

# Unit 6

## 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 6, page 54: The simple present of <i>like</i>	
To form affirmative statements with <i>like</i> , use a subject, <i>like/likes</i> , and a noun.	<b>I/You/He/She/It + like/likes + noun</b> <b>She likes</b> rap music. <b>They like</b> country songs.
To form negative statements with <i>like</i> , use a subject, <i>don't/doesn't</i> , the base form of <i>like</i> , and a noun.	<b>I/You/He/She/It + don't/doesn't + like + noun</b> <b>We don't like</b> classical music. <b>He doesn't like</b> dance parties.
To ask Yes/No questions with <i>like</i> , start the question with <i>Do/Does</i> , and then use a subject, the base form of the verb, and a noun.	<b>Do/Does + subject + like + noun</b> <b>Do you like</b> school? <b>Do they like</b> hip-hop?
To answer Yes questions with <i>like</i> , use <i>Yes</i> and follow with a subject and <i>do/does</i> .	Do you like rap music? <b>Yes, I do.</b> Does he like sports? <b>Yes, he does.</b>
To answer No questions with <i>like</i> , use <i>No</i> and follow with a subject and <i>don't/doesn't</i> .	Do they like parties? <b>No, they don't.</b> Does she own a house? <b>No, she doesn't.</b>
<i>What kind of</i> questions with <i>like</i> are formed using <i>What kind of</i> , a noun, <i>do/does</i> , a subject, and the base form of <i>like</i> .	<b>What kind of + noun + do/does + subject + like</b> <b>What kind of sports does he like?</b> <b>What kind of food do you like?</b>

Unit 6, page 56: Object pronouns	
There are seven object pronouns in the English language. Objects are people or things that are affected by the action of the verb.	<b>Singular object pronouns:</b> <i>me you him her it</i> <b>Plural object pronouns:</b> <i>us you them</i>
Object pronouns take the place of object nouns in a sentence.	<i>Marilyn likes Brian.</i> → <i>Marilyn likes <b>him</b>.</i> <i>I love my parents.</i> → <i>I love <b>them</b>.</i>
Object pronouns, not subject pronouns, follow prepositions.	<i>Your sister can come with <b>us</b>.</i> <i>She sings to <b>us</b>.</i> <i>I looked at <b>them</b>.</i>