

# Teacher's Guide





# Grammar Space 03

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# Unit 1 Parts of a Sentence 1

# **Unit Objectives:**

- 1. The students will learn about subjects, predicates, verbs, objects, and complements.
- 2. The students will complete simple exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Each unit opens with simple sentences that show the use of the unit's grammar points. Ask one or two students to read the sentences out loud for the class, and then write them on the board to refer to later.
- 2. Grammar Space 3 is not meant to be a vocabulary book and thus uses relatively simple vocabulary. However, you may find it useful to refresh certain words in your students' minds at the beginning of the lesson. Scan the unit before class and identify any words that your students may not understand. Then at the start of class, post pictures or write simple definitions for the words on the side on the board for the students to refer back to throughout the class.

3. Extra Idea for Vocabulary Practice (optional): Quiz Show for points. Continue until all the keywords have been used.

## **Grammar Point 1**

- 1. The box at the top of the page introduces the unit's first grammar point. Use the throughout the class for easy reference.
- and predicates of the sentences with slashes (/). Have five students write the the slashes should go.

Write any keywords on the board and have the students take turns coming to the front of the class. For each student, read the definition of a keyword and have him or her state what the keyword is. Giving points is an option to encourage participation, and this activity can also be turned into a competition between teams of students

charts to help you explain what subjects and predicates are to the students. Write on the board that a subject is who or what the sentence is about (ex. "I," "She," "They," "The boy," etc.) and that a predicate tells what the subject is or does with at least one verb (ex. "He looks at the ocean."). Leave these definitions on the board

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Explain to the students that they need to divide the subjects sentences on the board for you. Then go through each sentence on the board and ask different students what the subjects are, what the predicates are, and where

4. For exercise B, tell the students to circle the verbs and underline the predicates in the sentences, and have them complete the exercise on their own. To check the exercise, have the class read each sentence together, but tell the students to put their hands in the air when they read the predicates. After they read each sentence, ask them what its verb was.

**Grammar Point 2** 

- 1. Similar to the previous page, this box introduces the unit's second grammar point. Use the charts to help you explain what objects and complements are to the students. Write on the board that an object is the person or thing that receives the action of a verb, and that a complement simply describes the subject after a linking verb. Point out to the students that many sentences are often structured like S+V+Oor S+V+C. Leave these definitions on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Go through the example to explain how the students need to break up the sentences by writing each of their parts in the correct categories. Then ask for five volunteers to come to the board and write the sentences with the correct parts labeled over them.
- 4. For exercise B, tell the students to read through the sentences and check whether the underlined portions are objects or complements. When they are finished, call on different students to read through the sentences out loud. After each sentence,

have the students vote whether the underlined portion is an object or complement.

#### 5. Extra Idea (optional):

Make flashcards with simple sentences and underline either the subject, verb, object, or complement in them. Tell the students to shout out which part of the sentence is underlined, and then go through the flashcards at the front of the class. You can divide the class into teams and/or give points to the fastest students.

### Practice

- 1. As you work through the additional practice exercises, walk around the classroom students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- 2. For exercise A, have the students write the numbers 1, 2, and 3 on small pieces it all together.
- 3. For exercise B, tell the students to complete the sentences with the correct verbs. necessary, demonstrate on the board how to do the first problem.

and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

of paper. Then call on different students to read the sentences without putting the verbs in while the rest of the class holds up which number they think should have the verb. After you give the answer for each sentence, have the class read through

Then tell them to check whether each sentence has an object or complement. If

4. For exercise C, demonstrate how to complete the first sentence with one of the missing words from the box. Then ask for five volunteers to come to the board and rewrite the other sentences while the rest of the class finishes the exercise on their own. If you like, you can turn it into a competition with a small prize (ex. a cookie) to see who can correctly rewrite their sentence the fastest.

# Extra Materials: Online Test and Workbook

- normal test to ensure the best assessment.
- practice with the students.

### **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. Go over the checklist with them until the students understand the information on it. Then have them fill in the blanks on their own using the information in the checklist, and identify each phrase by writing its number in the correct box. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. For exercise B, tell the students to read each sentence through and identify whether it follows the S+V+O format or the S+V+C format by writing its number in the correct box below. Check the paragraph by reading through it as a class and calling on different students to give their answers.

#### 3. Extra Idea (optional):

Have the students make short checklists similar to the one in exercise A about their health habits. When they are finished, have them write paragraphs about five sentences long based on their lists. Edit these paragraphs and then give them to different students to identify the parts (subjects, verbs, objects, and complements) in all of the sentences.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

# **ANSWER KEY: STUDENT BOOK**

A: I stayed at home B: I had sushi at a r	on Sunday. What i restaurant. It was o			
	Subject & F	Predicat	e	
A sentence has a subject and about.	a predicate. The	subject to	ils who or what the	sentence i
Sul	Subject		Predicate	
(hour) (pronoun) (nour, phrase)	Peter He My brother	eats	pizza for dinner.	
The predicate tells what the	subject is or doe	s. There is	at least one verb in	a predicate
The presidence tens milet one		Predicate		e pressure
Subject			d the park.	

#### A Divide the sentences into subjects and predicates with slashes(/).

- 1. My sister/plays computer games every day.
- 2. Joanna and Mike the main character in the cartoon.
- 3. The sweater in the shop/feels soft and warm.
- 4. The flowers on the table/are from John.
- 5. My friend Mike/likes playing baseball after school.
- 6. The tallest girl in my class/is Miranda.

#### B Circle the verbs and underline the predicates.

- 1. My grandparents are my heroes.
- 2. The subway fore quickly along the track.
- 3. My father ough me a new computer.
- 4. Rudolph (a) a very shiny nose.
- 5. They are students from China.
- 6. Ben (rink) a glass of milk every morning.

### Practice

6

#### A Check() the correct places for the verbs.

- 1. are My parents I proud (2) of (3) me.
- take We € a bus ② to school ③ every day.
- 3. studied Tiffany & fashion design (2) in Paris (8).
- 4. looks Your new dress @great @ on @ you.
- 5. pressed The man () in the elevator () a button ().
- 6. bought My parents If me 2 a cell phone 2.

#### B Choose and complete the sentences. Then check().

	sweet tired	movies	wet his text	book m	y room
1.	John didn't bring	his textbook	to school.	Charant I	
2.	My brothers watch	movies	at night.	Ľ	0
3.	Jonathan is always	tired	after work.		Ľ
4.	I clean my room	every w	eekend.	e	0
5.	The sauce tasted	sweet	to me.		e
б.	The clothes on the li	ine are	wet	0	Ø

#### C Find the missing words and rewrite the sentences.

	Japanese is the girls	a soldier sells the key				
ι.	Ms. Lloyd from Hawaii.	Ms. Lloyd is from Hawaii.				
2.	Mike and Jack speak very well.	Mike and Jack speak Japanese very well.				
ε.	He chairs and tables at his store.	He sells chairs and tables at his store.				
٤.	at the concert looked excited.	The girls at the concert looked excited.				
5.	We found under the bed.	We found the key under the bed.				
5.	Mr. Miles was 40 years ago.	Mr. Miles was a soldier 40 years ago.				

 Subj	ect + Verb + 0	bject/Complen	nent
e sentences are made ing that receives the		verb, and an object.	The object is the perso
Subject	Verb	Object	
Mr. White The cat The people	speaks saw played	French. a mouse. soccer	at the park.
e sentences are made ribes the subject and			nent. The complement
Subject	Linking Verb	Complement	
My mother The dictionary Sarah and Jane	is looks felt	an art teacher. heavy. sleepy	after lunch.

#### A Write the subjects, verbs, objects, and complements.

Sabarct	Net 1	Chierce	Complement
Jim	wrote	a story	X
John	ran	x	х
They	were	х	angry
The roses	smell	X	sweet
We	bought	a cushion	х
Ben and I	are	X	students
	John They The roses We	John ran They were The roses smell We bought	John         ran         x           They         were         x           The roses         smell         x           We         bought         a cushion

#### B Read the underlined words and check().

	Otainct	Complement	
<ol> <li>Ms. Kimble's new car looks expensive.</li> </ol>	0	e	
2. The baker bakes bread at six a.m.	Ľ	0	
3. The baby is holding a toy in her hand.	Ľ	0	
4. The scientist studies the plants on the mountain.	Ľ		
5. The sofa feels really comfortable.	0	V	
6. Kevin's sisters are very pretty.	0	Ø	
		Unit 1 - Parts of a Senten	el 7

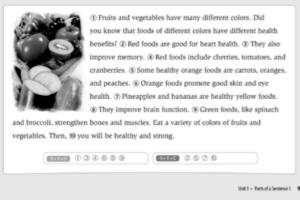
# Grammar for Writing

#### A Complete Sarah's health report and write the numbers of the objects and complements.

	Sarah doesn't get up early. So she doesn't eat
6 J	① breakfast in the morning. She eats
HEALTH CHECKLIST Name: Sarah Wells	(2) vegetables every day. But she also likes
Yes No	hamburgers and pizza. Eating them too
1.1 get up early.         IF           2.1 skip breakfast.         IF           3.1 eat vegetables every day.         IF           4.1 like hamburgers and pizza.         IF           5.1 exercise three times a week.         IF           6.1 feel time differ school.         IF           7.1 sleep well at night.         IF	much is not good for her health. She often feels (*) tired after school. She needs to exercise more. She sleeps well at night. She doesn't think she is (*) healthy .
Lan a built a summer O P	

Constraint & S

#### B Find the sentences that are S+V+O and S+V+C and write the numbers.



# **ANSWER KEY: WORKBOOK**

		Grammar Quiz	J.
A	Read the underlined w	vords and choose.	
	<ol> <li>My dog ate <u>all the all</u> as subject     </li> </ol>	chocolate.	© complement
	<ol> <li>Jake <u>walks</u> to school</li></ol>	ol every day. ⑤ object	© complement
	<ol> <li>My uncle is <u>a teach</u> <i>@</i> subject     </li> </ol>	ter at my school.	W complement
	<ol> <li>A girl with red hair</li></ol>	is in the park. (b) verb	& predicate
	<ol> <li>I don't like green w</li></ol>	egetables, like spinach. ≇object	© complement
	<ol> <li>It rained heavily for <i>€</i> subject     </li> </ol>	r five days. ⊛ object	© complement
B	Choose the wrong sen 1. If These candies an She never tells a Ms. Brown is a g He is very energy	re. e.g.) These candies are : lie. good swimmer.	sweet.
	<ol> <li>If They all night lo</li> <li>Your hands feel</li> <li>She sat down qu</li> <li>Mark exercises e</li> </ol>	ietly on the sofa.	t long.

.

Gramma	ar Practice		
Check() the correct places for the wor	rds.		
1. laughs My grandpa (Ploudly	at ② the joke ③.		
2. the dog @is running @ along	the shore ().		
3. Mike ① Ashley invited #to	the party (8).		
4. his name (Vis @ Jack Smith @.			
5. sour The sauce (1) tastes 🕑	to me ().		
6. watched My family @ a talent s	show @last night @.		
	n astronaut strange	basketbal	Complement
them delicious big eyes a	n astronaut strange	basketbal	
1. His voice sounded strange	on the phone.	0	ď
<ol><li>My aunt has big eyes.</li></ol>		8	
3. A reporter interviewed them	on the street.	Ø	0
4. Ms. Evans isan astronaut		0	ø
5. The vegetable soup smells	ous	0	Ľ
6. The kids are playing <u>basketball</u>	_ on the playground.		0
	g Practice		
Writins			
	itences.		
Unscramble the words and write the ser	ntences. Her son is very smart		
Unscramble the words and write the ser 1. very / Her son / smart / is			
Unscramble the words and write the ser 1. very / Her son / smart / is 2. is / Mr. Smith / a tiger / painting	Her son is very smart	a tiger.	
Unscramble the words and write the ser 1. very / Her son / smart / is 2. is / Mr. Smith / a tiger / painting 3. dinner / made / He / for his wife	Her son is very smart Mr. Smith is painting a	a tiger. is wife.	
Writing Unscramble the words and write the ser 1. very / Her son / smart / is 2. is / Mr. Smith / a tiger / painting 3. dinner / made / He / for his wife 4. our / aren't doing / homework / We 5. wears / beautiful dresses / She	Her son is very smart Mr. Smith is painting a He made dinner for hi	a tiger. s wife. omework.	

# Unit 2 Parts of a Sentence 2

# **Unit Objectives:**

- 1. The students will learn about direct objects, indirect objects, and object complements.
- 2. The students will complete simple exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

3. Grammar Space 3 is not meant to be a vocabulary book and thus uses relatively students' minds at the beginning of the lesson. Scan the unit before class and identify any words that your students may not understand. Then at the start of class, post pictures or write simple definitions for the words on the side on the board for the students to refer back to throughout the class.

#### 4. Extra Idea for Vocabulary Practice (optional): Time is Ticking

Have the students work in pairs. Tell each pair that they have one minute (you can extend the time limit if necessary) to make as many sentences as possible using any words that you have highlighted as vocabulary for this unit. However, remind the students that spelling and grammar still count. Each correct sentence they make is worth one point. The team with the most points is the winner.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and give each student a sentence and tell them to identify its parts of speech using the previous lesson's grammar points as a review (subjects, verbs, objects, and complements, ex. "The man(S) drives V) a car(O).").
- 2. Each unit opens with simple sentences that show the use of the unit's grammar points. Ask one or two students to read the sentences out loud for the class, and then write them on the board to refer to later.

### **Grammar Point 1**

- 1. The box at the top of the page introduces the unit's first grammar point. Use the board throughout the class for easy reference.

simple vocabulary. However, you may find it useful to refresh certain words in your

chart and pictures to help you explain what direct objects and indirect objects are to the students. Write on the board that an indirect object is a person or thing that receives something from the subject (ex. "She gave her brother a chocolate bar."). Then tell them that a direct object is the thing that the subject gives to the indirect object (ex. "She gave her brother a chocolate bar."). Leave these definitions on the

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Call on different students to read through the sentences, and after each one have the class vote on whether the underlined phrase is a direct object or indirect object.
- 4. For exercise B, tell the students that they need to circle the indirect objects and underline the direct objects. If necessary, demonstrate the first sentence on the board. As the students finish, ask the fastest ones to go up to the board and write one sentence each with the answers filled in. Check the sentences on the board before moving on.

### **Grammar Point 2**

- 1. Similar to the previous page, this box introduces the unit's second grammar point. Use the charts to help you explain what **object complements** are to the students. Write on the board that an object complement comes after objects and describes them (ex. "John made the kids excited."). Leave these definitions on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Demonstrate how to break up the first sentence by writing its object and object complement in the correct categories. Then ask for five volunteers to come to the board and write the sentences with their objects and object complements labeled over them.

finished, have the class read through the sentences together.

#### 5. Extra Idea (optional):

Give each student a blank A4 piece of paper. Tell them to write any subject they can think of at the very top and fold the paper over it. Then have them pass the paper to their left. Tell the students to take their new papers, write the root form of any verb that they can think of, and fold the paper over it before passing it to their left. Do the same thing with indirect objects, direct objects, and object complements. Throughout the whole exercise, don't let the students see any of the words under the folds. When the last round is finished, have the students completely unfold their papers and make sentences out of all the words that they have. Then have them share them with the class.

### Practice

1. As you work through the additional practice exercises, walk around the classroom students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.

4. For exercise B, ask several students to describe the pictures. Then tell the students to complete the sentences with the phrases in the box above. When everyone is

and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

- 2. For exercise A, have the students write the numbers 1, 2, and 3 on small pieces of paper. Then call on different students to read the sentences without putting the given words in while the rest of the class holds up which number they think should have the word. After you give the answer for each sentence, have the class read through it all together.
- 3. For exercise B, tell the students to read through the sentences and check whether the underlined portions are direct objects or object complements. When they are finished, call on different students to read through the sentences out loud. After each sentence, have the students vote on whether the underlined portion is a direct object or object complement.
- 4. For exercise C, put the students into pairs and have them complete the dialogues together. Then have them practice the dialogues, switch roles, and practice them again. If you like, you can have some pairs perform the dialogues for the class.

### **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own by unscrambling the given words. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. For exercise B, tell the students to read each sentence through and identify whether it follows the S+V+IO+DO format or the S+V+O+OC format by writing its number in the correct box below. Check the paragraph by reading through it as a class and calling on different students to give their answers.

#### 3. Extra Idea (optional):

Tell the students to imagine an older, rich relative like the one in the first paragraph of exercise A. Have them write a pretend story roughly five sentences long about how that relative gave them something. Make sure that the students use lots of direct objects, indirect objects, and object complements in their writing. Then edit their stories and have the students take turns presenting them at the front of the class when everyone is finished.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

# **ANSWER KEY: STUDENT BOOK**

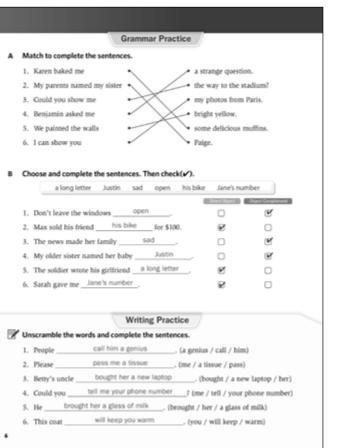
	arts of a Sent My aunt sent me presents fro fou must be happy. Presents a	m Canada.			Subject + Verb + Object     Some sentences have an object complement		
	ou most de happy, riesents i	annaya mane me nappy		_	the object. It can be a noun or an adjective.		
	Subject + Verb + Indir		-		3		
	es have two objects, an indi it is the person or thing that				Karen named her de	y jole. (her dag = jole)	
	d'Rh		a see		S * V * O	• oc.	
	222.0	Pt .	30 8380		Subject Verb	Object Obj	ect Compl open.
I S	made <u>a salad.</u> V + D.O.	I made my par S + V + 1.0	+ D.O.		He found People called	the test the lady	difficult an angel
5	ubject Verb	Indirect Object	Direct Object				
му	parents bought	me	a new computer. a new computer.	A	Read the sentences and write the object	s and the object comp	
	lenny sends		letters.		1. The movie made Nora and Rachel sad	Nora and Rach	tel sa
	lenny sends	Ellen	letters.		<ol> <li>The movie made tokin and factors and</li> <li>She found the novel interesting.</li> </ol>	the novel	int
ommon verb	s that take two objects are <b>g</b>	give, send, make, ask	buy, show, bring, and tell.		<ol> <li>She bound the hover interesting.</li> <li>People call New York the "Big Apple."</li> </ol>	New York	the
					<ol> <li>Teople can iter to in date of pipel.</li> <li>They will name their daughter Sophie</li> </ol>	all of a star share a	So
ead the un	derlined words and check				<ol> <li>Jenny always keeps her desk tidy.</li> </ol>	her desk	tid
She eave	me a book for my birthda						
-	d I will make Grandma a o		e o		Look at the pictures and complete the se	intences.	
	ught his younger sister a t		o e		1. 2. ftss	3.	4.
	he police officer the way to		e o				
							V
the in	direct objects and underli	line the direct objec	ts.			-440-620-	8
	ve@her phone number					blue salty s	safe
	ht our ca a comfortable b				1. She made the soup toosalty		
	show my your paintings?				<ol> <li>The police officer keeps the children _</li> </ol>	safe	
	mema scary story last ni				<ol> <li>Molly and Tim painted the door</li> <li>a dreat m</li> </ol>	blue	
hur Eng	ish teacher read( <u>us</u> )a poen	TB.			<ol> <li>People called Beethoven <u>a great m</u></li> </ol>	varvien	
ce 🗸					Grammar f	or Writing	
					_		
	e correct places for the w			A	Read the weekend plans. Unscramble th	e words and complete	e the pas
_	lish Mrs. Freeman	• teaches @ the st	adents 🕐.		My uncle () gave my s	sister and me a puppy	
	<ul> <li>But more in</li> </ul>	All a factor of			No. of the local sector of the		last r
_	Dad (3) passed					and me / gave / a puppy)	
h	er Tony () asks ()	many questions (	).		named the puppy     geory / the puppy / th	and me / game / a puppy) Spotty . He doesn't amed)	have a d
h the info	er Tony () asks () rmation The lady will (	Emany questions () () give () you (.			anamed the puppy     (fpenty / the puppy / in     So, we will ③ in	and me / gave / a puppy) Spotty . He doesn't	
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# **ANSWER KEY: WORKBOOK**

		Grammar Quiz	7
,	Choose the correct answe	rs.	
	1. Ms. Roberts teaches	history.	
	@ we	© our	₩ us
	2. The children found	boring.	
	③ at the cinema	(s) watched	W the movie
	3. My uncle	me a nice guitar.	
	@ was	🖋 got	© felt
	4. Greg and his mom pain	ted the birdhouse	
	& blue	made	© big box
	5. They left their desks		
	& messy	() books	© their room
			at he biles
	6. Julia's grandmother son	netimes reads her	at bedume.
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# Unit 3 Quantifiers

# **Unit Objectives:**

- 1. The students will learn about the quantifiers a few, a little, many, much, and a lot of.
- 2. The students will complete simple exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (direct objects, indirect objects, and object complements, ex. "Who gave you this ?").
- 2. Each unit opens with simple sentences that show the use of the unit's grammar points. Ask one or two students to read the sentences out loud for the class, and then write them on the board to refer to later.
- 3. Grammar Space 3 is not meant to be a vocabulary book and thus uses relatively simple vocabulary. However, you may find it useful to refresh certain words in your

students' minds at the beginning of the lesson. Scan the unit before class and identify any words that your students may not understand. Then at the start of class, post pictures or write simple definitions for the words on the side on the board for the students to refer back to throughout the class.

#### 4. Extra Idea for Vocabulary Practice (optional): Guess the Word

Have the students work in groups of two to four. Give the students one minute to look at the keywords you have on the board. Then erase the keywords' definitions and have the groups write down what they think each word's definition is. Call on different groups for answers and rewrite the best definitions on the board.

### **Grammar Point 1**

- 1. The box at the top of the page introduces the unit's first grammar point. Use the nouns (ex. "We have a few apples." "They have a little milk."). Leave these definitions on the board throughout the class for easy reference.
- 2. Give the students as many simple examples as necessary for them to understand
- itself.

chart and pictures to help you explain what the quantifiers a few and a little are to the students. Write on the board that both a few and a little indicate a small amount of something, but that a few is for plural count nouns while a little is for noncount

the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Tell them to circle the correct quantifier for each word, and then have the whole class say the correct phrase after you say the starting noun by

4. For exercise B, tell the students to use either a few or a little to complete the sentences. Then have the two sides of the room alternate reading them out loud.

- **Grammar Point 2** 
  - 1. Similar to the previous page, this box introduces the unit's second grammar point. Use the charts to help you explain what the quantifiers many, much, and a lot of are to the students. Write on the board that these quantifiers indicate a large number or amount of something, but that many is for plural count nouns, much is for noncount nouns, and a lot of is for either count or noncount nouns (ex. "many cows," "not much time," "a lot of cows/time," etc.). Leave these definitions on the board throughout the class for easy reference.
  - 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
  - 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Give the students a little bit of time to complete the sentences with either many or much. Then call on different students to read through the sentences, but when they get to the blanks tell all the students to say what they think the answer is.
  - 4. For exercise B, give the students a little bit of time to choose which quantifiers to complete the sentences with. Then have the boys and girls alternate reading through the sentences out loud.

one or more students read through the box, and then use previous examples already on the board to explain it.

#### 6. Extra Idea (optional):

Make three different drawing bags before class, one with the numbers 1 through 10, one with common nouns, and one with common places. Then go around the room and have each student choose one word from each bag. Tell them that if their number is less than 5, they should use a few/a little, and if it is 5 or greater, they should use many/much/a lot of. Then have them make a sentence using the number to indicate how many/much of the noun that they drew and the place to indicate its location. Then have the students share their sentences with the class.

### Practice

- students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- answer, who chooses the next student, and so on.

5. The PLUS+ box to the right should be explained between exercises A and B. Have

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

2. For exercise A, tell the students that they need to complete the sentences with a few or a little and let them complete the exercise on their own. Then call on one student to read through the first sentence, let them choose the next student to

- 3. For exercise B, call on different students to read through the sentences out loud. After each sentence, have the class as a whole yell out whether a lot of should be changed to many or much.
- 4. For exercise C, have the students choose partners out of a hat and complete the dialogues together. Then have them practice the dialogues, switch roles, and practice them again. If you like, you can call on several pairs to perform the dialogues for the class.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

### **Grammar for Writing**

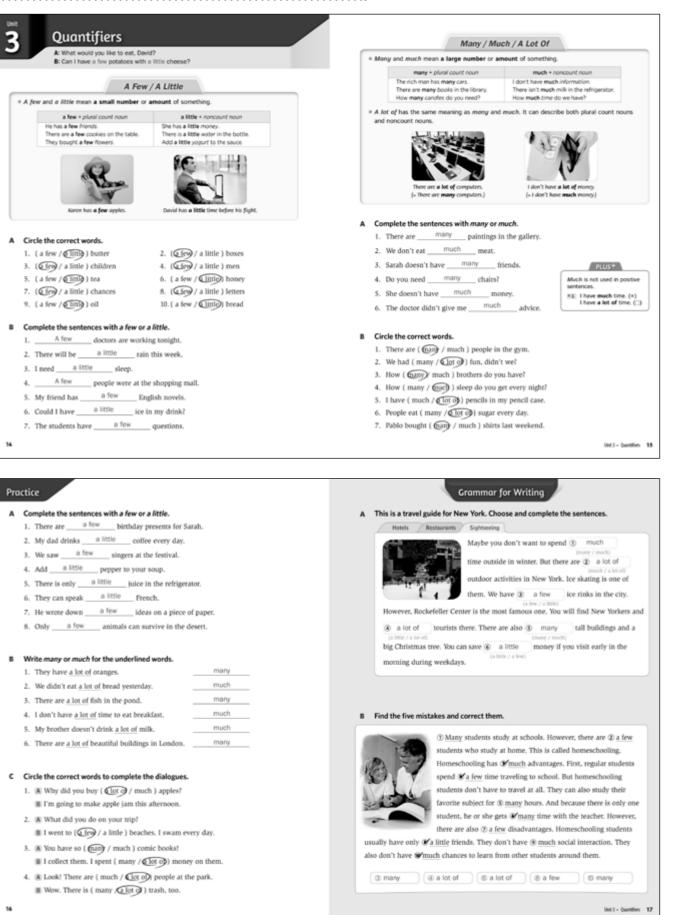
- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own with the correct quantifiers. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

#### 3. Extra Idea (optional):

Have the students each pick a famous city that they are familiar with and write a short paragraph describing its attractions for tourists. Encourage them to use as many quantifiers as possible. Edit their paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

# **ANSWER KEY: STUDENT BOOK**



# **ANSWER KEY: WORKBOOK**

		Grammar Quiz	J.
A	Choose the correct an	swers.	
	1. My teacher asked r	ne questions.	
	<b>∉</b> a few	() a little	© much
	2. The island has man	iy beautiful	
	@ beach	(s) a beach	@ beaches
	3. You can get	information from th	is website.
	@ many	⊚ a few	W a lot of
	4. I don't have much	to play with	my friends.
	@ times	& time	© a time
	5. She added	olive oil to the salad.	
	@ many	(b) a few	💓 a little
	6. Michael invited	friends to his pa	irty.
	& many	(§ much	© a little
8		i words and choose the wron much sugar these days.	g sentences.
	I left <u>a little</u> brea	d for tomorrow's breakfast.	
	& They didn't have	e many fun at the party.	nuch[a lot of]
	② You need to bak	e it for <u>a few</u> more minutes.	
	) (i) He maded his h	ooks in a few boxes.	
		COND IN M PETT CONCE.	
		le trouble with my new neigh	bor.
	I'm having a litt	le <u>trouble</u> with my new neigh ed many chances to score goa	
	⊗ I'm having a litt ⊗ The player miss		ils.
	⊗ I'm having a litt ⊗ The player miss	ed many chances to score goa	ils.
	⊗ I'm having a litt ⊗ The player misss 𝒞 My mom bough	ed many chances to score goa	ıls. things
	<ul> <li>I'm having a litt</li> <li>The player misss</li> <li>My mom bought</li> <li>If the put a lot of b</li> </ul>	ed many <u>chances</u> to score goat t a few <u>thing</u> at the store	als. things ter

#### Grammar Practice

#### A Circle the correct words.

.

- 1. There were ( ) a little ) cars on the road.
- 2. Mia takes part in ( ) / much ) activities at school.
- 3. I need ( a few / ()) time to think about it.
- 4. Andy has ( much / lot of) comic books.
- 5. I have soup and ( a few / ()) bread for lunch.
- 6. I drank ( much / (lot of)) water after running.

#### B Choose and complete the sentences using a few or a little.

days German hot water paintings snow students

- 1. He is pouring \_\_\_\_\_a little hot water \_\_\_\_\_ into the cup.
- 2. I met her \_\_\_\_\_ a few days \_\_\_\_ ago.
- 3. My father can speak \_\_\_\_\_ a little German
- 4. A few students came to watch the movie.
- 5. She hung \_\_\_\_\_ a few paintings \_\_\_\_\_ on her walls.
- 6. We may have \_\_\_\_\_ a little snow \_\_\_\_\_ this winter.

#### Writing Practice

Rewrite the sentences using many or much. Many people visit his blog. 1. A lot of people visit his blog. I didn't get much sleep last night. 2. I didn't get a lot of sleep last night. We didn't have much time. 3. We didn't have a lot of time. 4. Chocolate doesn't give a lot of energy. Chocolate doesn't give much energy. 5. There isn't a lot of trash on the street. There isn't much trash on the street. 6. James always has a lot of good ideas. James always has many good ideas.

# Unit 4 | Pronouns

# **Unit Objectives:**

- 1. The students will learn about subject pronouns, object pronouns, possessive adjectives, possessive pronouns, and indefinite pronouns.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (quantifiers, ex. "How many are here?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

#### 4. Extra Idea for Vocabulary Practice (optional): Scramble for Words

Prepare small cards with the unit's keywords on half of them and their meanings on the other half before class. Erase the keywords and their definitions from the board, and then spread all the cards out on a table or the floor. Have the students come over and pick out two cards that match to stick on the board. Continue the activity until there are no cards left on the floor.

### **Grammar Point 1**

- 1. Use the chart to help you explain what subject pronouns, object pronouns, easy reference.
- 2. Give the students as many simple examples as necessary for them to understand

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

possessive adjectives, and possessive pronouns are to the students. Write on the board that subject pronouns replace subject nouns, object pronouns replace object nouns, possessive adjectives come before nouns and say who they belong to, and possessive pronouns replace possessive adjectives and their nouns (ex. subject pronoun: "I," object pronoun: "me," possessive adjective: "my," and possessive pronoun: "mine"). Leave these definitions on the board throughout the class for

the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Tell the students to underline all the subjects and objects in the sentences. Then read through the sentences with them and have them fill in the correct subject and object pronouns together.
- 4. For exercise B, tell the students to circle the correct words on their own. Then have the two sides of the classroom alternate reading the sentences out loud.

### **Grammar Point 2**

- 1. Like the previous page, use the charts to help you explain what indefinite pronouns are to the students. Write on the board that indefinite pronouns are pronouns that don't give any specific information (ex. "somebody," "something," "anybody," "anything"). Point out that somebody and something are for positive sentences, while anybody and anything are for negative sentences and questions. Also, make sure the students understand that nobody and nothing are used positively, but with negative meanings. Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Read through the sentences yourself, but pause at the pronoun options and let the class fill in the answers for you. The students can then read through them themselves if you like.
- 4. For exercise B, tell the students to match the sentences together. Then have the

girls read the sentences on the left and the boys respond with the sentences on the right.

the box, and then use previous examples already on the board to explain it.

#### 6. Extra Idea (optional):

Make a set of flashcards with various subjects and a set of flashcards with possessive adjectives on them before class. For the subject flashcards, tell the students to say the corresponding possessive adjectives. For the possessive adjective flashcards, tell the students to say the corresponding possessive pronouns. Start on one end of the room and have a pair of students compete to say the answer to the flashcard you show them. Then have the winner compete with the next student, and so on until you have gone all the way around the room and/or used all your flashcards.

### Practice

1. As you work through the additional practice exercises, walk around the classroom students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.

5. The PLUS+ box to the right can be explained at your own discretion between exercises A and B or after both exercises. Have one or more students read through

and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

- 2. For exercise A, put the students into pairs and have them complete the dialogues together with the right pronouns and possessives. Have them practice the dialogues when they are finished, switch roles, and practice them again. If you like, you can also have several pairs perform the dialogues for the class.
- 3. For exercise B, keep the students in their pairs and have them complete the sentences with the given indefinite pronouns. Call on different students to read through the sentences out loud when everybody is finished.
- 4. For exercise C, demonstrate how to change the first sentence to use nothing instead of anything. Then ask four volunteers to come up to the board, and have them write out the other four sentences while the other students work on their own. Then check the sentences on the board.

**Grammar for Writing** 

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. Have a few students describe the pictures on the left. Then have the students fill in the blanks on their own using the given pronoun options. When everyone is finished, have the students read through the story out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

#### 3. Extra Idea (optional):

Have the students brainstorm famous mysteries that they know about on the board.

Then have them write short stories about five sentences long in the style of exercise A based on these ideas. Encourage them to use as many indefinite pronouns as they can while they write "Janice thought that there was nobody in the garage, but then she heard something hit the ground." Edit these stories and have the students take turns presenting them at the front of the class when everyone is finished.

# Extra Materials: Online Test and Workbook

- normal test to ensure the best assessment.
- practice with the students.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

# **ANSWER KEY: STUDENT BOOK**

	A: Is this bike yours B: No, it's not mine.		ere.	
		Pronouns & Po	ossessives	
			d tells who the noun b adjective and its nou Possessive Adjective	
	Subject Pronoun	me	my	mine
Singular	YOU	YOU	Y047	YOU'S
Singular	you he/she/it	you him/her/it	your his/her/its	
Singular				
Singular Plural	he/she/it	him/her/it	his / her / its	his / hers ours
	he/she/it we	him/her/it us	his / her / its our	his / hers ours yours
	he/she/it we you	him / her / it us you them	his / her / its our your	yours theirs

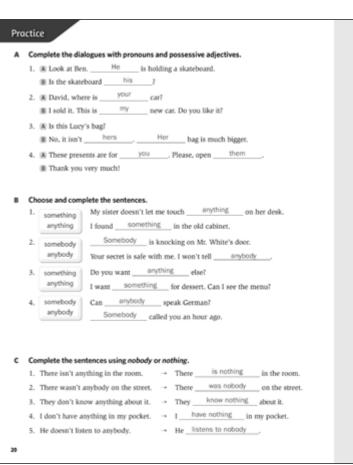
#### A Complete the sentences with subject or object pronouns.

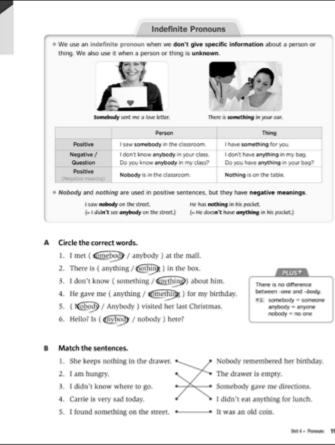
- 1. The runners are very thirsty. We'll give <u>them</u> some water.
- 2. Patrick was in class. <u>He</u> asked the teacher some questions.
- 3. Do your know Paul and Robert? \_\_\_\_\_They\_\_\_\_ are my good friends.
- We always take our bags with \_\_\_\_\_US \_\_\_\_ when we go shopping.

#### B Circle the correct words.

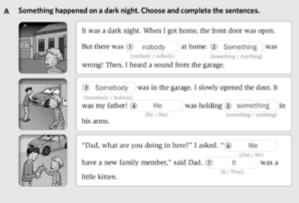
- Here is a letter from (m) / me ) friend in London.
- 2. My father always wears ( him / (iis)) glasses.
- 3. Jane lost (he) / hers ) dog in the park.
- 4. The students turned off ( (helt / theirs ) phones.
- 5. My sister drew the picture. The picture is ( her / (er)).
- 6. These aren't their books. The books are ( our / (ur)).

18





#### Grammar for Writing



B Find the five mistakes and correct them.



# **ANSWER KEY: WORKBOOK**

	Grammar Quiz	1	Grammar Practice
A Choose the correct and	iwers.		A Complete the sentences with possessive adjectives or pronouns.
1. Matthew's father ga		iey.	1. Lost my key on the way home.
@ he	(his	<b>⊮</b> him	<ol> <li>she My bike is pink, and <u>hers</u> is black.</li> </ol>
2. He baked me some	cookies were	e delicious.	<ol><li>they I want to make them happy.</li></ol>
& They	(S) Their	© Theirs	<ol> <li>you Your mother called you many times.</li> </ol>
3. They are Sophia's g	loves. They're not		5. he He was proud of his daughters.
⊛ my	(5) me		
4. There wasn't	in the library.		<ol> <li><u>she</u> Chloe gets up early, but <u>she</u> is always late for school</li> </ol>
& anybody	(§) somebody	© nobody	
5. hap	pened during my vacation.		
③ Anything	(a) Anybody	@/Nothing	B Choose and complete the sentences.
6. I'm sad.	ate all of the cake!		somebody anybody nobody something anything nothing
@ Anybody	Somebody	② Nobody	1. Do you need anything from the store?
			2. He was meeting somebody there. I saw them.
			<ol> <li>Carlos doesn't know anybody in the club.</li> </ol>
B Look at the underlined	words and choose the wrong	g sentences.	
1. ③ Our ideas were d	ifferent from theirs.		
WHer long story m	ade our bored. → us		<ol><li>Something in the fridge smells bad.</li></ol>
Where did you p	at your bag?		<ol><li>Nobody is on the playground. It's very quiet.</li></ol>
@ The city is famou	is for its beautiful beaches.		
2. 🖋 Anybody stole m	v book Somebook		Writing Practice
I can't see anythi			Rewrite the sentences using nobody or nothing.
	ng something in his notebook.	L.	
	Nobody was awake.		<ol> <li>She doesn't like anything in the shop.</li> </ol>
Ø I came home late			<ol> <li>I don't know anything about it.</li> <li>I know nothing about it.</li> </ol>
@ I came home late			<ol><li>There wasn't anybody in the gallery. There was nobody in the gallery.</li></ol>
③ I came home late <ol> <li>③ My brother and I</li> </ol>	cleaned our house.		
3.   My brother and I	cleaned <u>our</u> house. r sister with <u>you</u> next time.		<ol> <li>They don't talk to anybody. They talk to nobody.</li> </ol>
3.   My brother and I	sister with you next time.		They don't talk to anybody.     They talk to nobody.     He doesn't respect anybody.     He respects nobody.

# Unit 5 | Present vs. Past Simple: The Verb Be

# **Unit Objectives:**

- 1. The students will learn about making positive sentences, negatives sentences, and yes/no questions with the verb be in the present and past simple.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

## Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (pronouns and possessives, ex. "Whose is this?" [while holding an object]).
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Idea for Vocabulary Practice (optional): Word Lottery Prepare small slips of paper with any vocabulary words from this unit written on them. Put them in a hat or bowl. Have a student come to the front of the class and pull out a word. Tell the student to read the word out loud and use it in a sentence. Repeat until all the words have been used.

### **Grammar Point 1**

- these explanations on the board throughout the class for easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

1. Use the chart to help you explain how to use the verb be in the present and past simple to the students. Write on the board that the verb be is conjugated into am, is, and are in the present simple, but was and were in the past simple (ex. "I am the teacher." "He was a student."). Then demonstrate how to put not after the verb be to make negative sentences in both the present and past simple (ex. "You are not clowns." "We were not friends."). Last, point out that is not, are not, was not, and were not can be shortened to isn't, aren't, wasn't, and weren't, respectively. Leave

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Tell them to complete the sentences using the words in the box, and then have the class read them aloud all together.
- 4. For exercise B, have the students complete the sentences on their own using the verb be. Then call on different students to read through the sentences out loud.

### **Grammar Point 2**

- 1. Like the previous page, use the chart to help you explain how to make yes/no questions with the verb be in the present and past simple to the students. Write on the board that making yes/no questions with the verb be just means putting the verb be before the subject of the sentence (ex. "Is Crystal a pianist?"). Then explain that they need to put the verb be after the subject to answer yes/no questions (ex. "Yes, she is." "No, she isn't."). Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Demonstrate on the board how to change the first question from the present simple to the past simple. Then have the students finish the rest of the exercise on their own, and have the two sides of the class read one column of questions each.

you can have several pairs perform the dialogues for the class.

#### 5. Extra Idea (optional):

Have all the students write down three different be questions in the present or past simple on slips of paper and put them into a bag or hat. Then have them take turns drawing the questions out, reading them out loud, and answering them in full sentences. If any of the questions have mistakes in them, have the students that picked them identify and fix them.

### Practice

- students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- 2. For exercise A, ask five volunteers to come to the board. Tell them to change the (ex. a cookie). Check the sentences on the board when they are finished.

4. For exercise B, have a few students describe the pictures. Then put the students into pairs and tell them to complete the dialogues together. When they are finished, have them practice the dialogues, switch roles, and practice them again. If you like,

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

sentences you give them from the present to the past simple or vice versa as fast as they can. Give the fastest student to correctly write their sentence a small prize

- 3. For exercise B, have the students choose new partners out of a hat and complete the dialogues together. When they are finished, have them practice the dialogues, switch roles, and practice them again. If you like, you can ask several pairs to perform the dialogues in front of the class.
- 4. For exercise C, ask a few students to describe the pictures. Then keep the students in their pairs and have them finish the dialogues. Tell them to practice and perform them like they did for exercise B. If you like, you can give the pair with the best acting a small prize afterward (ex. a piece of candy each).

### **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own with the verb be in the present and past simple. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

#### 3. Extra Idea (optional):

Give the students a couple of minutes to draw a picture of themselves now and a picture of themselves five years ago. Then have them write paragraphs about five sentences long comparing how they are now and were then in the style of exercise A. Encourage them to use the verb be in both the present and past simple. Edit these paragraphs and have the students take turns presenting them at the front of the

class when everyone is finished.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

# **ANSWER KEY: STUDENT BOOK**

	e isn't. He was in the k			
	Positiv	ve & Nega	tive	
The verb be tells w	ho, what, or where t	he subject is	or was.	
	Positiv		Negative I'm not a news reports	
Present Simple	She is always hones	st.	She isn't always hones	a.
	They are on the pla I was nervous about	t the exam.	They aren't on the play I wasn't nervous about	t the exam.
Past Simple	Olivia was at the m We were sick yeste		Olivia wasn't at the me We weren't sick yester	
		o days ago, k	ast weekend, and last D	ecember can
be used in the past	simple.			
<ol> <li>A bookshelf</li> </ol>	is a nice			
	a pre	ce of furnitu o I didn't ea		is
3. Gary isr				isn't are
<ol> <li>the flowers</li> </ol>			ed to water them.	aren't
5. These books		\$5 each. Le		wasn't
	layers were		dium 30 minutes ago.	were
Complete the ser 1. Trees and flow	ntences using the w			
		all plants.	. Now it's quite big.	
	er is bald now, but l		1 bald 20 years ag	
			ut they are tall now.	pro-
	tsick today, b			
<ol><li>Junk food</li></ol>	isn't good f	or your healt	h. Soft drinks aren't, e	either.
<ol> <li>Junk lood</li> </ol>	isn't good f	or your healt	h. Soft drinks aren't, e	sither.
<ol> <li>Junk lood</li> </ol>	isn't good f	or your healt	h. Soft drinks aren't, e	sither.
<ol> <li>Junk tood</li> </ol>	isn't good f	or your healt	h. Soft drinks aren't, e	ither.
	isn't good f	or your healt	h. Soft drinks aren't, e	sither.
o, Junk lood	isn't good f	or your healt	h. Soft drinks aren't, e	sither.
actice	ces using the verb		isent simple or past si	
actice Write the senten	ces using the verb	be in the pro		
Octice Write the senten 1. 1 am not at the	ces using the verb	be in the pro	sent simple or past s	imple.
Write the senten 1. I am not at th 2. Mr. Simpson i	ces using the verb i e restaurant. s a kind teacher.	be in the pro	sent simple or past single or past in the restaurant.	imple.
Octice Write the senten 1. 1 am not at the	ces using the verb l e restaurant. s a kind teacher. d I are excited.	be in the pro	sent simple or past si real n't at the restaurant. impson was a kind te iends and I were excit	imple. acher. ed.
Write the senten 1. I am not at th 2. Mr. Simpson i 3. My friends an 4. Julie is bored	ces using the verb l e restaurant. s a kind teacher. d I are excited.	be in the pro-	isent simple or past si merit in't at the restaurant impson was a kind tei iends and I were excit was beeed with the mu	acher. ed. stic,
Write the senten 1. I am not at th 2. Mr. Simpson i 3. My friends an 4. Julie is bored	ces using the verb i e restaurant. is a kind teacher. d I are excited. I with the music.	be in the pro-	sent simple or past si real n't at the restaurant. impson was a kind te iends and I were excit	acher. ed. stic,
Write the senten 1. I am not at th 2. Mr. Simpson i 3. My friends an 4. Julie is borec 5. Jeff and Lisa	ces using the verb. e restaurant. s a kind teacher. d I are excited. I with the music. aren't very busy.	be in the pro-	isent simple or past si merit in't at the restaurant impson was a kind tei iends and I were excit was beeed with the mu	acher. ed. stic,
Actice Write the senten 1. I am not at th 2. Mr. Simpson I 3. My friends an 4. Julie is boree 5. Jeff and Lisa Complete the dia	ces using the verb. e restaurant. s a kind teacher. d I are excited. with the music, aren't very busy.	I was Mr. S My fr Julie Jeff a	isent simple or past si in 't at the restaurant. impson was a kind te iends and I were excit was beeed with the mu nd Lisa weren't very b	imple. acher. ed. zsic. usy.
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		Question			Answer	
	Present Simple	Are you a volleyball player? Is James taller than Paul?		Yes, I am. Yes, he is.	No, I'm not. No, he isn't.	
	Present Simple	Are they in the garden?		Yes, they are	No, they are	n't.
	Devis Circula	Were you popular in high scho	?ioc	Yes, I was.	No, I wasn't.	
	Past Simple	Was she a cheerleader? Were your parents outside?		Yes, she was. Yes, they wer	<ul> <li>No, she was</li> <li>No, they were</li> </ul>	
		Are you afraid of dogs?		Was Helen a nu	rse 20 years ago?	
	Annes	No, we aren't. We are afraid of spiders.		No, she wasn't. She was a phot		
		tot are option of spinets.		the mas a hore	syspect tree.	
1	Complete the q	uestions in the past simple				
	<ol> <li>Is Kelly a fas</li> </ol>	union designer?	Wa	s Kelly a	fashion design	ver?
	2. Is Jake on va	acation?	Wa	s Jake d	n vacation?	
	3. Are you at th	he concert?	We	re youa	t the concert?	
,	4. Is this sofa o	on sale?	Was	this sofa g	n sale?	
	5. Are they clo	se friends? →	We	re they	lose friends?	
			Nere		right tonight?	
	e. rat un pun	cubu comburi			and an according	
1	Look at the pict	ures and complete the dia	logu	15.		
	l8	2. 🕫	3.	-	4.00	Ha.
		1818 ·	l	100	2	14
				AXX		74
	14	Sec. A	- 7	20		14 M
	<ol> <li>A Is the coa</li> </ol>	t too small for him?	8	Yes , it	is	-
	2. 街 Was he la	te this morning?	в.	Yes h	1 W85	-
	3. (a) Were they	y in Canada last year?	8	No,th	ey weren't	
,	4. 🕷 Are you g	good at painting?	в.	No l'	m not	
				Un Un	its • Present in PartSim	per The Verb de 23
			_	_		
		Grammar for	r Wr	ritina 🖉		
		urunnur jo		ung		
		ing about an old photo. Co	mple	ete the passa	ge about him a	nd his
1	friends.					
1	-	Luke, Bob, and	l tool	k this photo 2	0 years ago. Lu	ke
	00	0 is	ver	y thin now, b	ut he ② was	a't -
	161	thin then. He @	)	was a l	ittle chubby wh	en
	Later Bob	he was young. I	Bob a	lways had his	basketball with	h
		him. (a) is		he a basket	ball player now	/? No.
	00	he @ isn't			s reporter. Whe	
	1/APIN	0 was			looking at star	
Į	1 Para	1YA				
			m	an astron.	aut. We 🛞	were
	best friends 20 y	years ago, and we still are n	low!			
	End the first of	the second second the second				
1	rind the five mi	stakes and correct them.				

Yes/No Questions

\* To make a yes/no question, place the verb be before the subject.

#### The Orsay Museum in Paris @are close to the Seine River. Two beautiful giant clocks & is on the outside of the museum. The building itself (1) is a work of art. It (1) is special because of its unusual history. The building Wis a railway station in 1900. But the platforms @was too short for the longer trains. So, the station building was changed into a museum in 1986. The museum (2) is very successful. Masterpieces by famous artists from the 19th century, such as Monet, Manet, and Van Gogh, (1) are on display now. It (1) is usually crowded with many tourists. The Orsay Museum Wwas one of the most popular museums in the world. (1) is ② are ③ was ④ @ were ④ @ is Unit 5 - Present in Part Simple: The Verb de 25

# **ANSWER KEY: WORKBOOK**

		Grammar Quiz	
A Ch	oose the correct	answers.	
1.	The exam & wasn't	easy, but Melanie did © weren't	well. © aren't
2.	A diamond @ am	a kind of stone. ⊮is	© are
3.	Are your classma @ he is	ntes kind to you? – Yes, © we are	whey are
4.	The shirts @ am	expensive. They cost \$ ③ is	337 each. ∉are
	You @ are	taller than Natalie last year. ⑤ was	<b>₩</b> were
6.	@ ls	Mr. Warner a middle school teach Was	her 10 years ago? © Were
	You <u>are</u> very h	ed words and choose the wrong ionest and brave. the hospital last year	g sentences.
	© I was hungry	, ,	
2.	⊗ The noodles a € The apples in	far from my house. ren't salty this time. the store $wasn't$ fresh. $\rightarrow wereer$ terested in studying music.	a
3.	<ul> <li>Were the pain</li> <li>Was she in the</li> <li>Are they afrain</li> </ul>	e living room now? $\rightarrow$ Is	

24

4. (A) Were you at home last night?

B No, we \_\_\_\_\_\_. We went to Helen's house.

#### Grammar Practice

#### A Choose and complete the sentences.

- am are isn't wasn't were weren't
- 1. Are they in the cafeteria now?
- 2. I \_\_\_\_\_\_ two years older than my brother.
- 3. They \_\_\_\_\_\_ weren't \_\_\_\_\_ photographers, but they took many photos.
- Logan \_\_\_\_\_\_isn't \_\_\_\_\_at the office now. He left 10 minutes ago.
- 5. I \_\_\_\_\_\_wasn't \_\_\_\_\_at the movies yesterday. I was at the museum.
- 6. The candies <u>were</u> on the table five minutes ago.

#### B Complete the sentences using the verb be.

- 1. They \_\_\_\_\_\_ are \_\_\_\_\_ away on vacation now. They will come back next week.
- 2. It \_\_\_\_\_\_ very cold today. Let's play outside.
- John and Zoe <u>weren't</u> at the park. They stayed at home.
- My grandpa <u>was</u> a journalist 30 years ago. He is retired now.
- 5. 🕷 \_\_\_\_\_\_ Wos \_\_\_\_ the book a birthday present for you? 🛛 🔳 Yes, it was.
- 6. Are the sneakers on sale now? B No, they aren't.

#### Writing Practice Write the sentences in the past simple or present simple. $1, \ \underline{\ We were in middle school}, \ \ \longrightarrow \ We are in middle school.$ Was he good at dancing? → Is he good at dancing? Were the kids in the gym? \_\_\_\_\_ Are the kids in the gym? 6. I wasn't interested in the news. \_\_\_\_ I am not interested in the news. 12

# Unit 6 Present Simple vs. Past Simple

# **Unit Objectives:**

- 1. The students will learn about making positive sentences, negative sentences, and yes/no questions in the present and past simple.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (the verb be in the present and past simple, ex. "Are you years old?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Idea for Vocabulary Practice (optional): Draw Something

Prepare small slips of paper with any vocabulary words you want to highlight. Put the slips in a hat or bowl. Divide the class into two teams and ask one member from each team to come up to the front. Have one of them pick a word from the bowl or hat and show it to the other student. Split the board into two halves, and have the students draw pictures that will help their teams guess the word (no letters or numbers allowed). The team that guesses the word first gets a point. Repeat until all the keywords have been used.

### **Grammar Point 1**

- 1. Use the chart and pictures to help you explain how to make positive and negative the board throughout the class for easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

sentences in the present and past simple to the students. Write on the board that the present simple is used for facts and habits, while the past simple is used for events that happened in the past. Remind the students that subjects and verbs must always agree in both tenses, and briefly go over the spelling rules for the present simple third person and regular past tense verbs. Last, tell the students that they can use do not (don't), does not (doesn't), and did not (didn't) to make negative sentences in the present and past simple. Leave these explanations on

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Tell the students to complete the sentences with the correct forms of the verbs in the box, and then have the class read the sentences out loud all together.
- 4. For exercise B, tell the students to complete the sentences with the correct negative forms of the given verbs as fast as possible. If you like, you can give the fastest student to finish a small prize (ex. one or two pieces of candy). Call on one student to read through the first sentence, and then let them choose the next student, who chooses the next student, and so on.

### **Grammar Point 2**

- 1. Like the previous page, use the chart to help you explain how to make yes/no questions in the present and past simple to the students. Write on the board that the students just need to place do or does before the subject to make a yes/no guestion in the present simple, and place *did* before the subject to make a yes/no question in the past simple (ex. "Do we have a test?" "Did I win?"). Then explain that to answer these questions, they just need to put *do/don't* or *does/doesn't* after the subject in the present simple, or put *did/didn't* after the subject in the past simple. Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.

- loud for the other side to answer with the original sentences.
- you like, you can have several pairs perform the dialogues for the class.

#### 5. Extra Idea (optional):

Make up the start of a story (ex. "Yesterday I saw a cute dog."). Start at one end of the room and have each student add another sentence so that the class works together to create a story (ex. "Yesterday I saw a cute dog."  $\rightarrow$  "It was near my school."  $\rightarrow$  "I gave it some food."). Continue until you feel that the students are comfortable using the past simple in stories.

### Practice

students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.

3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Ask a number of volunteers (or call on a number of students) to come to the board and change the sentences into questions. After you have checked the sentences, have one side of the class read the questions out

4. For exercise B, ask several students to describe the pictures. Then put the students into pairs and tell them to complete the dialogues together. After they have finished, have them practice the dialogues, switch roles, and practice the dialogues again. If

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

- 2. For exercise A, tell the students that the fastest one to correctly complete the sentences with the given verbs will win a small prize (ex. a cookie). Call on individual students to read through the sentences when everyone has finished.
- 3. For exercise B, go through the table with the students until they understand the information on it. Then have them complete the sentences on their own using the positive and negative past simple. After everyone has finished, have the class read the sentences out loud all together.
- 4. For exercise C, have the students choose partners out of a hat and complete the dialogues together. Tell them that they can use the underlined words as clues for what verbs to use. When the pairs have finished, have them practice the dialogues, switch roles, and practice them again. If you like, you can have several pairs perform the dialogues for the class.

## **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. Go through the table with them until the students understand all the information on it. Then have the students fill in the blanks on their own using the information in the table. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

#### 3. Extra Idea (optional):

Have the students create a table like the one in exercise A comparing what they do every summer to what they did last summer. Then have them write paragraphs about five sentences long comparing the two with the present and past simple. Edit these paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

# **ANSWER KEY: STUDENT BOOK**

		tudy at the library yesterday? But I usually study at home.		<ul> <li>To make a ye past simple,</li> </ul>	
		Positive & Neg	gative		
• The present	simple te	Its about facts or habits. The	e past simple tells about what happened	Present Simp	ple
		Positive	Negative	Past Simple	
Present Si	mple H	like flowers. Ie eats breakfast every day. Je work at a restaurant.	I don't like flowers. He doesn't eat breakfast every day. We don't work at a restaurant.		
Past Sim	ple S	studied math last night. he went to school yesterday. hey visited China last year.	I didn't study math last night. She didn't go to school yesterday. They didn't visit China last year.		
				A Complete t	the
				1. Plants n	
				r. Platits t	200
A Choose an	d comple	te the sentences.		2. Ron had	
A Choose an	d comple	te the sentences. read visit go	finish		d a
			finish go to bed early.	2. Ron had	da is m
1. I wake	up early e	read visit go wery day. So I usually		<ol> <li>Ron had</li> <li>Tina had</li> </ol>	da is m a m
1. I wake	up early e	read visit go wery day. So I usually	80 to bed early. isits him every month.	<ol> <li>Ron had</li> <li>Tina hat</li> <li>He ran a</li> <li>They to</li> </ol>	da is m a m ook
<ol> <li>I wake</li> <li>Brian li</li> <li>Kate</li> </ol>	up early e kes his ur read	read visit go very day. So I usually ucle very much. HeVi	80 to bed early. isits him every month, when she was young.	<ol> <li>Ron had</li> <li>Tina ha</li> <li>He ran a</li> </ol>	dа isп aп юk ays
<ol> <li>I wake</li> <li>Brian li</li> <li>Kate</li> <li>I got ho</li> </ol>	up early o kes his ur read me late b	read visit go very day. So I usually the very much. HeV this book every day w	80 to bed early. isits him every month. when she was young.	<ol> <li>Ron had</li> <li>Tina ha</li> <li>He ran i</li> <li>They to</li> <li>Sally pl.</li> <li>She cha</li> </ol>	d a is m a m ook ays ittee
<ol> <li>I wake</li> <li>Brian li</li> <li>Kate</li> <li>I got ho</li> </ol>	up early o kes his ur read me late b	read visit go very day. So I usually tcle very much. Hevi this book every day w ecause the moviefinis vive sentences.	80 to bed early. isits him every month. when she was young.	<ol> <li>Ron had</li> <li>Tina ha</li> <li>He ran 4</li> <li>He ran 4</li> <li>They to</li> <li>Sally pl.</li> <li>She cha</li> <li>B Look at the</li> </ol>	d a is m a m ook ays ittee
1. I wake 2. Brian li 3. Kate 4. I got ho B Complete	up early e kes his ur read me late b the negat	read visit go very day. So I usually icle very much. Hevi this book every day w ecause the moviefinis ive sentences. don't walk to school	to bed early. isits him every month. when she was young. hedat ten.	<ol> <li>Ron had</li> <li>Tina ha</li> <li>He ran i</li> <li>They to</li> <li>Sally pl.</li> <li>She cha</li> </ol>	d a is m a m ook ays ittee
1. I wake 2. Brian li 3. Kate 4. I got ho B Complete 1wali	up early e kes his ur read me late b the negat	read visit go very day. So I usually icle very much. Hevi this book every day w ecause the moviefinis ive sentences. don't walk to school	go       to bed early.         isRs       him every month.         when she was young.       hed         hed       at ten.         every day.       adio every morning.	<ol> <li>Ron had</li> <li>Tina ha</li> <li>He ran 4</li> <li>He ran 4</li> <li>They to</li> <li>Sally pl.</li> <li>She cha</li> <li>B Look at the</li> </ol>	d a is m a m ook ays ittee
1. I wake 2. Brian li 3. Kate 4. I got ho B Complete 1walk 2lister	ap early of kes his ur read me late b the negat I He, Mar	read visit go very day. So I usually icle very much. Hevi this book every day w ecause the moviefinis ive sentences. don't wilkto school doesn't listento the re-	80       to bed early.         isRs       him every month.         when she was young.       hed         hed       at ten.         every day.       adio every morning.         ch these days.       ch these days.	<ol> <li>Ron had</li> <li>Tina ha</li> <li>He ran 4</li> <li>He ran 4</li> <li>They to</li> <li>Sally pl.</li> <li>She cha</li> <li>B Look at the</li> </ol>	d a ( is m a m ook ( ays atted
<ol> <li>I wake</li> <li>Brian li</li> <li>Kate</li> <li>I got ho</li> <li>I got ho</li> <li>Complete</li> <li>wali</li> <li>lister</li> <li>study</li> </ol>	ap early of kes his ur read me late b the negat I He, Mar	read visit go very day. So I usually icle very much. Hevi this book every day w ecause the moviefinis ive sentences. don't walk to school doesn't listen to the r- ia doesn't studyFree and Mrs. Hill don't us	B0       to bed early.         isRs       him every month.         when she was young.       .         hbd       _at ten.         every day.       .         adio every morning.       .         ch these days.       .	<ol> <li>Ron had</li> <li>Tina ha</li> <li>He ran 4</li> <li>He ran 4</li> <li>They to</li> <li>Sally pl.</li> <li>She cha</li> <li>B Look at the</li> </ol>	d a c is m a m ook : ays atted
<ol> <li>I wake</li> <li>Brian li</li> <li>Kate</li> <li>I got ho</li> <li>I got ho</li> <li>Complete</li> <li>wali</li> <li>lister</li> <li>stud</li> <li>use</li> </ol>	ap early of read me late b the negat He Mar Mr.	read visit go very day. So I usually icle very much. Hevi this book every day w ecause the moviefinis ive sentences. don't welkto school doesn't listento school doesn't listento the r iadoesn't study. Free and Mrs. Hilldon't us didn't buythis comp	B0       to bed early.         isRs       him every month.         when she was young.       .         hed       _at ten.         every day.       .         adio every morning.       .         ch these days.       .         56	<ol> <li>Ron had</li> <li>Tina ha</li> <li>He ran 4</li> <li>He ran 4</li> <li>They to</li> <li>Sally pl.</li> <li>She cha</li> </ol> B Look at the <ol> <li>1.</li> </ol>	d a c is m a m ook a iays inted e pic
<ol> <li>I wake</li> <li>Brian li</li> <li>Kate</li> <li>I got ho</li> <li>I got ho</li> <li>Complete</li> <li>wali</li> <li>lister</li> <li>studi</li> <li>was</li> <li>buy</li> </ol>	ap early of kes his ur read me late b the negat He Mar Mr. I Mic	read visit go very day. So I usually icle very much. Hevi this book every day w ecause the moviefinis ive sentences. don't welkto school doesn't listento the r iadoesn't study. Pren and Mrs. Hillthis comp haelthis comp haelthis comp	BD       to bed early.         isRs       him every month.         when she was young.       .         hed       _at ten.         every day.       .         adio every morning.       .         ch these days.       .         se	<ol> <li>Ron had</li> <li>Tina ha</li> <li>He ran 4</li> <li>He ran 4</li> <li>They to</li> <li>Sally pl.</li> <li>She cha</li> <li>B Look at the</li> <li>1. (A Does</li> </ol>	d a c is m a m ook a ays atted e pic

<ul> <li>To make a yes/no past simple, place</li> </ul>	e did before the su				
	Que	stion			Answer
Present Simple	Do you take a bus Does he watch TV Do they have histo	in the evening?	day?	Yes, I do. Yes, he does Yes, they do	
Past Simple	Did you see him ye Did she fix the ove Did they go to the	n last night?	nd?	Yes, I did. Yes, she did. Yes, they did	
Complete the o	-		No,	John wear jeans he <b>didn't</b> . He w	ore a suit.
-	westions. water and light. old last week.	→ →	No, i plants kid Ron xes Tin	ke <b>didn't</b> ; He w s needy i havea a have	ove a suit.
<ol> <li>Plants need</li> <li>Ron had a c</li> <li>Tina has ma</li> <li>He ran a ma</li> </ol>	westions. water and light. old last week.		No, i plants Nd Ron	ke <b>didn't</b> . He w s need y i have a a have π i run a	water and light
<ol> <li>Plants need</li> <li>Ron had a c</li> <li>Tina has ma</li> <li>He ran a ma</li> </ol>	tes, he does. suestions. water and light. old last week. any friends. arathon last year. train to Seattle.		Ne, i o plants Nd Ron Did he Nd they	he <b>didn't</b> . He w s need y have a a have n run a y take a	water and lighti cold last week nany friends? marathon last

			Ų
1. (a) Does the earth move around the sun?	B Yes	, it does	_
<ol> <li>B Does she take online lessons every day?</li> </ol>	(B) Yes	, she does	_
3. 🕷 Did you bring your camera?	B No	, I didn't	_
4. (A) Did he wash his hands before lunch?	B No	he didn't	

Unit 6 - Present Simple vs. Part Simple 27

#### A Complete the sentences in the present simple or past simple.

study I studied very hard for the exam last night.     stay It snowed a lot. So, my brother stayed at ho	1. [	eat	Amy usually	eats	a sandwich for 1	unch.
3. stay 1 It snowed a lot. So, my brother stayed at ho	2.	study	I studied	very hard fo	r the exam last i	night.
at no	3.	stay	It snowed a lot. So,	my brother	stayed	at home

- 4. take Lisa 5. have Willy is busy because he has seven classes today.
- 6. \_\_\_\_\_ It wasn't cloudy. We \_\_\_\_\_\_ the full moon.

#### B Look at the table and complete the sentences in the past simple.

	What they did at the school festival		
Peter	sell	🖬 candles	C kites
Joshua	make	muffins	R lemonade
Clair	bring	Fold books	old clothes
Sam and Linda	perform	🕑 a play	a song

- 1. Peter \_\_\_\_\_\_ sold \_\_\_\_\_ candles. He \_\_\_\_\_ didn't soll \_\_\_\_\_ kites.
- 2. Joshua didn't make muffins. He made lemonade.
- 3. Clair brought old books. She didn't bring old clothes.
- 4. Sam and Linda \_\_\_\_\_\_ performed \_\_\_\_\_ a play. They \_\_\_\_\_\_ didn't perform \_\_\_\_\_ a song.

#### C Complete the dialogues using the underlined words.

- 1. (A \_\_\_\_\_\_ Did \_\_\_\_ you \_\_\_\_\_ do \_\_\_\_ the laundry last night?
- 2. (a) Does your sister speak French? B Yes , she does . She speaks German, too.
- 3. 🕷 Did he meet Sarah yesterday?
- 4. (a) \_\_\_\_\_ Nick \_\_\_\_ live \_\_\_\_ near your house?
- I \_\_\_\_\_ No \_\_\_\_, he doesn't \_\_\_\_. He lives far from my house.

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# **ANSWER KEY: WORKBOOK**

e U	6 Present Simple us. Past Simple	
B	2. 1go to school last week because I was in the h  2. 4. 5ke read books, but she watches a lot of movi  3. 6 didn't 2. 4. 5ke didn't 2. 4. 5ke didn't 2. 5k	dom't     3. Theyboughttheir car 10 years ago.       id.     3. Theyboughttheir car 10 years ago.       secided     4. The teamplayedhand and won the game.       ies.     5. 1tookthe subway to the city an hour ago.       ies.     6. Brody and his sisterwanteda laptop for Christmas.       stopped     B Complete the dialogues.       t doesn't.     1. @Does she teach history every day? @ Yes, she does.       2. @Doyouoften catch a cold? @ No. I don't.       3. @Didyoumake the pancakes together? @ Yes, we did.
	<ul> <li>© I <u>clean</u> my shoes every weekend.</li> <li>2.</li></ul>	Writing Practice         Write the negative sentences.         1. Nolan has a cell phone.       Nolan doesn't have a cell phone.         2. I watch TV in the evening.       I don't watch TV in the evening.         3. They went to the same school.       They didn't go to the same school.         4. He goes swimming on weekends.       He doesn't go swimming on weekends.

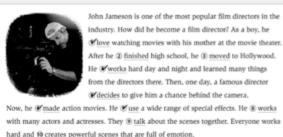
#### Grammar for Writing

#### A Complete the passage about what the children did last summer.

	Every Summer	Last Sur	Last Summer	
T.	read a lot of books	<ul> <li>read a lot of bo</li></ul>		
Jane visit my grandparents		<ul> <li>visit my grand</li> <li>take swimming</li> </ul>		
Paul and Amy	go to a science fair		go to a science fair for try scuba diving	
I usually 🕥	read a lot of books ev	ery summer. But la	st summer, I	
② didn't rea	any books. Instead,	I @ traveled	with my family.	
Jane 🌒 🛛 visit	s her grandparents eve	ry summer. But las	t summer, she	
(s) didn't vis	it them because she	took sw	imming lessons	

every day. Paul and Amy go to a science fair every summer. They 🛞 👘 went there last summer, too. They also 🛞 tried scuba diving.

#### B Find the five mistakes and correct them.



industry. How did he become a film director? As a boy, he Whove watching movies with his mother at the movie theater. After he (2) finished high school, he (3) moved to Hollywood. He Wworks hard day and night and learned many things from the directors there. Then, one day, a famous director I decides to give him a chance behind the camera. Now, he @made action movies. He @use a wide range of special effects. He @ works

with many actors and actresses. They (8) talk about the scenes together. Everyone works hard and  $\boldsymbol{\Theta}$  creates powerful scenes that are full of emotion.

(1) loved (2) worked (2) decided (2) makes (2) uses

Unit 6 - Present Simple vs. Part Simple 29

# Unit 7 | Present Simple vs. **Present Continuous**

# **Unit Objectives:**

- 1. The students will learn about distinguishing between the present simple and the present continuous as well as using stative/non-action verbs in the present simple.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

## Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (present and past simple, ex. "Did you have a good time last night?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Idea for Vocabulary Practice (optional): Missing Words

Prepare sample sentences containing any vocabulary words you would like to focus on in this unit and write them on slips of paper with the actual keywords blanked out. Put all the slips of paper into a hat or bowl. Have each student come up to the front and pull out one piece of paper. Tell them to read the sentence out loud and guess what the correct word for the blank is.

### **Grammar Point 1**

- these explanations on the board throughout the class for easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

1. Use the chart and pictures to help you explain the difference between the present simple and present continuous to the students. Write on the board that the present simple tells about facts or habits, while the present continuous tells about actions happening right now or in the near future (ex. "I do my homework." vs. "I am doing my homework."). Tell the students that they just need to put the verb be before another verb with -ing on the end to make the present continuous. If necessary, go over the spelling rules of adding -ing to verbs with the students as well. Leave

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Tell the students to circle the correct time expressions for each verb tense in the sentences. Then call on different students to read the sentences out loud, but have all the students say what they think the answer is at the end of each sentence.
- 4. For exercise B, put the students into pairs and have them complete the dialogues together. When they are finished, have them practice the dialogues, switch roles, and practice them again. If you like, you can have several pairs perform the dialogues in front of the class.
- 5. For exercise C, keep the students in their pairs and have them decide together whether to complete the sentences in the present simple or present continuous. When they are finished, have the boys and girls alternate reading the sentences out loud.

### **Grammar Point 2**

- 1. Like the previous page, use the chart to help you explain what stative/non-action verbs are to the students. Write on the board that a stative verb is a verb that is not usually used in the present continuous (ex. "like," "know," "want," etc.). Tell the students that these verbs are almost always used in easier tenses like the present or past simple. Leave this explanation on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.

the two sides of the class alternate reading the sentences back and forth.

#### 4. Extra Idea (optional):

Have each student take a turn standing up and miming an action for the student on their right to guess and identify using the present continuous (ex. "He is sleeping."). Encourage them to use props in the classroom if they want to make their acting more interesting. Go around the room as many times as you like until the students are comfortable making the sentences quickly.

### Practice

- 1. As you work through the additional practice exercises, walk around the classroom students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- 2. For exercise A, tell the students to complete the sentences in the present simple sentences out loud together.

3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Have them circle the correct verbs, and then have

and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

and present continuous using the given verbs. Then have the whole class read the

3. For exercise B, put the students into pairs and have them complete the dialogues together. When they are finished, have them practice the dialogues, switch roles,

and practice them again. If you like, you can have several pairs perform the dialogues for the class.

4. For exercise C, keep the students in their pairs and have them complete the sentences in the present simple and present continuous together. Call on one student to read through the first sentence. Then let them choose the next student, who chooses the next student, and so on.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

## **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own using the given verbs in the present simple or present continuous. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

#### 3. Extra Idea (optional):

Have the students write letters to their parents or grandparents in the style of exercise A. If necessary, demonstrate how to properly format an English letter on the board. Encourage them to talk about both their general and immediate activities using the present simple and present continuous tenses. Edit these letters and have the students take turns presenting them at the front of the class when everyone is finished.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

ANSWER KEY: STUDENT BO	DOK	<b>ANSWER KEY: WORKBOOK</b>
Present Simple vs. Present Continuous	B Circle the correct words.	<b>7</b> Present Simple vs. Present Continuous
A: Are you eating dinner now?		Grammar Quiz
B: No, I'm not. I usually eat dinner before seven.	<ol> <li>(a) What are you doing this Saturday?</li> <li>(B) We always (GS) / are visiting ) our grandparents on Saturdays.</li> </ol>	A Choose the correct answers.
Present Simple vs. Present Continuous	<ol> <li>(a) the manager of the control of the</li></ol>	<ol> <li>They usually go for a walk</li> </ol>
		@ now & after lunch © tomorrow afternoon
The present simple tells about facts or habits. The present continuous tells about actions happening now or in the near future.	3. (A) Do you usually cook dinner?	<ol><li>He's talking on the phone</li></ol>
Present Simple Present Continuous	By Yes. But I ( don't cook / m not cooking) dinner this evening.	@ every day  at the moment  once a week
Water boils at 100 degrees. The water is boiling in the kitchen now.		<ol> <li>They usually don't go to work</li> <li>soon          ight now     </li> </ol>
I am not walking to school these days.	C Complete the sentences in the present simple or present continuous.	4. My sister is watching a cartoon
They go skating in winter. They are going skating this weekend.	<ol> <li>listen My sister is listening to music now.</li> </ol>	# now      B always     On Fridays
<habits> <in future="" near="" the=""></in></habits>	<ol> <li>play The children are playing cards at the moment.</li> </ol>	5. I read books for an hour
	3. study Mark studies Spanish once a week.	€ every night ③ next weekend ◎ at the moment
	<ol> <li>work My father works as a mechanic at a big company.</li> </ol>	6. We aren't playing soccer It will rain.
	5 Jane is getting on the train now.	
	6. use Ms. Duke USSS a blender in her cooking class every day.	
jonny plays the piano. Dave reads the newspaper every morning. She isn't playing the piano now. He isn't reading the newspaper now.		B Look at the underlined words and choose the wrong sentences.
She is reading a book now. He is brushing his teeth now.	Stative (Non-Action) Verbs	<ol> <li>We are looking for a nice restaurant.</li> </ol>
	* Stative verbs, or non-action verbs, are not usually used in the continuous tenses.	<ol> <li>G we are rooking for a rice restation.</li> <li>I am taking plano lessons these days.</li> </ol>
A Circle the correct time expressions.	like know want love understand need hate remember believe	& We are wanting to go hiking this Saturday want
<ol> <li>My brother and I watch TV ( now / wry nigt).</li> </ol>	I know the girl over there. She wants a new bile.	Mason is wearing a strange hat today.
My brother and I are watching TV ( ( very night ).	I'm knowing the girl over there. (X) She is wanting a new bike. (X)	
<ol> <li>Louis teaches me French (on Friday / this Friday ).</li> </ol>		<ol> <li>I play badminton with my brother once a week.</li> </ol>
Louis is teaching me French ( on Fridays / Lise Friday)). 3. Lisa drinks coffee ( now / Cret lunco)).	A Circle the correct words.	<ul> <li>My mom works for a toy company.</li> <li>They are moving to a large city next month.</li> </ul>
Lisa is drinking coffee ( 100 / after lunch ).	<ol> <li>Sarah ( ) is loving ) cute animals.</li> </ol>	# He is liking chatting on the Internet. → likes
<ol> <li>We go to the movies ( this weekend / @ce a mon) ).</li> </ol>	<ol> <li>He ( Sin't understand / isn't understanding ) the question.</li> </ol>	
We are going to the movies ( (is weeke / once a month ).	<ol> <li>We ( 1) / are needing ) the dictionary right now.</li> </ol>	<ol> <li>B She doesn't remember my phone number.</li> </ol>
5. Sally wears glasses ( m weekday) / today ).	<ol> <li>Tom and Chris (cmember / are remembering ) the tall man.</li> </ol>	
Sally is wearing glasses ( on weekdays / @day ).	5. John (Gran) / is wanting ) some food now.	<ul> <li>Ethan isn't coming to school today.</li> <li>He isn't eating junk food these days.</li> </ul>
	<ol><li>They (Clievy) / are believing ) the strange story.</li></ol>	
Proctice	Grammar for Writing	
A Choose and complete the sentences in the present simple or present continuous.	A This is Ben's letter to his grandmother in China. Read and complete the letter.	
carry sit hate wear	Dear Grandma,	
<ol> <li>He is wearing a T-shirt and shorts today.</li> </ol>	How is everything in China? I (Star) am going	
2. The truck <u>carries</u> vegetables from the farm every Friday.	to China soon! I'm very excited to see you. These days,	
<ol><li>My sister hates cockroaches.</li></ol>	Amanda and 1 @liven) are learning Chinese. It's	
<ol><li>Jason and Tim are sitting in the hall at the moment.</li></ol>	difficult, but we (D(mak)) are studying very hard now.	
	It is Monday today. I always @using play	
B Complete the dialogues.	outside on Mondays. I @love playing soccer. But it @love is raining	
1. (A Let's go to the movies. I want to watch The Ghost House.	now, so I $\mathfrak{D}^{(\mathrm{wide})}$ am writing this letter. I $\mathfrak{Y}^{(\mathrm{wide})}$ remember your delicious	
B Great. I love horror movies. (love)	cookies. I can't wait to taste them again. I miss you very much.	
2. 🛞 Justin is over there. You like him, don't you?	Love, Ben	
Yes, but he doesn't remember meeting me. (not / remember)		
3. (A) Do need help? (need)		
I Yes, please. I'm looking for a post office.	B Find the five mistakes and correct them.	
4. (a) I don't understand this question. Let's send Mr. Parker an email.		
B Okay, but I don't know his email address. (not / know)	Merry Christmas! Are you wondering why it doesn't look	
	cold here? It's because I'm in Australia! Summer @is	
C Complete the sentences in the present simple or present continuous.	starting in December here. So, we never have a white Christmas. But that's okay because we graren't needing	
	snow! We () have Christmas trees, candles, and	
	everything else. People @ eat, @ exchange presents, and @ celebrates the holiday with	
	their family and friends.	
2. have Carl has many friends in Japan.	Now, I'm at the beach. People (2) are having a Christmas barbecue. Families (2) enjoying	
travel He is traveling to Japan next week.	the holiday. I see Santa Claus at the beach, too. However, he & doesn't wear his red	
<ol> <li>tell Jake is telling us a story about a famous singer now.</li> </ol>	suit now. Instead, he 🔞 is wearing a red bathing suit. Isn't it funny? Next year, come	
not / believe But we don't believe the story.	and enjoy summer Christmas in Australia!	
<ol> <li>want Emily wants pasta for dinner tonight.</li> </ol>	(a starte ) (a deal (a statistic ) (a sea statist (b tool ))	
cook Her mother is cooking pasta for her now.	() starts @ don't need @ celebrate @ are enjoying @ isn't wearing	

Unit 7 - Present Simple vs. Present Continuous

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		Grammar Practice
A		present simple or present continuous.
		6 hard now.
		comedies and action movies.
		ing swimming this weekend.
		cold weather so much.
		ows a lot of things about music.
	6. brush She brush	http://www.http://wwww.http://www
	3. My sister always no	
	5. We are waiting	for the bus at the moment.
	6. Jack understands	the directions clearly.
		Writing Practice
1	Write the negative sentences.	
	1. They are studying math now	They aren't studying math now.
	2. Nick remembers their names	Nick doesn't remember their names.
	3. John needs a warm jacket.	John doesn't need a warm jacket.
	4. I believe my uncle's story.	I don't believe my uncle's story.
	5. She is reading a fantasy nove	She isn't reading a fantasy novel.
	6. A cat is sitting on the roof.	A cat isn't sitting on the roof.
14		

# Unit 8 | **Present vs. Past Continuous**

# **Unit Objectives:**

- 1. The students will learn about making positive sentences, negatives sentences, and yes/no questions in the present and past continuous.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

## Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (present simple and present continuous, ex. "What are you doing now?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Idea for Vocabulary Practice (optional): Word Associations Write one of the unit's keywords on the board. Ask the students to think of other words or phrases associated with it. For example, if one of the words was "habitat," you could ask the students, "What comes to mind when you read the word 'habitat'?" The students can call out things like "home," "natural," "man-made," "artificial," "forest," "land," "sea," etc. for you to write on the board under the keyword. Another option is to have the students come to the board and write as many related words that they can think of themselves. Continue the activity until all the keywords have been used.

## **Grammar Point 1**

- 1. Use the charts and picture to help you explain what the present and past easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

continuous are to the students. Write on the board that the present continuous is for actions happening right now while the past continuous is for actions that were happening at a particular time in the past (ex. "I am writing." vs. "I was writing."). Show the students how to form the past continuous by using was/were + -ing after a verb. Then remind them that they can add not after the verb be in both short and long forms after the tenses to make negative sentences (ex. "I'm not writing." "I wasn't writing."). Leave these explanations on the board throughout the class for

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Have several students describe the pictures. Then tell the students to complete the sentences in the past continuous for the "2:00" sentences and the present continuous for the "now" sentences. Last, have the two sides of the class alternate reading the sentences out loud.
- 4. For exercise B, tell the students to complete the sentences in the present or past continuous using the given verbs. Then call on different students to read through the sentences. After each sentence is read, ask the students what phrases told them which tense to use.

### **Grammar Point 2**

- 1. Like the previous page, use the chart to help you explain how to make yes/no questions in the present and past continuous to the students. Write on the board that they can make yes/no questions in these tenses by conjugating the verb be before the subject (ex. "Are they working?" "Were you watching TV?"). Then show them how to answer the questions by putting be after the subject in the answers (ex. "Yes, they are." "No, I wasn't."). Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.

- read them out loud together.
- 4. For exercise B, put the students into pairs and tell them to complete the dialogues

#### 5. Extra Idea (optional):

Start a story with a simple sentence in the past continuous (ex. "At 9:00, Bob was getting up."). Start on one side of the room and have each student make up a sentence to continue the story either in the past simple or past continuous (ex. "He got out of bed."  $\rightarrow$  "He was getting dressed ten minutes later."). Tell them that if they use specific times, they should use the past continuous, but if they describe a one-time action, they should use the past simple. Continue the exercise until the students are comfortable switching between the past simple and past continuous.

### Practice

1. As you work through the additional practice exercises, walk around the classroom students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.

3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Explain to the students that they need to circle the correct verbs to make the sentences. When everyone is finished, have the class

together. Then have them practice the dialogues, switch roles, and practice them again. If you like, you can have several pairs perform the dialogues for the class.

and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

- 2. For exercise A, tell the students to complete the sentences as fast as possible in the present or past continuous with the given verbs. If you like, you can give a prize to the student who correctly finishes them the fastest. Then have the class read through the sentences all together.
- 3. For exercise B, ask several students to describe the pictures. Then have the students complete the sentences in the present or past continuous. When they are finished, call on one student to read through the first sentence. Then let them choose the next student to read, who chooses the next one, and so on.
- 4. For exercise C, put the students into pairs and have them complete the dialogues together. When they are finished, have them practice them, switch roles, and practice them again. If you like, you can ask several pairs to perform the dialogues for the class.

### **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. Ask several students to describe the pictures. Then have the students fill in the blanks on their own from the given verbs in the pictures. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

#### 3. Extra Idea (optional):

Have the students make a list of what they were doing a few hours earlier and a list of what they are doing now. Then have them write paragraphs about five sentences long comparing these activities. Encourage them to use the present and past continuous as much as possible. Edit these paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

#### **ANSWER KEY: STUDENT BOOK** 8 Present us. Past Continuous B Choose and complete the negative sentences in the present or past continuous. A: I called you yesterday. Were you sleeping? B: No, I wasn't. I was listening to music then. take listen sit write 1. Grace and I \_\_\_\_\_ aren't sitting \_\_\_\_\_ on the stairs now. Positive & Negative Tony wasn't taking an exam at 4:30 yesterday. 3. My dad \_\_\_\_\_isn't writing \_\_\_\_\_a shopping list right now. \* The present continuous tells about actions happening right now. The past continuous tells about actions that were happening at a particular time in the past. 4. Ray wosn't listening to music when you called him. Positive Negative I am watching TV now. I'm not watching TV now. Present She isn't driving to the mail. She is driving to the mail. They are running on the track. Yes/No Questions Continuous They aren't running on the track The music was playing in the room. We were flying to Rome. The music wasn't playing in the room. We weren't flying to Rome. To make a yes/no question, place the verb be before the subject. Past Question e machines were working well. Answer The machines weren't working well. Are you sending a text message? Yes, Lam. Yes, she is. No. Tm not. Present Lisa is talking to her friend now Is she cooking dinner now? No, she isn't. Continuous Yes, they are. No, they aren't. Yes, I was. No, I wasn't. Yes, she was. No, she wasn't. Are they helping their mom? Were you sleeping on the sofa? She was watching a movie at 8:30 yesterday. 830 Past Was she talking on the phone? Continuous Were they singing the song together? Yes, they were. No, they weren' A Circle the correct words. A Look at the pictures and complete the sentences in the present and past continuous. 1. ( ( Were ) they ( have / ( aving ) breakfast now? 2 2 3 3 CO 1 2. ( Is / (a) ) he ( jog / (ggin)) when you met him? 110 3. ( Is / ()) it ( snow / ()) yesterday morning? 4. (Are / (erg)) they ( buy / (using ) flowers when you saw them? 1. snow It was snowing at two o'clock. B Complete the dialogues. rain It is raining now. 2. catch Sarah was catching dragonflies at two o'clock. Were you feeding the cat? Were, I was. read She is reading a book about insects now. Is she washing the dishes? If Yes, she is. Was he fixing his computer? I No, he wasn't. 3. drive Mark was driving his car at two o'clock. B No. they aren't 4. Are the children taking pictures? wash He is washing his car now. 4. \_\_\_\_\_\_ Chris\_\_\_\_was swimming \_\_\_\_\_ at two o'clock. I Yes, he was 5. 🕷 Was Mike talking to his friend? do He is doing his homework now. 6. (a) Were Sandra and Mia staying at a hotel? (b) No, they weren't 34 Dat 8 - Present vs. Past Continuous 3 Grammar for Writing A Choose and complete the sentences in the present or past continuous. sentences. bake stand clean bark lie 1. It's noisy outside. A dog \_\_\_\_\_ is barking \_\_\_\_ loudly. 2 2. Justin was cleaning his room at 7:30 p.m. W R 3. Paul is baking bread. It smells really delicious. 4. When I got home, Sue \_\_\_\_\_was lying \_\_\_\_ on the sofa. H. (020203) CD 5. When Karen saw Tom, he \_\_wos standing\_ in front of the museum. B Look at the pictures and complete the sentences. (1) was watching the dolphin show. 1. Billy was reading a magazine. (read) Now it's 2:00. Scott (a) is buying a drink from a vending machine. He 2. He wasn't wearing glasses. (wear) 3. He was drinking coffee. (drink) 4. He wasn't talking on the phone. (talk) (9) isn't watching the dolphin show now.



At 7 p.m. yesterday evening, the market streets of Nice in France were not busy. Some shops ① were closing. Some people Wwas walking to their homes, and only a few tourists & were take pictures. A few couples ③ were eating dinner inside one of the restaurants. But now, at 10 a.m., the market is very busy! The streets are filled with tents. People

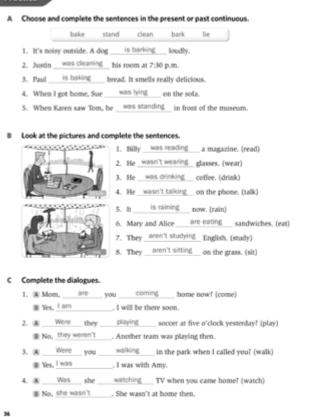
(i) are selling many different things. Many people & buying fresh vegetables, fish, and bread. A French woman Fis holds a bunch of fresh flowers. Many tourists (are walking through the market. They (are looking for unique souvenirs. They Ware hopeing to remember this special market experience!

② were walking ③ were taking ⑧ are buying 〕 ③ is holding 〕 ⑧ are hoping 〕

Unit 8 - Present vs. Past Continuous 3

# **ANSWER KEY: WORKBOOK**

		Grammar Quiz	
A	Choose the correct a	nswers.	
	<ol> <li>A woman</li> <li>am buying</li> </ol>	some oranges now. ∉ is buying	© was buying
	2. She	a long coat yesterday.	& was wearing
	<ol> <li>The children</li> <li>Was going</li> </ol>	to school at nine o'cl S were go	ock. Ø were going
	<ol> <li>We</li></ol>		© were cleaning
	5. I @am staying	at my grandma's house now. () is staying	© was staying
		the dishes when I cam	
в	Look at the underline	ed words and choose the wrong	sentences.
	1. @ It is snowing a	little right now.	
	(5) My aunt is taki	ng driving lessons these days.	
	The butterfly is     is     in the second s	flying through the air.	
	& He is making d	hocolate cookies at 5:30 yesterda	y. → was making
	2. 🖋 The dog isn't b	arking when I saw it	barking
	We aren't playi	ng computer games now.	
		't watching TV last night.	
	@ She wasn't wor	king when he called her.	
		ing for the train at 2:30?	
		ig a sports magazine? $\rightarrow$ Were years	ou reading



A Scott, Jane, and Ed went to the zoo. Look at the pictures and complete the



Scott's mother called Scott at 10:30. When she called, Scott ① was giving an elephant an apple. Jane 2 was sitting on a bench. What was Ed doing? He

(g) isn't giving an elephant an apple now. Jane (g) is hugging a koala. She (1) isn't sitting on a bench now. Ed (1) is talking to a parrot. He

#### B Find the five mistakes and correct them.

_	
Gramm	mar Practice
A Complete the sentences in the presen	t or past continuous.
1, do Mark is doing	his history homework right now.
	when you called me.
3. jog She is jogging	in the park now.
4. not / have We weren't hav	ing a party yesterday afternoon.
5. not/write Mr. Adams was	in't writing a letter at seven o'clock yesterday.
6. not/look They aren't loo	oking at the balloons in the sky right now.
The train <u>is arriving</u> at the oragenetic strain is a set of the set of	ws now, y cake when I arrived at the party. cher yesterday morning,
Writi	ing Practice
Write the sentences in the past contin	nuous.
1. Harper is cutting the melon.	Harper was cutting the melon.
2. I am packing my bag.	I was packing my bag.
3. Tim and Amy are drinking juice.	Tim and Amy were drinking juice.
4. Tammy isn't lying on the floor.	Tammy wasn't lying on the floor.
5. Is he making a model car?	Was he making a model car?
6. They aren't watering the flowers.	They weren't watering the flowers.

# Unit 9 **Present Perfect**

# **Unit Objectives:**

- 1. The students will learn about making positive sentences, negative sentences, and yes/no questions in the present perfect.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (present and past continuous, ex. "What were you doing at 10:00 yesterday?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

#### 4. Extra Idea for Vocabulary Practice (optional): Act It Out

Prepare small pieces of paper with the unit's keywords on them. Put the pieces of paper in a bowl or hat. Ask a student to pull out a piece of paper and mime the keyword for the other students to guess. Tell them that they are only allowed to use actions to demonstrate the keyword (no talking). Whichever student guesses the word correctly gets to be the next actor.

### **Grammar Point 1**

- these explanations on the board throughout the class for easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

1. Use the charts to help you explain what the **present perfect** is to the students. Write on the board that the present perfect indicates actions that started in the past and continued up until the present. Then explain that to make this form, the students should use have/has (not) + a past participle (ex. "I have eaten already." "She has arrived."). Last, explain that the students usually just need to add -ed to verbs to make past participles and go through the verbs with irregular past participles. Leave

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Have the students look at the verbs on the left and say their present perfect forms after you say each root verb. Then have them use these forms to complete the sentences. When everyone is finished, have the class read through the sentences together.
- 4. For exercise B, tell the students to circle the correct words to complete the sentences. Then call on different students to read through the sentences, but have all the students fill in the answers when the students who are reading get to the word options.

### **Grammar Point 2**

- 1. Like the previous page, use the chart to help you explain how to make yes/ no questions in the present perfect to the students. Write on the board that the students just need to put have/has before the subject and the verb's past participle after the subject to make a yes/no question in the present perfect (ex. "Have they gone to sleep?"). Then explain that to answer these questions, the students just need to put have/has (not) after the subject. Point out that has not and have not can be shortened to hasn't and haven't, respectively. Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Tell them to complete the sentences in the present perfect, and demonstrate the first question on the board if necessary. When

everyone is finished, have the class read through the questions and answer them with "Yes, I/Mark/they have."

the rest of the class.

#### 5. Extra Idea (optional):

Teach the students how to play I Have Never. Have all the students hold up five fingers. Start on one end of the room and have one student say, "I have ," with something that they have not done yet (ex. "I have never gone never snowboarding."). Then, tell any students that have done that activity to put down one finger. Go around the room and have each student say one thing that they have not done. As soon as a student is no longer holding up any fingers, they are out of the game (but can still make sentences if you like). The goal is to be the last player still in.

### Practice

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that students take turns answering, have the class answer all together, have each student who answers designate the next person to answer, and to read sentences out loud yourself while the students yell out answers as fast as possible.

4. For exercise B, put the students into pairs and tell them to complete the dialogues together. When they are finished, have them practice the dialogues, switch roles, and practice them again. If you like, you can ask several pairs to perform them for

- 2. For exercise A, tell the students to complete the sentences with the given verbs in the present perfect. Then have different students read through the starting sentences for each problem, while the whole class reads the new sentences together.
- 3. For exercise B, have the students choose partners out of a hat and complete the dialogues together. When they are finished, have them practice the dialogues, switch roles, and practice them again. If you like, you can ask several pairs to perform the dialogues for the class.
- 4. For exercise C, ask a few students to describe the pictures. Then have the students stay in their partners and complete the dialogues together. When ever yone is finished, have the girls ask the questions for the boys to answer out loud.

# **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own with the given verbs in the present perfect. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

### 3. Extra Idea (optional):

Tell the students to pretend that they are on a trip to a famous place of their choice. Then have them write letters to their family or friends describing what they have done on their trips in the style of exercise A. Edit these letters and have the students take turns presenting them at the front of the class when everyone is finished.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

# **ANSWER KEY: STUDENT BOOK**

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-	٦	
-	1	
-		

# **Present Perfect**

A: Have you met John before? B: No, I haven't, But I have heard a lot about him.

### Positive & Negative

acc	-ed to the ver		/e/hes + past part cases.				in pase (	
		-	have known Sam fo	r three	e years.	_		
	-	_(					<u> </u>	•
	th	vee years ag	0				iow .	
			Positive				Negativ	e
	I / You / We / They	have	visited the museu	m	I haven't		visited the museum.	
	He / She / It	He has			He ha	en't		
c~	mmon irregular	ant artic	inter		- h	avent	<ul> <li>have no</li> </ul>	t / hasn't = has no
	Present	Past	Past Participle	Dee	sent		Past	Past Participle
			put		be		st/were	been
	put	Dut					did	done
	put read	put read	read		đó	went		
					80 90		went	gone
	read	read	read				ate	gone eaten
	read have	read had	read had	1	go			
	read have make	read had made	read had made	1	90 361		ate	eaten

### A Complete the sentences in the present perfect.

- 1. write Mark has written several stories over the last five years.
- 2. read My brother and I have read the book five times.
- 3. meet My parents have mot my best friend Sue many times.
- play He has played the guitar for seven years.
- 5. not/see Andy hasn't seen any movies for a long time.
- 6. not / talk Chloe hasn't talked to Jake since Monday.
- 7. not/buy They haven't bought any clothes for a year.

### B Circle the correct words.

- 1. I ( want / we wanter ) a smartphone for a long time.
- 2. David ( lives / Las lives ) in San Francisco for ten years.
- 3. We ( see / Kave sech ) the musical Mamma Mia three times.
- 4. Mr. Murphy ( works / as worked ) at this bank for five months.
- 5. They ( are / we been ) to India twice.

### Yes/No Questions

		100/110 40000	0110		
make a ye	s/no question, pl	ace have or has before	the subject.		
	Quest	on	Answer		
Have	you the students	finished the project?	Yes, I have. Yes, they have.	No, I haven't. No, they haven't	
Has	he Jenny	finished the project?	Yes, he has. Yes, she has.	No, he hasn't. No, she hasn't.	

### A Complete the questions in the present perfect.

- 1. be Have you been to Japan before?
- 2. know Has Mark known Mary since elementary school?
- 3. choose Have they chosen the topic for their presentation?
- 4. move Have you moved a new apartment?

### B Complete the dialogues.

- 1. (A) Has Jenny returned the books?
- B\_No\_\_\_, she hasn't \_\_\_\_. She is still reading them.
- 2. 🛞 Have your parents seen your painting?
- (B Yes \_\_\_\_, they have \_\_\_\_. They really liked it.
- 3. ( Have you worn glasses for a long time?
- Yes \_\_\_\_\_. I have \_\_\_\_\_. I have worn them since I was very young.
- 4. (A) Has your brother found his wallet?
- B No \_\_\_\_, he hasn't \_\_\_\_\_. He is still looking for it.

Unit9 - Preast Perfect 3

### Practice

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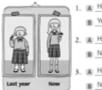
### A Choose and complete the sentences in the present perfect.

- live leave forget return
- 1. Mom's credit card is at home. She doesn't have it with her now.
- -> Mom \_\_\_\_\_ has left \_\_\_\_\_ her credit card at home.
- 2. I am trying to log in. I don't remember my password.
- → I have forgotten my password. 3. Kevin's parents bought him a dog three years ago. Kevin still has the dog. -> Kevin \_\_\_\_\_ has lived \_\_\_\_\_ with his dog for three years.
- 4. Julie went to the library. She is not here now.
- → Julie \_\_\_\_hasn't returned \_\_\_\_ from the library.

### B Complete the dialogues in the present perfect.

- 1. (A Who is J. K. Rowling?
- I She is an author. She has written many popular books. (write)
- 2. (A) Is Ann in Seattle now?
- I No, she hasn't gone to Seattle yet. (not / go)
- 3. (A) Can you help me with a math problem?
- I haven't finished my homework. I will help you later. (not / finish)

### c Look at the pictures and complete the dialogues in the present perfect.



- 1. (a) Has Amy grown taller? (grow) 2. (a) Has she cut her hair? (cut) No\_\_\_\_\_, she hasn't \_\_\_\_. Her hair is longer now. JC 3. (A) Has she gained weight? (gain)
  - Now B No \_\_\_\_\_, she hasn't \_\_\_\_\_. She has lost weight

### amazing, I @(use) have taken many books. Have fun in France! pictures in France. I will see you soon! Chris

### B Find the five mistakes and correct them.



Hi, Julia.

the best city so far.

vegetables and fruit all year long. Inside a greenhouse, it is warm even during winter. But sadly, the same thing is happening to the earth. Pollution @have caused the greenhouse effect. People (i) have used a lot of energy in factories. Also, they @ have used a lot of gas and coal in cars and trains. These materials put toxic gases into the air. Scientists (1) have warned that this has many negative effects. The temperature

People Whave invent greenhouses in order to grow

Thas goed up. Plants Into have grown well, and the amount of drinking water (1) has decreased. In order to stop the greenhouse effect, scientists @have thinked of new ways to produce energy. And people 60 have tried to use less gas and coal.

(1) invented (2) has caused (2) has gone up (2) have not grown (2) have thought

Unit9 - Preamt Perfect 4

Julia

# **ANSWER KEY: WORKBOOK**

Grammar Quiz		Grammar Practice
Choose the correct answers.		A Complete the sentences in the present perfect.
2. I a movie for three months now.	€ has visited	know We <u>have known</u> Mr. Scott for a long time.     borrow My brother <u>has borrowed</u> my sweater many times.     call I <u>have called</u> Mark three times this week.
don't watch      didn't watch     don't w	€ haven't watched € have been	4. be He has been ill for a week.     5. eat The man has coton an apple a day for five months.     6. teach Ms. Gibson has taught us science for three years.
<ol> <li>Shea letter since last year.</li> <li></li></ol>	© didn't write	
5. Have you done your math homework? - Yes, I @ did	e have	B Choose and complete the sentences in the present perfect.
<ol> <li>Have your parents planted vegetables in the garden? - No         <ul> <li>don't</li> <li>haven't</li> </ul> </li> <li>Look at the underlined words and choose the wrong sententiation of the sentence of</li></ol>	© aren't	1. Hehasn't readtoday's newspaper yet. He will read it later.         2. Wehave visitedthe Grand Canyon once. It was amazing.         3. Theyhave chosena class president. Jim is the class president from now on.
sook at the anathing hards and thouse the mong senten		<ol><li>Billy <u>hasn't come</u> home from school yet. His dad is waiting for him.</li></ol>
<ol> <li> <i>S</i> he has finded her ring in the box. → has found <i>G</i> I have had my computer for five years. <i>G</i> We have played the game before. <i>G</i> He has lived in this city since April.      </li> </ol>		5. I <u>haven't cut</u> my hair for five years. My hair is very long. 6. The player <u>has won</u> many medals. He is an excellent athlete.
<ul> <li>I have had my computer for five years.</li> <li>We have played the game before.</li> </ul>	- haven't met	

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Grammar for Writing A Julia and Chris are on their vacations. Complete their letters in the present perfect. Dear Chris, I'm in France now. Wow, I (Stoot/stand) haven't traveled I (B(vin) have visited five cities in to Europe. Show me the pictures later. My cousins @(move) have moved two weeks, Paris (2) 141 has been to Miami. I'm staying with them now. We During have played a lot of I @(notified) haven't seen such a games together. Also, we beautiful city before. The Eiffel Tower is (8) treat) have read many comic

# Unit 10 | Present Perfect vs. Past Simple

# **Unit Objectives:**

- 1. The students will learn about the differences between the present perfect and past simple.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

# Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (present perfect, ex. "What have you done today?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

- 3. Scan the unit before class and identify any words that your students may not class.
- 4. Extra Idea for Vocabulary Practice (optional): Whispering Game for their team. Continue the game until all the words have been used.

# **Grammar Point 1**

- 1. Use the chart and pictures to help you explain what the first difference between the class for easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

Divide the class into two teams and have each team form a line. If there are an odd number of students, one student can be the teacher's "helper." Whisper the meaning of one of the unit's keywords into the ear of the first student in line for each team. On your signal, have the students whisper the message down the line until it gets to the last student for each team. Those students must then write the correct word on the blackboard. Whoever writes the correct word first wins a point

past simple and present perfect is to the students. Write on the board that the past simple is for a specific time in the past while the present perfect is for a past action that still has an effect on the present (ex. "Last night I did the dishes." vs. "I have done the dishes."). Explain that the present perfect shows a connection between the past action and what is happening now. Also point out that for indicates that an action has happened from a certain time to the present moment and that since says when an action started. Leave these explanations on the board throughout the

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Tell them to underline all the phrases that start with for or since. Then ask them which tense they should use to complete the sentences. When the students understand that these sentences are all in the present perfect, have them complete the sentences on their own, and then read them together as a class.
- 4. For exercise B, read through the sentences yourself, but have the students vote on which tense should be used to complete the sentences. Then have all the students read the sentences out loud together.

### **Grammar Point 2**

- 1. Like the previous page, use the charts to help you explain the second difference between the present perfect and past simple to the students. Write on the board that the present perfect is also used to describe general experiences that you had at some point in the past, while the past simple is used for experiences that happened at specific times (ex. "I have climbed Mt. Everest." vs. "I climbed Mr. Everest last year."). Emphasize to the students that the difference is simply general vs. specific. Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. It is recommended to explain the PLUS+ box to the right before exercise A and B.

Have one or more students read through the box, and then use previous examples already on the board to explain it.

- the tenses used in the sentences. Then have the class read the sentences all together.

### 6. Extra Idea (optional):

Teach the students how to play a simple game where they take turns saying "I have never before," or "I did not last week." If they make a present perfect sentence, they get a point for each student that has done that activity before. If they make a past simple sentence, they get a point for each student that did do the activity the previous week. If you like, give the student with the most points a small prize (ex. a cookie).

### Practice

1. As you work through the additional practice exercises, walk around the classroom students take turns answering, have the class answer all together, have each

4. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Tell them to circle the correct phrases that match

5. For exercise B, have the students look at the verbs on the left and put them in the present perfect. Then tell them to use those forms to complete the sentences. Call on different students to read the sentences out loud when everyone is finished.

and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that

student who answers designate the next person to answer, and to read sentences out loud yourself while the students yell out answers as fast as possible.

- 2. For exercise A, ask several students to describe the pictures. Then have them complete the sentences in the present perfect. Have all the students read them out loud all together when everyone is finished.
- 3. For exercise B, put the students into pairs and have them complete the dialogues together in the present perfect or past simple. When they are finished, have them practice the dialogues, switch roles, and practice them again. If you like, you can ask several pairs to perform them for the class.
- 4. For exercise C, have the students underline the phrase at the end of each sentence that indicats which tense should be used to complete it. Then go through the sentences together and have the class vote on whether to use the past simple or present perfect to complete them.

### **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. Go through the timeline as a class until the students all understand the information on it. Then have them fill in the blanks on their own using that information. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

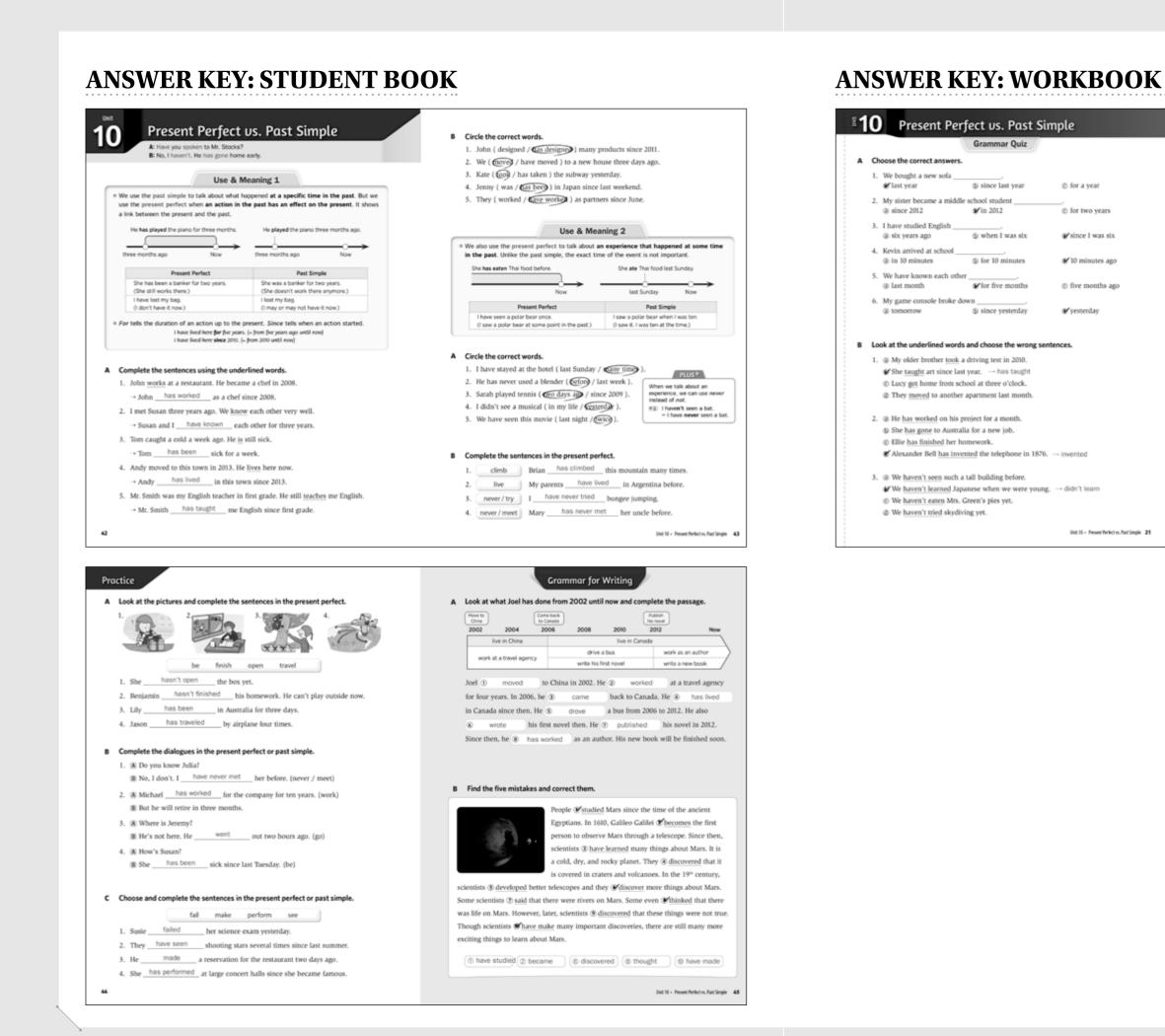
### 3. Extra Idea (optional):

Have the students make timelines of their own lives for the past five years or so. Then have them write paragraphs similar in the style of exercise A describing what they did in the past and what they have done up until now. Edit these paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any



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### Grammar Practice

### A Circle the correct words.

- 1. I (wrote)/ have written ) her a letter a week ago.
- 2. Ms. Mars ( was / Gas been ) my art teacher since October.
- 3. They ( played / Gave player ) on the same team since 2007.
- 4. He ( worked / Las worker ) as a fashion designer for 10 years now.
- 5. She ( fecant / has become ) the first woman in space in 1963.
- 6. The police ( augh) / have caught ) the thief last week.

### B Choose and complete the sentences in the present perfect or past simple.

- follow live study get break write
- 1. She has written seven novels since 2008.
- 2. My dog \_\_\_\_\_followed \_\_\_\_\_me to school this morning
- 3. He has studied art history for six months now
- 4. Adam has lived next door to us since last summer.
- 5. I \_\_\_\_\_ got \_\_\_\_ six toy robots last Christmas.
- 6. Sally broke the mirror two minutes ago.

### Writing Practice

Correct the underlined words and rewrite the sentences. Max has been to Turkey many times. 1. Max has was to Turkey many times. She failed the exam yesterday. 2. She has failed the exam vesterday. I have known Eva since I was 12 years old. 3. I knew Eva since I was 12 years old. 4. Ron has hit two home runs two days ago. Ron hit two home runs two days ago. 5. I haven't spoke to her for two years. I haven't spoken to her for two years. 6. He has made the movie in 2009. He made the movie in 2009.

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# Unit 11 | Future

# **Unit Objectives:**

- 1. The students will learn about making positive sentences, negative sentences, and yes/no questions using will and be going to.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (present perfect vs. past simple, ex. "Have you eaten breakfast/lunch?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Activity for Vocabulary Practice (optional):

Prepare some small cards with the keywords from the unit and other small cards with their meanings in advance. Put all the cards in a small bowl or hat and have each student choose a card. The object of the activity is for the students to match the keywords with their meanings. You can either have the students match the cards where they are already sitting or place the students who get words on one side of the room and the students who get meanings on the other side. Prizes and penalties can be given to the first and last pairs to finish.

### **Grammar Point 1**

- 1. Use the charts to help you explain how to make the **future simple with will** to the board throughout the class for easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

the students. Write on the board that will is used to talk about future activities. Show the students how to use *will/will not* (won't) to make positive and negative sentences (ex. "You will go to the party." "He won't get a pet."). Then show them how to make yes/no questions by putting will before the subject, and how to answer them by putting will after the subjects in the answers. Leave these explanations on

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Tell the students to complete the sentences with will or won't, and then have the class read them out loud all together.
- 4. For exercise B, tell the students to complete the sentences as fast as possible. If you like, you can give the fastest student to correctly complete them a small prize (ex. a cookie). Then call on different students to read the sentences out loud.

### 5. Extra Idea (optional):

Have the students write down any three future simple questions using will or be going to on small slips of paper and put them into a hat or bag. Call each student to the front and have them pick out a question to answer. If you like, you can have the students write their answers on the board and/or answer multiple questions.

### **Grammar Point 2**

- 1. Like the previous page, use the charts to help you explain how to use be going to to the students. Write on the board that be going to tells about future plans that are already arranged (ex. "I'm going to read a book tonight."). Tell the students that they treat be normally to make positive and negative sentences with be going to. Finally, tell them that to make yes/no questions they simply put be in front of the subject (ex. "Are you going to stay late?"), and answer them with be after the subject (ex. "Yes, I am." "No, I'm not.). Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. If necessary, demonstrate how to complete the first sentence on the board. Then have the students complete the rest of the sentences on their own. Have the class read the sentences out loud all together to check them.

### Practice

- 1. As you work through the additional practice exercises, walk around the classroom students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- 2. For exercise A and B, tell the students to complete the sentences as fast as out loud.

4. For exercise B, put the students into pairs and tell them to complete the dialogues together. Then have them practice the dialogues, switch roles, and practice them again. If you like, you can ask several pairs to perform the dialogues for the class.

and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

possible using will or be going to and the given verbs. If you like, you can give the fastest student a prize. Then have the students take turns reading the sentences 3. For exercise C, put the students into pairs and have them complete the dialogues together. Then have them practice them, switch roles, and practice them again. If you like, you can ask several pairs to perform the dialogues for the class.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

# **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own from the words in the boxes and the indicated future verbs. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

### 3. Extra Idea (optional):

Have the students write paragraphs about five sentences long describing what they are planning to do that evening/weekend. Edit these paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

# **ANSWER KEY: STUDENT BOOK**

	A: I am going to vacuum the f B: Okay. I will move the table			
		Will		
Will expre	esses future predictions, pror	mises, and immediate de	cisions.	
	Positive	Nega	tive	
	She will go for a walk.	She won't go for a walk.		
	Question	Answer		
	Will she go for a walk?	Yes, she will.	No, she won't.	
	Future predictions	You will grow taller new It will snow tomorrow.	t year.	
	Promises	I will be home by three I won't be late tomorro		
	Immediate decisions	I will call you later. Vie will cook spaghetti	tonight.	

- 2. We won't play soccer this evening. We \_\_\_\_\_will \_\_\_\_ watch a movie.
- 3. Mom and Dad will go shopping today. They <u>won't</u> stay at home.
- 4. Kate \_\_\_\_\_\_ read many books next month. She won't be lazy.
- 5. I will be a good student. I \_\_\_\_\_ forget to do my homework.

### B Choose and complete the sentences using will or won't.

- sing study ride order wear
- 1. I bought a pretty dress. I \_\_\_\_\_\_ will wear \_\_\_\_\_ it to the party.
- 2. She doesn't like singing. She \_\_\_\_\_\_ won't sing \_\_\_\_\_ in front of other people.
- 3. John has a very important test tomorrow. He \_\_\_\_\_ will study \_\_\_\_ hard tonight.
- 4. They are hungry. They \_\_\_\_\_will order \_\_\_\_\_ a lot of food.
- 5. The roller coaster looks scary. We <u>won't ride</u> it.
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### A Choose and complete the sentences using will or won't.

- answer arrive like pay have
- 1. I don't like coffee. I \_\_\_\_\_\_ will have \_\_\_\_\_ a cup of tea instead.
- 2. Mr. Woods is in a meeting now. He won't answer the phone.
- 3. I don't have any cash. I \_\_\_\_\_ will poy \_\_\_\_ with my credit card.
- 4. My mom hates scary movies. She \_\_\_\_\_\_ won't like \_\_\_\_\_ the movie about zombies.
- 5. Mike is on the way here. He \_\_\_\_\_\_ will arrive \_\_\_\_\_ soon.

### B Choose and complete the sentences using be (not) going to.

- watch take jog buy travel
- 1. Joshua likes science. He \_\_\_\_\_ is going to take \_\_\_\_\_ a science class next semester.
- 2. It is raining now. Karen \_\_\_\_\_isn't going to jog \_\_\_\_\_in the park.
- 3. We are going to travel around Asia this summer. I'm excited already!
- 4. Mr. Clark hasn't saved enough money. He \_\_\_\_\_\_ isn't going to buy \_\_\_\_\_ a house yet.
- 5. My favorite TV show is on tonight. I \_\_\_\_\_ am going to watch \_\_\_\_\_ it.

### C Complete the dialogues.

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- 1. (a \_\_\_\_\_\_ Is she going to \_\_\_\_\_\_ graduate from high school this year? I Yes, she is. It's her last year of high school.
- (B) No, they won't. They chose another song instead.
- 3. (A) Will you cut your hair? B No, I won't. I prefer long hair.
- 4. (a Are you going to go camping tomorrow? (B) Yes, I am, I already finished packing,



Be Going To

- 4. It is Amy's birthday on Sunday. I \_\_\_\_\_ am going to \_\_\_\_\_ buy a book for her.
- 5. It is too cold outside. They \_\_\_\_aren't going to \_\_\_\_ swim in the river.

### B Look at the pictures and complete the dialogues

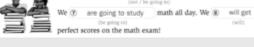


Dat 11 - Fature 4

### Grammar for Writing

A These are the children's plans. Choose and complete the sentences

### be clean get help go practice study watch I (1) am not going to watch TV in the evening. Instead, I (2) am going to practice the violin. I (3) won't be lazy. I @ am going to clean the house this weekend. I (s) will help my parents more often. My sister and I @ are not going to go shopping on Sunday. £.



### B Find the five mistakes and correct them.



Welcome to Lakewood University. My name is Sandra and I Fam going show you around today. We ② will start our tour at the Student Center. If you become a student at the university, you (1) will do many things at the Student Center. You @ will enroll and get your student card and timetable there. Next, I (8) will take you to the university library. There are more than 5.2 million books there. You Wwill needed a student card to borrow books from the library. The library & will is crowded because final exams start soon. When this tour is finished, we wwill coming back here. We wis going to have a short break and

then some current students 19 will join us and tell you more about the university. Dam going to show @ will need @ will be @ will come @ are going to have

### Unit 11 - Future 44

# **ANSWER KEY: WORKBOOK**

A

в

	Grammar Quiz	
oose the correct answ	wers.	
I you @ going to buy	a snack after school. (5) will buying	Wwill buy
My mom @ will cleans	her car this Saturday. ③ cleaning	<b>⊮</b> is going to clean
They @ aren't	going to join us for dinner to S won't	sight. ⊚ don`t
My dad	come home early today.	© going not
will he ta	ke the subway to the airport to	© Does
you ; @ Do	going to study hard for the exa © Will	m? ⊮Are
ok at the underlined v	vords and choose the wrong s	entences.
	ime. I <u>will</u> visit you this afterno e <u>will</u> hang out with his friend	
	ame in the stadium. It will be She will go to the department	

- They are thirsty. They are going to buy some drinks. @ My grandma is sick. She is going to see a doctor today. @ We have a game tomorrow. We are going to practice after school.
- 3. @ Will they perform in front of many people? Yes, they will. Will you finish your meeting by five o'clock? – No, you won't. → I(we) won't
   © Is she going to be late for the 7:30 movie? - Yes, she is. @ Are you going to take me to the party? - No, I'm not.

linit 11 - Future 23

	Grammar Practice	
se and complete the se	entences using will or won't.	

- close call watch have rain drive
- 1. We shouldn't go on a picnic tomorrow. It \_\_\_\_\_ will rain \_\_\_\_\_ tomorrow.
- 2. I have to go now, I will call you later.
- 3. Choose something quickly. The store \_\_\_\_\_ will close \_\_\_\_\_ soon.
- 4. My dad is not good at driving. He \_\_\_\_\_\_ to the airport.
- 5. Andy is very sleepy tonight. He \_\_\_\_won't watch\_\_\_ the movie.
- 6. Jane is moving to another school soon. We <u>will have</u> a farewell party for her.

### B Complete the sentences using be going to.

Write the negative sentences.

1.	travel	We are going to travel to Singapore this summer.
2.	have	My aunt is going to have a baby next month.
3.	work	Ethan is going to work part-time during winter vacation.
4.	not/take	Sheisn't going to takea yoga class tomorrow.
5.	not/cut	1 am not going to cut my hair for a while.
6.	not/go	We aren't going to go for a walk today.

### Writing Practice

He won't be ready in five minutes. 1. He will be ready in five minutes. It won't be windy this evening. 2. It will be windy this evening. 3. They will go hiking on Friday. They won't go hiking on Friday. She isn't going to buy a new table. 4. She is going to buy a new table. 5. We are going to wear the same clothes. We aren't going to wear the same clothes. 6. He is going to have pasta for dinner. He isn't going to have pasta for dinner.

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# Unit 12 | Information Questions

# **Unit Objectives:**

- 1. The students will learn about making questions with what, where, when, why, who, and how.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Activity for Vocabulary Practice (optional):

This is a speed game. Prepare small cards with keywords and related words in advance. Divide the class into two teams, and have each team choose a representative. When it is Team A's turn, show the card to Team A's representative without letting any of the other students see it. The representative is given a time limit to describe each thing on the card using only English. However, he or she cannot say the words on the cards. After the time has expired, each team is awarded points according to how many correct guesses their team made. Then switch representatives and continue until all the cards have been used.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (future will and be going to, ex. "What are you going to do after school?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

# **Grammar Point 1**

- 1. Use the chart and picture to help you explain how to make information questions reference.
- to give you example topics to make this portion of the lesson more interactive.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

to the students. Write on the board that what is for asking about things, where is for asking about places, when is for asking about times, why is for asking about reasons, who is for asking about people, and how is for asking about the states of things. Leave these explanations on the board throughout the class for easy

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Have the students complete the answers on their own, and then have the two sides of the class alternate between asking and answering the questions.
- 4. For exercise B, have the students complete the sentences with the correct information question words. Then have the boys and girls alternate asking and answering the questions.

dialogues like they did in the previous exercise.

### 5. Extra Idea (optional):

Have the students write three to five information questions on pieces of paper. Put all the questions into a hat or bag, and then have the students take turns drawing them out and answering them in full sentences. If the grammar in the question is bad, ask the student who picked the question to fix it. Continue until all the questions have been used or the students are comfortable answering them.

### **Grammar Point 2**

- 1. Like the previous page, use the chart to help you explain how to use *how* + adjective/adverb to the students. Write on the board that how + adjective/adverb asks for measurements like height, length, age, or width (ex. "How tall are you?" "How old is he?"). Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Let the students choose their own partners and match the questions and answers together. Then have them practice asking and answering the questions, switching roles, and asking and answering the questions again.
- 4. For exercise B, keep the students in their pairs and have them fill in the adjectives or adverbs after how together. When they are finished, have them practice the

### Practice

- students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- 2. For exercise A, have the students choose new partners out of a hat or bag and in.

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

complete the dialogues together. Then have them practice them, switch roles, and practice them again. Call on different pairs to perform the dialogues for the class, and if you like you can assign each pair a different emotion to act out the dialogues

3. For exercise B, call up five different students to the board and have them compete to see who can write out the question that you give them the fastest based on

the answer. If you like, you can give the fastest student who correctly writes their question a small prize (ex. a cookie). Then have the two sides of the class alternate asking and answering the questions.

4. For exercise C, have the students complete the questions on their own. Then have them choose new partners out of a hat or bag to practice the dialogues with.

# Extra Materials: Online Test and Workbook

- normal test to ensure the best assessment.
- practice with the students.

## **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own using the information words they have learned. When everyone is finished, have the students choose new partners again out of the hat or bag and practice asking and answering the questions together.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to fix all five mistakes, then check them together on the board while explaining why they were wrong.

### 3. Extra Idea (optional):

Have the students make up five questions about animals like the questions in exercise A. Then have them pass their papers to the right and answer all the new questions that they received in full sentences before passing the questions and answers back to the students who wrote them. If they don't know the answer to a question, tell them to make it up. If they see any mistakes in the questions or answers they receive, tell them to fix them. Edit these questions and answers and have the students take turns presenting them at the front of the class when everyone is finished.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

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# **ANSWER KEY: STUDENT BOOK**

	Information	Questions	3		How	_ did they go to Paris?	B They went there by tra	in.
	The question words come at the beg	<ul> <li>We don't answer information questions with inning of sentences.</li> <li>owe howe late?</li> </ul>			Where	_ are the children singing? _ did he finish his painting?	<ul> <li>They are singing at th</li> <li>He finished it last night</li> </ul>	
	Wa, he da	l. iam come kome lute?	_			How + Adjective /		
		tome late because he missed the bus.	• /	How asks 1		irements such as height, length, o	age by using adjectives or a Answer	adverbs.
	Information Question	Answer			tall	are you?	Fm 145 cm tall.	
what	What is your favorite game?	My favorite game is Scrabble.			high old	is Mt. Everest? are your twin brothers?	It is 8,848 m high. They are 12 years old.	
where	Where do your cousins live?	They live in California.		How	far	is the airport from here?	It's about 60 km from here	
when	When did Diana get married?	She got married last month.			often	did you stay in the Netherlands? do you go swimming?	I stayed there for a week. I go swimming twice a mor	eh.
		time We skep because our bodies need to rest.			fast	does that car go?	It goes around 200 km an I	Your.
why	Why do we sleep?	Watch Yuri Gagarin was the first man in space.						
who	Who was the first man in space?	person		Match th	e questi	ons with the correct answers.		
	How did you go to Disneyland?	We went there by car.				heater near here?	They are five to si	v matore
how	How is the weather today?	It is sunny				movie theater?	<ul> <li>Yes, they are.</li> </ul>	0.100.001
				<ol> <li>How t</li> </ol>		$\sim$	Yes, it is.	
				<ol> <li>Are gi</li> </ol>			<ul> <li>It's about two kild</li> </ul>	meters a
Choose ar	nd write the correct letters.			1. 14 C	1111-2 111		it a grout the sur	CONTRACTOR D
() thei	r music teacher	le Prince 🔿 in Shanghai		Complete	the dis			
	ause she listened to a sad song	<ul> <li>followed a recipe in a cookbook</li> </ul>		1. A Ho		ngues.	na? (B) It is 4,050 km l	0.00
	and a sure Parch	C Live ©						
	ere do you live?			2. 🖹 Ho		mas your sister has yea		
	o did they meet at the park?	B They met (6)		<ol> <li>A Hot</li> </ol>	N T	ar is the supermarket from	here? I lt's two blocks	3W3V.
	, ,							-
	v did Sarah make pizza?	B She		4. 🖹 Ho		ld is your father?	B He is 45 years	

## What are you reading now?

3. (A \_\_\_\_\_\_\_ Mhen \_\_\_\_\_ did they graduate? (III They graduated in 2011.

6. (A \_\_\_\_\_\_ Who \_\_\_\_ did you meet? (B) I met Mark.

B Look at the underlined words and complete the dialogues.

1. A How do you go to school?

3. (A) Where was he at four o'clock?

B He was at the library at four o'clock.

B They are angry because I failed the exam.

I She started working here on Monday.

3. (a) How long do elephants live?

4. (a) How old is the earth?

5. (a) \_\_\_\_\_ When did she start \_\_\_\_\_ working in this office?

4. (A \_\_\_\_\_ Why are they \_\_\_\_\_ angry?

I go to school by bus. 2. (a) \_\_\_\_\_\_ What will you cook \_\_\_\_\_ for dinner?

I will cook fried noodles.

C Complete the dialogues using how.

1. (A) How tall is she?

4. ( Why do you like insects? ( 11) like them because they are amazing. What was he looking for? B He was looking for his keys.

M How far is Tokyo from Seoul?
 It is about 1,154 km away.

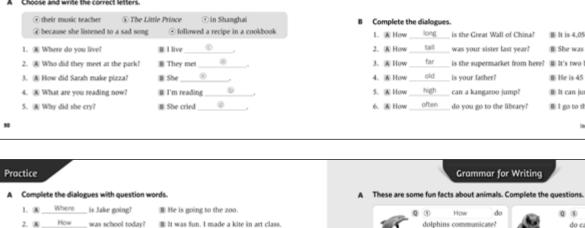
5. (a \_\_\_\_\_\_\_ How high \_\_\_\_\_\_ is the Golden Gate Bridge? () It is 227 m high.

5. (A) Why did she cry?

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Practice

Unit



B She is 163 cm tall.

I They live up to 70 years.

It is 4.54 billion years old.

### 0 0 How do 0 0 Why dolphins communicate? do cats lick their fur? A They lick their far to They communicate by whistling. keep it clean. 🕲 🏵 How high can 🖌 🛛 🖉 How long 🛛 can fleas jump? chickens fly? **A** They can jump 30 cm high. They can fly for 13 seconds. is the biggest animal in the world? Q 🛞 What 20 (A) The blue whale is the biggest animal in the world. B Read and correct the five mistakes. Fun Facts about Cockroaches ③ ③ Why do they live? (a) They live everywhere on earth, but they like warm places the most. Q 2 When do they eat? (a) They eat almost anything. They even eat leather, soap, and wallpaper. (2) (3) How tall can a cockroach live without its head? (A) It can live for a week without its head. Q How often can they run? ▲ They can run 80 cm per second. (g) (g) Who is the largest cockroach in the world? (#) The largest cockroach is the Australian giant cockroach. It is 8.9 cm long. (1) Where (2) What (3) How long (3) How fast (5) What

Grammar for Writing

B lt can jump 1.8 m high.

I go to the library every day.

Unit 12 - Information Questions 51

### Unit 12 - Information Questions 53

# **ANSWER KEY: WORKBOOK**

		Grammar Quiz	7
c	loose the correct	t answers.	
1.	@ Who	is your favorite subject? – My fav € What	orite subject is P.E. © Why
2.	@ How	were you at two o'clock? - I was	at the amusement park. #Where
3.	€ Why	is your brother happy? – He won	first prize in the math contest. © Where
4.	How @ large	can turtles live? – They can high	live longer than 150 years. ⊮long
5.	How @ tall	is your house from school? · ⊯far	<ul> <li>It's about two kilometers away.</li> <li>© fast</li> </ul>
6.	How & often	does he go swimming? – He © fast	goes swimming once a week. © long
		ined words and choose the wrons	sentences.
Lo	ok at the underli		
		y cooking? - They're cooking past	ta.
	@ What are the	ry cooking? – They're cooking past meet yesterday? – He met his cous	
	<ul> <li>What are the</li> <li>Who did he</li> <li>Where are yo</li> </ul>	meet yesterday? - He met his cous ou going? - I'm going to the baker	in. y.
	<ul> <li>What are the</li> <li>Who did he</li> <li>Where are yo</li> </ul>	meet yesterday? - He met his cous	in. y.
1.	<ul> <li>What are the</li> <li>Who did he is</li> <li>Where are yo</li> <li>When did sh</li> </ul>	meet yesterday? - He met his cous ou going? - I'm going to the baker	im. y. aburger. → What
1.	What are the     Who did he     Who did he     When are yo     When did sh      When did sh      When did th	meet yesterday? - He met his cous ou going? - I'm going to the baker te have for lunch? - She had a han Mr. Legend live? - He lives on Mai e movie start? - It started 15 minu	in. y. aburger. → What in Street. ites ago.
1.	What are the     Who did he t     Who did he t     When are yo     When did sh      When did sh      When did th     When did th      Mhen will you	meet yesterday? - He met his cous ou going? - I'm going to the baker te have for lunch? - She had a han Mr. Legend live? - He lives on Mai e movie start? - It started 15 minu a finish your work? - I will finish i	in. y. aburger. → What in Street. ites ago. it in an hour. → When
1.	What are the     Who did he t     Who did he t     When are yo     When did sh      When did sh      When did th     When did th      Mhen will you	meet yesterday? - He met his cous ou going? - I'm going to the baker te have for lunch? - She had a han Mr. Legend live? - He lives on Mai e movie start? - It started 15 minu	in. y. aburger. → What in Street. ites ago. it in an hour. → When
2.	What are the     Who did he to     Who did he to     Where are yo     When did sh     Where does I     When did th     When will you     Why was Jay	meet yesterday? - He met his cous ou going? - I'm going to the baker te have for lunch? - She had a han Mr. Legend live? - He lives on Mai e movie start? - It started 15 minu a finish your work? - I will finish i	in. y. aburger. → What in Street. tes ago. it in an hour. → When use he took the wrong bus.

- © How old is your grandmother? She is 68 years old.
- @ How often can a dragonfly fly? It can fly 60 kilometers per hour. → How fast

Unit 12 - Information Questions 25

			Grammar Prac	ctice
Cor	nplet	te the dialo	gues with question words.	
1.	a _	Who	left the flowers here?	I Max left them.
2.	a _	When	did he start university?	B He started university last year.
3.	a _	Why	does she need money?	B She wants to buy some books.
4.	A	How	do you go to school?	My mom drives me every day.
5.	a _	Where	are they going now?	They're going to the park.
6.	A	What	were you looking for?	B I was looking for my passport.

### B Complete the dialogues.

- M How \_\_\_\_\_\_ for \_\_\_\_\_ is the library?
- 2. (A How \_\_\_\_\_\_tall \_\_\_\_\_ were you last year? (B I was 150 cm tall.
- How high is the building?
- 5. A How old is he?
- 6. A How long are your classes? B They are 50 minutes each.
- B It's three blocks away,
- 3. A How \_\_\_\_\_\_ do you exercise? B I exercise twice a week.
  - It is about 600 m high.
  - B He is 33 years old.

### Writing Practice

1.	A	When is your birthday?	My birthday is July 3.
2.	A	How was the movie?	I The movie was very exciting.
3.	A	Who did you meet yesterday?	I met my best friend yesterday.
4.	a	Where is my cap?	We want the second s
5.	a	How tall are you?	I am 143 cm tall.
6.		Why do you like Mr. Jones?	(8) I like Mr. Jones because he's kind.

# Unit 13 | Adjectives & Adverbs

# **Unit Objectives:**

- 1. The students will learn about adjectives, adverbs, comparatives, and superlatives.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Activity for Vocabulary Practice (optional):

Assign each student a keyword. Have the students write the words and their meanings on separate pieces of paper. Mix up the pieces of paper and turn them upside down on a desk or the floor. Have the students take turns turning over two pieces of paper at a time. If the pieces of paper are a keyword and its matching meaning, the student that picked them gets to keep them and try again. If they do not match, the student turns them back over in the same spot and the next student takes a turn. Continue the game until all the pieces of paper have been matched up. The student with the most pairs is the winner.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (information questions, ex. "When did you get to school?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

# **Grammar Point 1**

- 1. Use the chart to help you explain what **adjectives** and **adverbs** are to the students. easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

Write on the board that adjectives describe nouns, and that adverbs describe verbs, adjectives, and other adverbs. (ex. adjective: "You are pretty," adverb: "You are very pretty."). Point out to the students that most adverbs can be made by adding -ly to adjectives, but that adjectives already ending in -y should drop the -y and have -ily added instead. Leave these explanations on the board throughout the class for

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. It is recommended to explain the PLUS+ box to the right before exercise A. Have one or more students read through the box, and then use previous examples already on the board to explain it.
- 4. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Demonstrate on the board how to circle the adjectives and underline the adverbs in the first one or two sentences. Then have the students complete the rest of the exercise on their own. As they start to finish, call up students to write the sentences on the board with the answers marked in.
- 5. For exercise B, ask different students to read through the sentences, but tell the whole class to yell out what they think the answer is any time those students reach the sentences' word options. If too many students say the wrong answer, explain why it is incorrect.

# **Grammar Point 2**

- 1. Like the previous page, use the pictures to help you explain what comparatives and superlatives are to the students. Write on the board that comparatives compare two people, things, or places while superlatives compare three or more people, things, or places. Explain that they should add -er or more to adjectives or adverbs to make them comparative, with than afterwards (ex. "We are smarter than the other class."). Then explain that they should add -est or most to adjectives or adverbs to make them superlative, with the in front (ex. "He is the most handsome boy in the class."). Don't forget to point out the irregular adjectives and adverbs in the box below. Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as

necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.

- finish the rest of the exercise on their own.
- 4. For exercise B, tell the students to complete the sentences with the correct to read the sentences out loud.

### 5. Extra Idea (optional):

Print out a number of animal pictures. Go around the room and have each student pick out two of the pictures without seeing what they are. Then have them make sentences comparing the two animals. After the first round, have the students repeat the exercise with three pictures and superlative sentences instead.

### Practice

students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.

3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Demonstrate how to write the comparative and superlative forms of the first adjective on the board before having the students

comparative or superlative forms of the given verbs. Then call on different students

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

- 2. For exercise A, demonstrate on the board how to use an adjective in both adjective and adverb forms in the first problem for the students. Then have the students finish the rest of the exercise on their own. Check the exercise by having the girls and boys alternate reading the sentences out loud.
- 3. For exercise B, have the students complete the sentences with the given verbs in comparative or superlative forms. Then ask different students to read the starting sentences for each problem, but have the class read the new sentences all together.
- 4. For exercise C, put the students into pairs and have them complete the dialogues on their own. When they are finished, have them practice the dialogues, switch roles, and practice the dialogues again. If you like, you can ask several pairs to perform the dialogues for the class.

# **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. Go over the chart with them until they understand the information on it. Then have the students fill in the blanks on their own using the given adjectives. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

### 3. Extra Idea (optional):

Have the students create a movie review chart with a few of their favorite movies like the one in exercise A. When they are finished, have them write paragraphs about five sentences long comparing the movies with comparatives and superlatives. Edit these paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

A: We must be quiet in the museum. B: Right, let's talk quietly. Adjectives & Adverbs	* A comparative compares two people, things, or places by adding -er or more to an adjective
Adjectives & Adverbs	or adverb.
	<ul> <li>A superlative compares three or more people, things, or places by adding -est or most to a adjective or adverb.</li> </ul>
n adjective describes a subject when it comes after a linking verb. It can also come before a oue and describe it. n adverb usually comes after a verb and describes it. It can also come before an adjective adverb and describes them.	Hark, 5 Bark, 12 Am, 13 Mark is the younget of the three.
Adjective & Adverb Rule	A 50
Anne is a beautiful grit. Anne is a beautiful grit. She dance beautiful grit. The question is easy. Adjectives ending in -y; y - iBy	30 55 56 57 58 59 57 58 57 58 57 57 58 57 57 57 57 57 57 57 57
Ted answered the question easily. Iucky - luckily angry - angrily happy - happily Brian is a fast runnet. • Adjectives = Adverts He runs fast. early - early hard - hard late - late	The set
lam a good baseball player. erry comp mara "naro" naro" na	Wordy runs feater than Tina. Words was the feater of all of them.
	Some adjectives and adverbs change their forms irregularly.
ircle the adjectives and underline the adverbs.	good/well - better - best bad/badly - worse - worst many/much - more - most
. The dog barks loudly on the street.	
	A Write the comparative and superlative forms of the adjectives and adverbs.
. Jenny is a cover girl.	1. pretty prettier prettiest
Chris and I joined the party happily.	Robert Robert
. That camera looks expensive Some adjectives end in -ly like some adverbs.	a upor
. The children played with the (un) toys. ME Share is very friendly.	3. slowly more slowly most slowly
Ed visited the museum late in the afternoon. This dog is lovely.	<ol> <li>important more important most important</li> </ol>
	5. bad worse worst
	51 64M
ircle the correct words.	B Complete the sentences using the comparatives or superlatives.
. The restaurant is very ( is / noisily ).	1. popular Anne is more popular than Emily.
. I got a ( 😡 / badly ) grade on my science test.	2. heavy The plano is the heaviest instrument in the music room
. They painted the vases ( beautiful / ceautiful) ).	
. The apple pie smells ( 000 / well ).	<ol> <li>big Ken can blow the biggest bubble in the class.</li> </ol>
Jane wanted to finish her homework ( quick / (uick) ).	<ol> <li>early My brother got up earlier than I did.</li> </ol>
Sarah's team worked (fair) / hardly ) last month.	5. well I sang the song better than last time.
Saran's team worked (they) rankay ) tast month.	Beit U - Aljuctive & Adve
ice omplete the sentences using adjectives and adverbs.	Grammar for Writing A Look at the film review chart and complete the passage.
Tom is He speaks	Title The Darkness Space Monkey Someday
. careful Jack is a <u>careful</u> repairman. He fixes things <u>carefully</u> .	Running time 110 min, 89 min, 135 min,
sad The boy looked sad . He started to cry sady .	Story scary and surprising fun and creative boring and slow
hard Cindy always works hard . She is a hard worker.	Acting 222 22 2
	Overall score 8.7 7.6 4.5
good _ Michael is a good tennis player. He plays tennis well	Space Monkey is () the shortest movie. Someday is () longer the state of the shortest (short)
hoose and complete the sentences using the comparatives or superlatives.	The Darkness. Someday is (1) the most boring movie of all the movies. Both The

1. Brian arrived at the movie theater at 7:30. Mary arrived at 7:55. -> Mary arrived at the movie theater later than Brian.

ANSWER KEV. STUDENT BOOK

- 2. It is 20°C in Seoul. It is 27°C in Hong Kong. It is 30°C in Bangkok. → Bangkok is the hottest place of all.
- 3. Mom's shoes are \$75. Dad's shoes are \$80. My shoes are \$55. → My shoes are <u>the cheapest</u> shoes of the three.
- 4. Top Burger has 100 customers a day. Pizza Plaza has 200 customers a day. -- Pizza Plaza is \_\_\_\_\_ busier than \_\_\_\_ Top Burger.

### C Complete the dialogues.

- 1. ( Let's take a taxi. It is \_\_\_\_\_easier than \_\_\_\_\_taking the bus. (easy) I know. But it is \_\_\_\_\_ more expensive than \_\_\_\_\_ taking the bus. (expensive)
- 2. ( The math exam was \_\_\_\_\_ the most difficult \_\_\_\_\_ of all my exams. (difficult) B Really? But your math score is \_\_\_\_\_ the highest \_\_\_\_\_ in the class. (high)
- 3. (A) The red hat is \_\_\_\_\_ prettier than \_\_\_\_ the blue one. (pretty) B Yeah, but the green one is \_\_\_\_\_ the best \_\_\_\_ of all. (good)
- 4. (a) Is your cell phone \_\_\_\_\_\_ the newest \_\_\_\_\_ of all the models? (new) B Yes, it is. The screen is \_\_\_\_\_ wider than \_\_\_\_ my old one. (wide)

### their walls kept heat inside ( $\underline{\circledast}$ efficiently. The sleeping area was usually at a $\underline{\circledast}$ high place inside the igloos. That is because warm air rises. Igloos are still used as shelters

by some hunters in the far north. ② the weakest ③ easily ③ stronger than ③ warm ⑧ the coldest linit 13 - Adjectives & Adverts 57

is (a) the worst of them all. Overall, The Darkness got (2) the highest

Around 4,000 years ago, the Inuit needed some () safe

weren't many trees or rocks around. And the lnuit could find snow and ice Ceasy. However, the igloos were

harder and (s) heavier than other materials. They were (s) strong enough to stand against

the cold wind. Also it was *Wwarmly* inside them. Even in *Whe colddest* temperatures,

Strongly than other types of shelters because the snow blocks froze and became

shelters so they built igloos with snow. Snow is one of

W the weaker materials to build a shelter with. But there

score. (bad)

B Find the five mistakes and correct them.

# **ANSWER KEY: WORKBOOK**

		Grammar Quiz	
А	Choose the correct answe	rs.	
	<ol> <li>His daughter is</li> <li>love</li> </ol>	Vlovely	© lovelily
	<ol> <li>I can't study in a</li> <li><i>C</i> noisy</li> </ol>	place. (5) noisyly	© noisily
	<ol> <li>I didn't sleep</li></ol>	last night. © goodly	<b>⊮</b> well
	<ol> <li>My backpack is</li></ol>	than hers.	© the biggest
	<ol> <li>Antarctica is</li> <li>cold</li> </ol>	place on earth. © colder	W the coldest
	<ol> <li>The yellow shirt is</li></ol>	than the red one.	$\otimes$ the most expensive
B	Look at the underlined wo	rds and choose the wrong se difficult exam. → luckily	intences.
	() They all got good gr		
		ades on the test. were very friendly to us.	
	© Mr. and Mrs. Miller	ades on the test. were very <u>friendly</u> to us. in the library. rfect yesterday.	
	© Mr. and Mrs. Miller @ We have to be <u>quiet</u> 2. @ The weather was pe	ades on the test. were very friendly to us. in the library. rfect yesterday. d early in the morning. morning. — late	
	<ul> <li>Mr. and Mrs. Miller</li> <li>We have to be quiet</li> <li>We have to be quiet</li> <li>Grace went to schoo</li> <li>He got up lately this</li> <li>This vegetable soup</li> <li>3. This coat is the cheat</li> </ul>	ades on the test. were very friendly to us. in the library. rfect yesterday. I carly in the morning. morning. — late tastes too salty.	

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### Grammar Practice

### A Choose and complete the sentences.

- early angrily fast loud perfect politely
- 1. I dropped Jim's cell phone. He shouted at me \_\_\_\_\_ angrily
- 2. People are walking \_\_\_\_\_\_ fast \_\_\_\_ on the sidewalk.
- The television is very \_\_\_\_\_loud \_\_\_\_.
- 4. Mark is kind. He is speaking \_\_\_\_\_\_ politely \_\_\_\_\_ to the old lady.
- 5. The girl's English is \_\_\_\_\_perfect \_\_\_\_.
- 6. The \_\_\_\_\_\_ morning sunshine was bright.

### B Complete the sentences using the comparatives or superlatives.

- 1. high Mt. Everest is the highest mountain in the world.
- 2. slowly David ran more slowly than Logan did.
- 3. important The final exam is the most important test of the year.
- 4. pretty Anna is the prettiest girl in the class.
- 5. wide My computer has a wider screen than yours.
- 6. good I am feeling better than yesterday.

Writing	g Practice
Correct the underlined words and rewrit	e the sentences.
1. She is a well figure skater.	She is a good figure skater.
2. He got the lower score in his class.	He got the lowest score in his class.
3. I went to bed late than my parents.	I went to bed later than my parents.
4. The pianist played beautiful.	The planist played beautifully.
5. Glass breaks more easy than plastic.	Glass breaks more easily than plastic.
6. The dog is quick running up the hill.	The dog is quickly running up the hill.

# Unit 14 | Modal Verbs 1

- **Unit Objectives:** 
  - 1. The students will learn about using can (ability), can (permission), could, may (permission), should, must, must not, have to, and don't have to.
  - 2. The students will complete exercises to familiarize themselves with the key grammar points.
  - 3. The students will identify and correct simple mistakes related to the key grammar points.
  - 4. The students will apply their new grammar knowledge in a practical setting.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Activity for Vocabulary Practice (optional): Board Race

Cover up the vocabulary words and their definitions on the board. Divide the students into teams and have one person from each team come up to the board in an allotted space. Have the students at the board write the keyword or phrase from the definition you state. The first student to write the keyword or phrase correctly gets a point for their team and then sits back down as their team changes writers. Continue until all the keywords have been used. The team with the most points gets a prize (ex. a piece of candy each).

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (adjectives, adverbs, comparatives, and superlatives, ex. "Which tastes best: soda, juice, or energy drinks?").
- 2. Ask one or two students to read the sentences under the title out loud for the class. and then write them on the board to refer to later.

# **Grammar Point 1**

- 1. Use the chart to help you explain what *can* (ability), *can* (permission), *could*, *may*, quieter."). Leave these explanations on the board throughout the class for easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

and **should** are to the students. Write on the board that can has two uses: 1, to show ability (with past tense form could), and 2. to give or ask for permission (ex. 1. "I can help you." 2. "Can I go outside?"). Also write that may is also used to give or ask permission, but in a more formal or polite way than can. Last, write that should is used to give advice or discuss what is right or wrong (ex. "You should be

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Give the students a little bit of time to circle the correct modal verbs for the sentences. Then have different students read through the sentences, but tell all the students to yell out what they think the answers are any time the students who are reading come to one of the word options.
- 4. For exercise B, have the students complete the sentences with the modal verbs in the box. Then have the class read the sentences out loud all together.

# **Grammar Point 2**

- 1. Like the previous page, use the chart and pictures to help you explain what *must*, *must not, have to* and *don't have to* are to the students. Write on the board that must and have to both indicate that something is necessary to do (ex. "You must/ have to clean your room."). Then write that must not (mustn't) indicates that something is not allowed (ex. "You must not run into the road."). Last, write that don't have to indicates that something is not necessary (ex. "You don't have to do your homework."). Make sure to point out that must not and don't have to do NOT mean the same thing. Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Tell the students to complete the sentences with must or mustn't. Then call on different students to read through the sentences out loud.

### 5. Extra Idea (optional):

Teach the students how to play Mother May I. For this game, choose one student to be "mother" and put them on one side of the classroom. Put all the rest of the students on the other side of the classroom. Tell them that the objective is to be the first student to make it across the room to the mother's side. They may do this by asking, "Mother, may I ?" with some kind of movement. The mother may either say, "Yes, you may," or "No, but you may ," and counter with a different kind of movement. The first student to reach the other side becomes the new mother.

### Practice

- students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- 2. For exercise A, have the students complete the sentences with the given modal verbs. When everyone is finished, call on one student to read through the first one, and so on.

4. For exercise B, have the students match up the sentences on their own. Then have the two sides of the room alternate between reading the first and second columns.

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

sentence. Then let them choose the next student to read, who chooses the next

- 3. For exercise B, demonstrate how to complete the first sentence with should and one of the given verbs. Then have the students finish the rest of the exercise on their own. When everyone is finished, have the boys and girls alternate reading the sentences out loud.
- 4. For exercise C, put the students into pairs and have them complete the dialogues together. When they are finished, have them practice the dialogues, switch roles, and practice them again. If you like, you can ask several pairs to perform the dialogues for the class.

# Extra Materials: Online Test and Workbook

- normal test to ensure the best assessment.
- practice with the students.

# **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. Read through the bullet points above the exercise as a class. Then have the students fill in the blanks on their own from the verbs in the boxes and the given modal verbs. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

### 3. Extra Idea (optional):

Have the students brainstorm real or imaginary problems that their friends have. Then tell them to write paragraphs about five sentences long giving one of their friends advice on how to solve a problem. Edit these paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

### **ANSWER KEY: STUDENT BOOK ANSWER KEY: WORKBOOK 14** Modal Verbs 1 14 Modal Verbs 1 Necessity: Must / Have To Grammar Quiz A: Mom, can I play a computer game now? . Must and have to are used to show something is necessary and very important to do. R: Okaw, but you hould stop playing before dinne A Choose the correct answers. . We use must not when an action is prohibited. We use don't have to when an action is not necessary. play tennis well. She's a good tennis player. 1. Sophia Ability, Permission, & Advice: Can / May / Should © have to fou must check the brakes in your car. & can () may . Ability: Can expresses that someone or something is able to do something in the present or You mustn't (=must not) play with matches. 2. You have a bad cold. You \_\_\_\_\_ \_\_\_\_\_ see a doctor after school. future. Could is the past form of can I have to get up early tomorrow Necessity He has to get up early concincia. He has to walk to school today. She doesn't have to buy a ticket. I had to email my teacher yester @ mustn't (s) don't have to # should · Permission: We use may and can to give or ask for permission. May is used in a formal or polite situation. 3. Nancy \_\_\_\_\_ play the piano when she was four. Advice: Should is used to give advice or talk about what is right or wrong @could @ may Should Can you jump high? I can't (=cannot) swim well \_ run around in the library. People are studying. You Ability @ could 🕼 shouldn't © don't have to I could read when I was five. You may/can leave the room now. You may not/can't make noise during the test. May/Can I watch TV for a while? 5. The light is red. We cross the street now. @ don't have to 🕼 mustn't © couldn't You should take a rest. 6. You walk to school today. I can drive you there. You shouldn't eat too much salt. Advice (- have to) @ should of don't have to Should we buy tickets in advance S must A Complete the sentences with must and mustn't. A Circle the correct words. 1. We \_\_\_\_\_\_ speak English during our English class. B Look at the underlined words and choose the wrong sentences. 1. You look tired. You ( could / toget) ) sit down for a few minutes. 2. John \_\_\_\_\_\_ tell the secret to anyone. 1. @ I want to buy new shoes. I have to save money. 2. David ( may / Oul ) sing Chinese songs when he was a child. 3. You \_\_\_\_\_mustn't \_\_\_\_ cross the road when the light is red. We have a lot of work to do. We have to start working now. 3. ( Should / (a) ) I have some of your sandwich? I'm really hungry. 4. We \_\_\_\_\_\_ get a visa to go to some countries. If He is prepared for the test. He has to worry about it. → doesn't have to 4. Ms. Freeman, ( should / (an)) I ask you a question? @ I'll help her with the project. She doesn't have to do it by herself. 5. Jessica <u>mustn't</u> eat peanuts because she is allergic to them. 5. Bob's car has broken down. He ( an't)/ shouldn't ) drive to work. 6. You ( couldn't / couldn) ) waste water. 2. @ You may ask me a question later WY You mustn't wear your seat belt in a car. → must B Match the sentences. B Choose and complete the sentences. © You can speak Chinese fluently. 1. Someone stole our car. You must dry-clean it. @ You can't make noise during the test. may can't can should 2. He's taking an exam now. You don't have to buy one. 1. I am smart. I \_\_\_\_\_\_ can \_\_\_\_ solve difficult math problems. 3. My mom was sick vesterday. We have to call the police. 3. (a) Smoking is not good for your health. You should stop smoking. 2. Mom, \_\_\_\_\_\_ I sleep over at Julie's house tonight? 4. The bank is closed. W The boy can't swim. He should swim in the river. → shouldn't He mustn't open his book. 3. Lisa is sleepy, but she \_\_\_\_\_\_ brush her teeth before bed. © The exam is tomorrow. She should study for the exam. 5. This is a silk blouse. I had to make dinner for her. @ You didn't have lunch. You should eat something. 4. My brother is too short. He \_\_\_\_\_ can't \_\_\_\_ ride the roller coaster. 6. I bought a cake. → He has to come back tomorrow Int14 - HodelWebs1 29 58 Det 14 - House Verball 1 Grammar for Writing Practice A Choose and complete the sentences. A Olivia has some problems. Choose and complete her teacher's advice. can't can may not could couldn't · English is too difficult for me. I don't like English. I can't study at home because I have two noisy sist I have a problem getting up early in the morning. 1. I had a headache last night, so I \_\_\_\_\_ couldn't \_\_\_\_\_ sleep well. 2. Mike \_\_\_\_\_\_ run 100 meters in 12 seconds when he was young. study help play go borrow read 3. You \_\_\_\_\_\_ may not \_\_\_\_\_ leave the table until you finish your dinner. English is fun! You () should read some English books. 4. My sister doesn't like to travel overseas because she \_\_\_\_\_Can't \_\_\_\_ speak English. 5. Jason \_\_\_\_\_ fix electronic devices because he is an electrician. You ② can borrow books from the school library. You (0) don't have to study at home. Why don't you study at the library? B Choose and complete the sentences using should or shouldn't. But you @ mustn't play with your cell phone there. wash heat wear drive buy shouldn't go to bed late. Also, an alarm clock You (8) 1. It's very cold outside. You \_\_\_\_\_\_ should wear \_\_\_\_\_ your coat. an help you wake up early. 2. This car is very expensive. We \_\_\_\_\_ shouldn't buy \_\_\_\_\_ it. 3. The chicken is cold. You \_\_\_\_\_ should heat \_\_\_\_\_ it up in the microwave. 4. My dog is very dirty. I \_\_\_\_\_\_ should wash \_\_\_\_\_ him this weekend. B Find the five mistakes and correct them. 5. It's raining. You \_\_\_\_\_\_ shouldn't drive \_\_\_\_\_ so fast. Camping (1) can be a fun experience, but you (1) don't have to follow some rules for everyone's safety and convenience C Complete the dialogues with mustn't or don't/doesn't have to. You Wshould make too much noise at night. 1. (A) This is a nice place for camping. You (a) can have a small campfire. But you (a) shouldn't be I Look at the sign. We \_\_\_\_\_ mustn't camp here. careful. Fires can spread easily. You have to bring your own food to the campground. 2. A I need to buy earphones. I lost mine. I You \_\_\_\_\_\_ don't have to \_\_\_\_\_ buy new ones. I have an extra pair. But you (2) should store it properly. Otherwise, it (2) has to attract wild animals. 3. A Tom is swimming in the river. · You @don't must feed or hunt wild animals at the campground. B The river is too deep. He \_\_\_\_\_ mustn't \_\_\_\_\_ swim there. · You 10 may only park one vehicle at the campground. 4. (a) Should I wake up Miranda? B No, she \_\_\_\_\_doesn't have to \_\_\_\_ get up early. She's not working today. @have to(must) ③ shouldn't ③ should ④ @ can(may) ④ mustn't

Dat 14 - Mada Vells 1 6

### Grammar Practice

### A Circle the correct words.

- 1. The box is too heavy for me. I ( ) should ) lift it.
- 2. You ( should / houldn) judge people by their appearance.
- 3. Jackie is a good singer. She ( ) / can't ) sing very well.
- 4. If you are sick, you ( a) / may not ) skip P.E. class.
- 5. My dad ( should / could ) dance well when he was young.
- 6. You (hould / can't ) recycle plastic bottles.

### B Match the sentences.

- 1. This book is easy
- 2. The elevator wasn't working.
- 3. My sister told me a secret.
- 4. The bank is closed today.
- 5. I can tell you the directions.
- 6. Exercise is good.
- I mustn't tell anvone about it.
  - You don't have to ask anybody.
  - > You have to exercise regularly.
  - > John can read it quickly.
  - I must go back tomorrow.
  - She had to use the stairs.

### Writing Practice Vunscramble the words and write the sentences

- 1. may / You / in the music room / sing You may sing in the music room.

- 6. late / be / You / shouldn't / again You shouldn't be late again.
- 2. get up / doesn't have to / early / He He doesn't have to get up early. 3. well / and I / swim / My sister / can't My sister and I can't swim well. 4. here / your bike / You / park / mustn't You mustn't park your bike here. 5. could / early / I / last night / go to bed \_\_\_\_\_ I could go to bed early last night.

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# Unit 15 | Modal Verbs 2

# **Unit Objectives:**

- 1. The students will learn about using may (possibility), might, could you, and would you.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (modal verbs ex. "I am tired. What should I do?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Activity for Vocabulary Practice (optional):

Have the students use vocabulary words in complete sentences. For lower level classes, provide fill-in-the-blank sentences with a word bank. For advanced classes, direct the students to use the vocabulary words in their own sentences to demonstrate the meanings of the words. Encourage the students to use different sentence forms like declarative, imperative, interrogative, and exclamatory sentences. For vocabulary words that are verbs, ask the students to write their sentences in the past, present, and future tenses.

# **Grammar Point 1**

- these explanations on the board throughout the class for easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

1. Use the chart and pictures to help you explain what the modal verbs may and might (possibility) are to the students. Write on the board that may and might both indicate that it is possible that something will happen (ex. "It may/might snow later."). Leave

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Have the students circle the correct modal verbs. Then have different students read through the sentences, but tell all the students to yell out

what they think the answers are when the students who are reading reach the word options.

4. For exercise B, tell the students to complete the sentences on their own. Then have the whole class read through the sentences together.

# **Grammar Point 2**

- 1. Like the previous page, use the chart and pictures to help you explain what the modal verbs could you and would you are to the students. Write on the board that both could you and would you are polite ways to ask somebody to do something for you (ex. "Could/Would you open this jar for me?"). Also, point out the PLUS+ box below that says that adding *please* makes requests even more polite. Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Have a few students describe the pictures. Then have them match the picture numbers to the questions.
- 4. For exercise B, put the students into pairs and tell them to complete the dialogues together. When they finish, tell them to practice the dialogues as politely as possible, switch roles, and practice the dialogues again. If you like, you can ask several pairs to perform the dialogues for the class.

### 5. Extra Idea (optional):

Have the students write three sentences using may or might on pieces of paper. Then collect all the sentences, mix up them, and pass them back out to the students. Have each student respond to the sentences with requests using could you or would you (ex. "It might rain later."  $\rightarrow$  "Could you lend me your coat?"). Have the students read at least one of their sentence pairs to the class.

### Practice

- 1. As you work through the additional practice exercises, walk around the classroom students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- 2. For exercise A, tell the students to complete the sentences as fast as possible. read the sentences out loud.

and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

If you like, you can give the student who correctly completes the sentences the fastest a small prize (ex. one or two pieces of candy). Call on different students to

3. For exercise B, have the students match the sentences in the two columns together. When the students are finished, have one side of the room read the sentences on the left for the other side of the room to respond to with the sentences on the right.

4. For exercise C, have a few students describe the pictures. Then have them complete

the questions with the phrases in the box. Call on different students to read the sentences as politely and nicely as possible.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

# **Grammar for Writing**

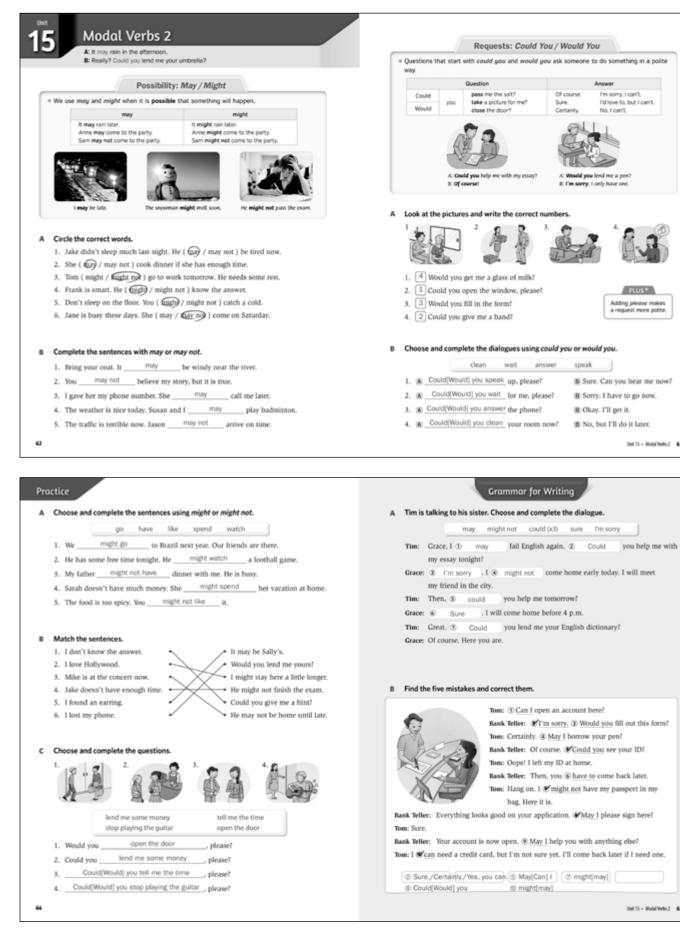
- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own from the words in the boxes. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

### 3. Extra Idea (optional):

Put the students into pairs and have them write a dialogue about six lines long (three lines per student) where one of the students is asking the other student for help wirh their homework. Encourage them to use as many modal verbs as possible. Edit these dialogues and have the students take turns presenting them at the front of the class when everyone is finished. If you like, you can give the pair with the best writing and acting a small prize (ex. a cookie each).

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

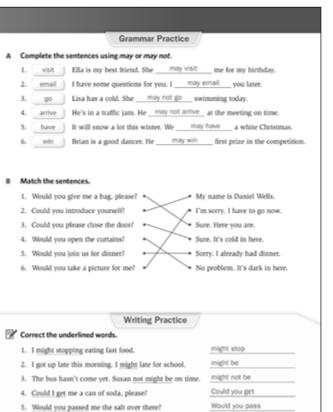
# **ANSWER KEY: STUDENT BOOK**



# **ANSWER KEY: WORKBOOK**

	5 Modal Vert		-			
		Grammar Quiz				
А	Choose the correct answers					
	1. Zoe wants to ask you son	nething. She	you later.			
	@ must visit	S could help	W might call			
	2. It cold in	the evening.				
	& may be	might is	© may			
	3. Sarah is having a party. S					
	@ would send	S must like				
	4. My sister needs a bag. I		NET.			
	& might buy	could sell	have to change			
	5. I don't believe her story,	but my brother	it.			
	@ may call	W might believe	© would make			
	6. My uncle is on vacation.					
	@ must enjoy	S could speak	W may come			
3	Look at the underlined word	is and choose the wrong	g sentences.			
	1. @ The sky is dark. It mig	<ol> <li>The sky is dark. It might rain a little tonight.</li> </ol>				
	They like music. They	might go to the concert.				
	It will be stormy this v	veekend. We <u>might</u> go fi	shing. → won't			
	② Lily didn't bring her ca	amera. She might borrow	v mine.			
	<ol><li>Could you turn off the</li></ol>	•	÷			
	S Could you change the		0			
	Could you lend me the     Could you lend me     Could you lend me the     Could you lend     Could you lend		0			
	Could you make us co	osies: - Sorry, Fil make	you chocolate cookies. → Sure./Certain			
	3. & Would you lend me \$1	0? - Of course. I have no	money now. → I'm sorry.			
	S Would you call me bad					
	@ Would you send her th	is letter? - Certainly. Git	ve it to me.			
	@ Would you help me no	w? - No problem. What	can I do?			

Unit 15 - Madal Verbs 2 31



Could[Would] you turn down

6. Might you turn down the volume? It's too loud.

32

# Unit 16 | The Passive

# **Unit Objectives:**

- 1. The students will learn about using the passive form.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (modal verbs, ex. "Could you pass me that ?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

# 4. Extra Idea for Vocabulary Practice (optional): Synonyms and Antonyms Have the students work in pairs or small groups. Give them two minutes (you antonyms as possible for each of the words on the list you give them.

# **Grammar Point 1**

- reference.
- have the two sides of the room alternate reading through the sentence pairs.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

can make the time limit longer if you want) to write down as many synonyms and

1. Use the charts and picture to help you explain what the **passive** is to the students. Write on the board that the passive reverses the normal sentence order so that the object of the sentence becomes the subject (ex. "The boy played soccer."  $\rightarrow$ "Soccer was played by the boy."). Explain to the students that this form uses be (not) + past participle with by afterward. Then go over the common past participles in the boxes below. Leave these explanations on the board throughout the class for easy

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Tell the students to match the sentences together. Then

4. For exercise B, have the students choose which verbs to complete the sentences with. When everyone is finished, have the students read through the sentences together.

# **Grammar Point 2**

- 1. Like the previous page, use the pictures to help you explain when to use by in the passive to the students. Write on the board that by is not necessary in the passive form when the agent of the action is not known or not important (ex. "My plants were watered."). Leave this explanation on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Explain to the students that they need to use the verbs in the box to complete the sentences in the passive. If necessary, demonstrate the first sentence on the board before having the students finish the exercise on their own. Then call on different students to read through the sentences.
- 4. For exercise B, have the students complete the passive sentences on their own. Then call on different students to read the starting sentences, but have the whole class read the new passive sentences together.

### 5. Extra Idea (optional):

Make flashcards of regular and irregular verbs before class. Put the students into two teams and have each team send up one person to the board. For each pair of students, show them a flashcard and have them write the past tense and past participle forms of that verb as fast as they can. The first student to correctly write the forms earns a point for their team. Continue until all the flashcards have been used, and then give the winning team a small prize (ex. one or two pieces of candy each).

### Practice

- students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- the class read through them all together.
- 3. For exercise B, have several students describe the pictures. Then have them answers on the board for you.

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

2. For exercise A, have the students complete the sentences in the passive. Then have

complete the sentences in the passive. If you like, ask several students to put the

4. For exercise C, put the students into pairs and have them complete the dialogues together. When they are finished, have them practice the dialogues, switch roles, and practice them again. If you like, you can ask several pairs to perform the dialogues for the class.

# **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own from the verbs in the boxes. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

### 3. Extra Idea (optional):

Let the students pick any topic that they want to write about (with a few suggested options). Then have them write a paragraph about five sentences long giving information about their topic in the passive like exercise A. Edit these paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

# **Extra Materials: Online Test and Workbook**

- normal test to ensure the best assessment.
- practice with the students.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

### **ANSWER KEY: STUDENT BOOK** 16 The Passive The Passive 2 A: When was the sculpture made? . We don't use by when we don't know who does an action or it is not important to mention it. R: It was made in 1543. The Passive 1 . The passive expresses what happens to the subject. By shows who does the action. The girl mode the sandcastle. The car was repaired (by a med The sandcastle was made by the girl. A Choose and complete the sentences. + It uses the form be + (not) + past participle find hold make send build Subject Be + (not) + Past Participle By + Agent 1. The most beautiful dresses \_\_\_\_\_ are made \_\_\_\_\_ in Italy these days. The puppies are (not) raised by their mother. by me. The letter was (not) written 2. The email <u>was sent</u> to me a few days ago. Common past participles 3. This building \_\_\_\_\_Was built \_\_\_\_\_ last year. Present Past Past Participle Present Past Past Participle 4. Many coins \_\_\_\_\_ were found \_\_\_\_\_ under the vending machine yesterday. give see break steal hit gave saw broke stole hit play invite played played given seen invited sold built invited sold built 5. The meeting \_\_\_\_\_\_ is held \_\_\_\_\_ once a month. It is always interesting. broken build find B Read and complete the passive sentences. A Match the active sentences with the passive sentences. 1. Edison invented the light bulb. -> The light bulb \_\_\_\_\_ was invented \_\_\_\_\_ by Edison. Anne painted the picture. I was hit by a soccer ball. A soccer ball hit me. The picture was painted by The picture was painted by Anne. 2. People speak English in many countries. 3. My mom made the cake. • The cake was made by my mom. → English is spoken (by people) in many countries. 4. Tim didn't invite Jake. Jake wasn't invited by Tim. 3. Lewis Carroll wrote Alice in Wonderland. → Alice in Wonderland \_\_\_\_\_\_\_ was written \_\_\_\_\_ by Lewis Carroll. B Circle the correct words. 4. Many farmers grow oranges in California. 1. The subway ( uses / uses ) by many people. -> Oranges \_\_\_\_\_ are grown \_\_\_\_ (by many farmers) in California. 2. The tree ( damaged / as damage ) by lightning last night. 5. They collect the trash every Tuesday. 3. The children ( (idn't p)) / weren't played ) the game. 4. He ( roy / is written ) a book for children. → The trash \_\_\_\_\_ is collected \_\_\_\_ (by them) every Tuesday. 66 Unit 16 - The Pessive 67 Practice Grammar for Writing A Choose and complete the passive sentences. A Here is some information about the Olympics. Choose and complete the sentences. give visit make sell give cancel create hold introduce 1. The national park \_\_\_\_\_\_ is visited \_\_\_\_\_ by many tourists these days. The Olympic flag ① was created by Pierre de Coubertin in 1914. It was used 2. The prize \_\_\_\_\_\_ was given \_\_\_\_\_ to the winner last year. for the first time in 1920. 3. The teddy bear \_\_\_\_\_was made \_\_\_\_ by my mother. Before 1912, silver medals were given to the champions. The champions 4. Key chains and postcards \_\_\_\_\_\_are sold \_\_\_\_\_ at the shop these days. have received pure gold medals since 1912. The first Winter Olympic Games were held in France in 1924. The first Olympic mascot ④ was introduced to people in 1968. Each Olympic B Look at the pictures and complete the sentences. Games has had a mascot ever since. The Olympic Games in 1916, 1940, and 1944 were canceled because of World Wars I and II. 1. block The road is blocked by an elephant now. 2. not/steal I found my ring under the sofa. It wasn't stolen B Find the five mistakes and correct them. 3. damage The house was damaged by a tree yesterday. Have you heard of the Leaning Tower of Pisa? It is a 4. deliver The package was delivered last weekend. tower in the Italian city of Pisa. Why (1) is it called the "leaning tower?" The tower **F** is completed in 1372. It If made as a bell tower for a church in Pisa. When the C Complete the dialogues. builders were working, they realized that the tower 1. A Was the movie Titanic popular? @ was tilted. After its construction, it @ was tilted even I Yes, it was. It \_\_\_\_\_ WIS seen \_\_\_\_ by many people. (see) more. This 🛞 was caused by the soft, uneven ground 2. (a) This milk tastes bad. What happened? below. Later, the tower & was repair and the tilting It \_\_wosn't\_kept\_\_\_ in the refrigerator last night. (not / keep) $\mathscr{U}$ <u>was stoped</u>. Still, the tower $\circledast$ <u>is tilted</u> slightly today. 3. (A) Did Keith and Sophia come to the party? But the tower is very strong now. Because of its strange look, it grisits by many tourists every year. I No, they didn't. They \_\_weren't invited \_, (not / invite) 4. (A) Did you hear about the earthquake? @ was completed @ was made ] @ was repaired @ was stopped \_ @ is visited B Yes. Many people \_\_were shocked \_ by the news yesterday. (shock) 68 Unit 16 - The Passive 6

# **ANSWER KEY: WORKBOOK**

<b>16</b> т	he Passive	
	Grammar Quiz Grammar Pr	actice
A Choose the	correct answers. A Complete the passive sentences.	
<ol> <li>Mr. Bro ⊕ brea ⊕ give         <ol> <li>The pay</li></ol></li></ol>	win's car	uilt       10 years ago.         to a great writer every year         on the website every Monda.         to the audition yesterday.         acceled       yesterday.         sell       spend         yesterday.         0,000 last Priday.         end Steve in the last game.         he party yesterday.
€ Som © The © Bach 3. @ They © I fou € I fou	is called the "father of music."     2. Many people visit the beaches.     The beaches.       visited my family last week.     3. Andy played the song.     The song       nd her ring under the table.     4. Heavy snow blocked the read.     The road       topped by a police officer on the street.	actice op was repaired by my sister, ches are visited by many people g was played by Andy. d was blocked by heavy snow. wasn't made by Gordon, hes weren't designed by him.

# **Unit 17** | **Participial Adjectives**

# **Unit Objectives:**

- 1. The students will learn about using present and past participles.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and give each student a noun to make a sentence with using the previous lesson's grammar points as a review (the passive, ex. "book"  $\rightarrow$  "The book was set down.").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.
- 3. Scan the unit before class and identify any words that your students may not understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the class.

4. Extra Idea for Vocabulary Practice (optional): Verb or Noun? Tell the students that you are going to start reading the keywords out loud. Ask straight ahead.

## **Grammar Point 1**

- to make present participles, and that past participles have the same spellings and constructions as the past participles in the present perfect. Leave these explanations on the board throughout the class for easy reference.
- participles.

them to look up at the ceiling if the word you read is a noun, and down at their desk if the word is a verb. If the word you read isn't a noun or a verb, tell them to look

1. Use the pictures to help you explain the difference between present participles and past participles to the students. Write on the board that present participles show actions that are happening now to a noun, while past participles show actions that have already happened to a noun (ex. "the freezing lake" vs. "the frozen lake"). Explain to the students that they just need to add -ing to verbs (similar to gerunds)

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Go through the pictures together as a class, and for each one ask the students if the picture's subjects are doing the verb at that moment (ex. "Are the dogs barking now?"). If they are, tell the students that the subjects need present participles before them. If they aren't, tell them that they need past

4. For exercise B, have the students match the participles to the sentences and complete the sentences with them. Then have the class read them out loud all together.

## **Grammar Point 2**

- 1. Like the previous page, use the chart and pictures to help you explain the difference between present and past participial adjectives to the students. Write on the board that when they are used as adjectives, present participles describe the person or thing causing a feeling, while past participles describe the person or thing affected by a feeling (ex. "interesting activities" vs. "interested people"). Point out all the common adjectives that have present and past participial uses in the box below. Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Give the students a little bit of time to choose whether to complete the sentences with present or past participles. Then take votes from the students on what the answer is for each sentence. Have the class read through the sentences out loud to familiarize themselves with the structure of these sentences.
- 4. For exercise B, put the students into pairs and tell them to complete the sentences with the correct participial adjectives. When everyone is finished, have the two sides of the room take turns reading the sentences out loud.

### 5. Extra Idea (optional):

Make two sets of flashcards before class. On one set, have common nouns that include both people and objects. On the other set, write participial adjectives with the present and past forms together. Then split the students into two teams and have each team send someone to the board. Have each student draw a card from one of the flashcard decks and show it to the other student so that together they have a noun and a participial adjective. Then have them race against each other to make a sentence using the noun with the correct participle (ex. "movie" from one student + "boring/bored" from the other student  $\rightarrow$  "The movie is boring."). The first student to correctly make a sentence wins a point for their team. If you like, you can give the winning team a small prize at the end (ex. one or two pieces of candy each).

### Practice

- students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- 2. For exercise A, have the students circle the correct words to complete the sentences. Then call on different students to read the sentences out loud.

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

- 3. For exercise B, have the students complete the sentences with the given participles. Then have the boys and girls alternate reading through the sentences.
- 4. For exercise C, have the students draw partners out of a hat or bag and complete the dialogues together. Then have them practice the dialogues, switch roles, and practice the dialogues again. If you like, you can ask several pairs to perform the dialogues for the class.

# Extra Materials: Online Test and Workbook

- normal test to ensure the best assessment.
- practice with the students.

# **Grammar for Writing**

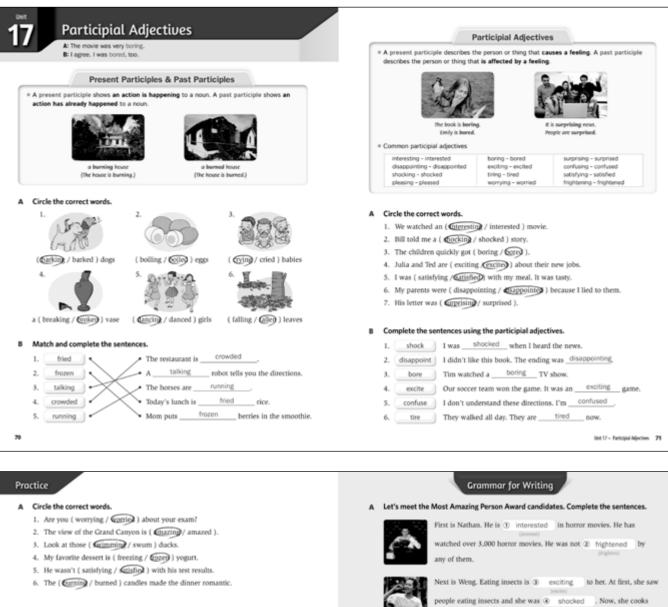
- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own using the given words. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

### 3. Extra Idea (optional):

Have the students choose five different pairs of participial adjectives from the deck of flashcards made for the previous extra activity (ex. "excited/exciting" = one pair of participial adjectives). Tell them to make up two sentences for each pair of participial adjectives, so that they have ten sentences in total. Edit these sentences and have the students take turns presenting them at the front of the class when everyone is finished.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

# **ANSWER KEY: STUDENT BOOK**



### B Choose and complete the sentences.

	1.	interesting interested	Maria is an <u>interesting</u> person. Her classmates are <u>interested</u> in her.
	2.	confusing confused	I was <u>confused</u> by his question. His question was <u>confusing</u> .
	3.	tiring tired	Mike is always <u>tired</u> in the evening. His work is really <u>tiring</u> .
	4.	terrifying terrified	I was <u>terrified</u> in the dark room. Being in the dark was a <u>terrifying</u> experience.
с	Cor	nplete the dialo	gues.
		<ul> <li>A Shawn is get</li> <li>B I heard that.</li> </ul>	ting married. I was <u>surprised</u> by the news. (surprise)
		Nice to meet     I'mplea	you, Jack. ISOd to meet you, too. (please)
			se. What happened? m's favorite cup. It'sbroken, (break)

- 4. (A) What's your favorite sport?
- B Soccer. It is very \_\_\_\_\_\_. (excite)

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During my summer vacation, I was very Whoring. So, I decided to try skydiving with my friends. When I got to the skydiving center, it was very @ crowded. I was @ scared. but my friends were very @exciting. We went up into the sky in a small airplane. I was @terrifying that my parachute wouldn't open. But I jumped. I was flying through the sky. It was @amazed. After I landed, I couldn't express how I felt! It was gratisfied to do something that was so adventurous. I was (a) impressed with myself for doing it. Skydiving was definitely an (a) exciting and

### (1) bored (2) excited (2) terrified (2) amazing (2) satisfying



# **ANSWER KEY: WORKBOOK**

		Grammar Quiz		Grammar Practice		
A	Choose the correct answers.			A Circle the correct words.		
	The market is with people.     © crowd     © crowding     & crowded      Rosa walked away from the dogs.     @ barked     & barked     & barked     & dogs.     @ barked     & bark      & dancing     © dance      & Bungee jumping is an activity.		© bark	<ol> <li>The new TV show was ( verice) / bored ).</li> <li>My sister fixed the ( breaking / verice) ) chair.</li> <li>David is ( frightening / features) of spiders.</li> <li>I was ( satisfying / verice) ) with their service.</li> <li>She was very ( tiring / verice) after hiking.</li> <li>The food at the restaurant was ( verice) disappointed ).</li> </ol>		
<ul> <li>✓ exciting</li></ul>		© confusing # disappointed	Choose and complete the sentences using the present or past participle.     crowd amaze fry interest swim worry     My brother cooked fried rice for me.     Y'm really <u>interested</u> in outer space.     The man was <u>worried</u> about his son.     Jake walked along the <u>crowded</u> street.     She took a photo of the <u>swimming</u> ducks.     We were <u>amazed</u> at the size of the stadium.			
	<ol> <li>I was bored by my gran</li> <li>Jane was satisfied with</li> <li>He wore a frightened m</li> <li>My parents were surprise</li> </ol>	her painting. ask on Halloween. → fright	tening.	Writing Practice           Correct the underlined words and rewrite the sentences.           1. She told me a surprised story.         She told me a surprising story.           2. I heated up the freezing pizza.         I heated up the freezen pizza.		





# Unit 18 | Infinitives

# **Unit Objectives:**

- 1. The students will learn about infinitives and how to use them as nouns, adverbs, and adjectives.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

- 3. Scan the unit before class and identify any words that your students may not class.
- 4. Extra Idea (optional): The Best Actor the unit. For example, if "seashell" is a keyword, a situation could be "You are until all the situations have been performed.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (participial adjectives, ex. "Is an exciting movie?").
- 2. Ask one or two students to read the sentences under the title out loud for the class. and then write them on the board to refer to later.

# **Grammar Point 1**

- 1. Use the chart and picture to help you explain what infinitives are to the students. to read."). Explain how infinitives at the end of sentences that start with *it* are explanations on the board throughout the class for easy reference.
- to give you example topics to make this portion of the lesson more interactive.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

Write down simple situations on pieces of paper using the different keywords from collecting seashells on the beach." Have the students stand up (you can ask them to move their chairs and tables to the side of the room to create more space), and tell them to take turns acting out the situations they draw out of a hat or bag. While they are acting, have the other students guess what the main keyword is. Continue

Write on the board that an infinitive is a verb in the form of to + verb that can be used as a noun in the subject, complement, or object of a sentence (ex. "I like actually the sentences' subject (ex. "It is exciting to listen to music."). Leave these

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Demonstrate on the board how to underline the infinitive in the first sentence, and then have the students underline all the infinitives in the rest of the exercise. When they are finished, go through the sentences as a class and have the students decide all together whether each infinitive is a subject, object, or complement.
- 4. For exercise B, demonstrate how to complete the first sentence on the board using the given adjective and verb combination. Then have the students finish the rest on their own. When everyone is finished, have the students read through the sentences all together.

the sentences out loud when everyone is finished.

### 5. Extra Idea (optional):

Have all the students write three questions in the form of "Why do you ?" on different pieces of paper. Mix up the questions and have the students take turning picking them out and answering them for the class (ex. "Why do you play computer games?"  $\rightarrow$  "I play computer games to relax.").

## Practice

- students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- cookie).

# **Grammar Point 2**

- 1. Like the previous page, use the charts to help you explain how to use infinitives as adverbs and adjectives to the students. Write on the board that infinitives used as adverbs describe the purpose of the previous action (ex. "You study hard to get good grades."), while infinitives used as adjectives describe the previous nouns (ex. "She bought a sandwich to eat."). Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Have the students match the sentences halves together. Then have the two sides of the room alternate reading through the sentences when everyone is finished.

4. For exercise B, have a few students describe the pictures. Then tell the students to complete the sentences with infinitives of the verbs in the box. If necessary, demonstrate the first problem on the board. Then call on different students to read

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

2. For exercise A, go through the example on the board to show the students how to combine the two starting sentences into the new sentence with an infinitive. Then ask four volunteers to come to the board (or call on four students). Tell them to make the sentences that you give them as fast as possible. If you like, you can give a prize to the student who correctly finishes their sentence the fastest (ex. a

- 3. For exercise B, have the students complete the sentences with infinitives from the words in the box. Then call on one student to read through the first sentence, let them choose the next student to read, who chooses the next student, and so on.
- 4. For exercise C, demonstrate how to use the given noun and verb to complete the first sentence on the board. Then have the students finish the rest of the exercise on their own, and have the class read through the exercise all together.

# Extra Materials: Online Test and Workbook

- normal test to ensure the best assessment.
- practice with the students.

### **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. Go through the chart with the students and make sure that they understand the information on it. Then have them fill in the blanks on their own using the information. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. For exercise B, have the students read through the sentences and identify each underlined part as a noun infinitive, adverb infinitive, or adjective infinitive by writing its number in the correct box below. Give the students time to go through the entire activity, and then check the phrases on the board and explain how each of them functions.

### 3. Extra Idea (optional):

Have the students each pick a common health problem (ex. colds, fevers, allergies, etc.). Then have them write paragraphs about five sentences long giving tips on what to do to improve these conditions in the style of exercise A. Edit these paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

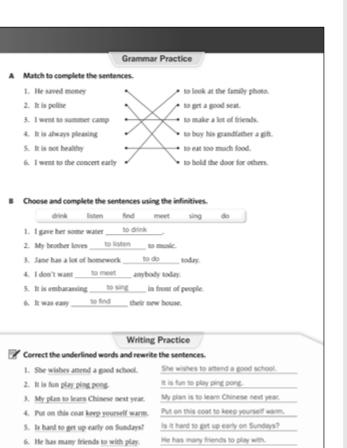
2. It is recommended to assign the corresponding workbook unit as homework so the students can review what they have learned at home. However, you can also go through the workbook in class if you would like to be present for additional grammar

# **ANSWER KEY: STUDENT BOOK**

8 Infinitives	Infinitives as Adverbs/Adjectives
B: Yes, it is. Do you want to go to the library with me?	• An infinitive can describe a verb like an adverb. It adds the purpose of the action.
	Adverb They ran to the station fast.
Infinitives as Nouns	Infinitive They ran to the station to catch the train.
An infinitive uses the form to + verb. When it is used as a noun, it can be a subject, complement, or object in a sentence.	(prices)
To later Evolish is exception (not seemaly used)	An infinitive can describe a noun like an adjective.
- It is necessary to learn English.	Adjective There a cute dog.
Complement Her dream is to become a bacher. Object I want to buy new shoes.	Infinitive I have a dog to play with.
· When an infinitive is used as a subject, it usually comes at the end of the sentence. The	
sentence starts with it.	
To play with friends is fun.	A Match to complete the sentences.  1. I saved some money   to catch it.
House and	<ol> <li>Jim searched his room</li> <li>to find his car key.</li> </ol>
It is fun to play with friends. (It = to play with friends)	<ol> <li>The cat ran after the mouse</li> <li>to help poor people.</li> </ol>
AND MINISA AND	<ol> <li>They woke up early</li> <li>to get some sleep.</li> </ol>
	5. Sally sent cards to invite her friends to he
Underline the infinitives and check(*).	<ol> <li>He turned off the light</li> <li>to see the sunrise.</li> </ol>
1. It isn't easy to play the plano.	
2. My dream is to travel to Egypt.	B Look at the pictures and complete the sentences.
3. My sister wants to buy a teddy bear.	1 2 3 4
4. It makes me happy to talk to my best friend.     5. Karen hoped to meet the singer.     69	e ge ge ge
2. sanch topen winter me single.	
Complete the centercar using the infinitiver	
Complete the sentences using the infinitives.  dangerous / touch a smake.	eat wipe read play
dangerous / touch It is dangerous to touch a snake.     strange / wear It is strange to wear a helmet inside.	<ol> <li>I need a cloth <u>to wipe</u> the table.</li> </ol>
sounger/wear     it is a necessary / wash     it is fuit before eating it.	<ol> <li>He bought a magazine <u>to read</u> on the airplane.</li> </ol>
4. fun / play It is fun to play games at a picnic.	<ol> <li>Susan doesn't have a CD player to play the CD.</li> </ol>
4. tony proy	<ol> <li>There is a lot of food <u>to eat</u> in the fridge.</li> </ol>
ractice	
ractice	Grammar for Writing
ractice Complete the sentences using infinitives.	Grammar for Writing  A Read the health tips and complete the sentences.
Complete the sentences using infinitives. © 9: You drink too much coffee. It is unhealthy.	Grammar for Writing     A Read the health tips and complete the sentences.     I have a cold.     I have a morpulo bite.     I have a paper cut.
Complete the sentences using infinitives. (@ 9) You drink too much coffee. It is unhealthy. It is unhealthy to drink too much coffee.	Grammar for Writing      A Read the health tips and complete the sentences.      I have a cold.     I have a mosquito bite.     I have a paper cut.     Cool it down.     - gut some ice on it is to make the wound
Complete the sentences using infinitives. (*9) You drink too much ceffee. It is unhealthy. → It is unhealthy to drink too much ceffee. 1. You go to school on time. It is impertant.	Grammar for Writing      A Read the health tips and complete the sentences.      I have a cold.     I have a mosquito bite.     I have a paper cut.     Stay warn.     out is come ice on the sentence of the sentence.
Complete the sentences using infinitives. (*9) You drink too much coffee. It is unhealthy. → It is unhealthy to drink too much coffee. 1. You go to school on time. It is important. → It is important to go to school on time	Grammar for Writing      A Read the health tips and complete the sentences.      I have a cold.     I have a mosquito bite.     I have a paper cut.     Stay warn.     out is come ice on the sentence of the sentence.
Complete the sentences using infinitives.     (*9) You drink too much coffee. It is unhealthy.     → It is unhealthy to drink too much coffee.     1. You go to school on time. It is important.     → It is _ important to go to school on time     2. You share food with your friends. It is nice.	Grammar for Writing         A Read the health tips and complete the sentences.         I have a cold.       I have a mosquito bite.       I have a paper cut.         Stay warm.       Cool it down.       Stop it from getting infected.       Stop it from getting infected.         • wear thick clethes       • put some loe on it       wash the wound       • cover the wound with a bander
Complete the sentences using infinitives.         (*9) You drink too much coffee. It is unhealthy.         → It is unhealthy to drink too much coffee.         1. You go to school on time. It is impertant.         → It is important to go to school on time         2. You share food with your friends. It is nice.         → It is inice to share food with your friends.	Grammar for Writing A Read the health tips and complete the sentences. I have a cold. Stay warm. • drink hot lemon tea. Also, you need () to wear thick clothes. • to drink hot lemon tea. Also, you need () to wear thick clothes.
Complete the sentences using infinitives.         (*9) You drink too much coffee. It is unhealthy.         → It is unhealthy to drink too much coffee.         1. You go to school on time. It is important.         → It is important to go to school on time.         2. You share food with your friends. It is nice.         → It is inice to share food with your friends.         3. You ask your teacher questions. It is necessary.	Grammar for Writing A Read the health tips and complete the sentences. There a nosquito bite. There a nosquito bite. There a mosquito bite. Cool it down. Stop it from getting infected. wash the wound to stay to warm. You need to wear thick clothes. When you have a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a mosquito bite, don't scratch it. Put some ice on it There a the a scratch it. Put some ice on it There a the a scratch it. Put some ice on it There a the a scratch it. Put some ice on it There a the a scratch it. Put some ice on it There a the a scratch it. Put some ice on it There a scratch it. Put some ice on it There a the a scratch it. Put some ice on it There a scratc
Complete the sentences using infinitives.         (*9) You drink too much coffee. It is unhealthy.         → It is unhealthy to drink too much coffee.         1. You go to school on time. It is important.         → It is important to go to school on time         2. You share food with your friends. It is nice.         → It is inice to share food with your friends         3. You ask your teacher questions. It is necessary.         → It is necessary to ask your teacher questions	Grammar for Writing A Read the health tips and complete the sentences. Thave a cold. Thave a cold. Thave a mosquito bite. Col it down. • drink hot lemon tea • war thick clothes When you have a cold, it is important () to stay warm. You need () to drink hot lemon tea. Also, you need () to wear thick clothes. When you have a mosquito bite, don't scratch it. Put some ice on it
Complete the sentences using infinitives.         (*9) You drink too much coffee. It is unhealthy.         → It is unhealthy to drink too much coffee.         1. You go to school on time. It is important.         → It is important to go to school on time         2. You share food with your friends. It is nice.         → It is inice to share food with your friends.         3. You ask your teacher questions. It is necessary.         → It is necessary to ask your teacher questions.         4. You saw the big rainbow in the sky. It was amazing.	Grammar for Writing         A Read the health tips and complete the sentences.         I have a cold.       I have a mosquito bite.       I have a spaper cut.         Stop it from getting infected.         • drink hot lemon tea       • out some ice on it       • some it is important ① to stay warm. You need         • wear thick dethes       • to drink hot lemon tea. Also, you need ③ to wear thick clothes.         When you have a mosquito bite, don't scratch it. Put some ice on it       • to cool it down. Or, it is good ③ to put some lavender oil on it         • to cool it down. Or, it is good ④ to wash the wound. Then, cover
Complete the sentences using infinitives.         (*9) You drink too much coffee. It is unhealthy.         → It is unhealthy to drink too much coffee.         1. You go to school on time. It is important.         → It is important to go to school on time         2. You share food with your friends. It is nice.         → It is inice to share food with your friends         3. You ask your teacher questions. It is necessary.         → It is necessary to ask your teacher questions	Grammar for Writing         A Read the health tips and complete the sentences.         I have a cold.       I have a mosquito bite.       I have a mosquito bite.         Vision and the montage       Cool it down.       Stop it from getting infected.         • wear thick dothes       • out is wone ice on it       Stop it from getting infected.         • wear thick dothes       • out is wone ice on it       • wear the wound         • When you have a cold, it is important () to stay       warm. You need         © to drink       hot lemon tea. Also, you need () to wear       thick clothes.         When you have a mosquito bite, don't scratch it. Put some ice on it       () to cool       it down. Or, it is good () to put       some lavender oil on it
Complete the sentences using infinitives.         (*9) You drink too much coffee. It is unhealthy.         → It is unhealthy to drink too much coffee.         1. You go to school on time. It is important.         → It is important to go to school on time         2. You share food with your friends. It is nice.         → It is inice to share food with your friends.         3. You ask your teacher questions. It is necessary.         → It is necessary to ask your teacher questions.         4. You saw the big rainbow in the sky. It was amazing.	Grammar for Writing A Read the health tips and complete the sentences.
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A Complete the sentences using infinitives.   (9) You drink too much coffee, It is unhealthy.	Grammar for Writing         A Read the health tips and complete the sentences.         Note a cool.       Intervention of a down.         of warn       of a down.       So if form getting infected.         of warn       of a down.       So if the measure in the woord with a bandle         of warn       of a down.       So if form getting infected.         of warn       of a down.       So if the woord with a bandle         of warn       of a down.       So if the woord with a bandle         of warn       if is important () to stay.       warn. You need         if to drink.       hot lemoon tea. Also, you need () to woor       thick clothes.         When you have a mosquito blie, don't scratch it. Put some ice on it       to cool.       it down. Ot, it is good () to put is some lavender oil on it         When you have a paper cut, you need () to woosh is the wound. Then, cover wound with a bandage () to stop.       it form getting infected.         of find the infinitives as nouns, adverbs, and adjectives and write the numbers.       Do you want () to hare a memorable momenter.
A Complete the sentences using infinitives.   (9) You drink too much coffee, It is unhealthy.	Grammar for Writing         A Read the health tips and complete the sentences.         Inter a coid.       Inter a manageria bate.       Coil & down.       Song it form getting infected.         • drivit hot lemon tea       • disorne is on it is important () to stay warm. You need       • to drivit.       • oto stay warm. You need         • to drivit.       • hot lemon tea. Also, you need () to wear () thick clothes.         When you have a mosquito bite, don't scratch it. Put some ice on it       • to cool () it down. Or, it is good () to put () some lavender oil on it         • to cool () it down. Or, it is good () to put () some lavender oil on it       • to stop () it from getting infected.         • then you have a paper cut, you need () to wash () the wound. Then, cover wound with a bandage () to stop () it from getting infected.         • That he infinitives as nouns, adverbs, and adjectives and write the numbers.         • The infinitives as nouns, adverbs, and adjectives and write the numbers.
A Complete the sentences using infinitives.  (9) You drink too much coffee, It is unhealthy.  (1) You go to school on time. It is important. (2) You go to school on time. It is important. (3) You go to school on time. It is index. (4) It is infinite to share food with your friends. (5) You sak your tracher questions. It is necessary. (5) It is increasery to ask your teacher questions. (6) You saw the big rainbow in the sky. It was amazing. (7) It was amazing to see the big rainbow in the sky. (7) Choose and complete the sentences using the infinitives. (8) You share food with your friends in the sky. (9) You saw the big rainbow in the sky. (9) You saw the big rainbow in the sky. (9) You saw the big rainbow in the sky. (1) It decided to study abeoad next year. I am going to learn English. (2) He went to Australia to work as a tour guide. (3) Jennifer boils water to make some tea.	Grammar for Writing         A Read the health tips and complete the sentences.         In we a cold.       In we a mosquito bits.       In we a spape col.         Col 8 down       Col 8 down       Stop throm getting infected.         • dwin hot lemon tea       O 8 down       Stop throm getting infected.         • wear thick dothers       • dot lawnder oil on it       • such the wound         • to drink       hot lemon tea. Also, you need (* to wear       thick clothers.         When you have a mosquito blite, don't scratch it. Put some ice on it       (* to cool       it down. Or, it is good (* to put)       some lawneder oil on it         When you have a paper cut, you need (* to wash       the wound. Then, cover wound with a bandage (* to stop)       it from getting infected.         It find the infinitives as nouns, adverbs, and adjectives and write the numbers.       Do you want (* to have a memorable momented Do you want (* to wash)       the number of Do you want (* to wash)
A Complete the sentences using infinitives.  (*9) You drink too much coffee, It is unhealthy.  - It is unhealthy to drink too much coffee.  (*9) You go to school on time. It is important It is important to go to school on time  (*1) You go to school on time. It is nice It is nice to share food with your friends. It is nice It is nice to share food with your friends.  (*1) You saw the big rainbow in the sky. It was amazing It is necessary to ask your teacher questions (*2) You saw the big rainbow in the sky. (*3) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*4) You saw the big rainbow in the sky. (*5	Grammar for Writing         A Read the health tips and complete the sentences.         Super read of down         Super from getting inform getting information.         When you have a cold, it is important ① to stay warm. You need ② to drink hot lemon tea. Also, you need ③ to wear thick clothes.         When you have a mosquito bite, don't scratch it. Put some ice on it         ③ to cool it down. Or, it is good ③ to put some lavender oil on it         When you have a paper cut, you need ④ to wash the wound. Then, cover wound with a bandage ⑦ to stop it from getting infected.         Inform getting infected.         Do you want ③ to hare a memorable momental Do you want ③ to see something amazing? The travel ③ to watch the Northern Lights. Th Northern Lights are colored lights in the night.
A Complete the sentences using infinitives.  (4.9) You drink too much coffee. It is unhealthy. (-) It is unhealthy to drink too much coffee.  (1. You go to school on time. It is important. (-) It is important to go to school on time (.) You share food with your friends. It is nice. (-) It is nice to share food with your friends. (.) You ask your teacher questions. It is necessary. (-) It is necessary to ask your teacher questions (.) You saw the big rainbow in the sky. It was amazing. (-) It was amazing to see the big rainbow in the sky (.) The was amazing to see the big rainbow in the sky (.) It was amazing to see the big rainbow in the sky (.) It was amazing to see the big rainbow in the sky (.) It decided to study abroad next year. I am going to learn English. (.) He went to Australia to work as a tour guide. (.) Jennifer boils water to make some tea. (.) I used scissors to copen the envelope. (.) My mother opened the window to get some fresh air. (.) It offee to share the window to the get some fresh air. (.) It offee to share the window to the get some fresh air. (.) It was accounted to window to the get some fresh air. (.) You share to an envelope. (.) My mother opened the window to the get some fresh air. (.) It offee to share the window to the get some fresh air. (.) It was accounted to window the some fresh air. (.) It offee to share the window to the get some fresh air. (.) It offee to share the window to the get some fresh air. (.) It offee to share the window to the get some fresh air. (.) It offee to share the window to the get some fresh air. (.) It offee to share the window to the get some fresh air. (.) It offee to share to the window to the get some fresh air. (.) It offee to the window to the get some fresh air. (.) It offee to the window to the get some fresh air. (.) It offee to the window to the get some fresh air. (.) It offee to the window to the get some fresh air. (.) It offee to the window to the get some fresh air. (.) It offee to the window to the get some fresh air. (.) It offee to	Grammar for Writing         I have a cold. if have a marguido bite.       I have a paper col.         So if how a congolet the sentences.         Note if how a congolet do in the marguido bite.       I have a paper col.         So ware hick dothes       So and ice on if it have a paper col.       So if them getting infected.         When you have a cold, it is important () to stay warm. You need       So to drink.       In the moond         If to drink       hot lemoon tea. Also, you need () to was it hick dothes.       When you have a mosquito bite, don't scratch it. Put some ice on it         If to cool it down. Or, it is good () to put is ome lavender oil on it       When you have a paper cut, you need () to was it the wound. Then, cover wound with a bandage () to stop it from getting infected.         If field the infinitives as nouns, adverbs, and adjectives and write the numbers.       If four want () to have a memorable moment is boy uwant () to have a memorable moment is boy uwant () to see something amazing it must be uward, the Northern Lights. The travel () to ward, the Northern Lights. The travel () to ward () to see sonnething amazing it the tender.
A Complete the sentences using infinitives.   (9) You drink too much coffee, It is unhealthy.	Image: a cold       Image: a mongulo bit:       Image: a mongulo bit:       Image: a mongulo bit:       Stop at from getting infected.         Sty warm       Col 8 down       Col 8 down       Stop at from getting infected.       Stop at from getting infected.         I ware thick clothes       I a some ice on 8       Stop at from getting infected.       Stop at from getting infected.         I to drink       hot lemon tea. Also, you need I to stay       warm. You need       Stop at from getting infected.         I to drink       hot lemon tea. Also, you need I to wash       the wound. Then, cover wound with a bandage I to stay       warm. You need         I to cool       it down. Or, it is good I to put       some lavender oil on it         When you have a paper cut, you need I to wash       the wound. Then, cover wound with a bandage I to stop       it from getting infected.         I find the infinitives as nouns, adverbs, and adjectives and write the numbers.       Image: I to stop       it from getting infected.         I to use infinitives as nouns, adverbs, and adjectives and write the numbers.       Image: I to stop       It neares a mongulo bite. Nothern Lights. The other Lights are colored lights in the night: The other also called the aurora borealis. People I to stop are also called the aurora borealis. People I to stop are also called the aurora borealis. People I to stop are end, blue, violet, and green colors in the stop at to stop at t
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rottice         4 Complete the sentences using infinitives.         • 1 is unhealthy to drink too much coffee.         • 1 is unhealthy to drink too much coffee.         • 1 is unhealthy to drink too much coffee.         • 1 is unhealthy to drink too much coffee.         • 1 is unhealthy to drink too much coffee.         • 1 is unhealthy to drink too much coffee.         • 1 is important to go to school on time         • 1 is important to go to school on time         • 1 is ince to share food with your friends.         • 1 is inceessary to ask your teacher questions         • 1 is inceessary to ask your teacher questions         • 1 is inceessary to ask your teacher questions         • 1 it was	Commar for Writing         A cad be health tips and complete the sentences.         Inver a cold       Inver a manualto bite       Soot it down.
A Complete the sentences using infinitives.  (9) You drink too much coffee. It is unhealthy. (-) It is unhealthy to drink too much coffee.  (1) You go to school on time. It is important. (-) It is important to go to school on time (-) It is important to go to school on time (-) It is important to go to school on time (-) It is intervent to share food with your friends. (-) It is intervent to share food with your friends. (-) It is intervent to share food with your friends. (-) It is intervent to share food with your friends. (-) It is intervent to share food with your friends. (-) It is intervent to share food with your friends. (-) It is intervent to share food with your friends. (-) It is intervent to share food with your tracher questions (-) It is intervent to share food with your tracher questions (-) It is intervent to share food with your tracher questions (-) It is intervent to share food with your tracher questions (-) It is intervent to share food with your tracher questions (-) It is intervent to share food with your tracher questions (-) It is intervent to share food with your tracher questions (-) It is intervent to share food with your tracher questions (-) It was intervent to share food with your tracher questions (-) It was intervent is important to share food with your tracher questions (-) It was intervent is intervent is intervent intervent is intervent intervent is intervent intervent intervent is intervent intervent intervent is intervent intervent is intervent intervent intervent is intervent intervent intervent is intervent intervent is intervent intervent is intervent intervent is intervent intervent intervent intervent is intervent intervent is intervent intervent intervent intervent intervent is intervent intervent intervent intervent intervent is intervent intervent intervent intervent intervent intervent is intervent intervent intervent intervent intervent is intervent inter	Commendiate the sentences.         Index a cold.       Index a mangaine hite       Index a spager cat.         State a cold.       Index a mangaine hite       State a cold.       Index a mangaine hite       State a cold.       Index a mangaine hite       State a cold.       Index a cold. <th< td=""></th<>
A complete the sentences using infinitives.         ************************************	Commend for Writing         A case the health tips and complete the sentences.         Interview of the sentences.         Sentence of the sentences.         When you have a cold, it is important () to stay warm. You need         to drink hot lemon tea. Also, you need () to ward () the wound. Then, cover wound with a bandage () to stop () it from getting infected.         When you have a paper cut, you need () to ward () the have a memorable momentary wound with a bandage () to stop () it from getting infected.         More the infinitives as nouns, adverbs, and adjectives and write the numbers.         No you ward () to have a memorable momentary by ou ward () to have a memorable momentary by uaver () to stop () it from getting infected.         Sentence of the sentence lights in the sight in the wound is the sentence oil to you ward () to have a memorable momentary by uaver () to sentence lights are colored lights in the sight in the wound is to sentence lights are colored lights in the
A complete the sentences using infinitives.         ************************************	A Read the health tips and complete the sentences. Inverse a cold       Inverse a management the content of a down.       Stop at from spectra prefected.         Stop warm.       Stop it down       Stop at from spectra prefected.         Stop it is hot lemon tas       Stop it down       Stop at from spectra prefected.         Stop it down       Stop it down       Stop it from spectra prefected.         Stop it down       Stop it down       Stop it moved with a bands.         When you have a cold, it is important () to stay       warm. You need       It were thick clothes.         When you have a mosquito bite, don't scratch it. Put some ice on it       It to cool       It down. Or, it is good () to put       some lavender oil on it         When you have a paper cut, you need () to stop       It from gretting infected.       It was a stop of the wound with a bandse?         When you have a paper cut, you need () to stop       It from gretting infected.       It was a stop of the wound it was bandse?         It co cool       It down. Or, it is good () to put       some lavender oil on it       Some lavender oil on it         When you have a paper cut, you need () to stop       It from gretting infected.       It could be a stop of the wound it is a stop of the wound it is a stop of the wound with a bandse?         It could be infinitives as nouns, adverts, and adjectives and write the numbers.       It could be a stop of the wound with a bandse?         I

# **ANSWER KEY: WORKBOOK**

		Grammar Quiz		
A	Read the underlined w	ords and choose.		A
	<ol> <li>His plan is to read subject     </li> </ol>	00 books in a year.	& complement	
	<ol> <li>We decided to have subject     </li> </ol>	steak for dinner. Fobject	© complement	
	<ol> <li>It is nice to help yo <i>Subject</i> </li> </ol>	ar parents with the housewor ⑤ object	k. © complement	
	<ol> <li><u>To exercise</u> is neces</li> <li> <i>𝒞</i> subject     </li> </ol>	sary for your health.	© complement	
	<ol> <li>She doesn't want to subject     </li> </ol>	go for a walk. ¥object	© complement	в
	<ol> <li>My mom's dream w subject     </li> </ol>	as <u>to become</u> an English tea Sobject	cher. ⊮ complement	
	1.	$n to write with. \rightarrow as adjection$		
_	<ol> <li>She needed a per</li> <li>There is something The firefighter ratio</li> </ol>		ves adjectives boy. — as adverbs	
	<ol> <li>She needed a per</li> <li>There is somethi</li> <li>The firefighter ra</li> <li>I don't have time</li> <li>Joshua came hos</li> <li>Claire has many</li> <li>Tom turned on the</li> </ol>	a to write with. $\rightarrow$ as adjecting $ng to eat$ on the table. $\rightarrow$ as n into the house to save the	ves adjectives boy. — as adverbs • as adjectives as adverbs → as adjectives all. — as adverbs	E
	<ol> <li>She needed a per S There is something The firefighter rational field of the something of the firefighter rational field of the something of the something of the something of the something Market of the something of the something of the something She was the first</li> </ol>	a to write with. → as adjecti ng to eat on the table. → as n into the house to save the l to chat with you tonight. → me early to feed his cat. → friends to visit in England, he computer to check his emi-	ves s adjectives boy. → as adverbs - as adjectives as adverbs - as adjectives s adverbs er games. → as adverbs - as adjectives on. → as adjectives	e



# Unit 19 | Gerunds

# **Unit Objectives:**

- 1. The students will learn about gerunds and using them as subjects, objects, and complements.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review ?" Tell the students to answer in the form "I (infinitives, ex. "Why do you do it to .").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Activity (optional):

Play bingo using blank bingo cards that can be filled in with the keywords from this and previous units. Hold up the meanings of the words for the students to find on their cards. For intermediate and advanced students, simply tell them a definition and let them find the corresponding word on the card. Give the first student to get a "bingo" (five filled squares in a row) a small prize (ex. a piece of candy).

### **Grammar Point 1**

- Point out that even though gerunds can be used as subjects, complements, or
- 2. Give the students as many simple examples as necessary for them to understand

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

1. Use the charts to help you explain what gerunds are to the students. Write on the board that a gerund is a noun in the form verb + -ing (ex. "I like watching TV."). objects, they are not the same thing as present participles or continuous tenses. Leave these explanations on the board throughout the class for easy reference.

the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Have the students go through the verbs on the left and say their gerund forms after you say the root verbs. Then have the students complete the sentences with these forms. Read through the sentences as a class, and after

each one have the students decide as a group whether the gerunds are used as subjects, objects, or complements.

4. For exercise B, call on different students to read through the sentences. After each sentence is read, have all the students vote on whether the underlined word is a gerund or present participle. If necessary, review what present participles are with the students before doing this exercise.

### **Grammar Point 2**

- 1. Like the previous page, use the charts to help you explain which verbs must take infinitives or gerunds after them to the students. Write on the board that some verbs are always followed by gerunds when applicable (ex. "keep," "enjoy," "finish," etc.), while some verbs are always followed by infinitives when applicable (ex. "want," "hope," "need," etc.). In contrast, other verbs can be followed by either infinitives or gerunds (ex. "like," "love," "hate," etc.). Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.
- 3. When you feel that the students have a good grasp of the second grammar point, draw their attention to exercise A. Give the students a little bit of time to circle the correct verbs to complete the sentences. Then call on different students to read through the sentences, but have all the students call out the answer any time they get to a word option.

read through the sentences out loud.

### 5. Extra Idea (optional):

Give the students one or two minutes to draw pictures of common activities. Then have them choose a verb that can only take infinitives, a verb that can only take gerunds, or a verb that can take either infinitives or gerunds from the box on p. 79 and write it underneath their pictures. Then collect all the pictures, mix them up, and pass them out again to the students. Tell them to make sentences using the pictured activity and the verb written underneath (ex. "[ride a bike]/"plan"  $\rightarrow$  "I plan to ride a bike."). Repeat as many times as you like.

### Practice

- students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.
- 2. For exercise A, demonstrate how to change the starting sentence into a gerund rest of the activity on their own. Call on different students to read the starting

4. For exercise B, put the students into pairs and tell them to complete the sentences together with gerunds or infinitives as needed. Then call on different students to

1. As you work through the additional practice exercises, walk around the classroom and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

sentence with the first problem on the board. Then have the students finish the sentences, but have the whole class read the new sentences out loud together.

- 3. For exercise B, have the students complete the sentences on their own with the given verbs. Then call on one student to read through the first sentence, let them choose the next student, who chooses the next student, and so on.
- 4. For exercise C, tell the students to complete the sentences with gerunds of the given verbs as fast as possible. If you like, you can give the student who correctly finishes the exercise the fastest a small prize (ex. a piece of candy).

# Extra Materials: Online Test and Workbook

- normal test to ensure the best assessment.
- practice with the students.

### **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. Go over the table with them and make sure all the students understand the information in it. Then have them fill in the blanks on their own using the table's information. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

### 3. Extra Idea (optional):

Tell the students to make a list of their favorite hobbies or activities. Then have them write paragraphs in the style of exercise A about five sentences long discussing their favorite activities. Encourage them to use as many infinitives and gerunds as possible. Edit these paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

2. It is recommended to assign the corresponding workbook unit as homework so the students can review what they have learned at home. However, you can also go through the workbook in class if you would like to be present for additional grammar

# **ANSWER KEY: STUDENT BOOK**

9	Gerunds								Gerunds as	Objects	
	A: Do you enjoy w B: Yes, I do. I plan	atching movies? n to watch a movie tomorrow.						followed by eithe and an infinitive.	r a gerund or	an infinitive. Sor	ne verbs can be
		Gerunds					Gerund	enjoy keep mind avoid		Sam kept losin	ng his tennis matc
		rb + ing. When it is used as a nou	n, it can be a	subject,			Infinitive	want hope expect decid	need	Cha based in a	open her own rest
comple	ement, or object in a							choose ask	promise	Contragent to t	
	Subject	Swimming in the see is fun.					Gerund / Infinitive	like love	hate continue		eading the newsp
	Complement	My favorite activity is swimming in the	he sea.					start begi			o read the newsp
	Object	I love swimming in the sea.				= A		ome <b>after a prep</b> ly is good <b>at</b> dancin		ioun.	
* When	a gerund is used as a	complement, it can be mistaken	as a present	t participle.			Bria	n and Ted are intere	ited in taking pl	hotos.	
	Gerund M	lary's hobby is <u>riding her bike</u> . (Mary's	hobby = ridin	g a bike)			How	about drinking so	ne water?		
	Present	fary is riding a bike. (Mary # riding a b	ikg)								
	Participle					A (	ircle the corr	ect words.			
								(practicipe / to	practice ) th	e exitar.	
A Comp	late the contencer	using the gerunds and check	~							) me a backpaci	k for my hirth
A Comp	rete the sentences	using the gerunus and check		-	Complement			hed ( fading /			k tot my onto
1.	hunt Hunt	ting sharks is dangerous.	R	0	0						
	teach His job i			ō	e e					cycle to school?	
					_			(seeing/@se	_		
3.	have nav	ereannier to important	e		0					g / to use ) your	
- 4. [_	climb Do you l	like climbing mountains	1 0	e	0					to go ) on a pic	
5.	meet I enjoy	mooting new people.	0	Ľ	0	8	. Mike isn't i	interested in ( 6	to b	earn ) Indonesia	n.
e Roadi	the underlined wor	eds and chack(af)									
6 Neau	the undernined wor	rus and check(# ).	General	Present Part	cple	вс	omplete the			ls or infinitives.	
1. Th	e monkeys love <u>eat</u>	ting bananas.	R	0		1	. open	Do you mind	openin	6 the windo	w?
2. Al	ice is playing comp	uter games.	0	e		2	. get	People need	to get	enough sle	ep.
3. Da	inny stopped biting	his nails.	R	0		3	, ride	Frank is good	at ridi	nghorses.	
4. M	r. Hans is reading m	ny essay.		R		4	. est	She enjoys	eating	fast food.	
	njoy working with		R	0							
		earning how to knit.	R	0		5		The children			amous actor.
						6	. clean	Let's talk abo		ing the hou	ise.
ractice								Gr	ammar fo	r Writing	
A Comp	lete the sentences	using gerunds.				AL	ook at the tal	ble and comple	te the passa	ge using gerund	ls or infinitive
	lrink orange juice e							Joan		Mark	Dan
-	I like drinking or	ange juice every morning.					Hobby	collect stamps	• pk	ay hockey	read comi
2. Jal	ke makes furniture	very well.					Weekend	<ul> <li>buy a special s</li> </ul>	tamp • ta	ke his cousin to	• go to a co
	Jake is good at	making furniture					plans	at the post off		hockey game come a hockey	club meet
	e bake bread at the						Wish	<ul> <li>display her star in an exhibition</li> </ul>		toome a hockey ayer	draw carts
2. W	Baking brea					,	oan enjoys 🔅	collecting	stamps. She	plans ② to b	uy a spec
4. M	y parents watch mo	wies on Saturdays.								wants (1) to dis	
	My parents love		urdays.								
								n one day. Marl			hockey. He p
	nily reads travel bo Emily enjoys		ning				S to take			me this weeken	
5. En	Emily enjoys	iding travel books in the evo	annig.			a	hockey playe	er. Daniel likes o	omic books.	He can't stop 🙆	) reading
5. En							A	to go	to a comic he	ok club meeting	this weekend
5. En	lete the sentences	using the genunds or infinitiv	es.			ŀ	ie decided @	10 80	to a comic be	en eree meenig	,
5. En	lete the sentences	using the gerunds or infinitiv					e decided ②	cartoons we		in the meeting	,

- Some verbs can be followed by losing his tennis matches. to open her own restaurant. ted reading the newspaper. ted to read the newspaper. pack for my birthday. tha.
  - Sloc
  - our computer.
  - picnic.

### es.

1.	open	Do you mind	opening	the window?
2.	get	People need	to get	_ enough sleep.
3.	ride	Frank is good at	riding	horses.
4.	eat	She enjoys	eating	fast food.
5.	see	The children was	nt to se	the famous actor.
6.	clean	Let's talk about	cleaning	the house.

- 5. call Would you mind <u>calling</u> me back in five minutes?
- 6. use You should avoid using your phone so much.

#### C Choose and complete the sentences using the gerunds.

help take watch wear speak surf 1. Julie loves <u>wearing</u> pretty skirts to school. 2. James wrote an essay about <u>helping</u> homeless people. 3. The doctor's job is <u>taking</u> care of sick children. 4. Wotching the evening news is my favorite part of the day. 5. They enjoy \_\_\_\_\_\_ the Internet.

6. Speaking Chinese is difficult.



r photos and ideas on ACEDOOK.COM/ friends' Facebook pages? These days, many people enjoy (1) doing that, and Mark Zuckerberg made it possible. Mark began @ using computers in middle school. He was

very interested in @write computer software. He kept @to develop new computer programs and became good at o computer programming. Then he was accepted to Harvard University. At Harvard, he started & to planning his ideas for Facebook. Now, many people use Facebook for @connect with friends and family. Thanks to Mark's vision and hard work, we can socialize with people from all over the world by @ logging into Facebook.

() sharing () writing () developing () to plan[planning] () connecting

Unit 19 - Generals #1

Unit 19 - Genunds 79

# **ANSWER KEY: WORKBOOK**

		Grammar Quiz	
c	hoose the correct answers.		
1	. Owen and Sam finished	the wall.	
	@ paint	⊕ to paint	@ painting
2	. Mrs. Damon promised	her son to th	e 200.
	③ take	W to take	© taking
3	. Lucas wants	the school band.	
	⊛ join	💕 to join	③ joining
4	. Samuel enjoys	his bicycle along the	riverside.
	⊛ ride	() to ride	𝔐riding
5	. Did she stop	her nails?	
	@ bite	(a) to bite	@ biting
6	. Lisa kept	about her boyfriend.	
	@ talk	S to talk	@talking
	ook at the underlined words & They chose going there © Continue walking until	by subway. → to go you get to 8 <sup>th</sup> Street.	entences.
	© Do you mind closing th		
	② You should avoid <u>eating</u>	give marin emily reed.	
2	<ul> <li>You should avoid <u>eating</u></li> <li>The man plans to go ht</li> </ul>		
2		unting this weekend.	76
2	@ The man plans to go ht	unting this weekend.	
2	<ul> <li></li></ul>	unting this weekend. e to pop music. — dancir finish her work in an hour	
	<ul> <li>The man plans to go hn</li> <li>The girl enjoys to dance</li> <li>The woman expects to</li> </ul>	unting this weekend, e to pop music. — dancir finish her work in an hour lue T-shirt.	

Unit 19 - Gerundh 39

80

		Gramma	ar Practice
A Co	mplete the sen	tences using the gerur	ds or infinitives.
1.	meet	I hope to meet	my favorite singer someday.
2.		Mr. Moore enjoys	running in the park.
3.	turn	Do you mindtur	ning off the light?
4.	order	How about order	ing chicken for lunch?
5.	study	She decided to st	udy drama at university.
6.	remember	Dylan is good at	membering names.
1. 2.	Traveling		mmer vacation will be fun.
2. 3. 4. 5.	Traveling You can find y I am interested My sister enjoy	to Rome during su	mmer vacation will be fun. 
2. 3. 4. 5.	Traveling You can find y I am interested My sister enjoy	to Rome during su our way by <u>using</u> I in <u>volunteering</u> rs <u>learning</u> fo sitting in the	mmer vacation will be fun. 
2. 3. 4. 5. 6.	Traveling You can find y I am interested My sister enjoy Jason keeps	to Rome during su our way by <u>using</u> I in <u>volunteering</u> rs <u>learning</u> fo sitting in the	mmer vacation will be fun. your smartphone. o help sick people. reign languages. same seat. g Practice
2. 3. 4. 5. 6.	Traveling You can find y I am interested My sister enjoy Jason keeps	to Rome during su our way byusing 1 involunteering rslearningfo sitting in the 	mmer vacation will be fun. your smartphone. o help sick people. reign languages. same seat. g Practice
2. 3. 4. 5. 6.	Traveling You can find y I am interested My sister enjoy Jason keeps	to Rome during sur our way by <u>using</u> in <u>volunteering</u> rs <u>learning</u> fo <u>sitting</u> in the Writing fined words and rewrit to clean their house.	mmer vacation will be fun. your smartphone. o help sick people. reign languages. same seat. g Practice te the sentences.
2, 3, 4, 5, 6, <b>2</b> 2,	Traveling You can find y I am interested My sister enjoy Jason keeps rrect the under They finished Do you mind §	to Rome during sur our way by <u>using</u> in <u>volunteering</u> rs <u>learning</u> fo <u>sitting</u> in the Writing fined words and rewrit to clean their house.	mmer vacation will be fun. tyour smartphone. o help sick people. reign languages. same seat. g Practice te the sentences. They finished cleaning their house.
2. 3. 4. 5. 6. <b>Co</b> 1. 2. 3.	Traveling You can find y I am interested My sister enjoy Jason keeps rrect the under They finished Do you mind § You should ave	to Rome during sur our way byusing linvolunteeringto rsno sittingin the  writingin the  fined words and rewrit to clean their house. o wait for me?	mmer vacation will be fun.
2. 3. 4. 5. 6. <b>2.</b> 6. 1. 2. 3. 4.	Traveling You can find y I am interested My sister enjoy Jason keeps rrect the under They finished Do you mind § You should avy <u>Drive</u> looks ve	to Rome during sur our way byusing involunteeringrs learningfo sitting in the  writing in the  <u>Writing</u> dined words and rewrit to clean their house. <u>o wait</u> for me? oid <u>touch</u> your wound.	mmer vacation will be fun.

# Unit 20 | Relative Pronouns

# **Unit Objectives:**

- 1. The students will learn about relative pronouns and how to use them as subjects and objects.
- 2. The students will complete exercises to familiarize themselves with the key grammar points.
- 3. The students will identify and correct simple mistakes related to the key grammar points.
- 4. The students will apply their new grammar knowledge in a practical setting.

# **LESSON GUIDE**

### Introduction

- 1. Before starting the day's lesson, go around the room and ask each student a question to answer using the previous lesson's grammar points as a review (gerunds, ex. "What do you like doing for fun?").
- 2. Ask one or two students to read the sentences under the title out loud for the class, and then write them on the board to refer to later.

3. Scan the unit before class and identify any words that your students may not class.

### 4. Extra Idea (optional):

Divide the class into two to four teams. Have one volunteer from each team come to the front of the classroom facing away from the board. Write a vocabulary word on the board, and have the rest of the students explain the word (without saying it or reading the definition) to their team members who are at the front. The first student to guess the word receives a point for their team, and the team with the most points at the end wins the game.

## **Grammar Point 1**

- 1. Use the chart and picture to help you explain what relative pronouns are to the these explanations on the board throughout the class for easy reference.

understand. Then at the start of class, post pictures or write simple definitions of the words on the side on the board for the students to refer back to throughout the

students. Write on the board that relative pronouns introduce relative clauses to give more information on nouns. Then explain that who is used for relative clauses about people, which is used for relative clauses about things, and that is used for relative clauses about people or things (ex. "The girl who/that wore a red jacket is nice." "The book which/that I am reading is exciting."). Remind the students that verbs after relative pronouns should match the subjects before the pronouns. Leave

2. Give the students as many simple examples as necessary for them to understand the grammar point. Make sure to write these on the board using different colors, if possible, to highlight the different parts of the sentences. You can ask the students to give you example topics to make this portion of the lesson more interactive.

- 3. When you feel that the students have a good grasp of the grammar point, draw their attention to exercise A. Tell the students to write who and which on pieces of paper. Then call on some students to read the starting sentences for each problem. However, read the new sentence yourself without filling in the blanks and tell the students to hold up which word they think best completes the sentence. Have the class read through the new sentences all together when you are finished.
- 4. For exercise B, have the students circle the correct verbs to follow the relative pronouns. Remind them that the verb form is determined by the noun before the relative pronoun. Then call on several students to read through the sentences when everyone is finished.

### **Grammar Point 2**

- 1. Like the previous page, use the chart and picture to help you explain how to use relative pronouns as objects to the students. Write on the board that when relative clause replace objects in sentences, they act as objects themselves. Explain that who, which, and that still function the same way (ex. "The girl who/that I helped was sick." "The jacket which/that I bought was blue."). If the students are confused on when relative clauses are subjects or objects, explain that if the noun before the relative pronoun did the action in the sentence, the relative clause is a subject; if the noun before the relative pronoun had the action in the sentence happen to it, the relative clause is an object. Leave these explanations on the board throughout the class for easy reference.
- 2. Also similar to the previous page, give the students as many simple examples as necessary for them to understand the grammar point. Again, write them on the board and highlight them as necessary.

- 3. When you feel that the students have a good grasp of the second grammar point, which relative pronoun they think best completes the sentence.
- old, uncommon relative pronoun to use these days, though.

### 6. Extra Idea (optional):

Go around the classroom and have each student pick out a noun from a set of flashcards. Have them make a sentence using that noun and who, which, or that. If the class is advanced, you can have the other students say whether their sentence had a relative pronoun used as a subject or object.

### Practice

1. As you work through the additional practice exercises, walk around the classroom students take turns answering, have the class answer all together, have each out loud yourself while the students yell out answers as fast as possible.

draw their attention to exercise A. Call on different students to read through the starting sentences, and then read through the new sentences without filling in the blanks like you did with the previous exercise A. Again, have the students hold up

5. The PLUS+ box to the right can be explained at your own discretion before of after exercise A. Have one or more students read through the box, and then use previous examples already on the board to explain it. Warn the students that whom is a very

and encourage the students to ask you questions if they ever get confused. Also, make sure to always check each exercise and explain any common errors so that the students can correct their answers and learn from their mistakes. Finally, vary the way you elicit answers from the students to keep the class interesting. Some methods for this are to call on students at random, go around the room so that student who answers designate the next person to answer, and to read sentences

- 2. For exercise A and B, tell the students to write that on another piece of paper and hold up which relative pronoun they think best completes each sentence while different students read the sentences out loud. If too many students choose the wrong pronoun, explain why it is not correct. If you like, you can have them read through either exercise A or B all together when they are finished.
- 3. For exercise C, ask four volunteers to come up to the board, and have them compete to write out the sentences you give them to make from the two starting sentences. If you like, you can give the fastest student to correctly write their sentence a small prize (ex. one or two cookies). Have the class read the new sentences out loud all together when the contestants are finished.

### **Grammar for Writing**

- 1. Emphasize to the students that exercise A in this section ties the grammar they have learned into practical writing for the future. As such, have the students fill in the blanks on their own using the relative pronouns from the unit. When everyone is finished, have the students read through the exercise out loud all together or in turns.
- 2. Exercise B is meant to improve the students' proofreading and editing skills by teaching them to identify and correct mistakes. Give the students time to find all five mistakes and fix them, then check them together on the board while explaining why they were wrong.

### 3. Extra Idea (optional):

Print out pictures before class and have the students each pick one. Have them write paragraphs about five sentences long describing their pictures by using as many relative pronouns as possible in the style of exercise A. Edit these paragraphs and have the students take turns presenting them at the front of the class when everyone is finished.

# **Extra Materials: Online Test and Workbook**

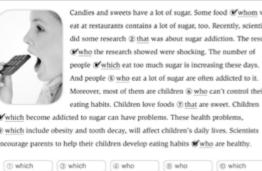
- normal test to ensure the best assessment.
- practice with the students.

1. If needed, you can use the online unit tests at www.ibuildandgrow.com (For Teachers  $\rightarrow$  Test Sheets  $\rightarrow$  Grammar  $\rightarrow$  Grammar Space 3) at the end of class to assess how much of the grammar the students have understood. Treat them like you would any

2. It is recommended to assign the corresponding workbook unit as homework so the students can review what they have learned at home. However, you can also go through the workbook in class if you would like to be present for additional grammar

#### **ANSWER KEY: STUDENT BOOK** 20 **Relative Pronouns** B Circle the correct words. A: Do you know the girl who is talking to Mark? B: She is Mark's friend. She lives in the house that is across the street. 1. I don't like people that ()/ tells ) lies all the time. 2. My parents drive a car which (is) are ) 20 years old. 3. He ordered a meal that ( a) / were ) very expensive. Relative Pronouns as Subjects 4. The waitress who ( wearing / are wearing ) a black shirt is very friendly. . A relative pronoun introduces a relative clause in a sentence. It acts as a subject in the se and gives more information about a noun by defining it. Relative Pronouns as Objects I have a friend. She lives in Canada. (she -- subject) • A relative pronoun can act as an object in the relative clause. I have a friend who lives in Canada. (who -- relative pronour i ate the pizza. Jamie and Oliver made R. (it $\rightarrow$ object) ate the pizza which jamie and Oliver made, (which -- relative pronoun) The boy is my friend. He has blond hair. The boy who has blond hair is my friend. who l people The boy was kind. I met the boy -Mike wonts a camera. The camera costs \$100. which things pecole The boy who I met was kind. Mike wonts a camera which costs \$100. We live in a house. My grandfather built the house The boy that has blond hair is my friend. people that which things We live in a house which my grandfather built. things Mike wants a camera that costs \$100. The boy that I met was kind. \* When a relative pronoun acts as a subject, we must use the proper verb in the relative that things We live in a house that my grandfather built. I have a friend who lives in Canada. (The friend lives in Canada.) . When a relative pronoun acts as an object, we can omit the relative pronoun. I have friends who live in Canada. (The friends live in Canada.) I ate the pizza (which) jamie and Oliver made. I ate the pizza (that) jamie and Oliver made. A Complete the sentences with who or which. A Complete the sentences with who or which. 1. She is an actress. She won an Academy Award. 1. I know the girl. Jason likes her. PLUS+ → She is an actress \_\_\_\_\_\_ who \_\_\_\_ won an Academy Award. → I know the girl \_\_\_\_\_\_ Vho \_\_\_\_\_ Jason likes. The boy who I met was kind. = The boy whom I met was kind. 2. There is the dog. It always barks at me. 2. The ring is her wedding ring. She lost it yesterday. $\rightarrow$ There is the dog <u>which</u> always barks at me. → The ring \_\_\_\_\_\_ which \_\_\_\_\_ she lost yesterday is her wedding ring. 3. I lost my gloves. They were expensive. 3. These are the books. I bought them last weekend. -+ I lost my gloves \_\_\_\_\_ which \_\_\_\_ were expensive. → These are the books \_\_\_\_\_ I bought last weekend. 4. The boy is Billy. He called my name. 4. They are the people. I invited them to the party. → The boy \_\_\_\_\_\_ who \_\_\_\_\_ called my name is Billy. → They are the people \_\_\_\_\_ I invited to the party. Unit 20 - Relative Pronouns 8 Practice Grammar for Writing A Circle the correct words. A Complete the sentences about Rachel using who or which. Use that if the relative 1. I met a girl ( ()) / which ) has the same name as me. pronouns act as objects. 2. He is the man ( ) which ) I saw at the movie theater. Brian has a robot ( who / (b)) ) can play soccer. 4. The boy ( ) which ) helped me yesterday is Sally's brother. Rachel is the girl () who is wearing jeans and 5. London is a big city ( who / (b)) many people visit every year. a white shirt. She lives in a house ② which 6. The jacket ( (hig) / who ) I'm wearing was a present from my mom. has a large garden. She is sitting on the bench 7. Jane gave me some shirts which ( was / eere)) too big for her. (i) that her father made last year. 8. Emily likes a boy who ( play / (ay) basketball very well. Those are the flowers ( that Rachel planted this spring. She has a dog () which is five years B Complete the sentences with who or which. old. The person ( that Rachel is talking to is 1. She is the musician <u>who</u> I like. Anne. 2. Ed has a dog \_\_\_\_\_ has white soft fur. 3. We ate the sandwiches \_\_\_\_\_ which \_\_\_\_ Carl made. 4. He sent the letter <u>which</u> he wrote all night. B Find the five mistakes and correct them with who or which. 5. They are the people \_\_\_\_\_\_ who \_\_\_\_ work in this building. Candies and sweets have a lot of sugar. Some food Wwhom we 6. The woman <u>who</u> drove me to school is my aunt. eat at restaurants contains a lot of sugar, too. Recently, scientists 7. The cake \_\_\_\_\_ has a lot of fruit on it is my favorite. did some research (2) that was about sugar addiction. The results Wwho the research showed were shocking. The number of C Make the two sentences into one sentence using who or which. people (Wwhich eat too much sugar is increasing these days. 1. I couldn't read the map. The map was on the table. And people (1) who eat a lot of sugar are often addicted to it. $\rightarrow$ I couldn't read the map \_\_\_\_\_ which was on the table Moreover, most of them are children (6) who can't control their

- 2. The students left the classroom. They finished the exam. → The students \_\_\_\_\_\_ who finished the exam \_\_\_\_\_ left the classroom.
- 3. I gave you an umbrella yesterday. Do you have the umbrella? -> Do you have the umbrella \_\_\_\_\_\_ which I gave you yesterday \_\_\_\_?
- 4. The students were very polite. I taught them last year. → The students \_\_\_\_\_\_ who I taught last year \_\_\_\_\_ were very polite.



Wwhich become addicted to sugar can have problems. These health problems, (a) which include obesity and tooth decay, will affect children's daily lives. Scientists encourage parents to help their children develop eating habits of who are healthy.

(0) which

Unit 20 - Relative Pronouns 8

# **ANSWER KEY: WORKBOOK**

	Gr	ammar Q	Zuiz				
A	Choose the correct answers.						
	1. The boy that came here yesterda	y	my cousin.				
	@am D-4	ire	<b>⊮</b> ′is				
	2. The children who Ms. Smith is to	eaching	smart.				
	⊛am €:	ire	© is				
	3. I know the girl who	wearin	ıg a pink coat.				
	@am Da		or∕ is				
	4. They go to a school that	a	huge playground.				
		135	© having				
	5. Mr. Evans has dogs which		loudly at strangers.				
	@ bark 💕 b	barks	© barking				
	6. Ms. Brown is the woman who		next door to us.				
	⊗live €1	ives	© living				
	<ol> <li>He is the man who designed t</li></ol>	s popcorn.					
	@ She is the person who talks lo	oudly in cla	355.				
	2.      Olivia sent me flowers which	smelled go	ood.				
	Jake is reading the book which     whi	h he boug	ht yesterday.				
	Why brother has a friend which	h he often	visits. → who[that]				
	@ My sister wants to buy a bag which costs \$200.						
	3.      These are the books Ashley le						
	•		- two houses which[that] look the same				
	We had the noodles my mom	ordered.					

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	Grammar Practice
А	Complete the sentences with who or which.
	1. She bought two pairs of pants which were red.
	2. They are the peoplewhoalways help me.
	3. My friend gave me some cookies which were delicious.
	4. The dish I usually order is Caesar salad.
	5. The actors Julia likes are all very handsome.
	6. Those are the shoes <u>which</u> I borrowed from Jason.
	Million when an weblick flow the sum doubles of the st
в	Write who or which for the underlined that.
	The city that I'm visiting next month is Paris.
	2. The class that we attended yesterday wasn't boring. which
	The state of
	4. The man that called me this morning was my teacher. who
	5. Mr. Cruise was the man that taught us English last year
	6. He showed me the photos that he took in Vietnam. which
	Writing Practice
	Join the sentences using who or which.
	<ol> <li>William has a bird. The bird can repeat his words. → William has a bird which can repeat his words , ,</li></ol>
	<ol> <li>I like my teacher. My teacher has beautiful green eyes. — I like my teacher who has beautiful green eyes.         </li> </ol>
	<ol> <li>This is a bookcase. My dad made the bookcase. — This is a bookcase which my dad made</li> </ol>
	4. The stories were fun. My grandfather told me the stories.

 $\rightarrow$  The stories \_ which my grandfather told me were fun

42

# **Review Test**

#### Review Test 1 Circle the correct words. 1. This magazine gives ( a few / ()) information about the movie. Only ( ) / a little ) students arrived on time. 3. Linda has ( any / much ) toy soldiers on her desk. 4. Don't put too ( many / mac) ) oil in the frying pan. 5. (Anybody / comebod) left you a message. 6. There isn't ( withing / something ) in my backpack. Choose the correct answers. 1. The crocodiles in the pond \_\_\_\_\_ \_ scary. @ look © make Iove 2. My friend Alan \_ taking pictures of his family. (s) finds @ grows of likes 3. Can you me vour ticket? W show (b) see @ keep 4. The students the game challenging. of found @ lived (b) had 5. Mr. Murphy Shawn a B on the history quiz. (s) made © told @gave 1. The woman wears every day. (a scarf) Complete the sentences with pronouns or possessive adjectives. The printer is broken. I can't use \_\_\_\_\_\_it \_\_\_\_ now. 2. Do you know Mia and David? They are twins. 3. My sister is very cute. Everybody likes \_\_\_\_\_ her 4. 1 know Tom well. <u>We</u> take computer lessons together. 5. (A Is this umbrella yours? (B) No, \_\_\_\_\_\_ is black. 6. 🗷 Where is your father's car? 🛛 🗷 It's over there. That blue car is \_\_\_\_\_ his

@ Did

### Review Test 2

#### Circle the correct words.

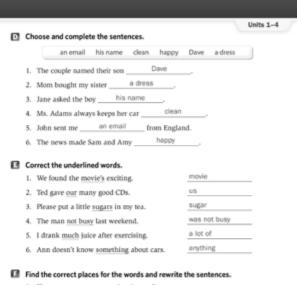
- 1. The boxes on my desk ( am / is / any ) empty.
- 2. The principal's speech ( is / (a) / were ) very long yesterday.
- 3. Chris ( break / breaks / () the window last night.
- 4. Louis and Joshua ( () doesn't / didn't ) get along well these days.
- 5. My dad ( drink / (rink) / is drinks ) green tea twice a day.
- 6. The band ( performs / performing / was performing ) on stage now.

### Choose the correct answers.

- Ken a football player 10 years ago? 1. Was Was (5) Were
- 2. My laptop working well at the moment.
- disn't doesn't
   @ didn't
- 3. The story sounds unreal, I it. © was not believing
- our food to the table 10 minutes ago. 4. The waiter
- ③ carries (b) is carrying & carried 5. They any help now.
- @ need of don't need @ aren't needing

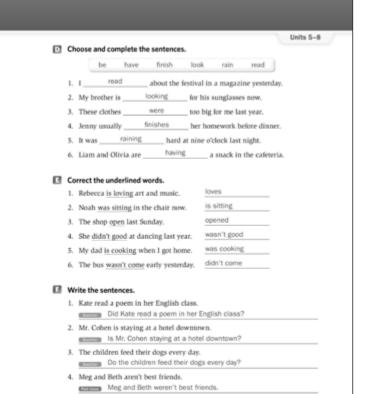
### Complete the dialogues.

No \_\_\_\_\_\_, it isn't \_\_\_\_\_, It's really sunny. 1. (A) Is it cloudy outside? 2. A Do you live near the library? B Yes \_, 1 do \_\_\_\_\_. So I often go there. 3. A Was Ryan bored in the museum? B No\_\_\_\_, he wasn't\_\_\_. He had a lot of fun. 4. (A Did Jessica come to the party? (B Yes \_, she did \_, She came with Tom. 5. A Were they playing video games? B No , they weren't. They were sleeping. 6. Are you listening to music now? ( No\_\_\_\_, I'm not\_\_\_\_, I'm watching TV.



### The woman wears a scarf every day. 2. The cushions on the sofa feel. (soft) The cushions on the sofa feel soft 3. The ice pack kept the food, (cool) The ice pack kept the food cool. 4. I to the library after school. (go) I go to the library after school. 5. Mr. Grav is about his vacation. (excited) Mr. Gray is excited about his vacation

Reieviet 1 8



#### 5. Mrs. Jones teaches geography in our school. Mrs. Jones taught geography in our school.

Review lest 2 9

### **Review Test 3**

### Circle the correct words.

- 1. Julia ( has had / 😡 ) three pieces of cake yesterday.
- 2. Mr. Brown ( doesn't visit / Lasn't visited ) my family for a year.
- 3. Jacob ( s grow / grew ) three centimeters since March.
- 4. Ann ( has moved / cover) to Sydney a month ago.
- 5. 1 ( Tread ) this novel many times so far.
- 6. Daniel and I ( haven't studied / din't study ) together in 2011.

#### Choose the correct answers.

- 1. How will the weather be tomorrow @ We'll go on a picnic. 2. What did he need from the supermarket? ③ Yes, he did. He doesn't need anything. 
   He needed eggs and flour. 3. How old were you when you painted this picture? I was eight. G I was tired. @ No, I didn't, 4. How often does Amanda meet her boyfriend? She has many friends. 
   S No, she doesn't.
   She meets him twice a week 5. When did you meet Kate? ③ Yes, I did. ③ I met her at the library. I met her at seven

### Complete the dialogues.

1.	A Have you bee	in to Greece?	B Yes, [[we] have
2.	A Will you go s	hopping with us?	B No, [[we] won't .
3.	Has he	called you since Monday?	II No, he hasn't.
4.	A How tall	is your brother?	I He is 171 cm tall.
5.	(A) Who	is the woman over there?	B She is my music teacher.
6.	When	is he going to visit you?	I He's going to visit me on Sunday.

### Review Test 4

#### Circle the correct words.

- 1. Ms. Parker works ( and / hardly ) for her company.
- 2. My dad always makes decisions ( careful / Greful) ).
- 3. Aaron looks ( (imm) / the slimmest ) than last year.
- 4. This room is ( larger / fe larger) one in the hotel.
- 5. Wear your boots. It ( ) / may not ) snow tonight.
- 6. You ( ) / shouldn't ) take care of your younger brother.

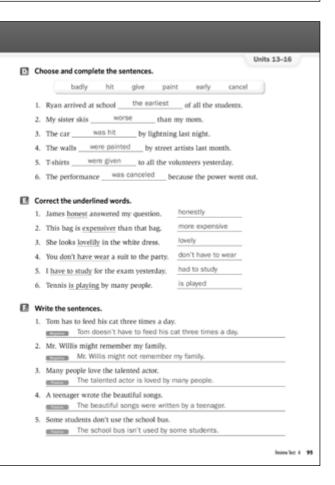
#### Choose the correct answers.

1.	David	eat anything now. He	has a stomachache.
	⊛ may	(1) must	𝕊 shouldn't
2.	Ashley didn't study e	mough. She	fail the test.
	@ should	& might	© must
8.	I'm allergic to mushr	ooms. I	eat any mushrooms.
	@ don't have to	(5) might	(€ mustn`t
4.	Katie	go to the zoo yesterday	because she got up late.
	⊛ mustn't	shouldn't	€ couldn't
5.	I like badminton. I	join the b	adminton team.
	& may	shouldn't	(i) might not

#### Complete the dialogues.

1.	A	may[Can] 1 play this piano?	Wes, you may.
2.	A	Can[May]   watch this movie?	B No, you can't.
3.	A	Could[Would] you wait for me?	B Sorry, but I don't have time to wait.
4.	A	When was your brother born?	I He was born in 2002.
5.	A	Where was your ring found?	It was found under the fridge.
6.	A	When was the book published?	B It was published last year.

	Ch	oose and compl	ete the se	intences.				Units 9-12
		sing	train	graduate	write	take	work	
	1.	My dad will	take	us t	o Disneyla	ind today.		
	2.	Tony Si	ang	_ a song at th	e audition	a last mor	nth.	
	3.	Ms. Porter has	WO	rked fo	r this com	pany for	nine year	rs.
	4.	She has	written	several r	ovels since	e she wa	s 18.	
	5.	Sam's sister is g	joing to	graduate	fro	m univers	sity next y	rear.
	6.	I have tr	ained	my dogs fi	or two yea	IFS.		
	e.,		land					
		rrect the underl The man not ta			school.	has not	taken	
		Sofia hasn't we			Allows	hasn't g		
		They travel by :				have tra	veled	
		She knew Keer.				has kno	wn	
		He is going revi				is going	to review	
		I have read the				read		
1	W	ite the sentence	es.					
	1.	I have been to 0						
		thave I have						
	ž.	They will have They v				iturday.		
	3.	We are going to						
		We an	en't going	to go shoppi	ng next w	eekend.		
	4.	Jane has washe						
		Has J						
	5.	Tom is going to Is Tom		,				



# **Review Test**

### Review Test 5

#### Circle the correct words.

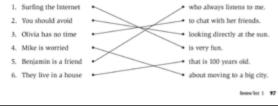
- 1. Mr. Peterson complained about his neighbor's ( arking / barked ) dog.
- 2. Take the ( freezing / (coze) ) blueberries out of the freezer.
- 3. The kids were ( terrifying / errifie) ) when they heard the ghost stories.
- 4. The ( casing / pleased ) smell of bread filled the kitchen. 5. The people we met on our trip ( was / erry ) kind.
- 6. My aunt bought a new sports car which ( run / ( ) very fast.

### Choose the correct answers.

2. 1 like	on the second se	
@ lie	on the grass in spring.	& lying
<ol> <li>Matthew and Lily         <ul> <li>dance</li> </ul> </li> </ol>	are good at	& dancing
<ol> <li>The book</li> <li>I bought</li> </ol>	last Saturday was interest	ting. © who I bought
<ol> <li>David planned</li> <li>leave</li> </ol>	early in the morning	g. © leaving
② leave Complete the sentence		© leaving

 follow It is helpful to follow your teacher's advice. 3. \_\_\_\_\_buy\_\_\_\_ They are going to the store \_\_\_\_\_\_buy\_\_\_\_ some drinks. 4. play The soccer players expect to play well in the game. 5. \_\_\_\_\_boil\_\_\_\_Alexis painted some \_\_\_\_\_boiled\_\_\_\_eggs for Easter. 6. disappoint Justin got a disappointing score on his exam. 96

Units 17-20 Choose and complete the sentences. fall teach pass satisfy play make 1. My uncle promised \_\_\_\_\_\_ to teach \_\_\_\_\_ me how to drive when I am older. 2. The new waitress kept \_\_\_\_\_ making \_\_\_\_ mistakes. 3. Cindy collected \_\_\_\_\_\_ leaves in the park. 4. Jeremy enjoys \_\_\_\_\_playing \_\_\_\_ with his puppy. 5. I practiced singing every day \_\_\_\_\_\_ to poss \_\_\_\_\_ the audition. 6. Dave had a \_\_\_\_\_\_ satisfying \_\_\_\_\_ dinner at the restaurant. Correct the underlined words. to study 1. Amy's dream is to studying in England. to learn 2. Eric chose learn German in high school. going[to go] 3. I hate go to crowded places. 4. I'm tired of listen to her stories. listening who[that] 5. The man which she loves is from Italy. 6. I dropped my cell phone who I bought yesterday. which[that] Match to complete the sentences.



# **MEMO**

MEMO	