Unit 5
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 *be* verb (*am/is/are*) 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 5, page 43: Possessive forms of nouns

To form the possessive (show ownership) of most singular nouns, add an apostrophe (') and an -s.	*That book belongs to Brian.* *It's **Brian's** book.*
To form the possessive of a plural noun that ends in -s, add an apostrophe (') only.	*Those skateboards belong to the boys.* *Those are the **boys'** skateboards.*
To form the possessive of an irregular plural noun, add an apostrophe (') and an -s.	*This food belongs to the children.* *It's the **children's** food.*

Unit 5, page 45: The simple present of *have*

To form affirmative statements with *have,* use a subject, *have/has,* and a noun.	Subject + **have/has** + noun *She **has** a DVD player.* *They **have** a new car.*
To form negative statements, use a subject, *don't/doesn't,* the base form of *have,* and a noun.	Subject + **don't/doesn't** + **have** + noun *We **don't have** any classes today.* *He **doesn't have** any work.*
Any is often used before the object in negative statements with *have.* It is used for emphasis and means *(none) at all.* It is not possible to use two negatives in a sentence.	I **don't have any** brothers or sisters. X I **don't have no** brother or sisters.

Unit 5, page 46: The simple present of *have; any;* Questions with *How many*

To ask *Yes/No* questions with the simple present of *have,* start the question with *Do/Does* and follow with the subject and the base form of the verb.	***Do/Does* + subject + *have*** (+ *any*) + noun? ***Do you have** any CDs?* ***Does he have** any cousins?*
To answer *Yes/No* questions with *have,* use *Yes* or *No* and follow with a subject and *do/does* or *don't/doesn't.* In American English, the main verb *have* is not repeated in short answers.	***Yes/No*** + subject + ***do/ does/don't/doesn't*** *Do you have any tests?* ***Yes,** I **do**.* (X *Yes, I have.*) ***No**, I **don't**.* (X *No, I haven't.*)
To ask *How many* questions, begin with *How many,* follow with a noun, *do/does,* a subject, and the base form of *have.*	***How many*** + noun + ***do/does*** + subject + ***have*** ***How many** cousins **do** you **have**?*