Units 2
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 *be* in the simple present to tell the name, location, or time of something, or to describe something.	Name: *Her name **is** Michelle Wie.* Location: *The shop **is** on the corner.* Time: *The play **is** at eight o'clock.* Description: *Broadway musicals **are** fantastic.*

- 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 <u>is</u> Michelle Wie.

  New York <u>is</u> on the east coast.

  The play <u>is</u> at eight o'clock.

  Broadway musicals <u>are</u> 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 2, page 15: Count and noncount nouns

Count nouns are used for things which exist as separate units that can be counted.	*1 cookie* *10 apples* *100 grapes* *6 sandwiches*
To make most count nouns plural, add *-s* or *-es*	*Noun + -s* *Noun + -es* *apple → apple**s*** *sandwich → sandwich**es***
For singular count nouns in affirmative and negative statements, use the articles *a, an,* or *the,* or the number *one*.	*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 *a few, some, several,* and *a lot of.*	*one hundred grapes → **a lot of** grapes* *six sandwiches → **several** sandwiches* *three cookies → **a few/some** cookies*
Use a number, or quantifiers such as *any, many,* or *a lot of* 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* *rice* *health* *(✗ three waters)* *(✗ six rices)* *(✗ ten healths)*
For noncount nouns in affirmative sentences, use the article *the,* or quantifiers such as *a little, some,* and *a lot of.*	*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 *the,* or quantifiers *any, much,* and *a lot of.*	*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 *please*), 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 *you,* but the word *you* is not written or spoken.	*(You) Be careful.* *(You) Open your book.*
Form negative imperatives with *don't. Don't* comes before the base form of the verb.	***Don't** turn on the oven.* ***Don't** use any butter.*