

Units 1

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 They are students. Our school is on First Street.
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'm not a good actor. They aren't at school.
To form <i>Yes/No</i> questions, begin with <i>be</i> followed by a subject and a complement.	<i>Be</i> + subject + complement Are you a member of Teen Scene?
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 Why are they nervous? Who is shy?

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. → That's hers.</i> <i>Is that my paper? → Is that mine?</i>
A noun never follows a possessive pronoun.	× <i>This is hers book.</i> <i>This is hers. OR 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. → His are good.</i> <i>Her backpack is heavy. → Hers is heavy.</i>
Use the question word <i>Whose</i> to ask who possesses something.	Whose pen is that? <i>It's hers.</i>