

## Unit 3

# 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 <b>am</b> Andy. Location: We <b>are</b> in Miami. Time: It <b>is</b> eight o'clock. Description: Miami <b>is</b> 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 3, page 27: NOUNS: Singular and plural forms**

Most nouns are regular and are made plural by adding -s.	<i>cat</i> → <b>cats</b> <i>computer</i> → <b>computers</b>
To make nouns that end with -x, -sh, -ch, -ss plural, add -es.	<i>fox</i> → <b>foxes</b> <i>watch</i> → <b>watches</b> <i>glass</i> → <b>glasses</b> <i>brush</i> → <b>brushes</b>
To make nouns that end with a consonant and -y plural, change the -y to -i and add -es.	<i>family</i> → <b>families</b> <i>city</i> → <b>cities</b>
To make nouns that end with a vowel and -y plural, add -s.	<i>boy</i> → <b>boys</b> <i>day</i> → <b>days</b>
To make some nouns that end with an -o plural, add -es.	<i>tomato</i> → <b>tomatoes</b> <i>volcano</i> → <b>volcanoes</b>
To make nouns that end with -f/-fe plural, change the -f to -v and add -es.	<i>knife</i> → <b>knives</b> <i>shelf</i> → <b>shelves</b>
Some nouns are irregular. These nouns change sounds when they are made plural.	<i>tooth</i> → <b>teeth</b> <i>foot</i> → <b>feet</b> <i>man</i> → <b>men</b> <i>child</i> → <b>children</b>

**Unit 3, page 28: This/that; these/those; Articles a and an**

Use <i>this</i> to point out a singular noun that is near you.	<b>This</b> is my skateboard.
Use <i>that</i> to point out a singular noun that is far from you.	<b>That</b> boy over there is my brother.
You may shorten <i>that is</i> to <i>that's</i> .	<b>That's</b> my mom.
Use <i>these</i> to point out plural nouns that are near you.	<b>These</b> are our computers.
Use <i>those</i> to point out plural nouns that are far from you.	<b>Those</b> girls go to my school.
Use <i>a</i> or <i>an</i> to talk about a singular noun that is a member of a group.	He is from <b>a</b> country in South America. That's <b>an</b> eraser.
Use <i>a</i> before a word beginning with a consonant.	It's <b>a</b> dog. That's <b>a</b> big box.
Use <i>an</i> before a word beginning with a vowel.	That's <b>an</b> apple. It's <b>an</b> orange jacket.
Use <i>they're</i> to talk about two or more members of a group.	<b>They're</b> my parents.