



Top Grammar

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Liana Robinson · Kate Kim

Top Grammar 6

Liana Robinson · Kate Kim

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Top Grammar





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How to Use This Book

Top Grammar is a six-book grammar series for high-beginner to intermediate learners. The series uses easy-to-understand explanations and examples. It can be used as a supplementary book or as a main textbook in classrooms. Each unit features carefully controlled vocabulary and accessible key concepts. Students who complete this series will have a comprehensive understanding of standard English grammar. It is the perfect guide to help students learn grammar rules and improve their language art skills. **Top Grammar** offers an easy-to-follow format for students and teachers.

Grammar Introduction

The first two pages of every unit introduce students to the grammar focus. At the top of these pages, there are clear, illustrated, and color-coded explanations. Teachers may use deductive teaching methods (spelling out rules for students explicitly) along with inductive teaching methods (asking students to notice structures and draw their own conclusions). At the bottom of these pages, there are basic exercises to help students understand the grammar in action.

Nouns and Articles

1 Write the correct answers. Circle **a** or **an**, and write **the** if an article is needed.

We have **(1)** apples and **(2)** bananas.

(3) The **(4)** best football player in the world is **(5)** him.

(6) The **(7)** best football player in the world is **(8)** him.

(9) The **(10)** best football player in the world is **(11)** him.

We also need **(12)** apples and **(13)** bananas.

2 Write the correct nouns and circle the proper nouns.

(14) Apple (circle) is the best fruit in the world.

(15) The **(16)** best fruit in the world is **(17)** apple.

(18) The **(19)** best fruit in the world is **(20)** apple.

(21) The **(22)** best fruit in the world is **(23)** apple.

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Reviews

There are two-page review units after every four units in the book. These units combine and review the four grammar targets from the previous units. Frequent reviewing boosts confidence and information retention. It helps students synthesize and consolidate what they have learned so that the information transitions from short-term memory to long-term memory.

Units 1-4

1 Complete the sentences. Use *is*, *are*, *am*, or *was*. Write *I* if an article is needed.

2 This TV _____ present for my friend's _____.

3 They often _____ my supervisor _____ experimental work involving _____.

4 They need to be _____ details of _____ whether she goes on.

5 _____ team looks larger? _____ tonight.

6 Match the sentence parts. Use the dict.

7 I'm surprised I'm glad I'm sorry I'm happy I'm angry I'm excited I'm nervous I'm disappointed I'm surprised I'm glad I'm sorry I'm happy I'm angry I'm excited I'm nervous I'm disappointed

8 Check the correct answers.

9 (I/they/you) _____ going for the concert tonight?

10 (I/they/you) _____ known for his beautiful architecture.

11 Don't forget to _____ (I/they/you) _____ for your presentation!

12 The first _____ (I/they/you) _____ in the new shopping area in the city.

13 Many _____ (I/they/you) _____ have unique cultures.

14 Review 1

Tests

A midterm test and a final test are included in the book. If completed individually by students as course tests, they provide students with useful exposure ideal for test preparation. If completed in groups, the tests reinforce learning through cooperative information sharing and provide students with further opportunities for interesting language practice.

Find Text

1 Write the grammar and its functions.

Midterm Test

1 Complete the sentences. Use *is*, *are*, *am*, or *was*.

2 This TV _____ present for my friend's _____.

3 They often _____ my supervisor _____ experimental work involving _____.

4 They need to be _____ details of _____ whether she goes on.

5 _____ team looks larger? _____ tonight.

6 Match the sentence parts. Use the dict.

7 I'm surprised I'm glad I'm sorry I'm happy I'm angry I'm excited I'm nervous I'm disappointed

8 Check the correct answers.

9 (I/they/you) _____ going for the concert tonight?

10 (I/they/you) _____ known for his beautiful architecture.

11 Don't forget to _____ (I/they/you) _____ for your presentation!

12 The first _____ (I/they/you) _____ in the new shopping area in the city.

13 Many _____ (I/they/you) _____ have unique cultures.

14 Review 1

Workbook

Review and Activity

1 Check it! Complete the sentences.

2 Match the sentence parts. Use the dict.

3 Check the correct answers.

4 Complete the sentences. Use *is*, *are*, *am*, or *was*. Write *I* if an article is needed.

5 This TV _____ present for my friend's _____.

6 They often _____ my supervisor _____ experimental work involving _____.

7 They need to be _____ details of _____ whether she goes on.

8 _____ team looks larger? _____ tonight.

9 Match the sentence parts. Use the dict.

10 Check the correct answers.

11 (I/they/you) _____ going for the concert tonight?

12 (I/they/you) _____ known for his beautiful architecture.

13 Don't forget to _____ (I/they/you) _____ for your presentation!

14 The first _____ (I/they/you) _____ in the new shopping area in the city.

15 Many _____ (I/they/you) _____ have unique cultures.

16 Review 1

Review and Activity

1 Check it! Complete the sentences.

2 Match the sentence parts. Use the dict.

3 Check the correct answers.

4 Complete the sentences. Use *is*, *are*, *am*, or *was*. Write *I* if an article is needed.

5 This TV _____ present for my friend's _____.

6 They often _____ my supervisor _____ experimental work involving _____.

7 They need to be _____ details of _____ whether she goes on.

8 _____ team looks larger? _____ tonight.

9 Match the sentence parts. Use the dict.

10 Check the correct answers.

11 (I/they/you) _____ going for the concert tonight?

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13 Don't forget to _____ (I/they/you) _____ for your presentation!

14 The first _____ (I/they/you) _____ in the new shopping area in the city.

15 Many _____ (I/they/you) _____ have unique cultures.

16 Review 1



The workbook provides three pages of additional practice for each unit. This allows for at-home study or additional class study.



Nouns



The **students** volunteer.
They pick up **trash** in **Bell Park**.



Alex and **Sarah** play fun **games**.
They eat **snacks**, too.

- ▶ A **common noun** is any person, place, thing, or concept that is not specific. A **common noun** can be singular or plural.
- ▶ A **proper noun** is a specific person, place, thing, or organization. A **proper noun** always begins with a capital letter.

	Common Nouns	Proper Nouns
People	student, teacher, doctor	Jamie, Mr. Pims, Dr. Hollis
Places	city, school, park	London, Hills Middle School, Pleasant Park
Things	mountain, laptop, holiday	Mount Fuji, Lenovo, Father's Day
Concept	happiness, freedom, love	-
Organization	-	Oxford University, Doctors Without Borders

A Underline the common nouns and circle the proper nouns.

1 Mount Everest is the tallest mountain in the world.

2 The students watched a movie about Albert Einstein.

3 The men building our house work for Johnson Construction.

4 Valentine's Day is a holiday that celebrates love.

Articles



Mr. Palmer is **a teacher**.
He teaches **math**.






I saw **an elephant**.
The elephant walked under **the sun**.

- ▶ We use **articles** before singular countable nouns. Usually, we **do not** use **articles** with plural countable nouns or uncountable nouns.
- ▶ We use **a/an** before a singular noun when it is not specific or when we mention it for the first time. When the noun begins with a consonant sound, we use **a**. When the noun begins with a vowel sound, we use **an**.
- ▶ We use **the** when the listener already knows what we are talking about because it was mentioned before or because there is only one of them.

a	singular countable nouns	a lake	a store	a doctor	a city	a uniform
an	singular countable nouns	an ant	an egg	an idea	an ox	an hour
the	specific nouns	I saw a cat . The cat was sitting on a chair.				
	only one	the moon	the sun	the sky	the earth	the internet

B Circle the correct answers. Circle **X** if no article is needed. 

-  **1** We have **a / an / X** dog and **the / X / a** two birds.
The / X / An dog's name is **the / X / a** Lola.
-  **2** Jack is **a / an / X** excellent student. He wears **the / X / a** uniform to school.
The / X / An uniform is **a / an / X** blue.
-  **3** To make **a / an / X** bread, we need **the / X / an** egg and **the / X / an** flour.
We also need **the / X / a** water.

Grammar Practice

A Write the common nouns under the proper nouns. Use the given words.

a university an automobile a city ~~a mountain~~ an island a temple



a mountain



B Complete the sentences. Use **a**, **an**, or **the**.

- 1** Megan wants to become _____ **an** author. She wants to write _____ book.
- 2** Look at that tree! There is _____ bird in _____ tree.
- 3** I bought _____ gift for my sister. _____ gift is _____ umbrella.

C Look at the picture and complete the sentences. Use the given words.

an apple the candy the woman a stick the apple



- 1** _____ is making candy apples.
- 2** First, she puts _____ into _____.
- 3** Then she dips _____ into _____.



D Complete the sentences. Use **a**, **an**, or **the**. Write **X** if no article is needed.

- 1 Run, jump, and play in the sun. This will help you have _____ strong body.
- 2 Eat _____ healthy food! It will give you energy.
- 3 Sleep for eight hours. Sleep in _____ dark room with _____ comfortable bed.
- 4 Keep _____ diary. Use your imagination.
When you have _____ idea, write it down!



E Complete the passage. Use **a**, **an**, or **the**. Write **X** if no article is needed.

Surprising News

One day, 1 a man was painting near
2 _____ old tree in the park. While he was
painting, he saw his friend, 3 _____ John.

John was walking to the tennis court to play tennis. John had surprising
news—4 _____ tiger escaped from the zoo last night! It was scary!

However, zookeepers quickly found 5 _____ tiger and took it back to
the zoo.





Quantifiers



There isn't **much** salt.
There is **some** pepper.



I ate **many** cookies.
Now I don't have **any** cookies.

► **Quantifiers** show amounts (how much or how many).

	Used with Countable/ Uncountable Nouns	Used in (Types of Sentences)	Examples
some	both	affirmatives questions	She found some toys under her bed. Would you like some juice?*
any	both	negatives questions	I don't have any money left. Do you have any questions?
a lot of	both	all	I drink a lot of water. Does she have a lot of clothes?
many	countable (plural)	all	There are many books on the shelf. Are there many markers?
much	uncountable	negatives questions	There isn't much time left. Is there much candy?

* Normally, **some** is NOT used in questions, but we can use **some** for offers and requests.

A Circle the correct answers.

- 1** Many / Much / Any students joined the writing club this year.
- 2** Would you like many / a lot of / some milk?
- 3** There isn't many / some / much sugar in the tea. It's not very sweet.
- 4** Do you have any / much / many brothers or sisters?

Partitives



I had **a bowl of cereal** for breakfast.
I also had **a glass of orange juice**.



Here is **a piece of advice** from Claire.
Use **a bar of shampoo**, not a bottle.

- ▶ **Partitives** are often used to measure uncountable nouns.
- ▶ They often take this form: **a + partitive + of + noun**. They can also be plural.

	Uncountable Nouns	Examples
piece	candy, paper, advice, information	I ate a piece of candy .
slice	cake, bread, ham, cheese, pizza	There are nine slices of pizza .
bottle	water, soda, juice, shampoo	Can I buy a bottle of apple juice , please?
bag	rice, candy, pasta	We have two bags of pasta .
can	soda, tuna, soup, beans	Is there a can of soda in the fridge?

Additional Common Partitives

cup glass jar drop box tube bunch carton bar

* Partitives can also be used with countable nouns, such as **a carton of eggs**.

B Look at the pictures and check (✓) the correct answers.



1

1 There are _____ orange juice.



2

2 The doctor gave him _____ advice.



3

3 She drinks _____ water.



4

4 I ate _____ cake for dessert.

a jar of two glasses of

a piece of a box of

a cup of a bottle of

a slice of a can of

Grammar Practice

A Match the sentence parts. Then number the pictures (1-5).

- | | |
|--|---|
| <p> 1 My teacher gave me •</p> <p> 2 Use a bar of •</p> <p> 3 Mia drinks a cup of •</p> <p> 4 There is a carton of •</p> <p> 5 Put three drops of •</p> | <p>• a soap to wash your hands.</p> <p>• b eggs in the fridge.</p> <p>• c this medicine in your eye.</p> <p>• d tea every morning.</p> <p>• e a piece of advice.</p> |
|--|---|



B Complete the sentences. Use the given words.

much

bag

many

some

tube

- 1** I bought a toothbrush and a _____ of toothpaste.
- 2** There are _____ computers in the electronics store.
- 3** We need a _____ of rice from the supermarket.
- 4** Would you like _____ ice cream?
- 5** We don't have _____ time before the movie starts.

C Look at the picture and circle the correct answers.



- A** It's my turn to bring **1** some / much snacks to soccer practice. Can I bring a **2** slice / bag of candy?
- B** No, you can't bring **3** box / any candy. I'll buy a **4** glass / bunch of bananas at the market for you.