

# Unit 7

## 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 7, page 64: Imperatives**

Imperative sentences are used to give orders, instructions, and warnings, and to make polite requests. Imperative sentences end with an exclamation mark or a period.	Orders: <b>Close the door!</b> Instructions: <b>Read the first three pages.</b> Warnings: <b>Be careful!</b> Polite requests: <b>Please tell me.</b>
Most imperative sentences start with the base form of a verb.	<b>Buy the tickets!</b> <b>Try this food.</b>
Most negative imperative sentences begin with <i>do not</i> or the contraction <i>don't</i> .	<b>Do not open the door!</b> <b>Don't ask any questions.</b>

**Unit 7, page 66: Can to talk about abilities**

The word <i>can</i> may be used to talk about abilities.	<i>My aunt is able to speak English.</i> → <i>She can speak English.</i>
Affirmative sentences about ability are formed using a subject noun/pronoun, <i>can</i> , the base form of a verb, and a complement if needed.	Subject + <i>can</i> + base form of verb (+ complement) <b>My uncle can speak Chinese.</b> <b>I can play the guitar.</b>
<i>Yes/No</i> questions about ability begin with <i>Can</i> followed by a subject and the base form of a verb.	<i>Can</i> + subject + base form of verb (+ complement) <b>Can you skate?</b>
To answer <i>Yes/No can</i> questions, begin with <i>Yes</i> or <i>No</i> followed by a subject, <i>can</i> or <i>can't</i> , and the base form of a verb.	<i>Yes/No</i> + subject + <i>can/can't</i> <b>Yes, I can.</b> <b>No, I can't.</b>
To form <i>What</i> questions with <i>can</i> , start with <i>What</i> followed by a complement if needed, <i>can</i> , a subject, and the base form of a verb.	<i>What</i> (+ complement) + <i>can</i> + subject + verb <b>What can she play?</b> <b>What music can she play?</b>
To form <i>Who</i> questions with <i>can</i> , start with <i>Who</i> followed by <i>can</i> , the base form of a verb, and a complement if needed.	<i>Who</i> + <i>can</i> + verb (+ complement) <b>Who can sing?</b> <b>Who can sing a song?</b>