

Units 1-12

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)
Use <i>be</i> in the simple present to tell the name, location, or time of something, or to describe something.	Name: <i>Her name is Michelle Wie.</i> Location: <i>The shop is on the corner.</i> Time: <i>The play is at eight o'clock.</i> Description: <i>Broadway musicals are fantastic.</i>

- Say *We usually use the be verb in simple present 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 sentence?*
- Write the four example sentences on the board:
 - Her name is Michelle Wie.
 - New York is on the east coast.
 - The play is at eight o'clock.
 - Broadway musicals are fantastic.
- 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 in simple present (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 1, page 8: Review of the simple present: be

Use <i>be</i> in the simple present to tell the name, location, or time of something, or to describe something.	Name: <i>Her name is Michelle Wie.</i> Location: <i>The shop is on the corner.</i> Time: <i>The play is at eight o'clock.</i> Description: <i>Broadway musicals are fantastic.</i>
To form simple present affirmative statements with <i>be</i> , use a subject noun or pronoun, the correct form of <i>be</i> , and a complement.	Subject + <i>be</i> + complement <i>They are students.</i> <i>Our school is on First Street.</i>
To form simple present negative statements with <i>be</i> , use a subject, <i>be</i> , <i>not</i> , and a complement.	Subject + <i>be</i> + <i>not</i> + complement <i>I'm not a good actor.</i> <i>They aren't at school.</i>
To form <i>Yes/No</i> questions, begin with <i>be</i> followed by a subject and a complement.	<i>Be</i> + subject + complement <i>Are you a member of Teen Scene?</i>
Begin information questions with the question word (<i>Where, What, Why, When, etc.</i>) followed by <i>be</i> , a subject, and a complement. <i>Who</i> questions do not need a subject.	Question word + <i>be</i> (+ subject) + complement <i>Why are they nervous?</i> <i>Who is shy?</i>

Unit 1, page 11: Review of the simple present: other verbs

Use the simple present to talk about habitual or repeated actions.	<i>I play tennis.</i> <i>I eat lunch in the cafeteria every day.</i>
For regular verbs, simple present has only two forms, the base form and the base form + <i>-s</i> . Add <i>-s</i> to verbs used with <i>he, she, it</i> (third-person singular).	<i>I, you, we, they</i> → base form <i>They drive to school.</i> <i>He, she, it</i> → base form + <i>-s</i> <i>She walks to school.</i>
When verbs end in a consonant + <i>-y</i> , drop the <i>-y</i> and add <i>-ies</i> for the third-person singular.	<i>She always tries to win.</i> <i>He worries about everything.</i>
When verbs end in <i>-sh, -ch, -ss, or -x</i> , add <i>-es</i> for the third-person singular.	<i>She misses me.</i> <i>He watches TV alot.</i>
Irregular verbs such as <i>have</i> and <i>go</i> have different endings in the third-person singular.	<i>She has a puppy.</i> <i>It goes quickly.</i>
To form negative statements using the simple present, start with a subject followed by <i>don't/doesn't</i> and the correct form of the verb.	Subject + <i>don't/doesn't</i> + simple present verb <i>They don't drive to school.</i> <i>She doesn't walk to school.</i>

Unit 1, page 12: Possessive pronouns

A possessive pronoun replaces a possessive adjective and a noun.	<i>That's her pen.</i> → <i>That's hers.</i> <i>Is that my paper?</i> → <i>Is that mine?</i>
A noun never follows a possessive pronoun.	× <i>This is hers book.</i> <i>This is hers.</i> OR <i>This is her book.</i>
The verb that follows a possessive pronoun must agree with the noun it stands for.	<i>His grades are good.</i> → <i>His are good.</i> <i>Her backpack is heavy.</i> → <i>Hers is heavy.</i>
Use the question word <i>Whose</i> to ask who possesses something.	<i>Whose pen is that?</i> <i>It's hers.</i>

Unit 2, page 15: Count and noncount nouns			
Count nouns are used for things which exist as separate units that can be counted.	1 cookie 100 grapes	10 apples 6 sandwiches	
To make most count nouns plural, add -s or -es	Noun + -s apple → apples	Noun + -es sandwich → sandwiches	
For singular count nouns in affirmative and negative statements, use the articles <i>a</i> , <i>an</i> , or <i>the</i> , or the number <i>one</i> .	I ate a cookie. I didn't eat a cookie. She bought the book. She didn't buy the book. There is one apple left. There isn't one apple left.		
For plural count nouns in affirmative sentences, use a number or quantifiers such as <i>a few</i> , <i>some</i> , <i>several</i> , and <i>a lot of</i> .	one hundred grapes → a lot of grapes six sandwiches → several sandwiches three cookies → a few/some cookies		
Use a number, or quantifiers such as <i>any</i> , <i>many</i> , or <i>a lot of</i> in negative sentences with plural count nouns.	We don't have three tickets. I didn't ask any questions. They don't like many vegetables. She doesn't have a lot of apples.		
Noncount nouns are used for things which are thought of as a unit that cannot be made plural.	water (× three waters)	rice (× six rices)	health (× ten healths)
For noncount nouns in affirmative sentences, use the article <i>the</i> , or quantifiers such as <i>a little</i> , <i>some</i> , and <i>a lot of</i> .	I bought the sugar. She needs a little help. They brought some food. We spent a lot of money.		
For noncount nouns in negative sentences, use the article <i>the</i> , or quantifiers <i>any</i> , <i>much</i> , and <i>a lot of</i> .	We didn't hear the music. I didn't drink any milk today. She doesn't need much rice for the recipe. We don't have a lot of time.		

Unit 2, page 18: Imperatives (Commands)	
Use imperatives to tell people what to do, give orders, give instructions and advice, make requests (with <i>please</i>), and give warnings. An exclamation mark is used to indicate a strong warning or command.	Turn on the TV. First, preheat the oven. Turn right at the first corner. Please cut the lettuce. Be careful!
Imperatives are formed with the base form of the verb.	Park the car. Please open the door. Be careful!
The subject of an imperative statement is understood to be <i>you</i> , but the word <i>you</i> is not written or spoken.	(You) Be careful. (You) Open your book.
Form negative imperatives with <i>don't</i> . <i>Don't</i> comes before the base form of the verb.	Don't turn on the oven. Don't use any butter.

Unit 3, page 28: There is/There are with some and any

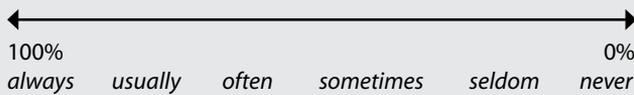
To say that people or things exist or are somewhere, you can use <i>There</i> followed by <i>be</i> , a quantifier, a subject, and a location. Use <i>is</i> for singular count nouns and noncount nouns. Use <i>are</i> for plural count nouns.	<i>There + be + quantifier + noun (+ location)</i> There is an apple on the shelf. There is some milk in the refrigerator. There are five girls in our English class.
<i>Some</i> is used to mean an (<i>unspecified</i>) amount of. It is used with plural count nouns and noncount nouns.	<i>There are some</i> apples. <i>There is some</i> bread.
To say that people or things do not exist, you can use <i>There</i> followed by <i>be</i> , <i>not</i> , a quantifier, a subject, and a location. You can use <i>any</i> with plural count and noncount nouns. Use the article <i>a</i> with singular count nouns.	<i>There + be + not + quantifier + noun (+ location)</i> There isn't any butter on the table. There aren't any cookies in the box. There isn't a store near here.
<i>Any</i> is used in most <i>Yes/No</i> questions with both plural count and noncount nouns. For singular count nouns, use the article <i>a</i> .	<i>Is/Are + there + quantifier + noun</i> Are there any sandwiches left? Is there any milk? Is there a recipe for salad dressing?
Answer <i>Yes/No</i> questions with <i>Yes</i> followed by <i>there are (some)</i> for plural count nouns, <i>there is (some)</i> for noncount nouns, and <i>there is</i> for singular count nouns. <i>No</i> is followed by <i>there aren't (any)</i> for plural count nouns, <i>there isn't (any)</i> for noncount nouns, and <i>there isn't</i> for singular count nouns.	Plural count: <i>Yes + there are (+ some)</i> . Noncount: <i>Yes + there is (+ some)</i> . Singular count: <i>Yes + there is</i> . Plural count: <i>No + there aren't (+ any)</i> . Noncount: <i>No + there isn't (+ any)</i> . Singular count: <i>No + there isn't</i> .
<i>Some</i> is often used to make an offer. It is often used with <i>Would you like</i> . Use <i>some</i> with plural count and noncount nouns.	<i>Would you like + some + noun</i> <i>Would you like some</i> dessert? <i>Would they like some</i> cookies?
There are many polite answers to offers with <i>Would you like some...?</i>	<i>Yes, please.</i> <i>No, thanks / thank you.</i> <i>Sure, I'd love some.</i>

Unit 3, page 29: Questions with How much and How many

<i>How much</i> and <i>How many</i> are used to ask questions about quantity. <i>Much</i> is used with noncount nouns, and <i>many</i> is used with count nouns.	How much butter do we have? How many eggs do you need?
Quantifiers can be used to answer a <i>How much/many</i> question. Use <i>a lot of</i> for both plural count and noncount nouns. Use <i>a few</i> or <i>not many</i> with plural count nouns. Use <i>a little</i> or <i>not much</i> with noncount nouns. You can also use measure, number, or container quantifiers to answer the question.	Plural count/noncount: a lot of Plural count: a few, not many Noncount: a little, not much <i>We need at least a pound</i> of cheese. <i>Drink a quart</i> of orange juice every day. <i>Get two bags</i> of chips and <i>a pint</i> of milk.

Unit 4, page 37: Adverbs of frequency

Adverbs of frequency are used to give a general idea of how often something happens.



*I **always** stay up late.*
*I **usually** stay up late.*
*I **often** stay up late.*
*I **sometimes** stay up late.*
*I **never** stay up late.*

Adverbs of frequency usually come after *be* verbs and before other verbs.

Be verbs
*He **is often** late.*
Other verbs
*I **usually play** tennis in the morning.*

The adverbs *usually*, *often*, and *sometimes* can also come at the beginning or end of a sentence.

***Sometimes** I play soccer.*
*I'm busy **sometimes**.*

Expressions of frequency usually give more specific information about how often something happens: *every day/week/month/year*; *once a day/week/month/year*; *(number of times) a day/week/month/year*; *all the time*.

*We go bowling **once a month**.*
*I do track and field **every day**.*
*They play basketball **three times a week**.*
*She studies **all the time**.*

Answers to *How often* questions can be short or long.

How often do you go bowling?
Never.
I never go bowling.
Every Thursday night.
I go bowling every Thursday night.

Unit 4, page 38: Gerunds after verbs *like*, *love*, *hate*, (*don't*) *mind*, *prefer*

A gerund is a verb that acts as a noun. Gerunds are formed with a verb + *-ing*.

*I like **watching** TV.*

Gerunds often come after verbs such as *like*, *love*, *hate*, *enjoy*, (*don't*) *mind*, and *prefer*.

Subject + verb + gerund
*She loves **swimming**.*
*He prefers **sleeping** late.*
*They enjoy **going** out.*

To ask *Yes/No* questions using these verbs and a gerund, begin the question with *Do/Does* followed by the subject, the verb, and a gerund.

Do/Does + subject + verb + gerund
***Do** you enjoy **swimming**?*
***Does** she like **bowling**?*

Information questions usually begin with a *Wh-* word followed by *do/does*, a subject, verb, and gerund.

Wh- word + do/does + subject + verb + gerund
*Why does she prefer **dancing**?*

Who questions are formed with *Who*, the third-person singular form of the verb, and a gerund.

Who + verb + gerund
*Who likes **skateboarding**?*

Gerunds can also be used as the subject of a sentence. The gerund is treated as a singular noun.

***Bowling** is fun.*

Unit 5, page 44: The present continuous

Use the present continuous to talk about something that is happening now.	<i>I'm wearing a jacket today.</i> (right now)
Use the present continuous to talk about something that is happening right now and continuing into the future.	<i>I am living in Hawaii now.</i> <i>We are learning French this year.</i>
To ask Yes/No questions in the present continuous, begin with <i>Is/Are</i> and follow with a subject and a verb ending in <i>-ing</i> .	<i>Be + subject + verb -ing</i> <i>Is she watching TV?</i> <i>Are they playing soccer today?</i>
To ask most information questions begin with a <i>Wh-</i> word followed by a subject, <i>be</i> , and a verb ending in <i>-ing</i> . To ask a general question, use <i>doing</i> .	<i>What + be + subject + verb -ing</i> <i>What is he reading?</i> <i>What are you doing?</i>
To answer a general <i>What</i> question, you can use just the verb + <i>ing</i> .	<i>What are you doing?</i> <i>I'm cooking.</i> OR <i>Cooking.</i>

Unit 5, page 45: The simple present contrasted with the present continuous

Use the simple present to talk about something you do on a regular basis.	<i>I always wear jeans.</i> (habitual behavior)
Use the simple present to talk about likes and dislikes.	<i>I love fresh fruit.</i> <i>He doesn't like math.</i>
Use the simple present to talk about facts.	<i>Jeans are popular all over the world.</i>
Use the simple present to talk about schedules.	<i>The train leaves at ten o'clock in the morning.</i>
Use the present continuous to talk about something that is happening now.	<i>I'm wearing a sweater today.</i> (right now)
Use the present continuous to talk about something that is happening right now and continuing into the future.	<i>She is studying English this year.</i> <i>He is playing in the band this semester.</i>
Never use the present continuous to talk about likes and dislikes.	× <i>I am liking chocolate ice cream.</i> ✓ <i>I like chocolate ice cream.</i>

Unit 6, page 54: Too + adjective; Not + adjective + enough

Too before an adjective means <i>more than is needed</i> . It is usually used in a negative context.	Too + adjective <i>This test is too hard.</i>
To make <i>too</i> stronger, add <i>much</i> , <i>far</i> , or <i>way</i> .	<i>This test is much too hard. The music is far too loud. That song is way too long.</i>
Use <i>not enough</i> with an adjective to show an insufficient degree of something. It also is used in a negative context.	Not + adjective + <i>enough</i> <i>This coat isn't big enough.</i>
Both <i>too</i> + adjective and <i>not</i> + adjective + <i>enough</i> can be followed by an infinitive.	<i>They are too young to go. The coat isn't big enough to fit me.</i>

Unit 6, page 56: Present continuous for future arrangements

You can use the present continuous to talk about very definite future arrangements.	<i>He's moving to Italy. We're playing soccer on Wednesday.</i>
A time marker is often used with present continuous so that the future sense is clear.	<i>I'm going to a concert tomorrow. They're having a party next week.</i>

Unit 6, page 57: Be going to + verb for future plans, intentions, and predictions

The most common structure for talking about the future is <i>be going to</i> . While present continuous is often used to talk about very definite arrangements, <i>be going to</i> is used to talk about general future plans, intentions, and predictions.	<i>Be going to future: Plan: We're going to see a show tonight. Intention: I'm going to take French next year. Prediction: Our team is going to win.</i>
To make affirmative statements, begin with a subject followed by <i>be going to</i> and the base form of the verb (plus a complement if needed).	Subject + <i>be going to</i> + base form of verb (+ complement) <i>I'm going to eat dinner with Sandra. We're going to go to the party next week.</i>
To make negative statements, use <i>not</i> after <i>be</i> .	Subject + <i>be</i> + <i>not</i> + <i>going to</i> + verb <i>I'm not going to bring my coat.</i>
To ask Yes/No questions, start with <i>Be</i> followed by a subject, <i>going to</i> , and the verb.	<i>Be + subject + going to + verb Is he going to play tonight? Are you going to meet us on Friday?</i>
To give short answers to Yes/No questions, you only need to use the subject and <i>be</i> verb (plus <i>not</i> for negative answers).	Yes/No + subject + <i>be</i> (+ <i>not</i>) <i>Yes, I am. No, we aren't.</i>
To ask most information questions, start with a <i>Wh-</i> word followed by <i>be</i> , a subject, <i>going to</i> , and a verb.	<i>Wh- + be + subject + going to + verb Where are you going to eat? What is she going to do next year?</i>

Unit 7, page 64: The simple past of *be* (*was, were*)

The simple past of <i>be</i> has two forms: <i>was</i> and <i>were</i> .	<i>I, he, she, it was</i> <i>you, we, they were</i>
Use the simple past of <i>be</i> to talk about events that started and finished in the past.	<i>We were there in 1995.</i> <i>It was a great show.</i>
To form affirmative statements with the simple past of <i>be</i> , begin with a subject followed by <i>was/were</i> and a complement.	Subject + <i>was/were</i> + complement <i>They were there last year.</i> <i>She was my teacher.</i>
To form negative statements, begin with a subject followed by <i>was/were, not</i> , and a complement.	Subject + <i>was/were</i> + <i>not</i> + complement <i>You weren't at school yesterday.</i> <i>My father wasn't away on business.</i>
To form <i>Yes/No</i> questions, begin with <i>Were/Was</i> followed by a subject and a complement.	<i>Was/Were</i> + subject + complement <i>Were</i> you in the band last year? <i>Was</i> the party fun?
To answer <i>Yes/No</i> questions, begin with <i>Yes/No</i> followed by a subject and <i>was/were</i> (plus <i>not</i> for negative answers).	<i>Yes/No</i> + subject + <i>was/were</i> (+ <i>not</i>) <i>Yes, it was.</i> / <i>No, it wasn't.</i>
To ask most information questions, begin with a <i>Wh-</i> word followed by <i>was/were</i> and a subject (plus a complement if needed).	<i>Wh-</i> + <i>was/were</i> + subject (+ complement) <i>Where was he?</i> <i>How were they last night?</i>

Unit 7, page 66: The simple past of regular and irregular verbs

To form the simple past tense of most regular verbs, add <i>-ed</i> . Add <i>-d</i> to verbs ending in <i>-e</i> .	<i>seem</i> → <i>seemed</i> <i>care</i> → <i>cared</i>
To form the simple past tense of regular verbs that end in a stressed consonant-vowel-consonant combination, double the final consonant and add <i>-ed</i> .	<i>stop</i> → <i>stopped</i> <i>prefer</i> → <i>preferred</i>
To form the simple past tense of regular verbs that end in a consonant plus <i>-y</i> , add <i>-ied</i> .	<i>fry</i> → <i>fried</i> <i>try</i> → <i>tried</i>
The past tense of irregular verbs is not formed by adding <i>-ed</i> .	<i>eat</i> → <i>ate</i> <i>fight</i> → <i>fought</i> <i>sit</i> → <i>sat</i> <i>think</i> → <i>thought</i> <i>sing</i> → <i>sang</i> <i>lose</i> → <i>lost</i>
To form affirmative statements in the simple past tense, begin with a subject followed by a verb in past form (plus a complement if needed).	Subject + past form of verb (+ complement) <i>They walked.</i> <i>She practiced for hours.</i>
To form negative statements, begin with a subject followed by <i>did not</i> (<i>didn't</i>) and the base form of a verb. Remember that the past is only marked once in English.	Subject + <i>did not</i> + base form of verb <i>They didn't try.</i> <i>She didn't care about him.</i>
To form <i>Yes/No</i> questions, begin with <i>Did</i> followed by a subject and the base form of a verb.	<i>Did</i> + subject + base form of verb <i>Did</i> they play for you? <i>Did</i> you practice last weekend?
To answer <i>Yes/No</i> questions, begin with <i>Yes/No</i> followed by a subject and <i>did</i> or <i>didn't</i> .	<i>Yes/No</i> + subject + <i>did/didn't</i> <i>Yes, I did.</i> / <i>No, I didn't.</i>
To ask most information questions, begin with a <i>Wh-</i> word followed by <i>did</i> , a subject, and the base form of a verb.	<i>Wh-</i> + <i>did</i> + subject + base form of verb <i>Where did you practice?</i> <i>Who did she hear yesterday?</i>

Unit 8, page 73: Conjunctions: *and, but, so*

Conjunctions are used to connect two sentences or two independent clauses. Commas are usually used before conjunctions. Use *and* to add information to a sentence.

*This song is beautiful. It's easy to sing. →
This song is beautiful, **and** it's easy to sing.*

Use *but* to add information that contrasts with the first part of the sentence. The information may be unexpected.

*He wanted to attend Juilliard. He wasn't good enough. →
He wanted to attend Juilliard, **but** he wasn't good enough.*

Use *so* to add information that shows a result.

*She wanted to go hiking. She bought some hiking boots. →
She wanted to go hiking, **so** she bought some hiking boots.*

Unit 8, page 74: *Used to*

Use *used to* to talk about a habitual action or situation that was true in the past, but is not true now. Be careful to note when to use *used to* and when to use *use to*.

*I **used to** go to high school, but now I go to college.
She **used to** play in a band. (She doesn't anymore.)*

To form affirmative statements with *used to*, begin with a subject followed by *used to* and a verb in the base form (plus a complement if needed).

Subject + *used to* + base form of verb (+ complement)
*We **used to do** our homework at school.
I **used to live** in Japan.*

Use *didn't use to* to talk about something that wasn't true in the past, but is true now.

*I **didn't use to** like cheese, but now I do.
They **didn't use to** be popular. (But now they are popular.)*

To form negative statements, begin with a subject followed by *didn't use to* and a verb in the base form. Be sure to use *use*, not *used*, in negative statements.

Subject + *didn't + use to* + base form of verb
*She **didn't use to walk** to school.
I **didn't use to have** to study so hard.*

To ask Yes/No questions, start with *Did* followed by a subject, *use to*, and a verb in the base form.

*Did + subject + use to + base form of verb
Did you use to play the guitar?*

To answer Yes/No questions with *used to*, start with Yes/No followed by a subject and *did* or *didn't*.

*Yes/No + subject + did/didn't
Yes, I **did**. / No, they **didn't**.*

Ask most information questions, start with a *Wh-* word followed by *did*, a subject, *use to*, and the base form of a verb.

*Wh- + did + subject + use to + base form of verb
When did you **use to play** the piano?
Who did you **use to play** with?
Where did you **use to play**?*

Unit 9, page 81: The past continuous

Use the past continuous to talk about an event in the past that was in the process of happening at a certain time.	<i>It was snowing early this morning.</i> <i>I was eating dinner at 5:00.</i>
Don't use the past continuous with non-action verbs.	× <i>I was loving skiing last year.</i> × <i>She wasn't understanding it.</i>
To form affirmative statements in the past continuous, begin with a subject followed by <i>was/were</i> and a verb ending in <i>-ing</i> (plus a complement if needed).	Subject + <i>was/were</i> + verb <i>-ing</i> (+ complement) <i>We were listening to a fairy tale.</i> <i>I was watching the rain.</i>
To form negative statements, begin with a subject followed by <i>wasn't/weren't</i> and a verb ending in <i>-ing</i> .	Subject + <i>wasn't/weren't</i> + verb <i>-ing</i> <i>We weren't watching TV.</i> <i>It wasn't raining at 10:00.</i>
To ask most information questions, begin with a <i>Wh-</i> word followed by <i>was/were</i> , a subject, and a verb ending in <i>-ing</i> .	<i>Wh- + was/were + subject + verb -ing</i> <i>Where were you going yesterday?</i> <i>What was she wearing last night?</i>

Unit 9, page 84: The past continuous with *when* and *while*

The past continuous and the simple past are often used with <i>when</i> or <i>while</i> to describe an event that was in the process of happening at the same time that something else happened. One clause is in past continuous and states the action that was in progress. The other clause is in simple past and tells the event that occurred at the same time.	I was eating dinner. At the same time, my friend called. → <i>I was eating dinner when my friend called.</i>
The simple past usually follows <i>when</i> .	They were hiking. At that time, they got lost. → <i>They got lost while they were hiking.</i>
The past progressive usually follows <i>while</i> .	Past continuous + <i>when</i> + simple past <i>I was leaving school when you arrived.</i>
The <i>when</i> or <i>while</i> clause can begin the sentence. In this case, a comma must follow the <i>when</i> or <i>while</i> clause.	Simple past + <i>while</i> + past continuous <i>She fell while she was walking home.</i>
	<i>When he came home, they were eating.</i> <i>While we were dancing, she slept.</i>

Unit 10, page 92: The comparative and superlative forms of adjectives

To compare two things or point out the difference between them, use the comparative form of an adjective and the word <i>than</i> .	<i>Tom Cruise is older than Jude Law.</i> <i>Your voice is better than mine.</i>
Form the comparative of most one-syllable adjectives by adding <i>-er</i> . Add <i>-r</i> to one-syllable words that end in <i>-e</i> .	<i>long → longer nice → nicer</i> <i>Bollywood movies are longer than Hollywood movies.</i> <i>Alex is a lot nicer than Joe.</i>
Form the comparative of one-syllable words that end in the pattern consonant-vowel-consonant by doubling the last consonant and adding <i>-er</i> .	<i>big → bigger hot → hotter</i> <i>It's bigger than I thought.</i> <i>Your soup is hotter than mine.</i>
Form the comparative of two syllable adjectives that end in <i>-y</i> by replacing the <i>-y</i> with <i>-ier</i> .	<i>silly → sillier easy → easier</i> <i>Becca's song is sillier than Katie's.</i> <i>The math test was easier than the Spanish test.</i>
To form the comparative of most adjectives that have two syllables or more, use <i>more</i> in front of the word.	<i>talented → more talented</i> <i>Alex is more talented than Lori.</i> <i>expensive → more expensive</i> <i>Meat is more expensive than bread.</i>
The correct way of comparing two people is to use the subject pronoun after <i>than</i> . In informal speech, however, the object pronoun is often used.	Formal <i>John is smarter than he (is).</i> <i>She's older than I (am).</i> Informal <i>Everyone knows she is smarter than me.</i> <i>My boyfriend is cuter than him.</i>
To compare three or more things, use <i>the</i> plus the superlative form of an adjective.	<i>She's the fastest woman in Japan.</i> <i>That's the funniest joke in the book.</i>
Form the superlative of one-syllable adjectives by adding <i>-est</i> .	<i>high → highest short → shortest</i> <i>Chimborazo is the highest mountain in Ecuador.</i> <i>Theo gave the shortest speech.</i>
Form the superlative of longer adjectives by using the word <i>most</i> in front of them.	<i>honest → most honest</i> <i>Abraham Lincoln was the most honest president.</i>
Some adjectives are irregular.	<i>good → better → the best</i> <i>bad → worse → the worst</i>

Unit 10, page 94: Making comparisons with *as ... as* / *not as ... as*

To say two things are equal, use <i>as ... as</i> with the adjective.	<i>Lori is as talented as Alex.</i>
Use <i>not as ... as</i> to compare two things that are not equal.	<i>Joe is not as talented as Alex.</i>
Comparatives can often be used instead of <i>not as ... as</i> . However, <i>not as ... as</i> emphasizes the lesser of the two subjects.	<i>Alex is more talented than Joe.</i> <i>Joe is not as talented as Alex.</i>

Unit 11, page 100: Will for predictions and decisions

Use <i>will</i> to talk about things you believe will happen in the future.	<i>Ecuador will win the next World Cup.</i> <i>Cristina Aguilera will win an Emmy Award.</i>
Use <i>will</i> to tell about something you suddenly decide to do in the future.	A: <i>How can you improve your score?</i> B: <i>I think I'll practice harder next time.</i>
To form affirmative statements with <i>will</i> , begin with a subject followed by <i>will</i> and the base form of a verb (plus a complement if needed). The contracted form of <i>will</i> is 'll.	Subject + <i>will</i> + base form of verb (+ complement) <i>We'll have world peace someday.</i>
To form negative statements, begin with a subject followed by <i>won't</i> and the base form of a verb.	Subject + <i>won't</i> + base form of verb <i>It won't rain on Thursday.</i>
To ask Yes/No questions, begin with <i>Will</i> followed by a subject and the base form of a verb.	<i>Will</i> + subject + base form of verb Will she be on time?
To answer Yes/No questions, use Yes/No, a subject, and <i>will/won't</i> .	<i>Yes/No</i> + subject + <i>will/won't</i> Yes, she will. / No, she won't.
Use <i>probably</i> to make a prediction less definite.	<i>He'll probably be late again.</i> <i>It probably won't snow until December.</i>

Unit 11, page 101: Should/Shouldn't for advice; Must/Must not for rules and obligations

Use <i>should</i> to give advice or talk about the correct thing to do.	<i>I think you should talk to him about it.</i> <i>You should be nice to everyone.</i>
Use <i>should not</i> to recommend that someone not do something or to say that something is not the correct thing to do. The contraction of <i>should not</i> is <i>shouldn't</i> .	<i>Actors should not go out the night before a performance.</i> <i>He shouldn't be so nervous.</i>
Use <i>must</i> in formal situations and in writing to talk about a rule that has to be followed. In casual spoken American English, <i>must</i> can sound very strong or even rude; it's best to use <i>have to</i> instead of <i>must</i> in casual spoken English.	<i>You must show an ID to get on the plane.</i> <i>(You have to show an ID to get on the plane.)</i>
Use <i>must not</i> in formal situations and in writing to talk about something that is prohibited. In casual spoken American English, it's best to use <i>shouldn't</i> instead of <i>must not</i> .	<i>You must not eat in class.</i> <i>(You shouldn't eat in class.)</i>

Unit 12, page 110: May or might for possibility

Use *may* or *might* to talk about a possibility or expectation at the present time or in the future.

*I **may** not get the part.*
*My mom **might** get mad.*

To form an affirmative sentence with *may* or *might*, start with a subject followed by *may/might* and the base form of a verb (plus a complement if needed).

Subject + *may/might* + base form of verb (+ complement)
*She **may take** French next semester.*
*We **might go** to Mexico this summer.*

To form negative sentences, start with a subject followed by *may/might not* and the base form of a verb.

Subject + *may/might not* + base form of verb
*We **may not** have time after class.*
*She **might not** want to see them.*

The contraction for *might not* is considered old-fashioned and is rarely used. There isn't a contraction for *may not*.

Rare: *mightn't*
× *mayn't*

May is used to ask permission in Yes/No questions. Don't use *may* to ask a Yes/No question about possibility.

✓ *May I go with you?*
× *May you go to the auditions in Los Angeles?*

Unit 12, page 112: First conditional: If clause + will or may/might

Use a first conditional sentence to talk about something that can only happen if a specific condition occurs.

*If it's sunny tomorrow, we **will** have a picnic.*
*If it rains tomorrow, we **will** go to the movies.*

A first conditional sentence has two clauses: a condition clause with *if* and a result clause.

Condition clause **Result clause**
If I pass the audition, I will be in the play.

To form an affirmative first conditional, begin with *If* in the condition clause and follow with the subject and a verb in the simple present (plus a complement if needed). In the result clause, use a subject followed by *will* and the base form of the verb (plus complement if needed). Use a comma after the *if* clause.

Condition clause
If + subject + present verb (+ complement)
If I pass the test
Result clause
subject + *will* + base form of verb (+ complement)
I'll get an A in the class.
If I pass the test, I'll get an A in the class.

The order of these clauses may be switched. No comma is needed when the *if* clause comes last.

*I'll get an A in the class **if I pass the test.***

Use *may* or *might* in the result clause to show you are not certain.

Certain: *If I'm tired, I'll stay home.*
Not certain: *If I'm tired, I **may/might** stay home.*

Negative conditional sentences can have the negative word in either or both of the two clauses.

*If it snows, we **won't** have school.*
*If it **doesn't** snow, we'll have school.*
*If it **doesn't** snow, we **won't** get to stay home.*