Unit 10
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 10, page 92: The present continuous: *be* (*am/is/are*) + verb *-ing*

The present continuous is something that is happening *right now.* The simple present refers *to events that happen frequently or to conditions that rarely change.*	**Present continuous:** *I'm sitting in the front row (as I speak).* **Simple present:** *I always sit in the front row.*
To form the present continuous of most words, just add *-ing.*	*I'm **dreaming** about my family vacation.* *They're **speaking** for all of us.*
To form the present continuous of words ending in a consonant and *-e,* drop the *-e* and add *-ing.*	*You're **making** a big mistake.* *We're **having** a party for our grandparents.*
To form the present continuous of words that end with a stressed consonant-vowel-consonant pattern, double the final consonant.	*My brother is **hitting** the ball.* *My cousin is **letting** us use his computer.*
To form affirmative statements in the present continuous, start with a subject followed by *be* and a verb ending in *-ing.*	Subject + *be* + verb *-ing* *My grandmother **is talking** (on the phone).* *We **are walking** (to the park).*
To form negative statements in the present continuous, start with a subject followed by *be, not,* and a verb ending in *-ing.*	Subject + *be* + *not* + verb *-ing* *We **are not swimming**.* *He **is not driving**.*
You can use the present continuous to talk about something that is happening right now and continuing into the future.	*I **am living** in Florida.* *We **are learning** English.*

Unit 10, page 94: The present continuous: *be* (*am/is/are*) + verb *-ing*

To ask *Yes/No* questions in the present continuous, begin with *be,* followed by a subject and a verb ending in *-ing.*	*Be* + subject + verb *-ing* ***Are you working?***
To answer *Yes* questions in the present continuous, begin with *Yes* followed by a subject and *be.*	*Yes* + subject + *be* ***Yes, I am.***
To answer *No* questions, begin with *No* followed by a subject, *be,* and *not.*	*No* + subject + *be* + *not* ***No, I am not.*** ***No, I'm not.***
To ask most information questions in the present continuous, begin with a *Wh-* word followed by *be,* a subject, and a verb ending in *-ing.*	*Wh-* + *be* + subject + verb *-ing* ***What is he reading?*** ***Where are they going?***
To ask a general question, use *What* and *doing.*	***What are you doing?***