Affirmative	Negative	Yes/No Question
Be Verb	I am You/We/They are He/She/It is	I am not You/We/They aren't He/She/It isn't	Am I...? Are you/we/they...? Is he/she/it...?
Common Verb	I/You/We/They eat He/She/It eats	I/You/We/They don't eat He/She/It doesn't eat	Do I/you/we/they eat ? Does he/she/it eat ?

Frequency Adverbs	
always usually often sometimes rarely never	<ul style="list-style-type: none"> • Be + frequency adverb • frequency adverb + verb

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

Use questions such as:

- What does the queen bee do?
- What do house bees do?
- What do field bees do?
- What do drones do?

Extension

- Look at the chart on the left (bottom). Draw it on the board and have students complete it.

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 3: pages 20~23
- The answer key to the homework is found on page 116 in Teacher's Manual 3.

	HONEYBEES			
	Queen	Workers		Drones
		House Bees	Field Bees	
Physical Characteristics	<i>It's the largest bee in the hive.</i>			
Jobs				
Interesting Facts				

Lesson 5 Present Continuous

Objectives

- ◆ Present continuous
- ◆ Spelling rules of Verb-ing
- ◆ Present simple vs. present continuous
- ◆ Non-action verbs

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 3.

2. Grammar Introduction

- Engage in a dialogue while performing a certain action like walking or running.
T: (walking around the classroom) "What am I doing?"
Ss: "You are walking."

Lesson 5 Present Continuous

1. Grammar Link

⇒ Go to page 109. Take Grammar Quiz 4.

2. Grammar Introduction

A. Present Continuous

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

• The present continuous tense: Be + verb-ing
 • The present continuous tense is used for actions happening right now.
 • Answers to yes/no questions: Yes, I am. Yes, you/we/they are. Yes, he/she/it is.
 No, I'm not. No, you/we/they aren't. No, he/she/it isn't.

Write the verb in the present continuous tense.

- study Sam and Mary are studying at the library.
- snow Is it snowing in Beijing right now?
- try Be quiet. I am trying to sleep!

B. Spelling Rules of Verb-ing

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

Write the ~ing form of the verb.

1 enjoy → <u>enjoying</u>	4 arrive → <u>arriving</u>
2 drive → <u>driving</u>	5 mop → <u>mopping</u>
3 work → <u>working</u>	6 visit → <u>visiting</u>

22

- Have students take turns doing actions and engage in the following dialogue. Provide help when needed.

T: "What is she/he doing?"

Ss: "She/He is (dancing)."

A Present Continuous

- Have students look at Chart A on page 22.
- Explain that the present continuous tense is used for actions happening right now.
- Help students remember that the present continuous tense is formed by adding *verb-ing* to the present tense form of **Be**.



C. Present Simple vs. Present Continuous

Present Simple	Present Continuous
I ride my bike to school every day . Kathy watches cartoons on Saturdays . My dad goes to work in the morning .	I 'm taking the bus to school now . Kathy is watching a movie at the moment . My dad is going to the park this morning .
<ul style="list-style-type: none"> The present simple tense talks about habitual activities or facts. Time expressions used with the present simple tense: <ul style="list-style-type: none"> - every day, every week, on Sundays - in the morning, in the afternoon, at night - once a week, twice a week 	<ul style="list-style-type: none"> The present continuous tense talks about actions that are happening now. Time expressions used with the present continuous tense: <ul style="list-style-type: none"> - now, at the moment, today

Write the correct form of the verb.

- talk The teacher is talking to a student now.
- go We usually go for a walk in the park on Sundays.
- swim Mike swims twice a week at YMCA.
- wait The students are waiting for the school bus at the moment.
- watch Mr. Martin always watches news on TV every evening.

D. Non-Action Verbs

(O) I like apples.	(X) I'm liking apples.	<ul style="list-style-type: none"> 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.	
<ul style="list-style-type: none"> Common non-action verbs: 		
like/dislike/love/hate see need/want believe/understand have (meaning own) think (meaning believe)		

Write the correct form of the verb.

- want They are very hungry now. They want some food.
- look / count Right now, we are looking at the sky. We are counting the stars.
- believe I believe your story now.
- think I think this is a great book.

- Have students read the sentences in the chart and make their own.
- Have students do the check-up exercise on page 22 and share their answers with the class.

B Spelling Rules of Verb~ing

- Have students look at Chart B on page 22.
- Go through the chart together and have students learn the spelling rules of *verb~ing*.
- Explain that **-ing** is added to most verbs. If a verb ends in a vowel + consonant + **-e**, remove **e** and add **-ing**. If a verb ends in a vowel + consonant, double the **consonant** and add **-ing**.

- Have students do the check-up exercise on page 22 and share their answers with the class.

Extension

- Make a list of the verbs that end in a *vowel + consonant + -e*, for example, *dive and wipe*. Make a list of the verbs that end in a *vowel + consonant*, for example, *rip and sit*. Then change them into the *verb~ing* forms.

C Present Simple vs. Present Continuous

- Have students look at Chart C on page 23 and compare the present simple tense and the present continuous tense.
- Explain that the present simple tense is used for habitual activities or facts, and the present continuous tense is used for actions that are happening now.
- Explain that the time expressions such as *every day, on Sundays, in the morning, and once a week* are used with the present simple tense. *Now* and *at the moment* are used with the present continuous tense.
- Have students do the check-up exercise on page 23 and share their answers with the class.

D Non-Action Verbs

- Have students look at Chart D on page 23.
- Explain that non-action verbs are used in present simple, but not in present continuous.
- Have students learn the common non-action verbs at the bottom of the chart. Non-action verbs indicate state, sense, desire, possession, or opinion.
- Have students do the check-up exercise on page 23 and share their answers with the class.

3. Grammar Practice

A Complete the dialogue using the correct form of the verb.

- Ask students to turn to page 24.
- Have students pair up with a partner and complete the dialogues with the correct forms of verbs.
- Have students decide whether they are talking about habitual activities or actions that are happening now. Tell students to check the time expressions and look for non-action verbs.
- Check the answers by asking for some volunteer pairs to do the dialogues in front of the class.

B Complete the dialogue.

- Ask students to turn to page 25.
- Have students pair up with a partner and complete the dialogue.
- Help students remember when to use the present continuous tense and when to use the present simple tense.
- Check the answers by asking for a volunteer pair to do the dialogue in front of the class.

3. Grammar Practice

A Complete the dialogue using the correct form of the verb.

1 A: What are you doing?
 B: I . How about you?
 A: I a ham and cheese sandwich.
 B: Oh, that sounds good. I ham and cheese sandwiches.
 A: you to come over?
 I can make one for you too.
 B: Thanks. I now.

2 A: How is Sarah, your older sister?
 B: She's fine. She in New York now. (or lives)
 A: Really?
 B: Yes, and she music at the Juilliard School of Music. (or studies)
 A: That's great. Is she a good time?
 B: Yes, .

3 A: What are you doing this afternoon?
 B: I Amy.
 A: Why? What she this afternoon?
 B: She to learn how to swim.
 A: you her how to swim?
 B: Yes, I am. you to come too?
 A: Oh, it fun, but I a movie with Sam.

24

C Write the verb in the present continuous tense.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read the summary of *Around the World in 80 Days*.
- Before doing the exercise, ask students whether they have read the story before. If they have, ask them about the story.
 - Have you read this story before?
 - Who are the main characters in the book?
 - What countries do they travel to?



B Complete the dialogue.

- see A: **Do** you **see** that girl over there?
- talk B: Which girl **are** you **talking** about?
- have / wear A: She **has** long hair, and she **is wearing** a green shirt.
- know B: Oh, I **know** her. She's in my math class.

C Write the verb in the present continuous tense.



Mr. Phileas Fogg thinks that he can travel around the world in 80 days. He makes a bet. Mr. Fogg is racing around the world. His servant, Passepartout, is traveling with him. They meet Mr. Fix on the way. Mr. Fix is an English policeman. He is chasing a bank robber. He thinks that Mr. Fogg is the bank robber. Mr. Fix is following Mr. Fogg all the way around the world. Mr. Fogg and Passepartout are having many problems, but they are trying to keep to their schedule. Will they make it?



4. Grammar Summary

Present Simple vs. Present Continuous	
Present Simple	Present Continuous
I ride my bike to school every day .	I 'm riding my bike to school now .
Kathy watches cartoons on Saturdays .	Kathy is watching a cartoon at the moment .
My dad goes to work in the morning .	My dad is going to work right now .

* Common non-action verbs: (O) I like apples. (X) I am liking apples.
like/dislike love/hate see believe/understand need/want have (meaning own) think (meaning believe)

- Who is Mr. Fix?
- Why is Mr. Fix following Mr. Fogg?
- Do you know how the 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 make their own sentences.

Homework

- Workbook 3: pages 24~27
- The answer key to the homework is found on page 117 in Teacher's Manual 3.

- Have students look at the picture and talk about it. Ask questions such as:
 - What's going on?
 - What are they doing now?
 - Can you guess what the story is about?
- Have students read the story and fill in the blanks with the verbs in the present continuous 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 is Mr. Fogg doing?

Lesson 6 Past Simple

Objectives

- ◆ Be
- ◆ Regular and irregular verbs
- ◆ Common irregular verbs

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 3.

Lesson 6 Past Simple

1. Grammar Link

⇒ Go to page 110. Take Grammar Quiz 5.

2. Grammar Introduction

A. Past Simple: Be

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

• Was is the past form of am and is. Were is the past form of are.
 • Answers to yes/no questions: Yes, –was/were. No, – wasn't/weren't.
 • wasn't = was + not, weren't = were + not
 • Past time words: yesterday, yesterday morning, yesterday afternoon, yesterday evening, last night, last week, last month, last year, last Sunday, two hours/days/months/years ago

■ Complete the sentence using was or were.

- The students were very happy after the game yesterday.
- The school concert was great last week.
- There were a lot of people at the school concert last week.

B. Past Simple: Regular and Irregular Verbs

	Affirmative	Negative	Yes/No Question
Regular	I/You/They/She played .	I/You/They/She didn't play .	Did I/you/they/she play ?
Irregular	I/You/They/She sang .	I/You/They/She didn't sing .	Did I/you/they/she sing ?

• The past simple is used to talk about actions that began and ended in the past.
 • Answers to yes/no questions: Yes, I/you/they/she did. No, I/you/they/she didn't.
 • Regular verbs: spelling rules of final **ed**:
 ① Add **-ed** to most verbs. (answer → answered open → opened)
 ② If a verb ends in **-e**, add **-d**. (arrive → arrived hope → hoped)
 ③ If a verb ends in a vowel + a consonant, **double the consonant** and add **-ed**. (stop → stopped plan → planned)
 ④ If a verb ends in a consonant + **-y**, change **y** to **i** and add **-ed**. (cry → cried try → tried)
 • Irregular verbs have their own past forms. (come → came stand → stood)

2. Grammar Introduction

- Ask students what they did yesterday. Use the past simple tense.
*T: "What did you do yesterday?
 Did you do your homework?
 What time did you go to bed?"*
- Help students use the past simple tense when they answer the questions.

A Past Simple: Be

- Have students look at Chart A on page 26.
- Go through the chart together and explain that **was** is the past form of **am** and **is**. **Were** is the past form of **are**.

28

6 - Past Simple 

Circle the correct verb form.

- The plane **arrive / arrived** three hours ago.
- Last night, I **have / had** a good night's sleep.
- Did it **rain / rained** yesterday afternoon?
- Our teacher didn't **give / gave** us any homework yesterday.
- Did a bird **fly / flew** into the classroom two days ago?
- My dad **drive / drove** his car to work yesterday.



C. Past Simple: Common Irregular Verbs

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

Write the past simple form of the verb.

- | | |
|--|------------------------------------|
| 1 know knew | 6 sing sang |
| 2 understand understood | 7 take took |
| 3 meet met | 8 give gave |
| 4 read read | 9 fly flew |
| 5 find found | 10 catch caught |

and a consonant. If a verb ends in a consonant and **-y**, change **y** to **i** and add **-ed**.

- Have students do the check-up exercise on page 27 and share the answers with the class.

Extension

- Have students make a list of the verbs that end in a vowel and a consonant, for example, *trim* and *slip*. Then, change them to the past simple forms.
- Have students make a list of the verbs that end in a consonant and **-y**, for example, *cry* and *dry*. Then, change them to the past simple forms.

C Past Simple: Common Irregular Verbs

- Have students look at Chart C on page 27.
- Go through the chart together while making sure students understand that irregular verbs have their own past forms.
- Have students read the irregular verbs and their past forms. Help students to remember them.
- Have students do the check-up exercise on page 27 and share the answers with the class.

- Have students make sentences using **Be** in the past simple tense. Encourage them to use the past time words listed at the bottom of the chart.
- Have students do the check-up exercise on page 26 and share the answers with the class.

B Past Simple: Regular and Irregular Verbs

- Have students look at Chart B on page 26.
- Go through the chart together and explain that the past simple tense is used to talk about actions that began and ended in the past.
- Help students understand the spelling rules of final **-ed**. Help students remember to double the consonant before adding **-ed**, for a verb ends in a vowel

3. Grammar Practice

A Write the verb in past tense.

- Ask students to turn to page 28.
- Have students do number 1 together as an example. Remind them to use **didn't + verb (simple)** to make a negative sentence, and **Did + subject + verb (simple)** to make a yes/no question in the past simple tense.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Write the question form.

- Have students do number 1 together as an example. Remind students to use the simple form of the verb when they make a question in the past simple tense. They just need to add **Did** at the beginning of the question.
- Have students write out the questions for the rest of the exercise.
- Check the answers together after students have finished.

3. Grammar Practice

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

1	<input type="checkbox"/> live ✕	They <u>didn't live</u> in China ten years ago.
2	<input checked="" type="checkbox"/> win ⊙	Our school soccer team <u>won</u> the championship last year.
3	<input type="checkbox"/> understand ?	<u>Did</u> everyone <u>understand</u> the math problem yesterday?
4	<input checked="" type="checkbox"/> read ⊙	We <u>read</u> two books every week last month.
5	<input type="checkbox"/> draw ✕	The children <u>didn't draw</u> anything in art class yesterday.
6	<input type="checkbox"/> arrive ?	<u>Did</u> the plane <u>arrive</u> on time last night?
7	<input checked="" type="checkbox"/> leave ⊙	Sam <u>left</u> his house at 8 o'clock this morning.
8	<input type="checkbox"/> hear ✕	They <u>didn't hear</u> any strange noise from outside last night.
9	<input type="checkbox"/> make ?	<u>Did</u> you <u>make</u> your own lunch yesterday?
10	<input checked="" type="checkbox"/> wake up ⊙	The boys <u>woke up</u> very early this morning.

B Write the question form.

1 Jim slept well last night.	<u>Did Jim sleep well last night?</u>
2 The boys ran to class this morning.	<u>Did the boys run to class this morning?</u>
3 We took the train to Tokyo last summer.	<u>Did we (or you) take the train to Tokyo last summer?</u>
4 Sam fell off his bike yesterday.	<u>Did Sam fall off his bike yesterday?</u>
5 Amy went to the dentist last week.	<u>Did Amy go to the dentist last week?</u>
6 You found a watch at school yesterday.	<u>Did you find a watch at school yesterday?</u>
7 Ted took an umbrella to school this morning.	<u>Did Ted take an umbrella to school this morning?</u>
8 Amy wrote down the phone number.	<u>Did Amy write down the phone number?</u>
9 Somebody broke the window last night.	<u>Did somebody break the window last night?</u>

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C Write the answers about you. 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.
- Ask students to turn to page 29.
- Have students answer the questions about themselves.
- Have a volunteer read out his or her answers after students have finished.

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

- 1 What did you have for breakfast this morning? I had cereal this morning
- 2 What did you do after dinner last night? I read a book
- 3 Where did you live five years ago? I lived in Seoul.
- 4 What did you do last Sunday? I went to the movies with my family.

D Write the verb in the past simple tense.





Bird's "Bird"

Forrest Bird flew airplanes. It was difficult to breathe when he flew high. He wanted to solve this problem. He took classes on the human body and learned how people breathe. Then he invented the first respirator¹. Bird traveled to many hospitals and tested the respirator on sick patients. He found that patients breathed easier with the respirator. Bird's invention became known as "The Bird." Bird's "Bird" saved many lives.

*Respirators help people breathe.

4. Grammar Summary

Past Simple			
	Affirmative	Negative	Yes/No Question
Be	I/She/He/It was ... We/You/They were ...	I/She/He/It wasn't ... We/You/They weren't ...	Was I/she/he/it...? Were we/you/they...?
Regular	I/You/They/She played .	I/You/They/She didn't play .	Did I/you/they/she play ?
Irregular	I/You/They/She sang .	I/You/They/She didn't sing .	Did I/you/they/she sing ?

- Who is the man?
- Look at the picture at the bottom. What is it? What does it do?

- Have students read the story and fill in the blanks with the verbs in the past 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 was Bird's problem?
- How did he solve the problem?
- Why did Bird travel to many hospitals?
- Is "The Bird" a useful invention?

Extension

- Do a mini research project about a famous inventor or a useful invention.

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 make sentences using past simple verbs.

Homework

- Workbook 3: pages 28~31
- The answer key to the homework is found on page 118 in Teacher's Manual 3.

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 Forrest Bird and his invention of the respirator.
- Before doing the exercise, ask students what they know about the respirator.
 - Who has problems with breathing?
 - How can they solve the problems?
 - Do you know what a respirator is?
- Have students look at the photos and talk about them. Ask questions such as:

Lesson 7 Past Continuous

Objectives

- ◆ Past continuous
- ◆ Past simple vs. past continuous
- ◆ When vs. while

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 3.

Lesson 7 Past Continuous

1. Grammar Link

⇒ Go to page 111. Take Grammar Quiz 6.

2. Grammar Introduction

A. Past Continuous

Affirmative	Negative	Yes/No Question
I/She/He/It was eating We/You/They were eating	I/She/He/It wasn't eating We/You/They weren't eating	Was I/she/he/it eating? Were we/you/they eating?

- 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
- Answers to yes/no questions: Yes, -was/were. No, - wasn't/weren't.

Complete the sentence in the past continuous tense.

- climb My cat wasn't climbing a tree at 7 o'clock this morning.
- read Mr. Johnson was reading a newspaper at 6 o'clock yesterday.
- talk Were you talking to your friend at 9:30 last night?
- have Amy and Mary weren't having lunch at 1:30 yesterday.
- sleep I was sleeping at midnight last night.
- wash Was your dad washing his car at 2:00 yesterday?
- practice The twins weren't practicing piano at 5:00 yesterday.
- study The girls were studying at the library at 8:00 yesterday.

B. Past Simple vs. Past Continuous 1

Sam and Tom **watched** a movie from 2:00 to 3:30 yesterday afternoon.
They **were watching** a movie at 2:30.

- The past simple is used to talk about actions that began and ended in the past.
- The past continuous is used to talk about an action that was going on at a specific time in the past.

30

2. Grammar Introduction

- Write two sentences on the board, one in the present continuous tense and the other in the past continuous tense. For example,
 - I am studying now.
 - I was studying at 8 o'clock last night.
- Have students compare the sentences. Explain briefly that the past continuous is used for an action that was going on at a specific time in the past.



7 - Past Continuous 

Complete the sentence.

- Mary and her family sat at the dinner table at 6:30 yesterday.
They **eat** **were eating** dinner at 6:35.
- Tom went to bed at 10:30 last night.
At 11:30, Tom **sleep** **was sleeping**
- The math test was from 9:00 to 9:50 this morning.
I **take** **was taking** the test at 9:20.
- The soccer game was from 2:00 to 3:00 yesterday.
The players **play** **were playing** soccer at 2:20.



C. Past Simple vs. Past Continuous 2

I studied from 8:00 to 9:00 last night. Amy called at 8:30. I was studying when Amy called.	• The past continuous is also used to talk about an action that was going on at the time of another action in the past.
When Amy called, I was studying. Amy called while I was studying.	• when = at that time • while = during that time

Complete the sentence using when or while.

- I was taking a nap **when** the door bell rang.
= The door bell rang **while** I was taking a nap.
- The teacher came in **while** the students were singing.
= The students were singing **when** the teacher came in.
- **When** it started to rain, we were riding our bikes.
= It started to rain **while** we were riding our bikes.
- **When** you called, I was doing my homework.
= You called **while** I was doing my homework.

My Next Grammar 3 31

A Past Continuous

- Have students look at Chart A on page 30.
- Go through the chart together and have students read the sentences.
- Explain that the past continuous tense is made by adding *verb-ing* to the past tense form of **Be**. It is used for an action that was going on at a specific time in the past.
- Have students do the check-up exercise on page 30 and share the answers with the class.

B Past Simple vs. Past Continuous 1

- Have students look at Chart B on page 30.
- Go through the chart together and have students compare the sentences.
- Remind students that the past continuous is used for an action that was going on at a specific time in the past, whereas the past simple is used to talk about actions that began and ended in the past.
- Have students do the check-up exercise on page 31 and share the answers with the class.

C Past Simple vs. Past Continuous 2

- Have students look at Chart C on page 31.
- Go through the chart together and explain that the past continuous is also used to talk about an action that was going on at the time of another action in the past.
- Explain that **when** means "at that time" and **while** means "during that time." Point out that the last two sentences in the chart mean basically the same.
- Have students do the check-up exercise on page 31 and share the answers with the class.

Extension

- Make a sentence with **when** and have students change it to a sentence with **while**. Pair up students and have them make and change the sentences.

3. Grammar Practice

A Look and write. What were the students doing when the teacher came in?

- Ask students to turn to page 32.
- Have students look at the picture and talk about it.

T: "What was Amy doing when the teacher came into the classroom?"

Ss: "She was reading a newspaper when the teacher came into the classroom."

- Have students write the answers using the picture as a guide.
- Check the answers together after students have finished.

B Write the sentence. Use the past continuous or the past simple tense.

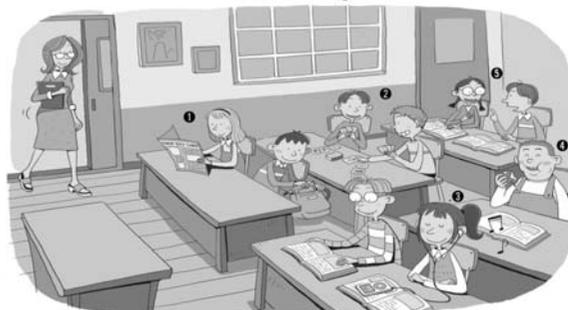
- Have students do number 1 together as an example.
- Help students remember the difference between the past simple and the past continuous. Also, remind them **when** means "at that time" and **while** means "during that time."
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

C Write the answer. 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.

3. Grammar Practice

A Look and write. What were the students doing when the teacher came in?



- 1 Amy was reading a newspaper when the teacher came in.
- 2 John and Mike were playing cards when the teacher came in.
- 3 Mary was listening to music when the teacher came in.
- 4 Tom was eating an apple when the teacher came in.
- 5 Sally and Ken were talking when the teacher came in.

B Write the sentence. Use the past continuous or the past simple tense.

- 1 I was doing my homework when my friend called me.
I / do / my homework
- 2 While I was sleeping, it snowed.
it / snow
- 3 Sam was kicking the ball in the kitchen when his mom came in.
Sam / kick the ball
- 4 The lights went out while we were having a party.
the lights / go out

32

- Ask students to turn to page 33.
- Have students write the answers about themselves.
- Have a volunteer read out his or her answers after students have finished.

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 story about a boy who had a fun experience with a dolphin.
- Before doing the exercise, ask students some questions to get their interests



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

1 What were you doing when the teacher came into the classroom today?

I was talking to my friend when the teacher came into the classroom today.

2 What was your mom doing when you came home from school yesterday?

She was making my snack when I came home from school yesterday.

D Write the verb in the past continuous tense.

A Big Wet Kiss

When I was a little boy, I was visiting an aquarium with my family. I was having a great time. The dolphin trainer asked me to help him while my family and I were watching the show. The dolphins were swimming in their tank, and I was standing right on the edge. Was I going in the water? No, I wasn't getting that wet. I was standing very still like the trainer told me. A dolphin was coming toward me. It was jumping. It was kissing me! Then I knew I wanted to be a dolphin trainer too.



4. Grammar Summary

Past Continuous		
Affirmative	Negative	Yes/No Question
I/She/He/It was <i>eating</i> . We/You/They were <i>eating</i> .	I/She/He/It wasn't <i>eating</i> . We/You/They weren't <i>eating</i> .	Was I/she/he/it <i>eating</i> ? Were we/you/they <i>eating</i> ?
When Amy called, I was studying. Amy called while I was studying.		

- Have students read the story and fill in the blanks with correct forms of the verbs.
- 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 did the dolphin trainer ask the boy to do?*
- *Did the boy get very wet?*
- *What did the dolphin do?*
- *What did the boy want to be?*

Extension

- Have students share their interesting experiences with animals.

4. Grammar Summary

- Grammar Summary shows briefly what the day's lesson is about.
- This section can be used to wrap up the day's lesson.
- This section can also be used as an extension activity if time allows. Go over the chart and have students make sentences using the past continuous tense.

Homework

- going.
- *Have you been to an aquarium before?*
- *What sea animals did you see at the aquarium?*
- *Have you seen a dolphin show?*
- *What did the dolphins do in the show?*
- *Do you like dolphins?*
- Have students look at the picture and ask them to make as many predictions as they can about the story they are about to read.
 - *What do you think the boy will do?*
 - *What do you think the dolphin will do?*
 - *Do you think the boy likes the dolphin?*

Lesson 8 Future

Objectives

- ◆ Will
- ◆ Be going to
- ◆ Present continuous as the future tense

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 3.

Lesson 8 Future

1. Grammar Link

⇒ Go to page 112. Take Grammar Quiz 7.

2. Grammar Introduction

A. Future: Will

We will study tomorrow. We won't study tomorrow. Will you study tomorrow? Yes, we will . / No, we won't .	• Affirmative: will + verb (simple form) • Negative: won't + verb won't = will + not • Question: Will + subject + verb...?
---	---

• Contractions:
 personal pronouns (I, we, you, he, she, it, they) + will = I'll, we'll, you'll, he'll, she'll, it'll, they'll

✎ Write the verb in the future tense using will.

- 1 buy My dad will buy a new car next month.
- 2 watch Sam won't watch a movie tomorrow.
- 3 leave Will they leave home at 7 o'clock?
- 4 be We will be in New York next Sunday.
- 5 travel They won't travel around the world next year.
- 6 rain Will it rain soon?
- 7 go We will go for a walk after dinner.
- 8 take I won't take swimming lessons next month.
- 9 get Will you get some drinks for us?

B. Future: Be Going To

They are going to get up early tomorrow. They aren't going to get up early tomorrow. Are they going to get up early tomorrow? Yes, they are . / No, they aren't .	• Affirmative: Be going to + verb (simple form) • Negative: Be + not + going to + verb • Question: Be + subject + going to + verb...?
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2. Grammar Introduction

- Say what you will do tomorrow in the future tense using will. Have one of the students repeat what you said and say what he/she will do. Then, have another student repeat the two previous sentences and add his/her own sentence.
 - T (Mr. Brown): "Tomorrow, I will read a book."
 - S1 (Sally): "Tomorrow, Mr. Brown will read a book and I will ride a bike."
 - S2 (Tom): "Tomorrow, Mr. Brown will read a book, Sally will ride a bike and I will go to a mountain."
- Keep adding sentences until everyone has had a turn.



Write the verb in the future tense using be going to.

- 1 open I am going to open the window.
- 2 join They aren't going to join the chess club this year.
- 3 help Is John going to help you solve this problem?
- 4 make We are going to make sandwiches for everyone.
- 5 be I am not going to be home this weekend.
- 6 talk Are you going to talk to your teacher about it?
- 7 practice The boys are going to practice soccer for tomorrow's game.
- 8 get I am not going to get anything for John's birthday.

C. Future: Present Continuous

I **am buying** a new computer tomorrow.
(= I'm going to buy a new computer tomorrow.)
Sam **is taking** a bus tomorrow morning.
(= Sam is going to take a bus tomorrow morning.)

- The present continuous is sometimes used to talk about definite plans for the future.
- Future time words are usually present.

Rewrite the sentence using the present continuous tense.

1 My friends and I are going to go to the science museum tomorrow afternoon.
My friends and I are going to the science museum tomorrow afternoon.

2 They are going to take the train back to Seoul tomorrow evening.
They are taking the train back to Seoul tomorrow evening.

3 I am going to go to bed early tonight.
I am going to bed early tonight.

4 They are going to meet their friends at the airport tomorrow.
They are meeting their friends at the airport tomorrow.

A Future: Will

- Have students look at Chart A on page 34.
- Go through the chart together and have students read the sentences. Explain that the future tense is made by using **will** before the simple form of the verb.
- A negative sentence is made by adding **will not** or **won't** before the simple form of the verb. A question is made by placing **will** at the beginning of the question.
- Have students do the check-up exercise on page 34 and share the answers with the class.

B Future: Be Going To

- Have students look at Chart B on page 34.
- Go through the chart together and have students read the sentences. Explain that the future tense can also be expressed by using **be going to + verb (simple)**.
- Help students remember to change **Be** according to the subject of the sentence. If the subject of the sentence is **I**, use **am going to**. If it's **you, we** or **they**, use **are going to**. If it's **he, she** or **it**, use **is going to**.
- To make a negative sentence, add **not** after **Be**. To make a question, move **Be** to the beginning of the sentence.
- Have students do the check-up exercise on page 35 and share the answers with the class.

Extension

- Do the same activity that is suggested in Grammar Introduction on page 36, but change **will** to **be going to**.

C Future: Present Continuous

- Have students look at Chart C on page 35.
- Go through the chart together and have students read the sentences. Explain that the present continuous is sometimes used to talk about definite plans for the future.
- Point out that future time words are usually present in such sentences.
- Have students do the check-up exercise on page 35 and share the answers with the class.

3. Grammar Practice

A Match the sentences.

- Ask students to turn to page 36.
- Have students do number 1 together as an example. They are to match two sentences to form a short dialogue.
- Have students complete the rest of the exercise.
- Check the answers together after students have finished.

B Write the verb in the future tense. Use **be going to** or **be ~ing**.

- Have students do number 1 together as an example.
- Remind students that they can use either **be going to** or **be ~ing** when they talk about definite plans for the future.
- Have students complete the rest of the exercise.
- Check the answers together after students have finished.

Extension

- Have students change the sentences from **be going to** to **be ~ing** and from **be ~ing** to **be going to**.

C Circle the verbs in the future tense.

- Ask students to turn to page 37.
- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about a boy's dream job.
- Before doing the exercise, ask

3. Grammar Practice

A Match the sentences.

1 A: Someone is at the door.	•	B: I'll get you some food.
2 A: Tom can't find his bike.	•	B: I'll come with you.
3 A: I'm hungry.	•	B: Yes, I'll have an egg sandwich.
4 A: We are going to the park.	•	B: I'll go and see who it is.
5 A: Do you want a sandwich?	•	B: I'll help him find it.
6 A: I have a terrible headache.	•	B: I'll turn on the light.
7 A: That box is too heavy for Amy.	•	B: I'll have some lemonade.
8 A: Did you finish your homework?	•	B: I'll get you some aspirin.
9 A: It's dark in here.	•	B: I'll help her carry it.
10 A: What do you want to drink?	•	B: Not yet. I'll do it right now.

B Write the verb in the future tense. Use **be going to** or **be ~ing**.

1 arrive	The plane	is going to arrive (or is arriving)	at 10:30 tomorrow morning.
2 walk	My bike is broken. I	am going to walk (or am walking)	to school this morning.
3 eat	We	are going to eat (or are eating)	out tonight.
4 get up	John	is going to get up (or is getting up)	early tomorrow morning.
5 watch	They	are going to watch (or are watching)	a movie on Saturday.
6 visit	My brother and I	are going to visit (or are visiting)	our grandma on Sunday.
7 go	Mike and Ted	are going to go (or are going)	to a rock concert this Saturday.
8 have	Sarah	is going to have (or is having)	her birthday party next week.
9 make	I	am going to make (or am making)	a sandwich for lunch tomorrow.
10 study	They	are going to study (or are studying)	for their math test tomorrow.

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students to look at the picture and guess what the boy's dream job is.

- What do you think the boy's dream job is?

- Why do you think the boy wants to have that job?

- Have students read the story and circle the verbs in the future 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 is the bar exam?

- How will the boy help people in court?

- Do you think the boy will be a good lawyer?

Lesson 9 Present Perfect

Objectives

- ◆ Affirmatives and negatives
- ◆ Yes/No questions
- ◆ Past participles of irregular verbs
- ◆ Present perfect in today's English

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 3.

2. Grammar Introduction

- Talk about an action that has started in the past and continues into the present using the present perfect tense.

T: "I came to Seoul two years

Lesson 9 Present Perfect

1. Grammar Link

⇒ Go to page 113. Take Grammar Quiz 8.

2. Grammar Introduction

A. Present Perfect: Affirmatives and Negatives

Affirmative	Negative
I have lived here for two years. Sarah has lived here for two years.	I haven't lived here for two years. Sarah hasn't lived here for two years.

- The present perfect is used for an action that has started in the past and continues into the present. (We have lived here for two years. = We started to live here two years ago. We still live here.)
- The present perfect tense: have/has + past participle
- Past participles of regular verbs are the same as the simple past forms.
- haven't = have + not, hasn't = has + not

Complete the sentence in the present perfect tense.

- He has worked in France since 2004.
- They haven't climbed Mount Everest yet.
- Mr. Lewis has visited the Pyramids in Egypt.
- I haven't called Tom yet.

B. Present Perfect: Yes/No Questions

Question	Answer
Have you lived here for two years? Has Sarah lived here for two years?	Yes, I have. Yes, she has. No, I haven't. No, she hasn't.

Write the question form.

- I have worked on a farm before. Have you (or I) worked on a farm before?
- Tom has visited New York before. Has Tom visited New York before?
- We have finished our science project. Have you finished your science project? (or Have we finished our science project?)

ago. I still live in Seoul. I have lived in Seoul for two years."

- Have students make the sentences in the present perfect tense. Help them with the past participles.
 - S1: "I started to learn English four years ago. I still learn English. I have learned English for four years."
 - S2: "My father started to work in China six months ago. He still works in China. He has worked in China for six months."

A Present Perfect: Affirmatives and Negatives

- Have students look at Chart A on page 38.
- Go through the chart together and have students read the sentences. Explain



C. Past Participles of Irregular Verbs

Simple	Past	Past Participle	Simple	Past	Past Participle
be	was/were	been	break	broke	broken
catch	caught	caught	do	did	done
eat	ate	eaten	have	had	had
know	knew	known	choose	chose	chosen
meet	met	met	read	read	read
ride	rode	ridden	see	saw	seen
speak	spoke	spoken	swim	swam	swum
take	took	taken	tell	told	told
wear	wore	worn	win	won	won

Complete the sentence in the present perfect tense.

- catch Have you ever caught a fish? No, I haven't.
- not eat We haven't eaten African food before. We want to try it.
- know Tom is my friend. I have known him for five years now.
- be Can you believe it? I have been here for 5 years already.
- not tell I haven't told my mom about the math test yet.
- win Our school has won the championship many times.
- ride A: Have you ever ridden a camel? B: Yes, I have.
- not see I haven't seen Mary for the last two days.
- have Mike has had a headache all day.

D. Present Perfect in Today's English

- The speakers of English do not use the present perfect tense today as much as they did a few decades ago. They often use the past simple tense instead.
- Today the present perfect and the past simple are often used interchangeably.

<input type="checkbox"/> Have you had lunch yet?	<input type="checkbox"/> I have already finished my homework.
<input type="checkbox"/> Did you have lunch yet?	<input type="checkbox"/> I already finished my homework.

that the present perfect tense is used for an action that has started in the past and continues into the present. It is also used for an action that happened at some unknown time in the past.

- Explain that the present perfect tense is made by using **have/has** and the **past participle** of the verb. A negative sentence is made by adding **not** after **have/has**.
- Remind students that the past participle of a regular verb is the same as the simple past form.
- Have students do the check-up exercise on page 38 and share the answers with the class.

B Present Perfect: Yes / No Questions

- Have students look at Chart B on page 38.
- Go through the chart together and have students read the sentences. Explain that a yes/no question is made by moving **have/has** to the beginning of the present perfect sentence.
- After answering the question with yes or no, use **have** or **haven't** if the subject of the sentence is I, you, we, they. Use **has** or **hasn't**, if it's he, she or it.
- Have students do the check-up exercise on page 38 and share the answers with the class.

C Past Participles of Irregular Verbs

- Have students look at Chart C on page 39.
- Go through the chart together and have students read the verbs. Help students learn the past participles of the irregular verbs.
- Remind students that the past participle of a regular verb is the same as the simple past form.
- Have students do the check-up exercise on page 39 and share the answers with the class.

D Present Perfect in Today's English

- Have students look at Chart D on page 39.
- Go through the chart together and have students read the sentences. Explain that the speakers of English today often use the past simple tense instead of the present perfect tense.
- Point out that the present perfect and the past simple are often used interchangeably.

3. Grammar Practice

A Read and write the answer or the question.

- Ask students to turn to page 40.
- Have students look at the chart and make sentences in the present perfect tense.

S1: "Suzy has been to Europe."

S2: "Mr. Roberts hasn't written a poem."

- Have students write **yes** or **no** in the last row of the chart.
- Have students do numbers 1 and 5 together as examples.
- Have students write the answers or the questions in the rest of the exercise.
- Check the answers together after students have finished.

B Write the verb in the present perfect. Then circle True or False.

- Have students do number 1 as an example. They are to complete the sentence in the present perfect tense using the given verb, and then circle **True** or **False** based on the facts about themselves.
- Help students remember the past participles of the irregular verbs. Remind students that the past participle of a regular verb is the same as the simple past form.
- Have students complete the rest of the exercise.
- Check the answers together after students have finished.

Extension

- Have students change the false sentences to true sentences.

3. Grammar Practice

A Read and write the answer or the question. (Answers may vary for numbers 4, 6, 7 and 8.)

	go to Europe	write a poem	stay up all night
Suzy	Yes	Yes	No
Mr. Roberts	No	No	Yes
Amy and Mary	Yes	No	Yes
I			

- 1 Has Suzy written a poem? Yes, she has.
- 2 Has Mr. Roberts been to Europe? No, he hasn't.
- 3 Have Amy and Mary stayed up all night? Yes, they have.
- 4 Have you written a poem? Yes, I have.
- 5 Has Suzy stayed up all night? No, she hasn't.
- 6 Has Mr. Roberts written a poem? No, he hasn't.
- 7 Have Amy and Mary been to Europe? Yes, they have.
- 8 Have you been to Europe? Yes, I have.

B Write the verb in the present perfect tense. Then circle True or False.

- 1 I have ridden a motorcycle many times. True False
- 2 My friends haven't been to my house yet. True False
- 3 My family and I have been to Jeju Island before. True False
- 4 I haven't eaten raw fish yet. True False
- 5 I have met a famous person. True False
- 6 My teacher hasn't been here for a year yet. True False
- 7 My teacher hasn't met my mom yet. True False
- 8 My mom has made spaghetti once this week. True False

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C Complete the dialogue. Use the present perfect tense when possible.

- Ask students to turn to page 41.
- Have students pair up with a partner and complete the dialogue.
- Have students decide whether they should use the present perfect tense or the past simple tense.
- Help students remember that the present perfect is used for an action that has started in the past and continues into the present. The past simple is used to talk about actions that began and ended in the past.
- Check the answers by asking for a volunteer pair to do the dialogue in front of the class.



C Complete the dialogue. Use the present perfect tense when possible.

A: This is a good book. Have you read read it yet?

B: Yes. I read have read it already.

A: When did you read read it?

B: I read read it last week.

D Write the verb in the present perfect tense.

I'm Dr. Digwell. I have worked ^{1 work} for the past two years with a team of archeologists* in Peru. We have explored ^{2 explore} many areas. The team has discovered ^{3 discover} many important things. We have found ^{4 find} evidence of a large city over 3000 years old! I haven't seen ^{5 not see} any mummies, but I have seen ^{6 see} huge stone buildings, giant stone heads, and beautifully carved walls. The team has started ^{7 start} to read these carvings, but it will take some time to know what they say.

*Archeologists are scientists who study past cultures and societies.

4. Grammar Summary

Present Perfect		
Affirmative	Negative	Yes/No Question
I have lived here. She has lived here.	I haven't lived here. She hasn't lived here.	Have you lived here? Has she lived here?

- Have students read the story and write the verbs in the present perfect 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 have Dr. Digwell and his team found?*
- *Has he seen any mummies?*
- *What has he seen?*

Extension

- Have students do a mini presentation about the historical sites they have visited or the ancient artifacts they have seen. Ask them to bring pictures or photographs.
- Encourage students to use the present perfect tense when 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 3: pages 40~43
- The answer key to the homework is found on page 121 in Teacher's Manual 3.

D Write the verb in the present perfect 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 an archeologist and his work in Peru.

◁ Before doing the exercise, ask students to look at the picture and guess what the story is about.

- *What do you think Dr. Digwell does?*
- *Where do you think he works?*
- *What do you think he has discovered?*

Lesson 10 Helping Verbs 1

Objectives

- ◆ Ability: Can
- ◆ Permission: May/Can
- ◆ Advice (A good idea): Should
- ◆ Necessity: Must/Have to

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 3.

Lesson 10 Helping Verbs 1

1. Grammar Link

⇒ Go to page 114. Take Grammar Quiz 9.

2. Grammar Introduction

A. Ability: Can

John **can** play the piano, but he **can't** play the violin.
I **could** count to one hundred when I was 5.
I **couldn't** speak English when I was 5.

- Can expresses ability.
- Could is the past form of can.
- couldn't = could + not

Complete the sentence with can, can't, could, or couldn't.

- 1 Have you seen my watch? I can't find it.
- 2 I was sick last night. I couldn't do my homework.
- 3 My little sister is very smart. She could read the alphabet when she was three.
- 4 I'm sorry I can't answer the phone right now. Please leave a message.

B. Permission: May/Can

May/Can I use your phone?
You **may/can** use the phone anytime.
You **may not/can't** smoke here.

- May/Can is used to ask or give permission.
- May is more formal than can.
- May not and can't are used to deny permission.

Complete the sentence using may/can, or may not/can't.

- 1 Boys, you may/can have cookies after dinner. Eat your dinner first.
- 2 I forgot to bring a pen. Mike, may/can I use this pen?
- 3 You may not/can't play in the park after the sunset. It's dangerous.

C. Advice / A Good Idea: Should

You **should** do your homework every day.
You **should** eat fruit and vegetables every day.
Should I join the English club at school?
You **shouldn't** go to bed too late.

- Should is used to give advice or to say something is a good idea.
- Should (in questions) is used to ask for advice.
- shouldn't = should + not

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2. Grammar Introduction

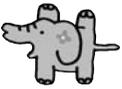
- Tell students what you can do and what you can't do. Have students take turns to say what they can do and what they can't do.

T: "I can swim but I can't speak French."

S: "I can play the piano but I can't sing."

A Ability: Can

- Have students look at Chart A on page 42.
- Go through the chart together and have students read the sentences. Explain that **can** expresses ability.



10 - Helping Verbs 1 

Match the sentences.

1 Tom has a terrible headache.	She should exercise every day.
2 Mike has an important test tomorrow.	He should talk to his teacher.
3 Amy isn't feeling well this morning.	She shouldn't go to school today.
4 John doesn't understand the lesson.	He shouldn't go to that party.
5 Suzy wants to lose some weight.	He should take an aspirin.

D. Necessity: Must/Have to

I/She must finish the project tonight. I have to finish the project tonight. She has to finish the project tonight.	• Must and Have to/Has to 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.
You mustn't be late for the test. We don't have to work on Sundays. She doesn't have to work on Sundays.	• Mustn't expresses prohibition. • Don't/Doesn't have to means something is not necessary.
I/She had to get up early yesterday.	• Had to is the past form of have to and must.
Do you have to study tomorrow? Does she have to study tomorrow? Did you/she have to get up early yesterday?	• Answers: Yes, - do/does. No, - don't/doesn't. Yes, - did. No, - didn't.

Choose a correct helping verb and complete the sentence. Discuss your choices.
(Answers may vary.)

1 You shouldn't go near the snake. It's dangerous.	has to have to had to don't have to must mustn't
2 It's getting late. We should go back.	
3 She got up late. She has to hurry to school.	
4 You don't have to do this today. You can do it tomorrow.	
5 You mustn't cross the street at the red light.	

My Next Grammar 3 43

- Have students do the check-up exercise on page 42 and share the answers with the class.

C Advice / A good Idea: Should

- Have students look at Chart C on page 42.
- Go through the chart together and have students read the sentences. Explain that **should** is used to give advice or to say that something is a good idea.
- Explain that **should** (in questions) is used to ask for advice.
- A negative sentence is made by adding **not** after **should**.
- Have students do the check-up exercise on page 43 and share the answers with the class.

Extension

- Pair up students and have them give each other advice using **should**.

S1: "You look tired. You should go to bed early."

D Necessity: Must / Have to

- Have students look at Chart D on page 43.
- Go through the chart together and have students read the sentences. Explain that **must** and **have to/has to** express the idea that something is necessary.
- Explain that **must** is used to talk about rules and **mustn't** is used to express prohibition.
- **Don't/doesn't have to** means something is not necessary.
- **Had to** is the past form of both **have to** and **must**.
- Have students do the check-up exercise on page 43 and share the answers with the class.

◁ The past form of **can** is **could**. A negative sentence is made by adding **not** after **can** or **could**.

◁ Have students do the check-up exercise on page 42 and share the answers with the class.

B Permission: May / Can

◁ Have students look at Chart B on page 42.

◁ Go through the chart together and have students read the sentences. Explain that **may/can** is used to ask for or give permission.

◁ Explain that **may** is more formal than **can**.

◁ A negative sentence is made by adding not after **may** or **can**.

3. Grammar Practice

A Choose a correct helping verb and complete the dialogue. Discuss your choices.

- Ask students to turn to page 44.
- Have students read the helping verbs provided in the box. Help students remember the meaning and the usage of them.
- Have students pair up with a partner and complete the dialogues with the correct helping verbs.
- Check the answers by asking for a volunteer pair to do the dialogue in front of the class.

B Answer the questions about you. 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.
- Ask students to turn to page 45.
- Have students write the answers about themselves.
- Have a volunteer read out his or her answers after students have finished.

C Circle the helping verb that fits the paragraph.

- 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

3. Grammar Practice

A Choose a correct helping verb and complete the dialogue. Discuss your choices. (Answers may vary.)

could	may	have to	had to	must	should
couldn't	may not	don't have to	didn't have to	mustn't	shouldn't

- A: Listen carefully, Ann. You **mustn't** get in a car with a stranger.
Never get in a car with a stranger! Do you understand?
B: Yes, Mom.
- A: Mom, **should** I take an umbrella with me? Do you think it will rain?
B: Well, I don't know. Take it with you just in case.
- A: Mom, do we have a stamp?
B: Yes. Look in the drawer.
A: Oh, good. I **don't have to** go to the post office.
- A: I **must** get up early tomorrow morning. The train leaves at 7:00.
B: Then go to bed early. You don't want to miss the train.
- A: Mr. Lewis, **may** I use your cell phone?
B: Sure. Here it is.
- A: Did you practice soccer yesterday?
B: Yes, we did. We **had to** practice for three hours in the sun.
- A: I **couldn't** finish my homework last night. I was very sick.
B: I see. Are you all right now?
- A: Look at Jimmy. He's pulling the cat's tail.
B: He **shouldn't** do that.

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which the students will enjoy reading. In this activity, students will read about a boy who is going to stay with a babysitter while his parents are out.

- Before doing the exercise, ask students to look at the picture and guess what the story is about.
 - How old do you think the child is?
 - Do you think he is a good boy?
 - What is he thinking now?
- Have students read the story and circle the correct helping verbs.
- Have students share their answers with the class.
- Ask students some comprehension questions about the reading to finish up the activity.



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 3: pages 44~47
- The answer key to the homework is found on page 122 in Teacher's Manual 3.

10 - Helping Verbs 1

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

- 1 What do you have to do today? I have to practice piano today.
- 2 What should you do before a test? I should study hard before a test.
- 3 What should you not do in the library? We shouldn't run around in the library.
- 4 What could you do when you were five? I could ride my bike when I was five.

C Circle the helping verb that fits the paragraph.

I Have to Be Good

Tonight, Mommy and Daddy are going out. They **don't** have to / **can** go out because they got a babysitter. I **have** to / **shouldn't** be good. I **can** / **must** stay up until nine o'clock if I behave. I **couldn't** / **can** play with my toys, but I **must** / **can't** make a mess. I **may** / **has to** have a sausage or a sandwich for dinner, but I **couldn't** / **may not** have chocolate. I **must** / **mustn't** brush my teeth after dinner. My babysitter **has to** / **doesn't have to** watch me do all these things.

May / **Can** she read me a story? Yes!



4. Grammar Summary

Helping Verbs 1	
Ability	John can play the piano, but he can't play the violin.
Permission	You may have a cookie. You may not smoke here.
Necessity	They must study tonight. = They have to study tonight. They mustn't come. ≠ They don't have to come.
Advice	Children should listen to their parents. Children shouldn't go to bed late.

My Next Grammar 3 45

Use questions such as:

- *What can he do? What can't he do?*
- *What will he eat for dinner?*
- *What does he have to do?*

Extension

- Have students imagine that they are the parents of the child. Have them make a list for their child (or for the babysitter). The list should contain information about what the child **can/can't** do, **must/mustn't** do, **may/may not** do and **should/shouldn't** do.
- Encourage students to use as many helping verbs as possible in their lists.

Lesson 11 Helping Verbs 2

Objectives

- ◆ Possibility: May/Might
- ◆ Polite questions: May/Could I...?
- ◆ Polite questions: Would/Could you...?

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 3.

Lesson 11 Helping Verbs 2

1. Grammar Link

⇒ Go to page 115. Take Grammar Quiz 10.

2. Grammar Introduction

A. Possibility: May/Might

John **may** come to the meeting.
John **might** come to the meeting.
It **may not** rain tomorrow.
It **might not** rain tomorrow.

• May and might express possibility. They are used for something that is likely to happen.
• May not and might not are used for something that is unlikely to happen.

Circle the correct helping verb.

- 1 John may / may not go to school tomorrow. He has a terrible cold.
- 2 Amy is not in the classroom. She might / might not be in the library.
- 3 I might / might not have lunch today. I'm not very hungry.
- 4 I think someone is at the door. It may / may not be the mailman.
- 5 They might / might not go to the movies tonight. They are pretty busy.

Complete the sentence using may/might or may not/might not. (Answers may vary.)

- 1 Please wait for me. I may be a little late.
- 2 Take an umbrella with you. It might rain in the afternoon.
- 3 Don't ask him. He may not know the answer.
- 4 I might not get an A on this test. I didn't study enough.
- 5 John may need a new winter jacket. He has grown.
- 6 The phone is ringing. It might be Amy.
- 7 Let's not buy this pink shirt for Tom. He might not like it.

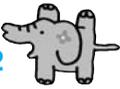


46

2. Grammar Introduction

- Write the expressions, "May/Could I...?" and "Would/Could you...?" on the board and briefly explain that polite questions are made using these expressions.
- Pair up the students and help them create a dialogue including at least one polite question.

S1: "I'm very cold. **Could you** close the window?"
S2: "Sure."
(After closing the window) "Are you okay now?"
S1: "Yes, thank you."
- If time allows, have each pair do a short role play using the dialogue they created.

**B. Polite Questions: May / Could I...?**

Polite Question	Possible Answer	
May I borrow your pen?	Yes. Of course.	• May and could are used to ask someone's permission politely. • Please can be added. May I please...?/May I..., please?
Could I borrow your pen?	Sure. Yes, of course.	
	Okay. Certainly.	

Write the polite question using may or could. (Answers may vary.)

- You want to use my phone. May I use your phone, please?
- You want to borrow my grammar book. Could I borrow your grammar book, please?
- You want to ride my bike. Could I ride your bike?
- You want to have some water. May I have some water?
- You want to ask me a question. May I ask you a question?
- You want to sit here. Could I sit here, please?

C. Polite Questions: Would / Could you...?

Polite Question	Possible Answer	
Would you close the door?	Yes. Of course.	• Would, could and will are used to ask someone's help or cooperation politely. • Please can be added. Would you please...?/Would you..., please?
Could you close the door?	Sure. Yes, of course.	
Will you close the door, please?	Okay. Certainly.	

Write the sentence in the right order.

- open / you / Could / the / door / ?
Could you open the door?
- answer / the / Would / please / phone / you / ?
Would you please answer the phone? (Would you answer the phone, please?)
- Will / please / repeat / you / that / again / ?
Will you please repeat that again? (Will you repeat that again, please?)

T: "It's very cloudy this afternoon."

S1: "It **may** rain tonight."

- Say a sentence that contains **may/might** or **may/might not** and have students provide the possible reasons.

T: "He **might not** go to the party tonight"

S1: "...because he's tired."

S2: "...because he's busy."

B Polite Questions: May / Could I...?

- Have students look at Chart B on page 47.
- Go through the chart together and have students read the sentences. Explain that **May I** and **Could I** are used to ask for someone's permission politely.
- Remind students that **please** can be added.
- Help students remember the possible answers they can use.
- Have students do the check-up exercise on page 47 and share the answers with the class.

C Polite Questions: Would / Could you...?

- Have students look at Chart C on page 47.
- Go through the chart together and have students read the words. Explain that **would you** and **could you** are used to ask for someone's help or cooperation politely.
- Remind students that **please** can be added.
- Have students do the check-up exercise on page 47 and share the answers with the class.

A Possibility: May / Might

- Have students look at Chart A on page 46.
- Go through the chart together and have students read the sentences. Explain that **may** and **might** express possibility. They are used for something that is likely to happen.
- Explain that **may not** and **might not** are used for something that is unlikely to happen.
- Have students do the check-up exercises on page 46 and share the answers with the class.

Extension

- Give a cue sentence to a student to elicit a sentence that expresses possibility.

3. Grammar Practice

A Use the verb on the left and complete the dialogue.

- Ask students to turn to page 48.
- Have students pair up with a partner and complete the dialogues with the correct helping verbs.
- Help students decide which helping verbs they should use. **May/Could I** is used to ask for someone's permission. **Would/Could you** is used to ask for someone's help.
- Check the answers by asking for a volunteer pair to do the dialogue in front of the class.

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 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 4 (Billy, D, Jane, John) and have a role-play competition.

3. Grammar Practice

A Use the verb on the left and complete the dialogue. (Answers may vary.)

- 1** speak A: (On the phone) This is Mike. Could I speak to John, please?
(or May I speak)
B: Sure. I will get him.
- 2** have A: I'm very thirsty. May I have some water, please?
(or Can I have, Could I have)
B: Of course. Here you are.
- 3** help A: I don't understand this math problem. Could you help me with this?
(or Would you help)
B: Yes. Of course.
- 4** clean A: The house is a mess. I'll clean the kitchen.
Will you clean the living room?
(or Can you clean)
B: Okay. Let's do it right now.
- 5** wake A: Mom, I have to get up early tomorrow morning.
Would you wake me up at 5:30?
(or Could you wake, Can you wake)
B: Sure. Go to bed early tonight.
- 6** use A: May I use your pen, please? I didn't bring mine.
(or Can I use, Could I use)
B: Of course. I have another one.

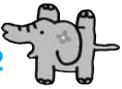
B Let's have fun!

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

4. Grammar Summary

Helping Verbs 2	
Possibility	John may/might come to the meeting. John may/might not come to the meeting.
Polite Question	May I borrow your pen? Could I borrow your pen?
	Would you close the door? Could you close the door?

48



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 3: pages 48~51
- The answer key to the homework is found on page 123 in Teacher's Manual 3.

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 _____ your dad always _____ to work?
 ① Is, walks ② Is, walk ③ Does, walks ④ Does, walk
- 2 A few students _____ the math homework yesterday.
 ① understand ② didn't understand ③ not understood ④ didn't understood
- 3 I _____ John for three years now.
 ① know ② have knew ③ have known ④ am knowing
- 4 We usually get _____ every day.
 ① a lot of homework ② many homework ③ a lot of homeworks ④ many homeworks
- 5 I was talking on the phone _____ the door bell rang.
 ① where ② while ③ when ④ during
- 6 A: We _____ play soccer after lunch. Do you want to play too?
 ① are go to ② be going to ③ will going to ④ are going to
- 7 That is _____ science project. They did it together.
 ① John and Mike ② John and Mike's ③ John's and Mike ④ theirs
- 8 _____ you _____ to Europe?
 ① Did, been ② Have, been ③ Did, were ④ Have, were
- 9 The students _____ for the school bus at the moment.
 ① are waiting ② wait ③ were waiting ④ waited
- 10 There isn't anything in the bag. = There is _____ in the bag.
 ① something ② anything ③ nothing ④ some things

My Next Grammar 1 51



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

eat take study be draw meet play watch

- 11 We usually eat cereal for breakfast.
- 12 My teacher hasn't met my mother yet.
- 13 Sam will take a bus to school tomorrow morning.
- 14 They didn't play outside yesterday.
- 15 When Amy called, I was studying for the test.
- 16 The children didn't draw any pictures in art class yesterday.
- 17 Kathy is watching a cartoon now.
- 18 I have been to Japan three times so far.

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

- ex. He has never ~~flew~~ in a plane before. flown
- 19 I had an egg sandwich and potato chips for lunch. correct
- 20 Richard is my ~~brother~~ best friend. brother's
- 21 This is ~~ours~~ favorite restaurant. our
- 22 I need more ~~informations~~ about the bus schedule. information
- 23 There isn't ~~nothing~~ under the bed. anything
- 24 There are knives and forks on the table. correct
- 25 Did you ~~went~~ to the park yesterday? go
- 26 Is Jenny ~~come~~ back from China next week? coming
- 27 ~~Should~~ you please say that again? Would
- 28 I was ~~play~~ a computer game when you called. playing
- 29 You mustn't smoke in the hospital. correct
- 30 They have ~~living~~ here for five years now. lived

52 * There is more than one answer for the following: (13) will take / is going to take / is taking
(27) Would / Could

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

*L - Lesson



D Write the yes/no question form.

ex. It's raining outside now.

Q: Is it raining outside now?

31 John and Mary have visited New York before.

Q: Have John and Mary visited New York before?

32 They are going to meet their teacher at the library tomorrow.

Q: Are they going to meet their teacher at the library tomorrow?

33 The students worked hard on their science projects.

Q: Did the students work hard on their science projects?

34 The elephants use their trunks like a hand.

Q: Do the elephants use their trunks like a hand?

35 We were riding our bikes when it started to rain.

Q: Were you riding your bikes when it started to rain?

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

36 is / furniture / a lot of / in the living room / there / are / .

There is a lot of furniture in the living room.

37 speaking / Amy / anyone / on the phone / is / someone / to / .

Amy is speaking to someone on the phone.

38 please / you / would / repeat / again / that / may / ?

Would you please repeat that again? (or: Would you repeat that again, please?)

39 cross / at the red light / don't have to / you / the / street / mustn't / .

You mustn't cross the street at the red light.

40 traveled / will / Mr. Fogg / has / around the world / eighty / in / days / .

Mr. Fogg has traveled around the world in eighty days.



F (41-45) Choose and complete the letter.

are standing stood	have am having	are going to take take	eat ate	take took
-----------------------	-------------------	---------------------------	------------	--------------

Dear Mom and Dad,

I 41 (am having) a great time! On the first day of the trip, we 42 (ate) hamburgers in the hotel restaurant. The next day, we visited two museums and a park in Manhattan, New York. Then, we visited the tallest skyscraper, the Empire State Building, and 43 (took) the elevator to the top floor. It was a little windy, but the view was great. Now, we 44 (are standing) in line to buy tickets for a movie. Tomorrow we 45 (are going to take) a train to Boston and see Harvard University.

Love,
Sarah

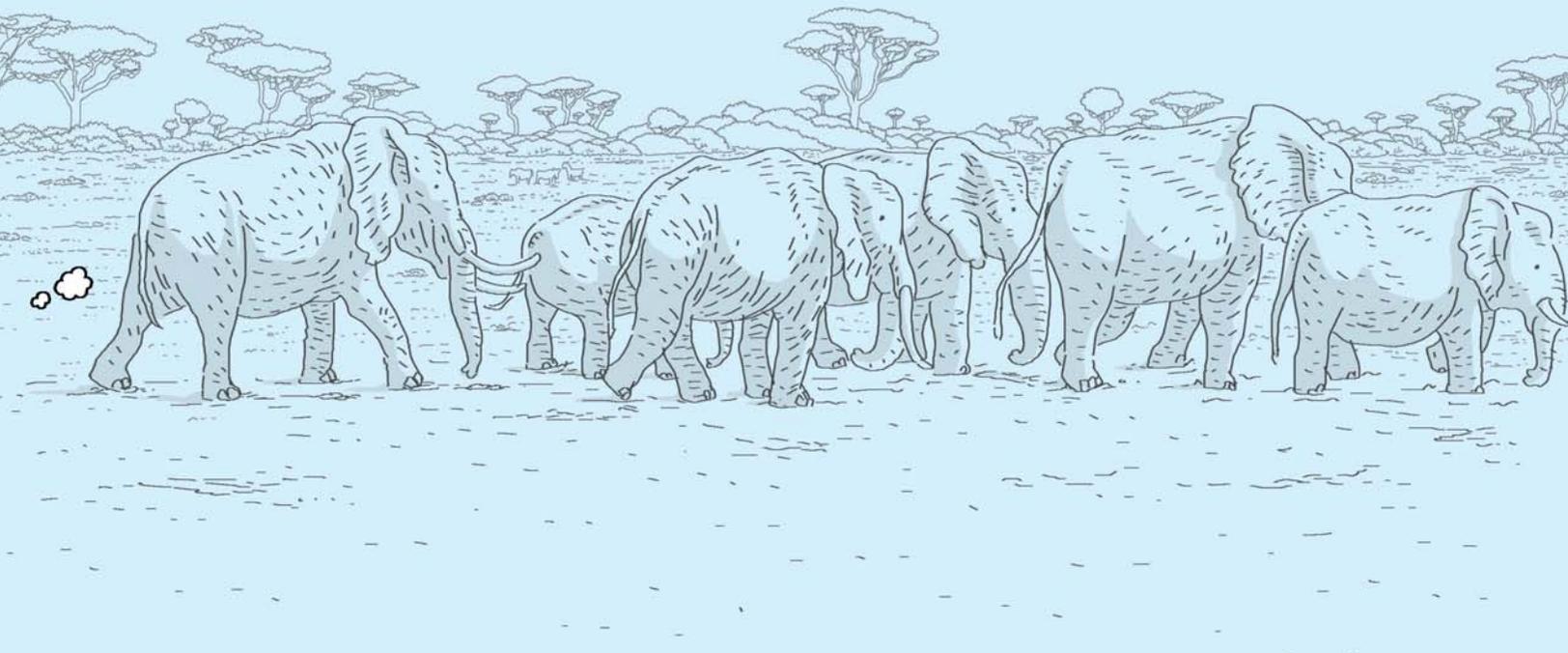
G Write the answers about you. Use a complete sentence. (Answers may vary.)

- 46 What are your hobbies?
My hobby is collecting cards.
- 47 What kind of music do you like?
I like hip-hop.
- 48 What do you do in your free time?
I play computer games in my free time.
- 49 Where do you usually study in your home?
I usually study in my room.
- 50 How many years have you lived in your house/apartment?
I have lived 5 years in this apartment.

Homework

- Workbook 3: pages 52~55
- The answer key to the homework is found on page 124 in Teacher's Manual 3.

My Next Grammar 3



Part II

Voice and Verb Derivatives

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Comparisons and Conjunctions

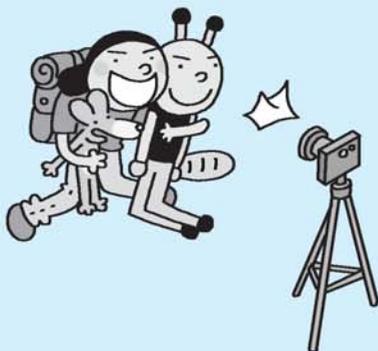
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Progress Test

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Lesson 13 The Passive

Objectives

- ◆ Active and passive sentences
- ◆ Passive sentences without a by-phrase

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 3.

Lesson 13 The Passive

1. Grammar Link

⇒ Go to page 116. Take Grammar Quiz 11.

2. Grammar Introduction

A. Active and Passive Sentences

Active Sentence	Action Doer	Passive Sentence
John painted the house.	John	The house was painted by John.

- In the active sentence, the subject (John) does the action (paint).
- In the passive sentence, the action (paint) is done to the subject (the house). The action doer is expressed in the by-phrase (by John).
- Form of the passive: Be + past participle + (by-phrase).

* See lesson 9 for the list of common past participles.

Change the verb to the passive form.

- | | |
|--------------------------------------|--|
| 1 Shakespeare wrote Hamlet. | ⊙ Hamlet was written by Shakespeare. |
| 2 Mary chose this book. | ⊙ This book was chosen by Mary. |
| 3 I will organize the party. | ⊙ The party will be organized by me. |
| 4 Amy invited me to the movie. | ⊙ I was invited to the movie by Amy. |
| 5 An earthquake hit Indonesia. | ⊙ Indonesia was hit by an earthquake. |
| 6 My cat didn't kill the mouse. | ⊙ The mouse was killed by my cat. |
| 7 Water surrounds an island. | ⊙ An island is surrounded by water. |
| 8 The students baked the cookies. | ⊙ The cookies were baked by the students. |
| 9 We built the tree house. | ⊙ The tree house was built by us. |
| 10 The boys didn't break the window. | ⊙ The window was broken by the boys. |

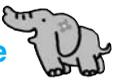
56

2. Grammar Introduction

- Write some active sentences and passive sentences on the board and have students compare them.

Active	Passive
<i>I wrote the book.</i>	<i>The book was written by me.</i>
<i>He broke the cup.</i>	<i>The cup was broken by him.</i>
<i>Sandy took the photo.</i>	<i>The photo was taken by Sandy.</i>

- Help students identify the subject and the action doer of each sentence.
- Explain that the subject is the action doer in the active sentence.



Circle the correct form of the verb and write the action doer.

Action Doer	
1 the cat	The vase broke / <u>was broken</u> by the cat.
2 the boy	The boy <u>hit</u> / was hit the ball.
3 Sam	Sam <u>decorated</u> / was decorated the birthday cake.
4 the children	The mural painted / <u>was painted</u> by the children.
5 Sam's mother	Today the story will read / <u>be read</u> by Sam's mother.
6 people	People <u>fly</u> / are flown kites in the field.
7 Kathy	This poem write / <u>was written</u> by Kathy.
8 somebody	Somebody will <u>clean</u> / be cleaned the hallway.

B. More on Passive Sentences

A: I like your scarf. B: Thanks. This scarf was made by my mom .	• The by-phrase is used only when it is necessary to know who does or did the action.
English is spoken in Canada. This building was built in 2005. The mail is delivered in the afternoon. Cotton candy is sold at the park.	• There are many passive sentences without a by-phrase. Passive sentences are usually used when it is not important to know exactly who does the action expressed in the verb.

Change the sentence from active to passive. Use the by-phrase when necessary.

1 My grandpa built this house.	<u>This house was built by my grandpa.</u>
2 Someone baked this cake two hours ago.	<u>This cake was baked two hours ago.</u>
3 People speak English in Australia.	<u>English is spoken in Australia.</u>
4 People grow rice in many places.	<u>Rice is grown in many places.</u>
5 Somebody made this machine long ago.	<u>This machine was made long ago.</u>
6 Edison invented the phonograph.	<u>The phonograph was invented by Edison.</u>
7 Someone rings the bell every hour.	<u>The bell is rung every hour.</u>

Extension

- Make an active or a passive sentence and have students change it to a passive or an active sentence.

T: "Sally baked the cookies."

S1: "The cookies were baked by Sally."

T: "The picture was drawn by John."

S2: "John drew the picture."

B More on Passive Sentences

- Have students look at Chart B on page 57.
- Go through the chart together and have students read the sentences. Explain that the by-phrase is used only when it is necessary to know who does or did the action.
- Help students understand that passive sentences are usually used when it is not important to know exactly who does the action expressed in the verb.
- Point out that there are many passive sentences without a by-phrase.
- Have students do the check-up exercise on page 57 and share the answers with the class.

A Active and Passive Sentences

- Have students look at Chart A on page 56.
- Go through the chart together and have students read the sentences. Explain that the subject does the action in the active sentence, whereas the action is done to the subject in the passive sentence.
- Explain that the action doer is expressed in the by-phrase in the passive sentence.
- Help students remember the form of the passive is **be + past participle + (by~)**.
- Have students do the check-up exercises on pages 56 and 57 and share the answers with the class.

3. Grammar Practice

A Complete the sentence with the active or passive form of the verb.

- Ask students to turn to page 58.
- Have students identify the subject and the action doer of the sentence.
- Have students examine whether the subject does the action or the action is done to the subject and decide whether the sentence is active or passive.
- Have students write the correct form of the verb.
- Check the answers together after students have finished.

B Write the question in the passive form.

- Have students do number 1 together as an example and see how the passive question is made.
- Explain that the passive question is made by moving **Be** to the beginning of the sentence.
- Have students write the questions in the passive form for the rest of the exercise.
- Check the answers together after students have finished.

C Choose and complete the sentence.

- Ask students to turn to page 59.
- Have students complete the sentences with the chosen passive verbs.
- Check the answers together after students have finished.
- Ask students why sentences 2, 3 and 4 do not have by-phrases.
- Remind students that there are many passive sentences without a

3. Grammar Practice

A Complete the sentence with the active or passive form of the verb.

- 1 read This book is read by many children all over the world.
- 2 will deliver The package will be delivered this afternoon.
- 3 arrive The plane arrived two hours late yesterday.
- 4 steal I am so angry. My bike was stolen yesterday.
- 5 will write John will write a letter to me.
- 6 confuse I don't understand this. I am confused by it.
- 7 not invite We weren't invited to the party tonight.
- 8 happen A car accident happened last night.
- 9 visit The Eiffel Tower is visited by millions of people every year.
- 10 bake My mom bakes (or baked) many cookies for the bake sale.

B Write the question in the passive form.

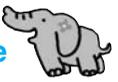
- 1 A: Was the pizza delivered on time?
B: Yes, it was. The pizza was delivered on time.
- 2 A: Is Mike invited to Amy's birthday party?
B: Yes, he is. Mike is invited to Amy's birthday party.
- 3 A: Are these books sold in Japan?
B: No, they aren't. These books aren't sold in Japan.
- 4 A: Were you surprised by the news?
B: No, I wasn't. I wasn't surprised by the news.
- 5 A: Was this letter written by Sarah?
B: Yes, it was. This letter was written by Sarah.

58

by-phrase. The passive sentences are usually used when it is not important to know exactly who does the action expressed in the verb.

D Complete the sentences using the passive form of the verb.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about how people kept food fresh before the invention of refrigerators.
- Before doing the exercise, ask students some questions to get their interests going.



C Choose and complete the sentence.

were baked was invented was drawn are planted

- 1 This picture **was drawn** by my little brother.
- 2 The wheel **was invented** around 5000 years ago.
- 3 Flowers **are planted** in the city parks every year.
- 4 A lot of cookies **were baked** for the party.

D Write the verb in the passive form.



A COOL INVENTION

I am proud to show you our new refrigerator. It can't cook our food, but it can keep it cool and fresh. The first refrigerators **weren't used** until 1902. How **was** food **kept** fresh before then? Iceboxes **were used** before refrigerators. Ice **was placed** in a box with food. It was the cold ice that kept food fresh. Iceboxes were like the cooler you take on a picnic.

Is that cool, or what?

4. Grammar Summary

The Passive		
Active Sentence	Action Doer	Passive Sentence
John Painted the house.	John	The house was painted by John.

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

Use questions such as:

- *When was the first refrigerator used?*
- *What was used before the refrigerator?*
- *What was placed in the icebox?*

Extension

- Do a mini research on the invention of an electric appliance such as a microwave, washing machine or, dish-washer. Encourage students to use the passive 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 3: pages 58~61
- The answer key to the homework is found on page 125 in Teacher's Manual 3.

- *What does a refrigerator do?*
- *What do you keep in the refrigerator?*
- *If we don't have a refrigerator, what can we use instead?*
- Have students look at the picture and ask them to make as many predictions as they can about the story they are about to read.
 - *Who do you think invented the refrigerator?*
 - *When do you think the refrigerator was invented?*
 - *Can you guess how people kept food fresh before the refrigerator was invented?*
- Have students read the story and fill in the blanks with correct forms.
- Have students share their answers with the class.

Lesson 14 Participial Adjectives

Objectives

- ◆ Present participles as adjectives
- ◆ Past participles as adjectives
- ◆ Present participles vs. past participles

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 3.

Lesson 14 Participial Adjectives

1. Grammar Link

⇒ Go to page 117. Take Grammar Quiz 12.

2. Grammar Introduction

A. Participial Adjectives: Present Participles (-ing)

The **pretty** girls sang **beautiful** songs.
The classrooms are **large**.

- Adjectives describe nouns.
- Adjectives come before nouns or follow Be-verbs.

Mary has a **talking** parrot.
The teacher is wearing **running** shoes.
There were many **interesting** books at the library.
The movie was **boring**.
The book was **amazing**.

- Present participle = verb + -ing
- A present participle can be used as an adjective.

Change the verb to the present participle and complete the sentence.

- rise Look at the rising sun. Isn't it beautiful?
- surprise It was surprising news to everyone.
- interest My teacher has a lot of interesting stories.
- excite The championship game was very exciting.
- fall Watch out for falling rocks!
- confuse This problem is very confusing.
- hike I want to get a new pair of hiking boots.
- work There are many working women today.
- drink Is this drinking water?
- bore This book wasn't boring at all.
- amaze I heard an amazing story today.

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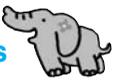
2. Grammar Introduction

- Ask students what an *adjective* is. Remind students that the adjectives describe nouns.
- Briefly explain that present and past participles can be used as adjectives.
- Have students take turns to make a sentence that contains an adjective. Encourage them to use a present or past participle as an adjective.

S1: "Look at that **pretty** girl." (1 point)

S2: "This is an **interesting** book." (2 points)

S3: "The bus was so **crowded**." (2 points)

14 - Participial Adjectives **B. Participial Adjectives: Past Participles (~ed)**

There is a **broken** window in the classroom.
Do you want to have a **frozen** banana?
There were no empty seats on the **crowded** bus.
The players were **tired** after the game.
Everyone is **excited** about the field trip.

- Past participle = verb + -ed or irregular form
- A past participle can be used as an adjective.

Change the verb to the past participle and complete the sentence.

- scare The scared children started to cry.
- break My dad fixed the broken radio.
- confuse The confused student asked questions.
- bore There is nothing to do. I am so bored.
- interest My brother is interested in dinosaurs.
- freeze The frozen ground was slippery.

C. Participial Adjectives: ~ing vs. ~ed

Present Participle	Past Participle
(How something is) Giraffes were interesting to children. The movie was boring . The news was surprising to me. The game was exciting .	(How someone feels) Children were interested in giraffes. We were bored at the movie. I was surprised by the news. They were excited at the game.

Circle the correct adjective form.

- It's going to be an exciting / excited match between the two teams.
- This problem is difficult. I am very confusing / confused.
- Did you hear the news? Were you surprising / surprised?
- It was a terrifying / terrified movie. Everyone screamed.



My Next Grammar 3 61

B Participial Adjectives: Past Participles (~ed)

- Have students look at Chart B on page 61.
- Go through the chart together and have students read the sentences. Explain that a past participle is made by adding **-ed** to a regular verb. Irregular verbs have special past participle forms.
- Remind students that a past participle can also be used as an adjective.
- Have students do the check-up exercise on page 61 and share the answers with the class.

C Participial Adjectives: ~ing vs. ~ed

- Have students look at Chart C on page 61.
- Go through the chart together and have students read the sentences. Explain that a present participle describes how something is, and a past participle describes how someone feels.
- Have students do the check-up exercise on page 61 and share the answers with the class.

A Participial Adjectives: Present Participles (~ing)

- Have students look at Chart A on page 60.
- Go through the chart together and have students read the sentences. Explain that a present participle is made by adding **-ing** to a verb and that it can be used as an adjective.
- Remind students that adjectives describe nouns and they come before nouns or follow **Be**.
- Have students do the check-up exercise on page 60 and share the answers with the class.

3. Grammar Practice

A Choose and complete the sentence.

- Ask students to turn to page 62.
- Have students read the present and the past participles in the box.
- Remind students that a present participle shows how something is and a past participle shows how someone feels.
- Have students write the correct participial adjectives.
- Check the answers together after students have finished.

B Write the sentence in the right order.

- Have students do number 1 as an example. Have them read the words and figure out the sentence.
- Remind students of the basic rules for making a sentence. The first word in the sentence begins with a capital letter. A sentence is usually made in the order of *subject + verb*. A participial adjective comes before a noun or follows **Be**.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

C Circle the correct word.

- Ask students to turn to page 63.
- 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 types of

3. Grammar Practice

A Choose and complete the sentences.

- embarrassing
embarrassed

Amy fell in the middle of the street. She was so embarrassed.

I don't want to tell you. It's an embarrassing story.
- interesting
interested

Time travel is very interesting.

We are very interested in time travel.
- recording
recorded

This is a recording machine. It records sounds.

Your voice is recorded in this machine.
- boring
bored

You have a bored look on your face.

This game is boring. Let's play a different game.
- tiring
tired

Jenny worked for 12 hours. She was tired after work.

Jenny had no break. Her work was tiring.

B Write the sentence in the right order.

- will / prepared / exam / I / for / be / the / .

I will be prepared for the exam.
- tastes / ice cream / Frozen / like / yogurt / .

Frozen yogurt tastes like ice cream.
- fried / ate / for / a / egg / I / breakfast / .

I ate a fried egg for breakfast.
- very / comic books / These / interesting / are / .

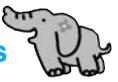
These comic books are very interesting.
- there / robots / talking / Are / today / ?

Are there talking robots today?

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bird beaks.

- Before doing the exercise, ask students some questions to get their interests going.
 - Do you like birds?
 - What do birds eat?
 - What do birds do with their beaks?
- Have students look at the pictures and ask them to make as many predictions as they can about the story they are about to read.
 - Have you seen any of the birds in the picture?
 - Why do you think bird beaks have different shapes?
 - Can you guess the special functions of the beaks from their shapes?



14 - Participial Adjectives

C Circle the correct word.

Bird Beaks

Did you know that birds have specializing / specialized beaks? Seed eating / eaten birds have short cone-shaping / cone-shaped beaks. Fishing / Fished birds have long spear-like beaks. Hunting / Hunted birds have sharp, hooking / hooked beaks. Some birds' beaks are even more specialized. Wood peckers have wood-cutting / wood-cut beaks, and humming birds have long beaks to drink from flowers. On the other hand, some birds, like crows, have multi-purpose beaks. This way they can eat many different things.

Read again and complete the sentence using an adjective.

- Hooked beaks are good for tearing meat.
- Wood-cutting beaks are good for catching insects in the wood.
- Cone-shaped beaks are good for cracking seeds.
- Multi-purpose beaks are good for doing many different things.
- Spear-like beaks are good for fishing.

4. Grammar Summary

Participial Adjectives	
Present Participle (-ing)	Past Participle (-ed)
Mary has a talking parrot. The teacher is wearing running shoes.	Do you want to have a frozen banana? There were no empty seats on the crowded bus.
(How something is) The movie was boring . The news was surprising to me.	(How someone feels) We were bored at the movie. I was surprised by the news.

My Next Grammar 3 63

- Have students read the story and circle the correct forms.
- Have students share their answers with the class.
- Have students read the story again and complete the sentence using an adjective.
- Have them read out the sentences after they have finished.

Extension

- Make a class bird chart by collecting pictures of different birds. Sort the pictures according to the shapes and specialized functions of their beaks. Have students complete the class bird chart which the teach has drawn on a large sheet of paper.

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 3: pages 62~65
- The answer key to the homework is found on page 126 in Teacher's Manual 3.

BIRD BEAKS				
Shape	<i>short</i> <i>cone-shaped</i>			
Specialized Function	cracking seeds			
Picture				

Lesson 15 Gerunds

Objectives

- ◆ Form of gerunds
- ◆ Usage of gerunds
- ◆ Gerunds vs. present participles

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 3.

Lesson 15 Gerunds

1. Grammar Link

⇒ Go to page 118. Take Grammar Quiz 13.

2. Grammar Introduction

A. Gerunds: Form

Swimming is a good sport.
I like **reading**.
My mom is good at **cooking**.
My dad's hobby is **fishing**.

- Gerund = verb + -ing
- Gerunds are used as nouns.

Read and circle the gerund.

- 1 My sister and I enjoy **jogging** in the park.
- 2 John is very good at **swimming**.
- 3 Girls like **shopping** more than boys.
- 4 **Eating** healthy food is very important.
- 5 We like **flying** kites on Sundays.
- 6 Mike's hobby is **making** model planes.
- 7 My dog loves **digging** holes in the garden.
- 8 I enjoy **riding** my bike.



B. Gerunds: Usage

Smoking is not good for you.
They like **singing**.
My little brother is interested in **reading**.
My cat's favorite activity is **sleeping**.

- Gerunds can be the subject.
- Gerunds can be the object of a verb.
- Gerunds can be the object of a preposition.
- Gerunds can be the subject complement.

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2. Grammar Introduction

- Briefly explain that a gerund is made by adding **-ing** to a verb.
- Introduce yourself first using gerunds in your sentences. Then, have students introduce themselves using the same pattern.

T: "My name is Jack.

I like **reading**. I don't like **singing**.

I'm good at **baking**. My hobby is **hiking**."

S1: "My name is Sandy.

I like **playing** computer games. I don't like **swimming**.

I'm good at **dancing**. My hobby is **listening** to music."



Read and match.

1	We ate lunch after swimming .	Subject
2	My brother's hobby is reading .	Object of a verb
3	Writing poems is not difficult.	Object of a preposition
4	Do you like drawing ?	Subject complement
5	We enjoy watching movies.	Subject
6	They are good at speaking English.	Object of a verb
7	Mr. Garcia's job is teaching .	Object of a preposition
8	Eating in the library is forbidden.	Subject complement

C. Gerunds vs. Present Participles

Gerund (Used as a Noun)	Present Participle (Used as an Adjective)
Studying English is fun. I like talking to my friends. We played baseball after finishing our homework. My favorite activity is cooking .	We watched an exciting game today. Did you hear the surprising news? The movie was boring . These questions are very confusing to me.

Is the ~ing form a gerund or present participle? Read and circle.

1 Do you enjoy going to the movies?	Gerund / Present Participle
2 Are these talking robots?	Gerund / Present Participle
3 There are many interesting animals in the wild.	Gerund / Present Participle
4 They are good at drawing pictures.	Gerund / Present Participle
5 She stopped taking piano lessons last month.	Gerund / Present Participle
6 Did you hear that shocking news?	Gerund / Present Participle
7 Exercising is important to stay healthy.	Gerund / Present Participle
8 This is the new washing machine.	Gerund / Present Participle

that gerunds acting as nouns can be the subject, the object of a verb, the object of a preposition and the subject complement in a sentence.

- Have students do the check-up exercise on page 65 and share the answers with the class.

Extension

- Have each student make a sentence in which a gerund is used as the subject.

S1: "Walking is the best exercise for me."

- Have each student make a sentence in which a gerund is used as the object of a verb.

S2: "Sam likes fishing."

- Have each student make a sentence in which a gerund is used as the object of a preposition.

S3: "I'm interested in collecting coins."

- Have each student make a sentence in which a gerund is used as the subject complement.

S4: "My mother's job is teaching."

C Gerunds vs. Present Participles

- Have students look at Chart C on page 65.
- Go through the chart together and have students read the sentences. Explain that gerunds are used as nouns and present participles are used as adjectives.
- Help students recognize the gerunds and the present participles in the sentence.
- Have students do the check-up exercise on page 65 and share the answers with the class.

A Gerunds: Form

- Have students look at Chart A on page 64.
- Go through the chart together and have students read the sentences. Explain that a gerund is made by adding **-ing** to a verb.
- Help students understand that gerunds are used as nouns.
- Have students do the check-up exercise on page 64 and share the answers with the class.

B Gerunds: Usage

- Have students look at Chart B on page 64.
- Go through the chart together and have students read the sentences. Explain

3. Grammar Practice

A Complete the sentence using a gerund. Write how the gerund is used in the sentence.

- Ask students to turn to page 66.
- Have students do number 1 together as an example.
- Remind students the spelling rules of **verb~ing**. 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**.
- Remind students that a gerund can be used as a subject, an object of a verb, an object of a preposition and a subject complement in a sentence. Help students decide how the gerund is used in the sentence.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Use the information on the left and complete the sentence.

- Have students do number 1 together as an example.
- Help students complete the sentences using the provided information. Remind students to use a gerund in each sentence.
- Check the answers together after students have finished.

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

- Ask students to turn to page 67.
- This activity gives students the opportunity to personalize the grammar by allowing them to make personal responses. This free response option encourages students

3. Grammar Practice

A Complete the sentence using a gerund. Write how the gerund is used in the sentence.

1	swim	My brother loves <u>swimming</u> in the lake.	Object
2	ride <u>Riding</u> a horse is my favorite activity.	Subject
3	listen	Sarah enjoys <u>listening</u> to classical music.	Object
4	take	I started <u>taking</u> piano lessons three years ago.	Object
5	finish	We are going to play after <u>finishing</u> our homework.	Object of a preposition
6	collect	Tom's hobby is <u>collecting</u> stamps.	Subject complement
7	watch	Do you like <u>watching</u> movies?	Object
8	jog <u>Jogging</u> is a good exercise.	Subject
9	solve	John is good at <u>solving</u> puzzles.	Object of a preposition
10	go	My dog's favorite activity is <u>going</u> for a walk.	Subject complement

B Use the information on the left and complete the sentence.

1 I make model ships.	➔	My hobby is <u>making model ships</u>
2 I play computer games.	➔	I like <u>playing computer games</u>
3 Amy takes pictures.	➔	Amy enjoys <u>taking pictures</u>
4 Jack reads comics.	➔	Jack thinks <u>reading comics</u> is a lot of fun.
5 Ted climbs mountains.	➔ <u>Climbing mountains</u> is Ted's hobby.
6 My cousin flies kites.	➔	My cousin is interested in <u>flying kites</u>
7 I send text messages.	➔	I enjoy <u>sending text messages</u> to my friends.
8 My aunt designs buildings.	➔	My aunt is good at <u>designing buildings</u>
9 I eat vegetables.	➔ <u>Eating vegetables</u> is good for my body.
10 Karen draws comics.	➔	Karen's favorite activity is <u>drawing</u> comics.

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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.

D 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 about different kinds of swimming.
- Before doing the exercise, ask students some questions to get their interests going.
 - *Can you swim?*



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

- 1 Do you like dancing? Yes, I do.
- 2 What do you like doing on the weekend? I like playing games on the weekend.
- 3 What is your hobby? My hobby is drawing cartoon characters.

D Read and write.

Swimming

¹ Swimming is a wonderful sport. ² I love kicking and splashing. However, there are many different kinds of swimming. ³ Some people are good at diving. ⁴ Other people prefer swim racing. ⁵ Endurance swimming* is the favorite of many people. ⁶ Some people even challenge themselves by dipping in freezing cold water.



*Endurance swimming: swimming for a long distance or a long period of time

Find a gerund in each sentence. Write how the gerund is used in the sentence.

Gerund	Usage	Gerund	Usage
1 Swimming	subject	4 swim racing	object
2 kicking and splashing	object	5 swimming	subject
3 diving	object of a preposition	6 dipping	object of a preposition

4. Grammar Summary

Gerunds		
Subject	Swimming is a good sport.	Smoking is not good for you.
Object of a Verb	I like reading.	They like singing.
Object of a Preposition	My mom is good at cooking.	My little brother is interested in reading.
Subject Complement	My dad's hobby is fishing.	My cat's favorite activity is sleeping.

- 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 writer like?*
- *What are the different kinds of swimming that some people like?*
- *How do some people challenge themselves?*

Extension

- Have students talk about their favorite sports. Encourage them to ask each other questions about the sports.

S1: "Ice skating is my favorite sport."

S2: "Why do you like ice skating?"

S1: "I like ice skating because it's fast and exciting."

S3: "Are there different kinds of skating?"

S1: "Yes, I think there are two kinds, speed skating and figure skating."

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 3: pages 66~69
- The answer key to the homework is found on page 127 in Teacher's Manual 3.

- *Do you like swimming?*
- *Are you good at swimming?*
- *Can you dive?*
- *Are you good at diving?*

- Have students look at the picture and ask them to talk about the story they are about to read.

- *Do you think there are many different ways of swimming?*
- *Why do you think people like swimming?*
- *Can you guess what endurance swimming is?*

- Have students read the story and find the gerunds. Have them write how the gerunds are used in the sentences.

Lesson 16 Infinitives 1

Objectives

- ◆ Infinitives as objects of verbs
- ◆ Infinitives vs. gerunds

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 3.

Lesson 16 Infinitives 1

1. Grammar Link

⇒ Go to page 119. Take Grammar Quiz 14.

2. Grammar Introduction

A. Infinitives as Objects of Verbs

<p>I want to play outside. Tom learned to read Japanese. They decided to join the club. Amy plans to write a book.</p>	<ul style="list-style-type: none"> • Infinitive = to + verb (simple form) • An infinitive is often used as a direct object of a verb.
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Underline the main verb and write. Circle the object of the verb and write.

	Verb	Object
1 We promised <u>to write</u> to each other.	promised	to write
2 I don't want <u>to study</u> today.	don't want	to study
3 Don't forget <u>to feed</u> your dog.	don't forget	to feed
4 Sam is <u>learning</u> <u>to play</u> the guitar.	is learning	to play
5 Amy <u>hopes</u> <u>to go</u> to England next year.	hopes	to go
6 I <u>would like</u> <u>to have</u> some ice cream.	would like	to have
7 Do you <u>want</u> <u>to meet</u> an alien?	want	to meet
8 John <u>wants</u> <u>to be</u> an astronaut.	wants	to be
9 They <u>expect</u> <u>to do</u> better next time.	expect	to do
10 I <u>want</u> <u>to speak</u> English fluently.	want	to speak
11 We <u>plan</u> <u>to visit</u> you tomorrow.	plan	to visit

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2. Grammar Introduction

- Tell students what you want to do this weekend and ask them what they want to do this weekend.

T: "I want to see a movie on Saturday.
I want to meet my friends on Sunday.
What do you want to do this weekend, S1?"

S1: "I want to play soccer on Saturday.
I want to go swimming on Sunday."



B. Infinitives vs. Gerunds

Infinitive	I want to be a doctor.	• Verbs that take only infinitives as direct objects: agree decide expect forget learn need promise hope want plan
Gerund	I enjoy studying English.	• Verbs that take only gerunds as direct objects: consider keep finish quit practice stop enjoy dislike go postpone
Both	I like swimming I like to swim .	• Verbs that take infinitives or gerunds as direct objects: start begin hate continue like love try remember

• Both infinitives and gerunds are used as direct objects of verbs.

Read and circle the correct object of the verb. Circle both when necessary.

- We want to go / going hiking this weekend.
- My mom always says, "Don't forget to turn off / turning off the light!"
- John promised to help / helping me with my homework.
- Do you enjoy to read / reading fantasy novels?
- They will continue to write / writing e-mails to their friends.
- Amy hopes to go / going to Africa someday.
- My parents decided to buy / buying me a new computer.
- I will start to take / taking piano lessons again.
- Did you finish to drink / drinking your hot chocolate?
- We need to study / studying more for the test tomorrow.
- Do you like to sing / singing in front of people?
- Let's keep to work / working on the science project.



B Infinitives vs. Gerunds

- Have students look at Chart B on page 69.
- Go through the chart together and have students read the sentences. Explain that both infinitives and gerunds are used as direct objects of verbs.
- Help students remember the lists of the verbs in the chart. Some verbs like **want**, **need** and **hope** take only infinitives as direct objects, whereas some verbs like **keep**, **stop** and **enjoy** take only gerunds as direct objects. Verbs like **start**, **like** and **try** take both infinitives and gerunds as direct objects.
- Help students learn the three types of verbs in the chart.
- Have students do the check-up exercise on page 69 and share the answers with the class.

Extension

- Have students choose a verb from each list and make three sentences; one with an infinitive, one with a gerund and one with either an infinitive or a gerund.

A Infinitives as Objects of Verbs

- Have students look at Chart A on page 68.
- Go through the chart together and have students read the sentences. Explain that an infinitive is made by adding **to** before the simple form of the verb.
- Explain that an infinitive is often used as a direct object of a verb. Help them identify the main verb and the infinitive in the sentences.
- Have students do the check-up exercise on page 68 and share the answers with the class.

3. Grammar Practice

A Complete the sentence using the correct form of the direct object.

- Ask students to turn to page 70.
- Have students do number 1 together as an example. Remind them the main verb in the sentence determines the form of the direct object.
- Help students remember the verbs that take only infinitives, the verbs that take only gerunds and the verbs that take both infinitives and gerunds.
- Check the answers together after students have finished.

B Write the sentence in the right order.

- Have students read the words in number 1 and have them figure out the right order to make a complete sentence.
- Help students find the main verb and the infinitive. The main verb comes before the infinitive.
- Help students write the sentence in the right order.
- Check the answers together after students have finished.

C Write three things you want to do next year. Use complete sentences.

- Ask students to turn to page 71.
- 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.

3. Grammar Practice

A Complete the sentence using the correct form of the direct object.

- 1 feed I never forget to feed my dog.
- 2 come Can you promise to come to class on time?
- 3 go We hate to go / going out in the rain.
- 4 practice Keep practicing. You will get better at it.
- 5 ride I learned to ride a bike when I was five.
- 6 watch They stopped watching TV and went to bed.
- 7 do Did you finish doing your homework?
- 8 shop My mom goes shopping once a week.
- 9 make The children started to make / making sand castles an hour ago.

B Write the sentence in the right order.

- 1 promise / do / my / I / to / homework / every day / .
I promise to do my homework every day.
- 2 to / wants / play / Sarah / the / guitar / .
Sarah wants to play the guitar.
- 3 hopes / John / Egypt / visit / to / next / year / .
John hopes to visit Egypt next year.
- 4 I / bring / my / forgot / umbrella / to / .
I forgot to bring my umbrella.
- 5 to / go / decided / camping / this / summer / They / .
They decided to go camping this summer.

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

D Write the correct form of the direct object.

- 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 Thomas Edison.
- Before doing the exercise, ask students some questions to get their interests going.



C Write three things you want to do next year. Use a complete sentence.
(Answers may vary.)

- 1 I want to learn to play the guitar.
- 2 I want to go to Europe in the summer.
- 3 I want to play basketball well next year.

D Write the correct form of the direct object.

A Determined Scientist

Thomas Edison always loved science. Even as a boy, he tried to learn as much as he could. His parents bought him a chemistry set. Thomas Edison practiced doing experiments every day. He enjoyed studying and playing at the same time. When he got a little older, he needed to work. He wanted to help his parents by earning money. He sold sandwiches and drinks on a train. However, he didn't quit studying. He set up a small lab in a baggage compartment of the train!



4. Grammar Summary

Infinitives 1					
Infinitive as Direct Object of a Verb	I want to play outside. They decided to join the club.		Tom learned to read Japanese. Amy plans to write a book.		
Verbs that take only infinitives	agree need	decide promise	expect hope	forget want	learn plan
Verbs that take only gerunds	consider stop	keep enjoy	finish dislike	quit postpone	practice go
Verbs that take infinitives or gerunds	start love	begin try	continue remember	hate	like

activity.

Use questions such as:

- What subject did he like?
- What did his parents buy him?
- What did he do to earn money?
- Where did he set up his lab?

Extension

- Have students choose a famous person and do a mini research on his or her childhood. Encourage them to use the following words in their report: *try, love, like, enjoy, want, need, practice, keep, finish, start, hope, plan, decide, or continue.*

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 3: pages 70~73
- The answer key to the homework is found on page 128 in Teacher's Manual 3.

- Who is Thomas Edison?
- What did he do?
- Do you know what he was like when he was young?

- Have students look at the picture and ask them to make as many predictions as they can about the story they are about to read.
 - Do you think Thomas Edison was hardworking?
 - Do you think he enjoyed doing experiments?
 - Do you think he was a determined person?
- Have students read the story and fill in the blanks with infinitives or gerunds.
- Have students share their answers with the class.
- Ask students some comprehension questions about the reading to finish up the

Lesson 17 Infinitives 2

Objectives

- ◆ It is + adjective + infinitive
- ◆ Infinitives for expressing purpose
- ◆ Infinitives with too and enough

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 3.

Lesson 17 Infinitives 2

1. Grammar Link

⇒ Go to page 120. Take Grammar Quiz 15.

2. Grammar Introduction

A. It is + Adjective + Infinitive

It is fun to play computer games. = Playing computer games is fun.	It = to play computer games	• The word It is used as the subject of the sentence.
It is important to have good friends. = Having good friends is important.	It = to have good friends	
It is good for you to get up early. = Getting up early is good for you.	It = to get up early	

Complete the sentence.

- | | |
|---|---|
| 1 Writing poetry is difficult. | = It is difficult <u>to write poetry</u> . |
| 2 Learning a new language is fun. | = It is fun <u>to learn a new language</u> . |
| 3 Riding a motorcycle is dangerous. | = It is dangerous <u>to ride a motorcycle</u> . |
| 4 Coming to class on time is important. | = It is important <u>to come to class on time</u> . |
| 5 Making friends is not hard. | = It is not hard <u>to make friends</u> . |
| 6 Cooking ramen is easy. | = It is easy <u>to cook ramen</u> . |
| 7 Watching a baseball game is exciting. | = It is exciting <u>to watch a baseball game</u> . |

B. Infinitives for Expressing Purpose

We must study (in order) to learn . They went to the bank (in order) to get some money. I went to bed early (in order) to get up early. He turned on the radio (in order) to listen to music.	• In order to is used to express purpose in a sentence. It answers the question "Why?" • In order is often omitted. • Only infinitive (to+verb) remains.
--	--

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2. Grammar Introduction

- Briefly explain that in order to is used to express purpose.
- Start a sentence and have one of the students finish it with **in order to**. He/She starts another sentence. Then another student takes over and finishes it with **in order to**.

T: "I went to the bookstore"

S1: "... in order to buy a book. I called my friend..."

S2: "... in order to ask a question. I turned on the TV..."

17 - Infinitives 2 

What is the purpose? Read and match. Discuss your choices. (Answers may vary.)

1 We went to the stadium	to get some stamps.
2 People wear glasses	to get good grades.
3 I need to go to the post office	to watch the news.
4 John is studying hard	to play baseball.
5 I am saving money	to see her new puppy.
6 Mr. Smith turned on the TV	to see things better.
7 I went to Amy's house	to buy a new bike.
8 Mr. Jones studied the law	to become a lawyer.

C. Infinitives with Too and Enough

This box is too heavy to carry. = This box is too heavy. I can't carry it.	• too + adjective + infinitive
John is tall enough to play basketball. = John is tall enough. He can play basketball.	• adjective + enough + infinitive
I have enough books to read this month. = I have enough books. I can read them this month.	• enough + noun + infinitive

Complete the sentence using too/enough + infinitive.

1 tired / play	I am <u>too tired to play</u> soccer today.
2 tall / reach	John is <u>tall enough to reach</u> the top shelf.
3 heavy / lift	The piano is <u>too heavy to lift</u> .
4 money / buy	I have <u>enough money to buy</u> an ice cream cone.
5 difficult / solve	Some math problems were <u>too difficult to solve</u> .
6 not old / drive	My brother is <u>not old enough to drive</u> a car.

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that **in order to** is used to express purpose. Tell students that **in order** is often omitted.

- Have students do the check-up exercise on page 73 and share the answers with the class.

C Infinitives with Too and Enough

- Have students look at Chart C on page 73.
- Go through the chart together and have students read the sentences. Explain that **too** and **enough** are often used with an infinitive. **Too** expresses a quality or quantity in excess, and **enough** expresses a degree of sufficiency.
- Help students notice that **too** comes before an adjective, but **enough** comes after an adjective and before a noun.
- Have students do the check-up exercise on page 73 and share the answers with the class.

Extension

- Pair up the students. One of the students in each pair makes a sentence using an infinitive with **too** or **enough**. The other student changes the sentence to two separate sentences, one sentence with **too** or **enough**, the other sentence with **can** or **can't**.

S1: "It's too cold to go outside."

S2: "It's too cold. I can't go outside."

S2: "My brother is old enough to drive."

S1: "My brother is old enough. He can drive."

A It is + Adjective + Infinitive

- Have students look at Chart A on page 72.
- Go through the chart together and have students read the sentences. Explain that in the **It is + adjective + infinitive** structure, the subject **It** has the same meaning as the infinitive phrase at the end of the sentence.
- Have students do the check-up exercise on page 72 and share the answers with the class.

B Infinitives for Expressing Purposes

- Have students look at Chart B on page 72.
- Go through the chart together and have students read the sentences. Explain

3. Grammar Practice

A Choose and complete the sentence using the infinitive.

- Ask students to turn to page 74.
- Have students do number 1 together as an example.
- Remind students to choose a correct verb and change it to an infinitive form to complete the sentence.
- Have students do the rest of the exercise.
- Check the answers together after students have finished.

B Use the words on the left and complete the sentence.

- Have students do number 1 together as an example.
- Explain that they have to use all the words on the left to complete the sentence. Remind them that they have to change one of the words into an infinitive form.
- Help students remember the different infinitive structures such as **it is + adjective + infinitive, (in order) to, too + adjective + infinitive, adjective + enough + infinitive, and enough + noun + infinitive.**
- Check the answers together after students have finished.

C Complete the sentence with your own words.

- Ask students to turn to page 75.
- 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

3. Grammar Practice

A Choose and complete the sentence using the infinitive.

ask bake buy live eat remember spend study take out

- 1 It is easy **to remember** people's names.
- 2 John called **to ask** me about the homework.
- 3 My mom was too busy **to bake** chocolate cookies.
- 4 Do you have enough time **to study** for the test?
- 5 It is fun **to spend** time with your friends.
- 6 It will be interesting **to live** on the moon.
- 7 They opened their wallets **to take out** some money.
- 8 I need to go to a store **to buy** some milk.
- 9 It's important **to eat** fruits and vegetables every day.

B Use the words on the left and complete the sentence.

- 1 turn on / listen I **turned on** the radio **to listen** to the music.
- 2 good / exercise It is **good** for you **to exercise** every day.
- 3 too / hot / play It is **too hot to play** outside today.
- 4 too / smart / make Mary is **too smart to make** a mistake.
- 5 have / enough / make We **have enough** people **to make** a team.
- 6 too / full / eat I am **too full to eat** ice cream now.
- 7 go / send We will **go** to the post office **to send** Christmas cards.
- 8 impossible / travel It is **impossible to travel** to the Sun.
- 9 boring / watch It is **boring to watch** TV all day.

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understanding.

- Have students complete the sentence with their own words.
- Have a volunteer read out his or her sentences after students have finished.

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 safety rules for renting a canoe.
- Before doing the exercise, ask students some questions to get their interests

C Complete the sentences with your own words. (Answers may vary.)

- 1 It is easy to eat too many cookies
- 2 It is difficult to make everyone happy
- 3 I am too young to retire
- 4 I am studying English to get a really good job

D Choose and write.

- too unstable to be safe
to rent one of our canoes
- to allow everyone a fun time
old enough to rent
- to be safe
to play recklessly

Safety First

I'm Ranger Rhoda welcoming you to Shimmer Lake. It is fun to rent one of our canoes for the day. We must obey the rules to be safe. People 18 or older are old enough to rent a canoe. Only two people are allowed in the canoe at a time. More people will make the canoe too unstable to be safe. It is dangerous to play recklessly. Play nicely to allow everyone a fun time.



4. Grammar Summary

Infinitives 2		
It is + Adjective + Infinitive	It is fun to play computer games.	It is important to have good friends.
To Express Purpose	We must study (in order) to learn .	They went to the bank to get some money.
Too + Infinitive	This box is too heavy to carry .	I am too tired to talk .
Enough + Infinitive	John is tall enough to play basketball. I have enough books to read .	

going.

- Have you been to a lake?
- Have you ever been in a canoe?
- Do you want to try canoeing?

- Have students look at the picture and ask them to make as many predictions as they can about the story they are about to read.
 - Can you guess the rules for renting a canoe?
 - Why do you think there are such rules?
 - What are the possible dangers?
- Have students read the story and fill in the blanks.
- 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 do we have to obey the rules?
- Who can rent a canoe?
- How many people are allowed in the canoe at a time?

Extension

- Have students write safety rules. Provide the following list of the topics or allow them to choose their own topics.
 - Swimming in the sea
 - Mountain climbing
 - Riding a bike
 - Playing in the playground
 - Cooking

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 3: pages 74~77
- The answer key to the homework is found on page 129 in Teacher's Manual 3.

Lesson 18 Comparisons

Objectives

- ◆ Comparatives and superlatives
- ◆ Comparison with as...as

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 3.

Lesson 18 Comparisons

1. Grammar Link

⇒ Go to page 121. Take Grammar Quiz 16.

2. Grammar Introduction

A. Comparatives and Superlatives

Comparative	Superlative
This is cheaper than that. This is more comfortable than that. That is less comfortable than this.	This is the cheapest of all. This is the most comfortable of all. That is the least comfortable of all.
Amy writes more neatly than John. Tom swims faster than Sam.	Amy writes (the) most neatly in her class. Tom swims (the) fastest on his team.
<ul style="list-style-type: none"> • The comparative is used to compare two things. • Comparatives are formed by using <i>-er</i> or <i>more</i>. • <i>More</i> and <i>less</i> are the opposites. 	<ul style="list-style-type: none"> • The superlative compares more than two things. • Superlatives are formed by using <i>-est</i> or <i>the most</i>. • <i>Most</i> and <i>least</i> are the opposites.

Adjective	Comparative	Superlative
small	smaller	smallest
big	bigger	biggest
clever	cleverer more clever	cleverest most clever
famous	more famous	most famous
good	better	best
loudly	more loudly	most loudly
well	better	best

Adjective	Comparative	Superlative
nice	nicer	nicest
pretty	prettier	prettiest
simple	simpler more simple	simplest most simple
interesting	more interesting	most interesting
bad	worse	worst
early	earlier	earliest
badly	worse	worst

✎ Correct the mistake in the underlined words. (Answers may vary.)

- China is large than Korea. larger than
- I have three sisters. I am younger than of all. the youngest
- My new computer is gooder than the old one. better than
- Amy speaks English more well than French. better than
- Which is most high mountain in the world? the highest

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2. Grammar Introduction

- Have students compare their height and say comparative and superlative sentences.

S1: "I'm taller than Sally."

S2: "I'm shorter than Tom."

S3: "I'm the tallest in the class."



18 - Comparisons

B. As...As

<p>Amy is 155cm tall. Mary is 155cm tall. → Amy is as tall as Mary. John runs very fast. Mike runs very fast. → John runs as fast as Mike.</p>	<ul style="list-style-type: none"> • We use as...as to show that two things are equal or the same in some way. • Form: as + adjective/adverb + as
<p>Mr. Jones is 35 years old. Mr. Lee is 32 years old. (1) Mr. Lee is not as old as Mr. Jones. (2) Mr. Lee is younger than Mr. Jones. (3) Mr. Jones is older than Mr. Lee</p>	<ul style="list-style-type: none"> • Sentences (1), (2), and (3) have the same meaning.

Complete the comparison with as...as or not as...as. Discuss your choices. (Answers may vary.)

- 1 Some motorcycles are cars.
- 2 Today is yesterday.
- 3 An elephant's neck is a giraffe's neck.
- 4 Watching a game is playing a game.
- 5 Chimpanzees are humans.
- 6 Mt. Fuji is Mt. Everest.
- 7 Darwin is Einstein.

Rewrite the comparison with not as...as.

- 1 A bike is less expensive than a moped. ➔ A bike is a moped.
- 2 The sun is brighter than the moon. ➔ The moon is the sun.
- 3 An airplane is faster than a train. ➔ A train is an airplane.
- 4 The movie is less interesting than the book. ➔ The movie is the book.
- 5 John is older than Tom. ➔ Tom is John.
- 6 Elephants are bigger than lions. ➔ Lions are elephants.
- 7 Yesterday was hotter than today. ➔ Today is yesterday.

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- Have students do the check-up exercise on page 76 and share the answers with the class.

Extension

- Have students choose an adjective or an adverb from the chart and make a comparative and a superlative sentences.

B As...As

- Have students look at Chart B on page 77.
- Go through the chart together and have students read the sentences. Explain that **as...as** comparison is used to show that two things are equal or the same in some way. The form of **as...as** comparison is **as + adjective/adverb + as**. The negative form is **not as...as**.
- Have students do the check-up exercises on page 77 and share the answers with the class.

A Comparatives and Superlatives

- Have students look at Chart A on page 76.
- Go through the first chart together and have students read the sentences. Explain that the comparative is used to compare two things. Comparatives are formed by using **-er** or **more**. The opposite of **more** is **less**.
- Explain that the superlative is used to compare more than two things. Superlatives are formed by using **-est** or the **most**. The opposite of **most** is **least**.
- Have students look at the second chart on page 76.
- Go through the second chart together and help students learn the comparative and the superlative forms of the common adjectives and the adverbs.

3. Grammar Practice

A Choose an adjective and make the comparison. Use comparative or as...as.

- Ask students to turn to page 78.
- Have students read the adjectives in the box. Remind students how to change them to comparative forms.
- Have students choose adjectives and complete the comparisons.
- Have a volunteer read out his or her sentences after students have finished.

B Complete the sentence with your own words.

- This activity gives students the opportunity to personalize the grammar by allowing them to use their own words and ideas. This personal approach encourages students to apply what they have learned to deepen individual understanding.
- Have students complete the sentence with their own words.
- Have a volunteer read out his or her sentences after students have finished.

3. Grammar Practice

A Choose an adjective and make the comparison. Use comparative or as...as. (Answers may vary.)

- 1 A butterfly **is as pretty as** a flower.
- 2 My friend **is shorter than** I.
- 3 Japan **is not as large as** China.
- 4 Old shoes **are more comfortable than** new shoes.
- 5 A stream **is not as wide as** a river.
- 6 Honey **is as sweet as** sugar.
- 7 Reading a book **is as relaxing as** listening to music.
- 8 A lion **is as dangerous as** a tiger.
- 9 Dogs **are friendlier than** cats.

sweet	bitter	wide	narrow	bad	comfortable	good
boring	large	small	exciting	cute	interesting	smart
intelligent	pretty	relaxing	friendly	ugly	dangerous	short

B Complete the sentence with your own words. (Answers may vary.)

- 1 **Baking bread is** as easy as **baking cookies**
- 2 **Math homework is** more difficult than **English homework**
- 3 **A cat is** not as heavy as **a horse**
- 4 **The news is** less interesting than **cartoons**
- 5 **Strawberry jelly is** as good as **grape jelly**
- 6 **Joe is** the funniest of all my friends.
- 7 **I sing** better than **my brother**
- 8 **The chair is** less comfortable than **the sofa**

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C Choose and write.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a dialogue. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read a comic strip about an episode in a furniture store.
- Before doing the exercise, ask students some questions to get their interests going.
 - Do you have a sofa in your house?
 - What's your sofa like? Is it big? Is it new? Is it comfortable?
- Have students look at the picture and ask them to make as many predictions as



18 - Comparisons

C Choose and write.

Furniture Funnies

Welcome to Frank's Finest Furniture. How may I help you?

We want to replace our sofa.

We want a cozier one.

This is a cozy sofa. But, this is a cozier sofa. And, this one is the coziest sofa we have.

No, we want a prettier sofa than that.

This cozy sofa is prettier. But, this cozy sofa is the prettiest.

No, we want a bigger sofa than that.

This pretty, cozy sofa is bigger. But, this pretty, cozy sofa is the biggest.

It looks as big, pretty, and cozy as ours at home.

Let's keep ours instead.

4. Grammar Summary

Comparisons		
Comparative	This is cheaper than that.	Amy writes more neatly than John.
Superlative	This is the cheapest of all.	Amy writes (the) most neatly in her class.
As...As	Amy is (not) as tall as Mary.	John runs as fast as Mike.

My Next Grammar 3 79

Extension

- Have students create a similar dialogue. Encourage them to change the setting to a different store.
 - buying shoes at a shoe store
 - buying a bike at a bike shop
 - buying a ring at a jewelry store

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 3: pages 78~81
- The answer key to the homework is found on page 130 in Teacher's Manual 3.

they can about the story they are about to read.

- What kind of sofa are they looking for?
- Which sofa do you think they are going to buy?
- If you were the customer, which sofa would you buy? Why?

- Have students read the story and fill in the blanks.
- 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 kind of sofa did they want?
- Did they buy the sofa? Why or why not?

Lesson 19 Conjunctions

Objectives

- ◆ And, but, or
- ◆ So, because

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 3.

Lesson 19 Conjunctions

1. Grammar Link

⇒ Go to page 122. Take Grammar Quiz 17.

2. Grammar Introduction

A. Conjunctions: And, But, Or

Mary ate a sandwich **and** an apple.
We read books **and** watched TV yesterday.
Sarah is pretty **and** smart.

• And, but, and or are conjunctions. They join items (words, phrases or sentences) that are equally important.
• And joins similar ideas together.

Sam was sad **but** didn't cry.
It was expensive, **but** I bought it.

• But joins contrasting or different ideas together.

Is your dog big **or** small?
Did you play baseball **or** basketball?

• Or joins choices together.

• Commas (,) are used when three or more items are joined. The comma before and is optional.
We saw lions, alligators, and bears. We saw lions, alligators and bears.
• Commas are used to join two complete sentences.
I drank water, but I'm still thirsty. He ate ice cream, and she ate yogurt.

Complete the sentence using and, but, or. Use commas when necessary.

- Mary has a sister _____, **but** _____ she doesn't have a brother.
- Do you want some cold water _____ **or** _____ orange juice?
- You need some flour, sugar _____ (,) **and** _____ butter to make cookies.
- Goats _____ **and** _____ cows are farm animals.
- I was hungry _____, **but** _____ I didn't eat.
- Which hat do you like? This one _____ **or** _____ that one?
- The water was very cold _____, **but** _____ we went swimming anyway.
- I brushed my teeth, washed my face _____ (,) **and** _____ brushed my hair.
- I was invited to the party _____, **but** _____ I didn't go.

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2. Grammar Introduction

- Ask students what they have in their pencil cases or in their bags. Have them answer the question using **and**.

T: "What do you have in your pencil case?"

S1: "I have two pencils, a ruler **and** an eraser."

A Conjunctions: And, But, Or

- Have students look at Chart A on page 80.
- Go through the chart together and have students read the sentences. Explain that **and**, **but**, and **or** join two words, phrases or sentences that are equally important.



B. Conjunctions: So, Because

So (Results)	Because (Reasons / Causes)
The bell rang, so I ran into the classroom. I studied hard for the test, so I got an A. It rained all day, so we played inside.	I ran into the classroom because the bell rang. I got an A because I studied hard for the test. We played inside because it rained all day.
<ul style="list-style-type: none"> • So can be used as a conjunction. It joins two sentences. • A comma is used before so. • So expresses results. 	<ul style="list-style-type: none"> • Because expresses causes. It gives a reason. It answers the question "Why?" Why are you late? I'm late because I missed the bus.

Complete the sentence using **so** or **because**. Use commas when necessary.

- John drank water **because** he was thirsty.
- The room was dark **so** I turned on the light.
- The weather was wonderful yesterday **so** we went to the park.
- There was no class yesterday **because** it was Sunday.
- The cake was delicious **so** I had another piece.
- My dad couldn't watch the news yesterday **because** the TV was broken.
- It began to rain **so** we closed all the windows.
- I had to stand on the bus **because** there were no empty seats.
- It was getting dark **so** I came home.
- I can't buy this notebook **because** I don't have enough money.
- I can't talk **because** my throat hurts.



that **so** joins two sentences and it expresses results. A comma is used before **so**.

- Explain that **because** expresses causes. It also gives a reason.
- Have students do the check-up exercise on page 81 and share the answers with the class.

Extension

- Pair up the students and have them ask each other "Why?" questions. Have them answer the questions using **because**.

S1: "Why do you study English?"

S2: "I study English **because** I want to go to England."

S1: "Why do you want to go to England?"

S2: "I want to go to England **because** I want to study in England."

- Explain that **and** joins similar ideas, **but** joins contrasting or different ideas, and **or** joins choices together.
- Remind students that commas (,) are used when three or more items are joined. The comma before **and** is optional. Explain that commas are always used to join two complete sentences.
- Have students do the check-up exercise on page 80 and share the answers with the class.

B Conjunctions: So, Because

- Have students look at Chart B on page 81.
- Go through the chart together and have students read the sentences. Explain

3. Grammar Practice

A Join the two sentences using **and**, **but**, or **or**.

- Ask students to turn to page 82.
- Remind students that **and** joins similar ideas, **but** joins contrasting or different ideas, and **or** joins choices together.
- Have students join the sentences using the correct conjunctions.
- Check the answers together after students have finished.

B Choose the correct conjunction and write.

- Remind students that **so** expresses results and **because** expresses causes.
- Have students fill in the blank using the correct conjunction.
- Check the answers together after students have finished.

C Complete the sentences with your own words.

- Ask students to turn to page 83.
- This activity gives students the opportunity to personalize the grammar by allowing them to use their own words and ideas. This personal approach encourages students to apply what they have learned to deepen individual understanding.
- Have students complete the sentence with their own words.
- Have a volunteer read out his or her sentences after students have finished.

3. Grammar Practice

A Join the two sentences using **and**, **but** or **or**.

- | | | | |
|----|-----------------------------------|---------------------|------------------------------------|
| 1 | The teacher asked the question, | and | the students answered it. |
| 2 | Tom dropped a glass, | but | it didn't break. |
| 3 | Cows and horses are farm animals, | but | lions and tigers are wild animals. |
| 4 | Sam is a good pianist, | but | he never took piano lessons. |
| 5 | Did you call Mary, | or | did Mary call you? |
| 6 | It started to rain, | but | I didn't use my umbrella. |
| 7 | Do you want to eat out, | or | do you want to order pizza? |
| 8 | I didn't study for the quiz, | but | I did very well. |
| 9 | I went running at the park, | and | I ran into my teacher. |
| 10 | My mom made dinner, | and (or but) | my dad did the dishes. |

B Choose the correct conjunction and write.

- We bought a bottle of orange juice, **and** we drank it together.
- I wanted to help my mom, **so** I cleaned the house.
- Amy was cold, **so** she put on a sweater.
- I didn't like the movie, **but** the popcorn was good.
- To go to Jeju Island, you can take a plane, **or** you can go on a ship.
- I am tired **because** I didn't get enough sleep last night.
- There was no food at home, **so** my mom went shopping.
- I got up late **because** my alarm clock didn't go off.
- They practiced baseball every day, **and (or so)** they won the game.
- I bought the book, **but** I didn't read it yet.

and
but
or
so
because

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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 about movies and books.
- Before doing the exercise, ask students some questions to get their interests going.
 - Do you like reading books? Do you like watching movies?
 - Which do you prefer, reading books or watching movies? Why?
- Have students look at the picture and ask them to make as many predictions as



C Complete the sentences with your own words. (Answers may vary.)

- 1 I am afraid of spiders, girls, and monsters.
- 2 I like yogurt, but I don't like cheese.
- 3 I study English because it will help me in the future.

D Choose and write.

but or because so and (x2)

Movies and Books

My teacher gave us an assignment. We needed to read a book and watch the movie made from that book. The story in a movie is shorter because there is less time to tell it. We could choose to read *Alice in Wonderland* or *The Wizard of Oz*. I already had a copy of the book at home, so I chose *The Wizard of Oz*. Both the book and the movie were really fun, but they were very different from each other. I want to read more books that were made into movies.

4. Grammar Summary

Conjunctions	
Join Similar Ideas	Many ate a sandwich and an apple.
Join Contrasting or Different Ideas	Sam was sad but didn't cry.
Join Choices	Did you play baseball or basketball?
Express Results	The bell rang, so I ran into the classroom.
Express Causes	I got an A because I studied hard for the test.

- Why did the writer choose *The Wizard of Oz*?
- Why was the story in the movie different from the book?

Extension

- Have students write a movie review. Encourage them to use different conjunctions when they tell the story. If the movie was made from a book and the students have read the book, have them compare the movie with the book.

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 3: pages 82~85
- The answer key to the homework is found on page 131 in Teacher's Manual 3.

they can about the story they are about to read.

- Have you read the book *The Wizard of Oz*?
- Have you seen the movie *The Wizard of Oz*?
- Do you think the book and the movie are the same?
- If they are different, can you guess why?

- Have students read the story and fill in the blanks.
- 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 was the assignment?

Lesson 20 Parts of the Sentence

Objectives

- ◆ S + V + (O/C)
- ◆ S + V + O₁ + O₂
- ◆ S + V + O + C

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 3.

2. Grammar Introduction

- Remind students that **subject (S)**, **verb (V)**, **object (O)**, and **complement (C)** are the main parts of the sentence. An adverb, a prepositional phrase and a time

Lesson 20 Parts of the Sentence

1. Grammar Link

⇒ Go to page 123. Take Grammar Quiz 18.

2. Grammar Introduction

A. [S + V + (O/C)]

S + V	S + V + C	S + V + O
Birds sing. I can swim.	Elephants are large. Flowers smell nice.	We study English. He plays the piano.
• The intransitive verbs make S+V sentences. • They don't take objects.	• The linking verbs make S+V+C sentences. • The complement describes the subject.	• The transitive verbs make S+V+O sentences. • They take objects to complete the meaning.
• Parts of the sentence: S=subject, V=verb, O=object, C=complement • Common linking verbs: Be, look, sound, feel, taste, smell, get, become, seem		

Read the sentence and circle the parts of the sentence it contains.

- | | | | |
|---|-----|-------|-------|
| 1 The weather is really warm today. | S+V | S+V+C | S+V+O |
| 2 We usually do our homework after dinner. | S+V | S+V+C | S+V+O |
| 3 My mom is a wonderful cook. | S+V | S+V+C | S+V+O |
| 4 I go to bed at 11:00 every night. | S+V | S+V+C | S+V+O |
| 5 I borrowed two books from the library. | S+V | S+V+C | S+V+O |
| 6 Mary is sleeping in the little bear's bed. | S+V | S+V+C | S+V+O |
| 7 Something smelled wonderful in the kitchen. | S+V | S+V+C | S+V+O |
| 8 I always read a book before going to bed. | S+V | S+V+C | S+V+O |

B. [S + V + O₁ + O₂]

S	+	V	+	O ₁	+	O ₂
Mary		gave		John		a present.
He		showed		me		his picture.
My mom		made		us		a cake.

• Some verbs can take two objects and make S+V+O₁+O₂ sentences.
O₁ = indirect object. O₂ = direct object.
• Common verbs that take two objects: bring, buy, get, give, tell, show, send, make

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phrase are not the main parts of the sentence. They modify the verbs.

- Show students that **loudly**, **to school**, and **yesterday** are not the main parts of the sentence in the following examples. They are an adverb, a prepositional phrase and a time phrase.
 - **Mary laughed loudly.**
 - **John went to school.**
 - **I played soccer yesterday.**

A [S + V + (O/C)]

- Have students look at Chart A on page 84.
- Go through the chart together and have students read the sentences. Explain that



20 - Parts of the Sentence

Read and write the indirect object (O₁) and direct object (O₂).

	Indirect Object	Direct Object
1 I will get you some orange juice from the kitchen.	you	some orange juice
2 My dad bought me a nice pair of sneakers.	me	a nice pair of sneakers
3 John told everyone the good news.	everyone	the good news
4 My grandma gives us money on New Year's Day.	us	money
5 Amy showed Sarah her baby pictures.	Sarah	her baby pictures
6 I will send you postcards from Japan.	you	postcards

C. [S + V + O + C]

S	+	V	+	O	+	C
John	+	made	+	Amy	+	laugh.
My mom	+	had	+	me	+	clean the room.
Tom	+	will let	+	you	+	ride his bike.

* Some verbs like *make*, *have*, and *let* can make S+V+O+C sentences. The complement is in a simple verb form and it tells the action of the object.

Read and write the object and its complement.

	Object	Object Complement
1 Sarah, please let me help you.	me	help you
2 Mr. Lewis had his sons paint the fence.	his sons	paint the fence
3 Our gym teacher made us run 5 miles.	us	run 5 miles
4 Mary lets her friends read her books.	her friends	read her books
5 My mom made me wear this skirt.	me	wear this skirt
6 I will have my mom cut my hair.	my mom	cut my hair
7 My dad will not let me drive his car.	me	drive his car
8 Getting an A ⁺ made John feel good.	John	feel good

My Next Grammar 3 85

the intransitive verbs make **S + V** sentences because they don't take objects.

- Explain that the linking verbs make **S + V + C** sentences. Linking verbs connect the subjects and the complements. The complements describe the subjects. Some common linking verbs are *Be*, *look*, *sound*, *feel*, *taste*, *smell*, *get*, *become* and *seem*.
- Explain that the transitive verbs make **S + V + O** sentences because they must take objects to complete the meaning.
- Have students do the check-up exercise on page 84 and share the answers with the class.

Extension

- Have students choose one of the linking verbs and make a sentence.

S1: "You **look** wonderful today."

B [S + V + O₁ + O₂]

- Have students look at Chart B on page 84.
- Go through the chart together and have students read the sentences. Explain that some verbs can take two objects, indirect and direct objects. These verbs make **S + V + O₁ + O₂** sentences.
- Help students remember that *bring*, *buy*, *get*, *give*, *tell*, *show*, *send* and *make* are the common verbs that take two objects.
- Have students do the check-up exercise on page 85 and share the answers with the class.

Extension

- Have students choose one of the verbs that take two objects and make a sentence.
S1: "My mother **bought** me a new bike."

C [S + V + O + C]

- Have students look at Chart C on page 85.
- Go through the chart together and have students read the sentences. Explain that some verbs like *make*, *have*, and *let* can make **S + V + O + C** sentences. The complement is in a simple verb form and it tells the action of the object.
- Have students do the check-up exercise on page 85 and share the answers with the class.

Extension

- Have students make an **S + V + O + C** sentence using *make*, *have* or *let*.
S1: "My mother **made** me clean my room."

3. Grammar Practice

A Read the sentences and complete the chart.

- Ask students to turn to page 86.
- Have students do number 1 together as an example. Have them read sentence number 1 and identify the subject, the verb and other components of the sentence. Remind students that anything other than **S**, **V**, **O**, and **C** can be categorized as **Others** in the chart.
- Help students remember the different types of verbs. The intransitive verbs don't take objects. The transitive verbs take objects to complete the meaning. Some verbs like **bring, buy, get, give, tell, show, send** and **make** take two objects. The linking verbs like **Be, look, sound, feel, taste, smell, get, become** and **seem** take the subject complement. Some verbs like **make, have** and **let** take the object complement.
- Have students complete the chart.
- Check the answers together after students have finished.

B Write the sentences on your own.

- Ask students to turn to page 87.
- This activity gives students the opportunity to personalize the grammar by allowing them to use their own words and ideas. This personal approach encourages students to apply what they have learned to deepen individual understanding.
- Have students make the sentence with their own words.
- Have a volunteer read out his or her sentences after students have finished.

3. Grammar Practice

A Read the sentences and complete the chart.

- 1 Sarah was born in England.
- 2 Exercising every day is a good habit.
- 3 My mom had us clean the room last Sunday.
- 4 A snake isn't a mammal.
- 5 Our teacher didn't give us homework today.
- 6 The school bus comes at 7:50 in the morning.
- 7 They are going to watch a movie tomorrow.
- 8 My mom made us ham sandwiches for lunch.
- 9 The teacher had the students read two books every week.
- 10 The little boy wrote his name on the wall.

	S	V	O (O ₁ + O ₂)	C	Others
1	Sarah	was born	x	x	in England.
2	Exercising	is	x	a good habit	every day
3	My mom	had	us	clean the room	last Sunday
4	A snake	isn't	x	a mammal	x
5	Our teacher	didn't give	us, homework	x	today
6	The school bus	comes	x	x	at 7:30 in the morning
7	They	are going to watch	a movie	x	tomorrow
8	My mom	made	us, ham sandwiches	x	for lunch
9	The teacher	had	the students	read two books	every week
10	The little boy	wrote	his name	x	on the wall

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C Choose and write.

- This activity gives students the opportunity to practice grammar within context reading. It shows how the grammar is weaved and worked together in a paragraph. Diverse reading materials have been compiled based on different topics which the students will enjoy reading. In this activity, students will read about giraffes.
- Before doing the exercise, ask students some questions to get their interests going.
 - Have you seen giraffes?
 - What do they look like?
 - Where do they live?



20 - Parts of the Sentence

B Write the sentences on your own. (Answers may vary.)

1 S + V Bears hibernate in the winter.

2 S + V + C My teacher is great.

3 S + V + O They are having lunch right now.

4 S + V + O₁ + O₂ John gave me a present.

C Choose and write.

MY TALL FRIENDS

1 My mom took me to see the giraffes. 2 They are amazing animals.

3 Giraffes only sleep for about two hours a day. 4 Sometimes they sleep standing up. Some people think giraffes don't make any noise.

5 Scientists gave that thought a lot of attention. Recent studies suggest that giraffes do make sounds. People can't hear them because they are too low. 6 Giraffes communicate! Well, at least with other giraffes.

Read and circle.

1 S + V S + V + C **S + V + O** 4 **S + V** S + V + C S + V + O

2 S + V **S + V + C** S + V + O 5 S + V + C **S + V + O₁ + O₂** S + V + O + C

3 **S + V** S + V + C S + V + O 6 **S + V** S + V + O₁ + O₂ S + V + O + C

4. Grammar Summary

Parts of the Sentence		
1	S + V	Birds sing. We go to school.
2	S + V + C	Elephants are large. She is a student.
3	S + V + O	We study English. They play the piano.
4	S + V + O ₁ + O ₂	Mary gave John a present. He showed me his picture.
5	S + V + O + C	John made Amy laugh. My mom had me clean the room.

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- Can they sleep standing up?
- Why can't people hear their sound?

- Have students read the numbered sentences again and circle the correct parts of the sentence.
- Have students share their answers with the class.

Extension

- Have students do a mini research on animals. Have them find out unusual or interesting facts about animals.

4. Grammar Summary

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

Homework

- Workbook 3: pages 86~89
- The answer key to the homework is found on page 132 in Teacher's Manual 3.

- What do they eat?

- Have students look at the picture and ask them to make as many predictions as they can about the story they are about to read.

- How many hours a day do you think giraffes sleep?
- Do you think giraffes make sound? If yes, what kind of sound?
- Do you think giraffes communicate with others? If yes, how?

- Have students read the story.
- Ask students some comprehension questions about the reading.

Use questions such as:

- How many hours a day do giraffes sleep?

Objectives

- ◆ Declarative sentences
- ◆ Interrogative sentences
- ◆ Imperative sentences
- ◆ Exclamatory sentence

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 3.

2. Grammar Introduction

- Play "20 Questions" with students. Think of an animal and have students ask you twenty "yes/no questions" to guess what it is. Students cannot ask you any information questions.

Lesson 21 Types of Sentences

1. Grammar Link

⇒ Go to page 124. Take Grammar Quiz 19.

2. Grammar Introduction**A. Declarative Sentences**

Affirmative	Negative	
There will be a test tomorrow. My teacher is from Canada. I like scary movies.	There won't be a test tomorrow. My teacher isn't from Canada. I don't like scary movies.	• A declarative sentence makes an affirmative or negative statement.

Write the sentence in the right order.

- want / a movie / to see / I / today / . *I want to see a movie today.*
- Mary / spicy / doesn't / food / like / . *Mary doesn't like spicy food.*
- will / I / bus / wait / for / the / here / . *I will wait here for the bus. (or I will wait for the bus here.)*
- John / playing / with / is / dog / his / . *John is playing with his dog.*

B. Interrogative Sentences

Yes/No Question	Information Question	
Will there be a test tomorrow? Is your teacher from Canada? Do you like scary movies?	What is your name? How old are you? What animals do you like?	• An interrogative sentence asks a question.

Read and write a yes/no question and an information question.

- The English class starts at 10:00. *Does the English class start at 10:00?*
When does the English class start?
- John enjoys reading fantasy novels. *Does John enjoy reading fantasy novels?*
What (kind of novels) does John enjoy reading?

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T: "It's an animal. What is it?"

S1: "Is it a farm animal?"

T: "No, it isn't."

S2: "Does it run fast?"

T: "Yes, it does."

A Declarative Sentences

- Have students look at Chart A on page 88.
- Go through the chart together and have students read the sentences. Explain that a declarative sentence makes an affirmative or negative statement.
- Have students do the check-up exercise on page 88 and share the answers with the class.



21 - Types of Sentences 

C. Imperative Sentences

Request or Command		• An imperative sentence makes a request or gives a command. The subject of a command or request is always 'you' which is called the understood subject.
Open the door, please. Please give me more water. Answer the phone, please.	Stand up! Sit down. Don't run!	

Check the imperative sentence.

1 Have a nice time at the picnic. I had a wonderful day today.

2 Would you like some ice cream? Don't run in the hallway.

3 Where did you go yesterday? Tell me about your school.

4 Do your homework before dinner. Do you do your homework before dinner?

5 Do you want to play outside? Go and play outside.

D. Exclamatory Sentences

My shoe is on fire! What a pretty dress! I got the highest grade on the math test!	• An exclamatory sentence expresses strong feelings or emotions. It is a more forceful declarative sentence.
--	--

Write the sentence in the right order.

1 fireworks / are / Those / beautiful / ! Those fireworks are beautiful!

2 did / You / good / a / job / ! You did a good job!

3 Mary / the / passed / test / ! Mary passed the test!

4 monster / is / The / attacking / ! The monster is attacking!

5 really / You / me / surprised / ! You really surprised me!







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Extension

- Pair up the students and have one of them make an affirmative statement. Have the partner change the statement to the negative.

S1: "I want to eat pizza tonight."

S2: "I don't want to eat pizza tonight."

B Interrogative Sentences

- Have students look at Chart B on page 88.
- Go through the chart together and have students read the sentences. Explain that an interrogative sentence asks a question.
- Remind students that there are two types of questions: yes/no questions and information questions.

- Have students do the check-up exercise on page 88 and share the answers with the class.

C Imperative Sentences

- Have students look at Chart C on page 89.
- Go through the chart together and have students read the sentences. Explain that an imperative sentence makes a request or gives a command.
- Explain that the subject of an imperative sentence does not appear in the sentence, but it is always understood as "you."
- Have students do the check-up exercise on page 89 and share the answers with the class.

Extension

- Pair up the students and have them say imperative sentences to each other and do the actions.
S1: "Open the door!" (S2 goes to the door and opens it.)
S2: "Write your name on the board!" (S1 goes to the board and writes his/her name.)

D Exclamatory Sentence

- Have students look at Chart C on page 89.
- Go through the chart together and have students read the sentences. Explain that an exclamatory sentence expresses strong feelings or emotions.
- Have students do the check-up exercise on page 89 and share the answers with the class.

Extension

- Have students take turns to make exclamatory sentences about each other.

S1: "What a nice jacket!"

S2: "You are so kind!"

3. Grammar Practice

A Choose and write.

- Ask students to turn to page 90.
- Have students read the sentences in the box.
- Help students remember different types of sentences and help them identify the sentence types.
- Check the answers together after students have finished.

B Read and find the next sentence.

- Have students read the sentence, guess the situation and find the possible sentence that can follow.
- Have students read the sentences again and check whether they make sense when they are used together.
- Check the answers together after students have finished.

3. Grammar Practice

A Choose and write.

- Why do you study English?
- My dentist told me to brush my teeth three times a day.
- There aren't any more oranges in the refrigerator.
- Will Tom play on the baseball team next year?
- Ask your teacher for the answer.
- My books are gone!
- We are on the wrong bus!
- Sarah, come and taste my cookie.

1 Declarative Sentences	a. <u>My dentist told me to brush my teeth three times a day.</u>
	b. <u>There aren't any more oranges in the refrigerator.</u>
2 Interrogative Sentences	a. <u>Why do you study English?</u>
	b. <u>Will Tom play on the baseball team next year?</u>
3 Imperative Sentences	a. <u>Ask your teacher for the answer.</u>
	b. <u>Sarah, come and taste my cookie.</u>
4 Exclamatory Sentences	a. <u>My books are gone!</u>
	b. <u>We are on the wrong bus!</u>

B Read and find the next sentence.

1 I have a bad toothache.	<input type="checkbox"/> D	<input type="checkbox"/> A Well, have a nice trip!
2 I went to our school baseball game yesterday.	<input type="checkbox"/> F	<input type="checkbox"/> B Can I use your pen?
3 I hear you are going to Japan for a week.	<input type="checkbox"/> A	<input type="checkbox"/> C He's in college.
4 Oh, no! I left my pencil case at home.	<input type="checkbox"/> B	<input type="checkbox"/> D It hurts so much!
5 It's getting hot in here.	<input type="checkbox"/> G	<input type="checkbox"/> E Do you want a sandwich?
6 You look hungry.	<input type="checkbox"/> E	<input type="checkbox"/> F They played really well!
7 I have an older brother.	<input type="checkbox"/> C	<input type="checkbox"/> G Please open the window.

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C Fill in the blanks. Choose and write.

- Ask students to turn to page 91.
- 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 selling raffle tickets to raise money.
- Before doing the exercise, ask students some questions to get their interests going.
 - Have you ever done a fund raising activity?
 - Do you know what a raffle is?



21 - Types of Sentences

C Fill in the blanks. Choose and write.

- My school is giving away many great prizes to earn money.
- Buy a ticket now.
- What are the prizes?
- Our grand prize winner gets a new scooter!

Everyone Wins!

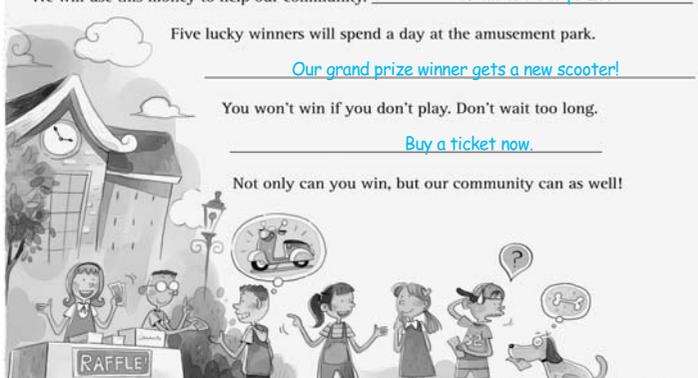
Would you like to buy a raffle^{*} ticket?
 _____ *My school is giving away many great prizes to earn money.* _____

We will use this money to help our community. _____ *What are the prizes?* _____

Five lucky winners will spend a day at the amusement park.
 _____ *Our grand prize winner gets a new scooter!* _____

You won't win if you don't play. Don't wait too long.
 _____ *Buy a ticket now.* _____

Not only can you win, but our community can as well!



*raffle: a form of lottery

4. Grammar Summary

Types of Sentences		
Declarative Sentence	There will be a test tomorrow.	My teacher isn't from Canada.
Interrogative Sentence	Do you like scary movies?	What is your name?
Imperative Sentence	Open the door, please.	Don't run!
Exclamatory Sentence	My shoe is on fire!	What a pretty dress!

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activity.

Use questions such as:

- *How will they use the money earned from the raffle?*
- *How many winners will there be?*
- *What are the prizes?*

Extension

- Have students plan a class raffle. Have students discuss what they want to do with the money, how much money they want to make and how they are going to sell the tickets. Have them decide the price of the tickets and the prizes for the winners.

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 3: pages 90~93
- The answer key to the homework is found on page 133 in Teacher's Manual 3.

- *Have you ever sold or bought a raffle ticket?*
- Have students look at the picture and ask them to make as many predictions as they can about the story they are about to read.
 - *Why do you think they are selling raffle tickets?*
 - *What do you think the prizes are?*
 - *Do you think they will make a lot of money?*
 - *Would you buy their raffle tickets?*
- Have students read the sentences in the box and identify the sentence types.
- Have students read the story and fill in the blanks with the sentences.
- Have students share their answers with the class.
- Ask students some comprehension questions about the reading to finish up the

Lesson 22 Tag Questions

Objectives

- ◆ Form of tag questions
- ◆ Answers to tag questions
- ◆ Yes/no questions vs. tag 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 3.

Lesson 22 Tag Questions

1. Grammar Link

⇒ Go to page 125. Take Grammar Quiz 20.

2. Grammar Introduction

A. Tag Questions: Form

You **are** a student, **aren't** you?
 Mary **likes** ice cream, **doesn't** she?
 John **went** to school, **didn't** he?
 You **can't** speak French, **can** you?
 This **isn't** your pen, **is** it?

- affirmative statement + negative tag question
 - negative statement + affirmative tag question

Complete the tag question.

- John was at home yesterday, **wasn't he** ..?
- Cows and horses are farm animals, **aren't they** ..?
- You don't like snakes, **do you** ..?
- Amy didn't go swimming yesterday, **did she** ..?
- It won't snow tomorrow, **will it** ..?
- They can speak English, **can't they** ..?
- There are boys in your class, **aren't there** ..?
- This is your jacket, **isn't it** ..?



B. Tag Questions: Answers

Question	Expected Answer	
(I think that you have a pen.) You have a pen , don't you?	Yes, I do.	• Tag questions are used to ask for confirmation. They mean something like 'Am I right?' or 'Do you agree?'
(I think that you don't have a brother.) You don't have a brother , do you?	No, I don't.	

- Rising intonation: a real question
- Falling intonation: not a real question (seeking agreement)

92

2. Grammar Introduction

- Pair up students and have them make a list of all the possible tag questions. See which pair makes the longest list.

is he/isn't he? is she/isn't she?
do you/don't you? does he/doesn't he?
can she/can't she? can I/can't I?

A Tag Questions: Form

- Have students look at Chart A on page 92.
- Go through the chart together and have students read the sentences. Explain to



Complete the tag question and write the expected answer.

- 1 A: Sam doesn't have a sister, does he ? B: No, he doesn't.
- 2 A: You have eaten dinner already, haven't you ? B: Yes, I have.
- 3 A: This isn't your dictionary, is it ? B: No, it's not.
- 4 A: Amy isn't sick today, is she ? B: No, she's not.
- 5 A: John plays baseball, doesn't he ? B: Yes, he does.
- 6 A: There isn't any homework today, is there ? B: No, there isn't.
- 7 A: It is a beautiful day, isn't it ? B: Yes, it is.

C. Yes/No Questions vs. Tag Questions

Yes/No Question		Tag Question	
Is it raining outside?	Yes, it is./No, it isn't.	It is raining outside, isn't it?	Yes, it is.
Can you speak Chinese?	Yes, I can./No, I can't.	You can't speak Chinese, can you?	No, I can't
• A yes/no question is used when the speaker doesn't know the answer.		• A tag question is used when the speaker wants to make sure that his idea is correct.	

Read and answer the question about yourself. (Answers may vary.)

- 1 A: You are studying English, aren't you? B: Yes, I am.
- 2 A: Have you eaten lunch yet? B: Yes, I have.
- 3 A: You aren't American, are you? B: No, I'm not.
- 4 A: Do you have a pet? B: Yes, I do.
- 5 A: You can't drive a car, can you? B: No, I can't.
- 6 A: Did you get a new bike for your birthday last year? B: Yes, I did.
- 7 A: You haven't met the president of Korea, have you? B: No, I haven't.

students that they need to add a negative tag question to an affirmative statement and to add an affirmative tag question to a negative statement.

- Have students do the check-up exercise on page 92 and share the answers with the class.

Extension

- Pair up the students and have one of them make either an affirmative statement or a negative statement. Have the partner add a negative or an affirmative tag question to the statement.

S1: "He is a student."

S2: "Isn't he?"

B Tag Questions: Answers

- Have students look at Chart B on page 92.
- Go through the chart together and have students read the sentences. Students may find it confusing to answer tag questions, especially negative statements with affirmative tag questions. Explain that tag questions are used to ask for confirmation. They mean something like: "Am I right?" or "Do you agree?"
- Help students understand that the tag question, "**You have a pen, don't you?**" means "**I think that you have a pen**". So the expected answer is "**Yes, I do.**" However, "**You don't have a pen, do you?**" means "**I think that you don't have a pen.**" So the expected answer is "**No, I don't.**"
- Remind students that the expected answer isn't always the right answer for a given situation.
- Have students do the check-up exercise on page 93 and share the answers with the class.

C Yes/No Questions vs. Tag Questions

- Have students look at Chart C on page 93.
- Go through the chart together and have students read the sentences. Explain that a yes/no question is used when the speaker doesn't know the answer. A tag question is used when the speaker wants to make sure that his/her idea is correct.
- Have students do the check-up exercise on page 93 and share the answers with the class.

3. Grammar Practice

A Read and write the tag question.

- Ask students to turn to page 94.
- Have students do number 1 together as an example.
- Remind students to add a negative tag question to an affirmative statement and to add an affirmative tag question to a negative statement.
- Check the answers together after students have finished.

B Choose and complete the tag question.

- Have students read the sentences in the box.
- Remind students that an affirmative statement needs a negative tag question and a negative statement needs an affirmative tag questions. Have students check whether the subject of the statement agrees with the pronoun in the tag question.
- Check the answers together after students have finished.

C Write four tag questions about your friends.

- Ask students to turn to page 95.
- This activity gives students the opportunity to personalize the grammar by allowing them to use their own words and ideas. This personal approach encourages students to apply what they have learned to deepen individual understanding.
- Have students complete the tag questions with their own words.
- Have a volunteer read out his or her questions after students have finished.

3. Grammar Practice

A Read and write the tag question.

- 1 You think, "It's very cold today." *It's very cold today, isn't it?*
- 2 You think, "John is good at baseball." *John is good at baseball, isn't he?*
- 3 You think, "Math isn't difficult." *Math isn't difficult, is it?*
- 4 You think, "Mary doesn't know Ken." *Mary doesn't know Ken, does she?*
- 5 You think, "They won't be late tomorrow." *They won't be late tomorrow, will they?*
- 6 You think, "Sam can play the piano." *Sam can play the piano, can't he?*
- 7 You think, "My teacher wasn't born in Canada." *My teacher wasn't born in Canada, was she?*
- 8 You think, "Sarah has brown eyes." *Sarah has brown eyes, doesn't she?*
- 9 You think, "Those are Ken's gloves." *Those are Ken's gloves, aren't they?*
- 10 You think, "They should go home." *They should go home, shouldn't they?*

B Choose and complete the tag question.

- John and Sam haven't tried bungee jumping yet.
- Mary can't come to the movie with us.
- You always do your homework on time.
- There were many people at the school concert.
- Ken didn't come to class yesterday.
- Jake doesn't speak Chinese.

- 1 *There were many people at the school concert*, weren't there?
- 2 *John and Sam haven't tried bungee jumping yet*, have they?
- 3 *Ken didn't come to class yesterday*, did he?
- 4 *Mary can't come to the movie with us*, can she?
- 5 *You always do your homework on time*, don't you?
- 6 *Jake doesn't speak Chinese*, does he?

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Extension

- If the questions are about their classmates, have them answer the questions.

D Read and complete the tag questions.

- 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 a chemistry exam.
- Before doing the exercise, ask students some questions to get their interests going.



22 - Tag Questions

C Write tag questions on your own. (Answers may vary.)

- 1 John, you can ride a bike, can't you?
- 2 Your dad's car is blue, isn't it?
- 3 You understand this lesson, don't you?
- 4 Mary is a good student, isn't she?
- 5 Mike's brother lives in Seattle, doesn't he?

D Read and complete the tag questions.

Hi! You're here for the chemistry exam, aren't you ? Chemistry is so hard, isn't it ? Mr. Roberts said to study chapter five, didn't he ? I can't understand what he says. You can't understand him either, can you ? It makes sense to study chapter five, doesn't it ? I mean, it relates to the other chapters, right? The test will start soon, won't it ? Oh, you aren't nervous, are you ?



You will stop talking, won't you ?

4. Grammar Summary

Tag Questions			
Question	Answer	Question	Answer
You are a student, aren't you?	Yes, I am.	You can't speak French, can you?	No, I can't.
Mary likes ice cream, doesn't she?	Yes, she does.	This isn't your pen, is it?	No, it isn't.
John went to school, didn't he?	Yes, he did.	You have eaten , haven't you?	Yes, I have.

My Next Grammar 3 95

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

Use questions such as:

- Who is Mr. Roberts?
- Why does it make sense to study chapter five?
- How does the girl feel?

Extension

- Have students talk about what they are doing before an exam and discuss the best thing to do before an exam. Here are some possible answers.

- talk to a friend
- relax
- read the study notes
- read the text book

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 3: pages 94-97
- The answer key to the homework is found on page 134 in Teacher's Manual 3.

- How do you prepare for an exam?
- Do you get nervous before an exam?
- What do you learn in chemistry?
- Have students look at the picture and ask them to make as many predictions as they can about the story they are about to read.
 - Do you think the boy is ready for the exam?
 - Do you think he likes chemistry?
 - Do you think he is nervous?
- Have students read the sentences in the box and identify the sentence types.
- Have students read the dialogue and fill in the blanks with tag questions.
- Have students share their answers with the class.

Objectives

- ◆ What, Who, When, Where, Why, How
- ◆ Whose, Which
- ◆ How often, How far, How long

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 3.

1. Grammar Link

⇒ Go to page 126. Take Grammar Quiz 21.

2. Grammar Introduction**A. Information Questions: What, Who, When, Where, Why, How**

Person	Who is he?	He is my English teacher.
Activity	What does he do?	He teaches English.
Thing	What is that?	It is my English grammar book.
Place	Where do you study English?	I study English at school.
Time	When do you study English?	I study English on Tuesdays and Fridays.
State	How is your teacher?	He's great.
Method	How do you go to school?	I go to school by bus.
Reason	Why do you study English?	I study English because I like it.

Complete the question using What, Who, When, Where, Why or How.

- A: **When** is your birthday? B: It's in November.
- A: **Why** didn't you come to school yesterday? B: I didn't come because I was sick.
- A: **What** did you do yesterday? B: We went to the museum.
- A: **Where** are my socks? B: They are under your bed.
- A: **Who** is that man at the door? B: He is a mailman.
- A: **How** is your English class? B: It's very fun.

B. Information Questions: Whose, Which

Possession	Whose bike is this? Whose bike is that?	It's Mary's bike. It's mine.
Choice	Which bike do you like, this or that? Which color do you prefer, red or blue?	I like that one. I prefer blue.

96

2. Grammar Introduction

- Pair up students and have them make a list of all the possible information question words. See which pair makes the longest list.

What, who, when...

How many, how long, how often...

A Information Questions: What, Who, When, Where, Why, How

- Have students look at Chart A on page 96.
- Go through the chart together and have students read the sentences. Remind students that information questions are used to find out more information about the topic.



■ Complete the question using **Whose** or **Which**.

- 1 A: **Whose** dictionary is this? B: It's mine.
 2 A: **Whose** MP3 player is that on the desk? B: It's my sister's.
 3 A: **Which** one is Mary in the photo? B: The girl wearing glasses.
 4 A: **Whose** calculator did you borrow? B: I borrowed my brother's.
 5 A: **Whose** birthday party is this? B: It's my grandpa's birthday.
 6 A: **Which** sandwich do you want, a ham sandwich or an egg sandwich?

C. Information Questions: **How often**, **How far**, **How long**

Frequency	How often do you study English? How often do you go to school?	Twice a week. Every day.
Distance	How far is your house from the school? How far is Disneyland from Los Angeles?	About three blocks. About 20 miles.
Length of Time	How long did you study last night? How long does it take to make a fried egg?	About 2 hours. About 3 minutes.

■ Complete the question using **How often**, **How far**, or **How long**.

- 1 A: **How long** do you watch TV every day? B: For about 2 hours.
 2 A: **How far** is your school from your house? B: About 500 meters.
 3 A: **How often** do you go to the dentist? B: Twice a year.
 4 A: **How long** will you be in the United States? B: For ten days.
 5 A: **How far** is it from the Earth to the Moon? B: About 384,401 kilometers.
 6 A: **How long** does it take to get to the bus station from here? B: 15 minutes.
 7 A: **How often** does your dad take a vacation? B: Once a year.
 8 A: **How often** do you play computer games? B: About five times a week.

- Have students do the check-up exercise on page 97 and share the answers with the class.

Extension

- Pair up the students and have them ask each other questions using **which**.

S1: "**Which** TV program do you like, a comedy or a music show?"

S2: "I like a music show. **Which** drink do you want, orange juice or cola?"

S1: "I want orange juice."

C Information Questions: **How often**, **How far**, **How long**

- Have students look at Chart C on page 97.
- Go through the chart together and have students read the sentences. Explain that **how often** is used to get more information about frequency. **How far** is used for distance and **how long** is used for length of time.
- Have students do the check-up exercise on page 97 and share the answers with the class.

- Explain that **what** is used to get more information about an activity or a thing. **Who**, **when**, **where**, and **why** are used for people, time, places, and reasons respectively. **How** is used for both state and method.
- Have students do the check-up exercise on page 96 and share the answers with the class.

B Information Questions: **Whose**, **Which**

- Have students look at Chart B on page 96.
- Go through the chart together and have students read the sentences.
- Explain that **whose** is used to get more information about possession and **which** is used for choice.

3. Grammar Practice

A Complete the dialogue with a correct information question.

- Ask students to turn to page 98.
- Have students read the answer and pay attention to the information provided by the words in bold type.
- Help students write the correct information questions for the rest of the exercise.
- Check the answers together after students have finished.

B Let's have fun!

- This activity gives students 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 6 (Amy, Billy, Jane, John, Jake, D) and have a role-play competition.

3. Grammar Practice

A Complete the dialogue with a correct information question.

- A: **What time (or When) do you go to school in the morning?** ?
B: I go to school **at 8:15** in the morning.
- A: **How often do you take a shower?** ?
B: I take a shower **every day**.
- A: **Where did you ride your bikes** last Sunday?
B: We rode our bikes **at the park**.
- A: **What are you going to do with your friends** after school today?
B: I'm going to **play soccer** with my friends.
- A: **Why are you sad?** ?
B: I'm sad because I **miss my friends**.
- A: **How does your dad go to work?** ?
B: My dad goes to work **by subway**.

B Let's have fun!

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

4. Grammar Summary

Information Questions			
Thing	What is it?	Choice	Which pen do you like, this or that?
Activity	What are you doing?	State	How is Sam?
Person	Who are they?	Method	How do you go to school?
Time	When is your birthday?	Frequency	How often do you go swimming?
Place	Where did Mary go?	Distance	How far is your house from the school?
Reason	Why is Mary sad?	Time	How long did you study last night?
Possession	Whose desk is this?		



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 3: pages 98~101
- The answer key to the homework is found on page 135 in Teacher's Manual 3.

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 I learned _____ English four years ago.
 ① have read ② read ③ reading ④ to read
- 2 The championship game was _____ and fun.
 ① excite ② exciting ③ excited ④ excitedly
- 3 An elephant's neck is not _____ a giraffe's neck.
 ① as longer than ② longer as ③ as long as ④ longest than
- 4 John told **everyone** the good news. What part of sentence is the word, **everyone**?
 ① subject (S) ② complement (C) ③ indirect object (O₁) ④ direct object (O₂)
- 5 This picture _____ by Vincent van Gogh.
 ① was painted ② painted ③ was painting ④ has painted
- 6 You don't have a brother, _____?
 ① don't you ② do you ③ haven't you ④ have you
- 7 It is dangerous _____ a motorcycle without a helmet.
 ① to ride ② rides ③ ride ④ ridden
- 8 A: Let's _____ the fence today. B: That sounds fun.
 ① to paint ② paint ③ painted ④ painting
- 9 We are going to play after _____ our homework.
 ① finish ② finished ③ finishing ④ to finish
- 10 I had to stand on the bus _____ there were no empty seats.
 ① so ② and ③ because ④ but

My Next Grammar 1 101



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 with the correct form of the verb.

- 11 This poem was written by Shel Silverstein ten years ago.
- 12 I won't be at home this weekend. I'm going camping.
- 13 The students were running around in the classroom when the teacher came in.
- 14 I don't understand. What are you talking about?
- 15 What do you usually do on the weekend?
- 16 Mr. Lewis is a teacher. He teaches English at my school.
- 17 I believe Sam. He is always honest.
- 18 I have known John for five years now. We are good friends.

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

- ex. Amy is good at sing. singing
- 19 I forgot bring my homework. to bring
- 20 They have been to India twice already. correct
- 21 Jenny dances more beautiful than Mary. beautifully
- 22 The prize was giving to the fastest runner. given
- 23 They have study English for three years now. studied
- 24 I turned on the radio to listen to music. to
- 25 Let's open the window and get some fresh air. correct
- 26 It's too cold playing outside. to play
- 27 I am as taller as my mom. tall
- 28 Eat vegetables every day is good for your health. Eating
- 29 I am going to bed when the phone rang. was
- 30 Children should drink a lot of milk. correct

* There is more than one answer for (12): won't be / am not going to be

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	L16	18	L9	35	L21
2	L14	19	L16	36	L21
3	L18	20	L9	37	L20
4	L20	21	L18	38	L20
5	L13	22	L13	39	L20
6	L22	23	L9	40	L20
7	L17	24	L17	41	L18
8	L21	25	L19/L21	42	L13
9	L15	26	L17	43	L18
10	L19	27	L18	44	L3
11	L13	28	L15	45	L13
12	L8	29	L7	46	L23
13	L7	30	L10	47	L4/L23
14	L5	31	L21	48	L15/L23
15	L4	32	L21	49	L4/L23
16	L4	33	L21	50	L9/L23
17	L5	34	L21		

*L - Lesson



D Choose and write.

- | | |
|---------------------------------|----------------------------------|
| • What is your hobby? | • There will be a quiz tomorrow. |
| • Mary doesn't like spicy food. | • My books are gone! |
| • Help me, please. | |

- 31 Declarative Sentence: Mary doesn't like spicy food.
- 32 Declarative Sentence: There will be a quiz tomorrow.
- 33 Interrogative Sentence: What is your hobby?
- 34 Imperative Sentence: Help me, please.
- 35 Exclamatory Sentence: My books are gone!

E Read the sentences and complete the chart.

- ex. Amy looks beautiful in the red dress.
- 36 The boy wrote his name in the card.
- 37 John let me ride his bike yesterday.
- 38 I slept very well last night.
- 39 Spiders aren't insects.
- 40 My mom made us chocolate cookies.

S = subject
V = verb
O = object
C = complement

	S	V	O (O ₁ + O ₂)	C	Others
ex.	Amy	looks	X	beautiful	in the red dress
36	The boy	wrote	his name	X	in the card
37	John	let	me	ride his bike	yesterday
38	I	slept	X	X	very well, last night
39	Spiders	aren't	X	insects	X
40	My mom	made	us, chocolate cookies	X	X



F (41- 45) Choose and write.

SOCCER

Soccer is 41 the most popular sport in the world. It is often 42 called 'football' in other parts of the world. Soccer is played by boys, girls, men and women of almost all ages. There are as many girls' soccer teams 43 as boys' teams. Millions of people play this sport every day 44 somewhere in the world.

The world's biggest soccer tournament is called the World Cup. It 45 is played every four years by 32 countries. Each team is made up of the country's best players. Every young soccer player dreams of playing in the World Cup someday.

called more plays than nowhere
calling the most is played as somewhere



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

46 How many books do you read in a month?

I read six books in a month.

47 What do you want to do this Sunday?

I want to go to the amusement park this Sunday.

48 What do you enjoy doing with your friends?

I enjoy shopping with my friends.

49 What are you good at?

I'm good at math.

50 How long have you studied English?

I have studied English for four years.

Homework

- Workbook 1: pages 102~105
- The answer key to the homework is found on page 136 in Teacher's Manual 3.

My Next Grammar 3





Part III

Answer Keys

Set 1	Grammar Quizzes	108
Set 2	Workbook 3	113



Answer Key to Grammar Quizzes

Grammar Quiz 1 p.106

- 1 ladies
- 2 potatoes
- 3 children
- 4 boxes
- 5 thieves
- 6 an
- 7 ø
- 8 The
- 9 a
- 10 a
- 11 furnitures → furniture
- 12 Wolfs → Wolves
- 13 **correct**
- 14 tooths → teeth
- 15 informations → information

Grammar Quiz 2 p.107

- 1 An
- 2 some
- 3 people
- 4 a
- 5 curtains
- 6 The
- 7 them
- 8 her
- 9 you
- 10 he
- 11 **correct**
- 12 We → Our
- 13 brother → brother's
- 14 them → theirs
- 15 men → men's

Grammar Quiz 3 p.108

- 1 somebody
- 2 somewhere
- 3 nothing
- 4 anything
- 5 nobody
- 6 nowhere
- 7 my, yours
- 8 them
- 9 theirs, mother's
- 10 an
- 11 The
- 12 it's → its
- 13 **correct**
- 14 (nothing → anything) or (isn't → is)
- 15 her → hers

Grammar Quiz 4 p.109

- 1 plays
- 2 studies
- 3 has
- 4 Does, do
- 5 Are, am
- 6 doesn't
- 7 anything
- 8 nobody
- 9 ø
- 10 us
- 11 nowhere → anywhere (somewhere)
- 12 me → I
- 13 **correct**
- 14 your → yours
- 15 tomato → tomatoes

Grammar Quiz 5 p.110

- 1 studying
- 2 plays
- 3 raining
- 4 teaches
- 5 teeth
- 6 women's
- 7 He often plays with his friends.
- 8 I am always sleepy in the morning.
- 9 She always gets up at 7 o'clock.
- 10 is having → has
- 11 is smelling → smells
- 12 anything → something
- 13 nobody → anybody
- 14 **correct**
- 15 Tom → Tom's

Grammar Quiz 6

p.111

- 1 fell
- 2 slept
- 3 flew
- 4 were
- 5 had
- 6 writing
- 7 What are they doing now?
- 8 I sometimes read English books.
- 9 My parents are usually busy.
- 10 an information → (some) information
- 11 my → mine
- 12 nothing → anything
- 13 something → nothing
- 14 **correct**
- 15 rides → is riding

Grammar Quiz 7

p.112

- 1 were
- 2 is
- 3 was
- 4 were
- 5 are, are
- 6 was taking
- 7 arrived
- 8 heard
- 9 brought
- 10 were playing
- 11 a music → music
- 12 her → hers
- 13 **correct**
- 14 isn't → doesn't
- 15 go → went

Grammar Quiz 8

p.113

- 1 will
- 2 when
- 3 while
- 4 mine
- 5 Somebody
- 6 are going to
- 7 snows
- 8 making
- 9 found
- 10 Did, finish
- 11 was putting
- 12 were, doing
- 13 They are going to play soccer this afternoon.
- 14 He will read a book tonight.
- 15 Sue is going to swim tomorrow.

Grammar Quiz 9

p.114

- 1 eaten
- 2 seen, have
- 3 been
- 4 were
- 5 won't
- 6 Has, hasn't
- 7 No, I haven't.
- 8 No, I'm not.
- 9 No, I didn't.
- 10 Yes, I was.
- 11 something → anything
- 12 come → coming (going to come)
- 13 (going help → going to help) or (am going → will go)
- 14 **correct**
- 15 I'm believing → I believe

Grammar Quiz 10

p.115

- 1 couldn't
- 2 mustn't
- 3 must
- 4 should
- 5 will
- 6 is sleeping
- 7 cleans
- 8 taught
- 9 was, doing
- 10 will come (is going to come or is coming)
- 11 had to
- 12 did, borrowed
- 13 Has, read
- 14 Did, bought
- 15 Have, worn

Grammar Quiz 11

p.116

- 1 may not
- 2 might
- 3 might not
- 4 must
- 5 has to
- 6 am going to
- 7 Could (Would), pass
- 8 May (Could), help
- 9 has lived
- 10 haven't arrived
- 11 walking → walks
- 12 swim → swam
- 13 **correct**
- 14 would → should
- 15 can → must

Grammar Quiz 12

p.117

- 1 was invented
- 2 invited
- 3 was built
- 4 will be delivered
- 5 might
- 6 Could
- 7 They might win the game.
- 8 This is a 'No Smoking' area.
- 9 I can do it tomorrow.
- 10 I have never invited them.
- 11 leaving (going to leave)
- 12 were playing
- 13 Were
- 14 are jogging
- 15 lives

Grammar Quiz 13

p.118

- 1 boring
- 2 excited
- 3 confusing
- 4 surprised
- 5 has lived
- 6 had to
- 7 was painted by Sam
- 8 will be organized by the students
- 9 were taken by my friend
- 10 when
- 11 will go
- 12 Could
- 13 Could
- 14 is wiping
- 15 takes, took

Grammar Quiz 14

p.119

- 1 singing
- 2 reading
- 3 Smoking
- 4 listening
- 5 embarrassed
- 6 tiring
- 7 interested
- 8 watched
- 9 has to
- 10 were told
- 11 be given
- 12 was reading
- 13 will
- 14 have been
- 15 might

Grammar Quiz 15

p.120

- 1 to do
- 2 playing
- 3 smoking
- 4 to help
- 5 frozen
- 6 exciting
- 7 didn't bake the cake
- 8 was studying
- 9 will have (are having)
- 10 have to wear
- 11 feeding → to feed
- 12 to take → taking
- 13 **correct**
- 14 May → Would (Could)
- 15 do → done

Grammar Quiz 16

p.121

- 1 writing
- 2 to get
- 3 to build
- 4 washing
- 5 couldn't
- 6 to drive on an icy road
- 7 to go to a concert
- 8 were planted by my father
- 9 haven't played
- 10 say → saying
- 11 **correct**
- 12 putting → to put
- 13 (breaking → broken) or (the breaking → breaking the)
- 14 Should → Would (Could)
- 15 climbing → climb

Grammar Quiz 17

p.122

- 1 difficult → more difficult
- 2 than → as
- 3 small → smaller
- 4 younger → youngest
- 5 hit → was hit
- 6 **correct**
- 7 to ask a question
- 8 to sell their house
- 9 to take care of yourself
- 10 to check his e-mails
- 11 to show
- 12 talking
- 13 embarrassed
- 14 has to
- 15 have known

Grammar Quiz 18

p.123

- 1 and
- 2 because
- 3 but
- 4 or
- 5 might
- 6 too
- 7 beautiful → beautifully
- 8 less → least
- 9 **correct**
- 10 taller → tall
- 11 walking
- 12 flying
- 13 was fixed
- 14 surprising
- 15 has to

Grammar Quiz 19

p.124

- 1 He played soccer with his friends.
- 2 She made John wash the dishes.
- 3 My sister is very smart.
- 4 Sally gave me a nice present.
- 5 but → or
- 6 so → because
- 7 or → but
- 8 early → earlier
- 9 **correct**
- 10 teach → teaching (to teach)
- 11 to buy
- 12 bored
- 13 was painted
- 14 to do
- 15 Could

Grammar Quiz 20

p.125

- 1 Turn off the TV now.
- 2 Does he want to ride a bike?
- 3 My mother is a music teacher.
- 4 She looks beautiful in that dress!
- 5 because it rained all day.
- 6 to live in a foreign country.
- 7 so I called him.
- 8 not to be late again.
- 9 sent → was sent
- 10 confusing → confused
- 11 **correct**
- 12 Eat → Eating
- 13 (S + V + O₁ + O₂)
- 14 (S + V + O + C)
- 15 (S + V)

Grammar Quiz 21

p.126

- 1 isn't it, it isn't
- 2 didn't she, she did
- 3 does he, he doesn't
- 4 haven't you, I haven't
- 5 or
- 6 more intelligent (less intelligent)
- 7 to find
- 8 making
- 9 Speaking
- 10 interested
- 11 interrogative
- 12 (S + V + O₁ + O₂)
- 13 (S + V + O + C)
- 14 exclamatory
- 15 (S + V + O)

Lesson 1 | **Nouns and Articles**

p.9

A

- 1 a
- 2 The, the (∅)
- 3 a, the
- 4 a, The
- 5 the, the
- 6 an, a
- 7 The (A), the
- 8 a, ∅

B

- 1 foxes
- 2 glasses
- 3 fish
- 4 radios
- 5 leaves
- 6 countries
- 7 potatoes
- 8 children

p.10

C

- 1 an
- 2 the
- 3 some
- 4 The
- 5 an
- 6 some
- 7 a, The
- 8 ∅, ∅
- 9 ∅

D

- 1 a → an
- 2 tooth → teeth
- 3 tomato → tomatoes
- 4 **correct**
- 5 homeworks → homework
- 6 **correct**
- 7 a → the
- 8 woman → women
- 9 a → ∅ (the)
- 10 waters → water

p.11

E

- | | |
|---------|-------------|
| 1 a | 6 slices |
| 2 water | 7 lives |
| 3 milk | 8 math |
| 4 China | 9 badminton |
| 5 sheep | 10 mail |

F *Answers may vary.*

- 1 I have two sisters.
- 2 No. I don't have much homework today.
- 3 I drank two glasses of milk yesterday.
- 4 My favorite subject is English.
- 5 Yes, I do.

Lesson 2 | **Pronouns and Possessives**

p.13

A

- 1 Jenny's / hers
- 2 his / him
- 3 your / them
- 4 mine / his
- 5 Your / hers
- 6 their
- 7 its
- 8 our / us
- 9 hers / yours
- 10 students'

B *Answers may vary.*

- 1 My English teacher's name is Ms. Baker.
- 2 Yes. She teaches us every day.
- 3 My best friend's name is Sam.
- 4 He lives in Seoul.
- 5 Yes. I meet him every day.

p.14

C

- | | |
|--------|-------|
| 1 it | 6 It |
| 2 They | 7 her |
| 3 them | 8 us |
| 4 We | 9 you |
| 5 him | 10 it |

D

my / me / him / them / us /
his / Its / It / We / my

p.15

A

- 1 a
- 2 ø
- 3 soup
- 4 ø
- 5 children
- 6 ø

B

- 1 them
- 2 it
- 3 our
- 4 hers
- 5 us
- 6 yours
- 7 her

C

- 1 Ann → Ann's
- 2 **correct**
- 3 a → an
- 4 women → women's
- 5 You → Your

Lesson 3 | Somebody/Nothing/Anywhere**p.17****A**

- 1 somewhere
- 2 nothing
- 3 Nobody
- 4 nobody
- 5 Somebody
- 6 anywhere
- 7 anybody
- 8 Somebody
- 9 something
- 10 anything

B

- 1 anybody
- 2 somebody
- 3 anything
- 4 something (anything) / nothing
- 5 somebody (anybody) / nobody

p.18**C** *Answers may vary.*

- 1 Yes, I do. I want to eat chocolate.
- 2 Yes, I do. I want to drink cold water.
- 3 No, there isn't.
- 4 Yes, we are. We are going to the science museum.
- 5 Yes, I am. I am playing baseball.

D

somewhere / nowhere / anything /
anywhere / nothing / somebody

p.19**A**

- 1 Nobody
- 2 somewhere
- 3 anybody
- 4 Somebody
- 5 something
- 6 anywhere

B

- 1 theirs
- 2 us
- 3 ø
- 4 her
- 5 ours
- 6 his
- 7 The

C

- 1 **correct**
- 2 we → us
- 3 something (anything)
- 4 glass → glasses
- 5 nothing → anything

Lesson 4 | **Present Simple**

p.21

A

- 1 is
- 2 doesn't work
- 3 Does, listen
- 4 teaches
- 5 aren't
- 6 enjoys
- 7 Do, go
- 8 are
- 9 don't get up
- 10 Are, am

B

- 1 I often read English books.
- 2 My parents usually go shopping on Saturdays.
- 3 It is never cold in July in Korea.
(It is never cold in Korea in July.)
- 4 Mr. Peters is always tired on Monday mornings.
- 5 Jack and I sometimes go jogging together.

p.22

C *Answers may vary.*

- 1 always do
- 2 am sometimes
- 3 rarely go
- 4 usually wears
- 5 is often
- 6 usually gives
- 7 is never

D

- 1 Does, like / does
- 2 aren't
- 3 Are / are
- 4 tries
- 5 Do, use
- 6 Are / am not
- 7 don't

p.23

A

- 1 fixes
- 2 Do, send
- 3 don't drink
- 4 Does, study
- 5 sleeps
- 6 doesn't have

B

- 1 something
- 2 anybody
- 3 anywhere
- 4 them
- 5 yours
- 6 dog's
- 7 an

C

- 1 leave → leaves
- 2 Jenny → Jenny's
- 3 **correct**
- 4 Do → Are
- 5 (nothing → anything) or (isn't → is)

Lesson 5 | Present Continuous**p.25****A**

- 1 She is swimming.
- 2 He is cleaning.
- 3 They are eating.
- 4 Is he / he isn't
- 5 Are they / they are
- 6 Is it / No, it isn't.

B *Answers may vary.*

- 1 I am doing my homework.
- 2 She is cooking dinner.

p.26**C**

- 1 Is, writing
isn't / is reading
- 2 Are, taking
am not / am brushing
- 3 Is, playing
isn't / is checking
- 4 Are, watching
aren't / are listening

D

- | | |
|---------------|---------------|
| 1 are walking | 7 is sleeping |
| 2 are running | 8 are sitting |
| 3 are eating | 9 are talking |
| 4 are playing | 10 laughing |
| 5 is flying | 11 is shining |
| 6 is lying | |

p.27**A**

- 1 snows
- 2 Does, use / does
- 3 are waiting
- 4 Are, enjoying
- 5 aren't coming
- 6 are having
- 7 doesn't have

B

- 1 rarely
- 2 nothing
- 3 are dancing
- 4 Somebody
- 5 gets up
- 6 hers

C

- 1 **correct**
- 2 we → us
- 3 walk → walks
- 4 are wanting → want
- 5 (nowhere → anywhere) or (is not going → is going)

Lesson 6 | **Past Simple**

p.29

A

- 1 didn't play / played
- 2 didn't become / became
- 3 didn't bring / brought
- 4 didn't speak / spoke
- 5 didn't leave / left
- 6 didn't teach / taught

B *Answers may vary.*

- 1 I read a book last night.
- 2 No, I didn't. I went to the movies with my friends.
- 3 My father washed his car yesterday.
- 4 No, she didn't. She went shopping yesterday.

p.30

C

- 1 wasn't / was
- 2 Did / did
- 3 are / were
- 4 buy
- 5 know / knew
- 6 stayed / was
- 7 went / had
- 8 Were / were

D

- 1 Did Jenny find a perfect present for her friend?
- 2 Did Jack blow out the candles?
- 3 Did Ann choose the biggest cake in the bakery?
- 4 Did Bill think about his future seriously?

p.31

A

- 1 called, leave
- 2 Did, play
- 3 doesn't, ride
- 4 Did, catch
- 5 Is, is
- 6 weren't, turned on
- 7 Were, was

B

- 1 speaks
- 2 ask
- 3 something
- 4 Nobody
- 5 draw
- 6 is

C

- 1 sat → sit
- 2 A → The
- 3 **correct**
- 4 they → them
- 5 are knowing → know

Lesson 7 | Past Continuous**p.33****A**

- 1 was reading
- 2 were swinging
- 3 was buying
- 4 were shouting
- 5 was flying

B

- 1 wasn't sleeping / was eating
- 2 weren't playing / were drawing
- 3 wasn't writing / was talking
- 4 weren't climbing / were jogging
- 5 wasn't working / was watching

p.34**C**

- 1 was walking to school.
- 2 was driving to work.
- 3 were having breakfast.
- 4 was getting on the bus. *(The answer may vary.)*
- 5 was brushing her teeth.
- 6 was playing games.
- 7 were sleeping.
- 8 was talking to my sister. *(The answer may vary.)*

D

- 1 while
- 2 when
- 3 When
- 4 While
- 5 while

p.35**A**

- 1 weren't working / were playing
- 2 wasn't sleeping / was studying
- 3 weren't eating / were practicing
- 4 wasn't swimming / was taking

B

- 1 started
- 2 didn't
- 3 helps
- 4 anything
- 5 Was

C

- 1 musics → music
- 2 him → her
- 3 friend → friend's
- 4 **correct**
- 5 wear → wears

Lesson 8 | **Future**

p.37

A

- 1 will do / am going to do / am doing
- 2 will play / are going to play / are playing
- 3 won't take / isn't going to take / isn't taking
- 4 Will, see / Are, going to see / Are, seeing
- 5 won't have / aren't going to have / aren't having

B *Answers may vary.*

- 1 Yes, I am.
- 2 No, we won't.
- 3 Yes, we are.
- 4 No, he isn't.
- 5 No, I won't.

p.38

C

- 1 I'll help her.
- 2 I'll take my umbrella.
- 3 No, but I'll finish it tonight.
- 4 I'll go out and get some.
- 5 Sure. I'll come right now.

D

- 1 Will / I won't
- 2 Is / he is
- 3 Is / she isn't
- 4 Are / they are
- 5 Will / he will
- 6 Are / they aren't

E *Answers may vary.*

- 1 am going to travel
- 2 will help
- 3 is going to see
- 4 will study

p.39

A

- 1 isn't going to read
is going to see
- 2 won't be (aren't going to be)
will be (are going to be)
- 3 didn't play
worked
- 4 isn't watching
is listening

B

- 1 will
- 2 wasn't
- 3 aren't
- 4 when
- 5 are

C

- 1 she → her
- 2 (Will → Is) or (going to rain → rain)
- 3 watch → watches
- 4 **correct**
- 5 (nowhere → anywhere) or (aren't → are)

Lesson 9 | Present Perfect**p.41****A**

- | | | |
|---|--------|--------|
| 1 | caught | caught |
| 2 | saw | seen |
| 3 | swam | swum |
| 4 | wore | worn |
| 5 | took | taken |
| 6 | broke | broken |
| 7 | rode | ridden |
| 8 | ate | eaten |

B

- 1 have lived
- 2 has visited
- 3 Have, seen
- 4 hasn't driven
- 5 have known
- 6 Has, done
- 7 haven't spoken
- 8 has been

C*Answers may vary.*

- 1 No, I haven't.
- 2 Yes, I have.
- 3 No, I haven't.
- 4 Yes, we have.
- 5 No, he hasn't.

p.42**D**

- | | |
|-------------------------------------|--|
| 1 Have, seen
have
see
saw | 3 Have, met
haven't
heard (have heard) |
| 2 Have, eaten
Have
eat
ate | |

E

- 1 Have you ever won a race before?
- 2 Has your mom been to Egypt (yet)?
- 3 Have the children ever swum in the sea (before)?
- 4 Have you seen sunsets?

p.43**A**

- 1 has lived
- 2 Have, made
- 3 haven't eaten
- 4 Have, heard
- 5 won't take (aren't going to take)
- 6 will work (is going to work)
- 7 Did, study

B

- 1 anything
- 2 isn't
- 3 didn't
- 4 was taking
- 5 won't
- 6 is

C

- 1 have lunch → had lunch
- 2 **correct**
- 3 (won't → isn't) or (going to be → be)
- 4 am → was
- 5 rise → rises

Lesson 10 | **Helping Verbs 1**

p.45

A

- 1 couldn't
- 2 May
- 3 shouldn't
- 4 must
- 5 must

- 6 may
- 7 mustn't
- 8 Did
- 9 Can I
- 10 had to

B

Answers may vary.

- 1 I have to go to school tomorrow.
- 2 I should exercise every day.
- 3 Yes, I do.
- 4 No, he can't.
- 5 Yes, she can.

p.46

C

- 1 E
- 2 C
- 3 F
- 4 A
- 5 D
- 6 B

- 7 K
- 8 G
- 9 J
- 10 L
- 11 H
- 12 I

D

Answers may vary.

- 1 I can do twenty push-ups.
- 2 I can't stand on my head.
- 3 I should listen to my teacher.
- 4 I shouldn't go to bed late.
- 5 I must go to school tomorrow.
- 6 I mustn't smoke.
- 7 I may have ice cream after dinner.
- 8 I may not wear shoes inside the house.

p.47

A

- 1 aren't
- 2 never
- 3 couldn't
- 4 could
- 5 have to
- 6 had to
- 7 have

B

- 1 Have / have seen
- 2 Has / hasn't been
- 3 Did / won
- 4 Have / have met
- 5 Were / weren't talking
- 6 Did / found

C

- 1 try → tried
- 2 don't → doesn't
- 3 (coming → come) or (going to coming → coming)
- 4 **correct**
- 5 was → are

Lesson 11 | Helping Verbs 2**p.49****A**

- 1 might not
- 2 Would
- 3 Could
- 4 might not
- 5 Could

- 6 may
- 7 May
- 8 might not
- 9 Could
- 10 Could

B *Answers may vary.*

- 1 Would
- 2 Can
- 3 might
- 4 Could
- 5 might not
- 6 Can
- 7 might
- 8 Could

p.50**C**

- 1 D
- 2 C
- 3 E
- 4 A
- 5 B

- 6 J
- 7 H
- 8 G
- 9 F
- 10 I

D *Answers may vary.*

- 1 Yes / will
- 2 No / won't
- 3 Yes / may
- 4 Yes / might
- 5 No / might not

p.51**A**

- 1 are going to
- 2 might
- 3 must
- 4 has to
- 5 might not
- 6 Do, have to
- 7 should

B

- 1 Could, tell
- 2 May, use

C

- 1 have known
- 2 haven't finished

D

- 1 could → might (may or will)
- 2 doesn't → didn't
- 3 **correct**
- 4 haven't → hasn't
- 5 are wanting → want

Lesson 12 | **Progress Test 1**

p.52

A

- 1 ②
- 2 ③
- 3 ①
- 4 ③
- 5 ③
- 6 ①
- 7 ②
- 8 ④
- 9 ②
- 10 ④

p.53

B

- 1 babies
- 2 isn't
- 3 Does, work
- 4 was mopping
- 5 Are, swimming
- 6 Did, dance
- 7 won't take
(aren't going to take)
- 8 was sleeping
- 9 hasn't lived
- 10 have read

C

- 1 don't → doesn't
- 2 give → gave
- 3 Is → Are
- 4 ate → eaten
- 5 **correct**
- 6 **correct**
- 7 Would → May (Can)
- 8 be → is
- 9 are → were
- 10 (nothing → anything) or
(isn't → is)

p.54

D

- 1 ø
- 2 them
- 3 something
- 4 smells
- 5 Was
- 6 will
- 7 had
- 8 caught

E

- 1 been
hasn't, going
does
is
Does
lives, lived

- 2 doing
am
were
was
going
have to

p.55

F

The / his / has / sleeps /
likes / When / was / was /
caught / was / has /
drinking / should / love

G *Answers may vary.*

- 1 It was great.
- 2 I had a ham sandwich for lunch.
- 3 I usually play with my friends.
- 4 Yes. I have been to the library in my town.
- 5 I am going to do my homework.

Lesson 13 | The Passive**p.59****A**

- 1 This cake was baked by my mother.
- 2 The Harry Potter series was written by J. K. Rowling.
- 3 The class party was organized by the students.
- 4 Everyone was surprised by the news.
- 5 The window wasn't broken by us.
- 6 My bike was stolen (by somebody) last night.

B Action Doer

- | | |
|------------------------|--------------|
| 1 my friend | was given |
| 2 Mr. Thompson | signed |
| 3 a famous director | was directed |
| 4 Santa Claus | are given |
| 5 My school chess team | won |

p.60**C**

- | | |
|----------------|-----------------|
| 1 invited | 6 was taken |
| 2 was broken | 7 doesn't clean |
| 3 be delivered | 8 were invented |
| 4 hit | 9 didn't arrive |
| 5 send | 10 is visited |

D

- 1 The Moonlight Sonata was composed by Beethoven.
- 2 The first successful flight was made by the Wright brothers.
- 3 The telephone was invented by Alexander Graham Bell.
- 4 Romeo and Juliet was written by Shakespeare.
- 5 Electricity was discovered by Edison.

p.61**A**

- 1 was stolen
- 2 was invited
- 3 use
- 4 weren't made
- 5 will send
- 6 gave

B

- 1 might not
- 2 May
- 3 Could
- 4 has to
- 5 mustn't
- 6 should
- 7 may not

C

- 1 work → worked
- 2 (to shopping → shopping) or
(to shopping → to go shopping)
- 3 (climb → climbing) or (wasn't → didn't)
- 4 **correct**
- 5 isn't knowing → doesn't know

Lesson 14 | **Participial Adjectives**

p.63

A

- 1 excited / exciting
- 2 interested / interesting
- 3 boring / bored
- 4 embarrassed / embarrassing
- 5 confusing / confused
- 6 surprising / surprised

B *Answers may vary.*

- 1 Yes, I am.
- 2 No, I'm not.
- 3 I play with my dogs when I'm bored.
- 4 Snowboarding is the most exciting thing I have tried.
- 5 Science is the most interesting subject at school.

p.64

C

- | | |
|---------------|--------------|
| 1 interesting | 6 terrified |
| 2 confusing | 7 tiring |
| 3 excited | 8 interested |
| 4 tired | 9 horrifying |
| 5 surprising | 10 amazed |

D

- 1 B
- 2 F
- 3 E
- 4 C
- 5 D
- 6 A

p.65

A

- 1 exciting
- 2 interested
- 3 bored
- 4 tired
- 5 embarrassed
- 6 might
- 7 Would

B

- 1 was downloaded
- 2 didn't catch
- 3 was stolen
- 4 wasn't washing
(didn't wash)
- 5 surprised
- 6 known

C

- 1 **correct**
- 2 sang → sing
- 3 are → were
- 4 (come → coming) or (come → going to come)
- 5 learn → learned

Lesson 15 | **Gerunds**

p.67

A	Gerund	Present Participle
1		✓
2	✓	
3	✓	
4		✓
5	✓	
6	✓	
7		✓
8		✓
9	✓	

- B**
- 1 reading books
 - 2 growing plants
 - 3 playing the piano
 - 4 Skiing
 - 5 Traveling
 - 6 singing
 - 7 Swimming
 - 8 Getting up

p.68

- C**
- 1 Object (of a verb)
 - 2 Object (of a preposition)
 - 3 Subject
 - 4 Subject complement
 - 5 Subject
 - 6 Object (of a preposition)
 - 7 Subject complement
 - 8 Object (of a verb)

- D** *Answers may vary.*
- 1 Yes, I do.
 - 2 Yes. I enjoy learning English.
 - 3 Yes. I am good at playing soccer.
 - 4 My father's hobby is reading.
 - 5 My mom likes riding her bike.

p.69

- A**
- 1 Eating
 - 2 skating
 - 3 cooking
 - 4 finishing
 - 5 Sending

- B**
- 1 aren't
 - 2 Did, teach
 - 3 weren't
 - 4 can
 - 5 confusing

- 6 scared
- 7 be organized
- 8 surprised

- C**
- 1 interested → interesting
 - 2 paint → painted
 - 3 **correct**
 - 4 has to → have to
 - 5 win → won

Answer Key to **Workbook 3**

Lesson 16 | **Infinitives 1**

p.71

A

- 1 to return
- 2 practicing
- 3 going
- 4 to call
- 5 skiing
- 6 to meet
- 7 to go
- 8 talking
- 9 to drive
- 10 smoking

B

- 1 waiting / to wait
- 2 to pay
- 3 to work / working
- 4 listening
- 5 to cry / crying
- 6 forgetting
- 7 to paint
- 8 cleaning
- 9 raining / to rain
- 10 to see

p.72

C *Answers may vary.*

- 1 changing her mind.
- 2 to visit him soon.
- 3 to get married next year.
- 4 taking a computer course.
- 5 to exercise every day.
- 6 to lock the door.
- 7 to learn English in a month.
- 8 working for the bank.
- 9 playing with her dog.
- 10 to buy a new one.

D *Answers may vary.*

- 1 I want to go to the beach this weekend.
- 2 I plan to take guitar lessons next year.
- 3 I want to be a teacher in the future.
- 4 I like playing soccer in my free time.
- 5 I hate cleaning my room.

p.73

A

- 1 to build
- 2 Would
- 3 had to
- 4 to show
- 5 to buy
- 6 to see

B

- 1 swimming
- 2 taking
- 3 learning
- 4 scared
- 5 exciting
- 6 Making
- 7 ridden

C

- 1 bring → to bring
- 2 meet → met
- 3 (will → is) or (playing → play)
- 4 **correct**
- 5 inviting → invited

Lesson 17 | Infinitives 2**p.75****A**

- 1 It's fun to learn English.
- 2 It's good for us to eat vegetables.
- 3 It isn't easy to get up early every day.
- 4 It is interesting to go to a museum.
- 5 It is important to pass this exam.
- 6 It's exciting to travel to another country.

B

- studying, too
 Listening, watching, reading,
 writing, improve
 Studying, trying
 enough, practice

p.76**C** *Answers may vary.*

- 1 to work in China.
- 2 to buy some fruit.
- 3 to invite her to the party.
- 4 to go to school.
- 5 to get information.
- 6 to carry that heavy box.
- 7 to go to school today.
- 8 to play outside yesterday.
- 9 to reach the top shelf.
- 10 to understand.

D *Answers may vary.*

- 1 interesting
- 2 hard
- 3 fun
- 4 exciting
- 5 Playing soccer

p.77**A**

- 1 to watch TV all day
- 2 to use this machine
- 3 to get up early every day
- 4 eaten
- 5 were taken by Helen

B

- 1 to carry
- 2 riding
- 3 playing
- 4 to turn off
- 5 designing
- 6 broken
- 7 working

C

- 1 putting → to put
- 2 **correct**
- 3 can → must
- 4 must → had to
- 5 climbing → climb

Answer Key to **Workbook 3**

Lesson 18 | **Comparisons**

p.79

A

- 1 are more intelligent than
- 2 am the youngest
- 3 aren't longer than
- 4 the fastest
- 5 are better than
- 6 is prettier than

B *Answers may vary.*

- 1 am (not) as tall as
- 2 is (not) as cold as
- 3 is (not) as interesting as
- 4 as beautifully as
- 5 is (not) as heavy as
- 6 are (not) as expensive as

C

- 1 the more → more
- 2 tall than → the tallest
- 3 (than → as) or
(as neatly → more neatly)
- 4 **correct**
- 5 intelligentest → most intelligent

p.80

D *Answers may vary.*

- 1 are as cute as
- 2 is taller than
- 3 is cleaner than
- 4 is larger than
- 5 is not as expensive as
- 6 is as good as
- 7 is much larger than
- 8 is better than
- 9 is as pretty as
- 10 is more interesting than

E *Answers may vary.*

- 1 Books are, movies
- 2 Mary is, Amy
- 3 Watching sports is, playing sports
- 4 My English teacher
- 5 Science is, math
- 6 Cars are, motorcycles
- 7 I am, my dad
- 8 Jake is

p.81

A

- 1 faster
- 2 old
- 3 Playing
- 4 to take care of
- 5 to wear
- 6 were drawn
- 7 to buy

B

- 1 confusing
- 2 joining
- 3 frozen
- 4 to read
- 5 the least comfortable
- 6 saw

C

- 1 spoke → spoken
- 2 had to → have to
- 3 Would → May (Could or Can)
- 4 slowly → more slowly
- 5 **correct**

Lesson 19 | Conjunctions**p.83****A**

- 1 but
- 2 or
- 3 or
- 4 and
- 5 but
- 6 or
- 7 and

B

- 1 because
- 2 because
- 3 , so
- 4 because
- 5 because
- 6 , so

C *Answers may vary.*

- 1 meat, vegetables
- 2 walks to work, drives to work
- 3 good for us, eat them every day
- 4 Amy, she is kind
- 5 snakes, they are scary

p.84**D**

and, and, because, or, but, so, and, or, or
 and, and, but, and, and, and, because, and

p.85**A**

- 1 or
- 2 because
- 3 so
- 4 enough
- 5 and
- 6 to

B

- 1 earlier
- 2 might
- 3 was
- 4 amazing
- 5 to visit
- 6 to ride

C

- 1 Do → Doing
- 2 to ski → skiing
- 3 (than → as) or (as tall → taller)
- 4 **correct**
- 5 borrowing → borrow

Answer Key to Workbook 3

Lesson 20 | Parts of the Sentence

p.87

A	Indirect Object	Direct Object	B	Object	Complement
1	John	present	1	us	study
2	Peter	photographs	2	them	use
3	us	cookies	3	us	laugh
4	me	cell phone	4	friends	ride
5	grandma	pictures	5	Jack	clean
6	Michael Jackson	questions	6	me	feel

C

- | | |
|--|---------------------------------|
| 1 My cat sleeps all day and all night. | 4 I will send you a postcard. |
| 2 Our teacher is pretty and nice. | 5 My mom made me clean my room. |
| 3 They don't like cleaning. | |

p.88

D	S	V	O (O ₁ + O ₂)	C	Others
1	I	didn't eat	breakfast	x	this morning
2	We	are going to have	a big party	x	this weekend
3	Swimming	is	x	my favorite sport	x
4	Sally	bought	a beautiful dress	x	for her sister
5	The plane	arrives	x	x	at 9:30 tonight
6	The teacher	made	the students	memorize the poem	x
7	Sandy	gave	her mom, flowers	x	on her birthday
8	It	is raining	x	x	outside
9	My father	will have	someone	fix his car	tomorrow
10	Bill	is	x	an excellent student	x

p.89

A

- 1 My parents let me play computer games.
- 2 We will make you a nice salad.
- 3 He bought Sally a CD on her birthday.

B

- 1 because
- 2 but
- 3 the least
- 4 confused
- 5 to see

- 6 going
- 7 making

C

- 1 **correct**
- 2 paint → be painted
- 3 as more → as
- 4 May → Would (Could)
- 5 short enough → short

Lesson 21 | Types of Sentences**p.91****A**

- | | |
|--|---------------|
| 1 My brother is playing with his friend. | declarative |
| 2 Finish your homework before you watch TV. | imperative |
| 3 I won the first prize in the contest! | exclamatory |
| 4 What are you going to do this weekend? | interrogative |
| 5 Sarah doesn't have a math test tomorrow. | declarative |
| 6 You look really wonderful tonight! | exclamatory |
| 7 Does your mother like listening to music? | interrogative |
| 8 Please turn off the light when you leave the room. | imperative |
| 9 I haven't been to Hawaii yet. | declarative |

p.92**B**

- 1 I'm happy for you!
- 2 I hope it tastes okay.
- 3 Go and brush your teeth.
- 4 Did you take the medicine?
- 5 Do you know where it is?
- 6 He loves soccer.
- 7 Where did you buy that?
- 8 It really hurts!
- 9 I want to relax now.
- 10 How old is she?

C *Answers may vary.*

- 1 I have a dog.
- 2 I don't like snakes.
- 3 Did Mary buy a book?
- 4 Where did you go yesterday?
- 5 Please wake me up at 7:00.
- 6 Sit down.
- 7 How smart you are!
- 8 You did a good job!

p.93**A**

- | | |
|---|-----------------|
| 1 interrogative | 6 S + V + C |
| 2 declarative | 7 S + V + O + C |
| 3 exclamatory | 8 S + V + O |
| 4 imperative | |
| 5 S + V + O ₁ + O ₂ | |

B

- 1 embarrassed
- 2 organized
- 3 Using
- 4 to play
- 5 to

C

- 1 the taller → taller
- 2 as → than
- 3 so → and
- 4 and → but
- 5 **correct**

Lesson 22 | **Tag Questions**

p.95

A

- 1 doesn't she
- 2 isn't it
- 3 aren't there
- 4 can't they
- 5 will it
- 6 did he
- 7 do you
- 8 aren't they
- 9 wasn't he
- 10 have they

B

- 1 No, I don't.
- 2 Yes, he is.
- 3 Yes, I have.
- 4 No, they didn't.
- 5 Yes, she will.
- 6 Yes, he does.
- 7 No, it wasn't.
- 8 No, I'm not.

p.96

C *Answers may vary.*

- 1 No, he doesn't.
- 2 Yes, I do.
- 3 Yes, I have.
- 4 Yes, she is.
- 5 No, I don't.
- 6 Yes, I am.
- 7 No, I can't.
- 8 No, I'm not.

D

- 1 Sally didn't eat breakfast this morning
- 2 There weren't many people at the park
- 3 Mike is going back to Australia next week
- 4 Your parents haven't met your teacher yet
- 5 You sometimes ride your bike to school
- 6 You will come to my party

p.97

A

- 1 interrogative
- 2 imperative
- 3 exclamatory
- 4 S + V + O₁ + O₂
- 5 S + V + C
- 6 S + V + O + C

B

- 1 don't you / I do
- 2 are they / they aren't
- 3 won't he / he will
- 4 have you / I haven't
- 5 aren't there / there are
- 6 does he / he doesn't

C

- 1 to write → writing
- 2 surprising → surprised
- 3 Ride → Riding
- 4 **correct**
- 5 because → so

Lesson 23 | Information Questions**p.99****A**

- 1 When
- 2 Who
- 3 How
- 4 What
- 5 Why
- 6 Where
- 7 What
- 8 How
- 9 Where

B

- 1 How long
- 2 Which
- 3 How often
- 4 How long
- 5 Whose
- 6 How often
- 7 How far
- 8 How far

p.100**C**

- 1 Who cleans your room?
- 2 Why is Sally jumping up and down?
- 3 Where does Mr. Lee live now?
- 4 How often does your brother play computer games?
- 5 What did you do

D Answers may vary.

- 1 I go to school at 8:00.
- 2 I walk to school.
- 3 It takes 10 minutes.
- 4 I like English best.
- 5 I want to live in Canada.

p.101**A**

- 1 Cooking
- 2 to use
- 3 to plan
- 4 is (was) written
- 5 stolen
- 6 was built

B

- 1 interrogative
- 2 exclamatory
- 3 imperative
- 4 S + V + O + C
- 5 S + V + O₁ + O₂
- 6 S + V + C
- 7 S + V

C

- 1 Does Sam → Sam doesn't
- 2 What → Which
- 3 How long → How far
- 4 **correct**
- 5 is she → will she

Lesson 24 | **Progress Test 2**

p.102

A

- 1 ③
- 2 ②
- 3 ④
- 4 ①
- 5 ③
- 6 ④
- 7 ②
- 8 ①
- 9 ③
- 10 ③

p.103

B

- 1 interrogative
- 2 declarative
- 3 exclamatory
- 4 imperative
- 5 S + V + O₁ + O₂
- 6 S + V + C
- 7 S + V
- 8 S + V + O + C
- 9 S + V + O

C

- 1 to buy
- 2 practicing
- 3 to turn off
- 4 have known
- 5 boring
- 6 when
- 7 interested
- 8 is spoken
- 9 excited
- 10 wants

p.104

D

- 1 been
- 2 be delivered
- 3 Baking
- 4 taking
- 5 to climb
- 6 best
- 7 smarter
- 8 ate
- 9 to read

E

- 1 live → lived
- 2 to sing → singing
- 3 **correct**
- 4 (nobody → anybody) or (isn't → is)
- 5 interested → interesting
- 6 (than → as) or (as tall → taller)
- 7 to getting → to get
- 8 (will → are) or (going → go)
- 9 **correct**
- 10 going → go

p.105

F

- | | |
|-----------|----------|
| 1 so | 6 enough |
| 2 too | 7 while |
| 3 because | 8 have |
| 4 after | 9 as |
| 5 to | |

G *Answers may vary.*

- 1 I like talking with my friends.
- 2 I am good at swimming.
- 3 I don't have any money.
- 4 John is the most interesting student in my class.
- 5 I play computer games twice a week.
- 6 I like my birthday more because it is my special day.