

Unit 1

Grammar reference

The Grammar reference section presents in-depth information for each of the grammar charts in the Student Book. It can serve as a quick refresher on grammar, give you ideas for further exploiting the grammar charts, and help prepare you for student questions. Each Grammar reference item consists of two parts: an explanation and an example.

When preparing for class, review the information in the relevant Grammar reference section. Make note of any helpful information in the chart that you think your students need to know. Write down any examples you might want to put on the board. Be careful, however, not to overload your students with information—choose additional points carefully and sparingly.

Suggested procedures

- After students have read the grammar chart and completed Discovering grammar, introduce the grammar point you want to share with your students by writing the example on the board. Then ask questions about the example to help students figure out the rule for themselves. For example, for the first Grammar reference point from Unit 1, page 8:

(Explanation)	(Example)
The <i>be</i> verb (<i>am/is/are</i>) is usually used to give the name, location, or time of something. It is also used to describe something.	Name: I am Andy. Location: We are in Miami. Time: It is eight o'clock. Description: Miami is nice.

- Say *We usually use the be verb to talk about four things. I'm going to write four sentences on the board. What do we use the be verb to talk about in each?*
- Write the four example sentences on the board:
 - I am Andy.
 - We are in Miami.
 - It is eight o'clock.
 - Miami is nice.
- Ask *What do we use be to talk about in the first sentence? (a name) What do we use be to talk about in the second sentence? (a place or location) Elicit usages of be for all the sentences, writing Name, Location, Time, and Description on the board next to the appropriate sentences.*
- Summarize the function of the *be* verbs by saying *The be verb (am/is/are) is usually used to give the name, location, or time of something. It is also used to describe something.*
- Elicit one or two other examples for each usage of *be* by asking *What's another be sentence that gives a name? A location? A time? A description?*

Unit 1, page 8: The simple present of *be*

The <i>be</i> verb (<i>am/is/are</i>) is usually used to give the name, location, or time of something. It is also used to describe something.	Name: I <i>am</i> Andy. Location: We <i>are</i> in Miami. Time: It <i>is</i> eight o'clock. Description: Miami <i>is</i> nice.
<i>Be</i> is often found in the pattern subject + <i>be</i> + complement. Most sentences contain a subject and a verb. The subject usually comes before the verb and can be a noun or pronoun.	Subject + verb + complement <i>Brian + is + fifteen.</i>
In the sentence pattern subject + <i>be</i> + complement, the complement can be a noun, adjective, or prepositional phrase.	Subject + <i>be</i> + noun : I am a boy. Subject + <i>be</i> + adjective : It is great. Subject + <i>be</i> + prep. phrase : He is at home.
A pronoun replaces the name of a person, place, or thing.	Brian is fifteen. → He is fifteen. Miami is in Florida. → It is in Florida.
Some pronouns are singular and refer to one person, place, or thing. Some are plural and refer to two or more people, places, or things. <i>You</i> can refer to either one person <u>or</u> two or more people.	<i>I, he, she, it</i> = singular <i>we, they</i> = plural <i>you</i> = singular or plural
The singular form of <i>be</i> is <i>is</i> ; the plural form of <i>be</i> is <i>are</i> .	singular → <i>Brian is fifteen.</i> plural → <i>Brian and Andy are boys.</i>
Add <i>not</i> after <i>be</i> to make a sentence negative.	<i>I am eleven.</i> → <i>I am not eleven.</i>
To make a contraction, drop the first letter of the <i>be</i> verb and add an apostrophe ('), then join it with the pronoun.	She is Liza. They are students. (<i>she</i> + 's = <i>she's</i>) (<i>they</i> + 're = <i>they're</i>) She's Liza. They're students.
Contractions are used in spoken English but often avoided in formal written English.	Spoken: " He's fifteen years old." Formal written: He is fifteen years old.

Unit 1, page 10: Questions with *be*

To make a <i>Yes/No</i> question with <i>be</i> , reverse the order of the subject and verb.	<i>He + is + OK.</i> → Is + he + OK?
To make a short answer, drop the complement. You cannot use a contraction in an affirmative short answer.	Long answer Short answer <i>Yes, he is OK.</i> <i>Yes, he is.</i> <i>Yes, he's OK.</i> <i>Yes, he's.</i>
To make a contraction in a negative answer, you can join the subject and contracted <i>be</i> verb, or the <i>be</i> verb and <i>not</i> .	<i>They are not.</i> → They're not. → They aren't.
With <i>am</i> , you can only make a contraction with the subject and <i>be</i> verb, not with <i>am</i> and <i>not</i> .	<i>I am not.</i> → I'm not.
To make an information question, put the question word before the verb.	Question word + verb + subject What + <i>is</i> + <i>it</i> ?
Contractions with <i>be</i> are also possible with regular nouns and question words in spoken English.	" Brian's fifteen years old." " What's your name?"