

Units 4

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

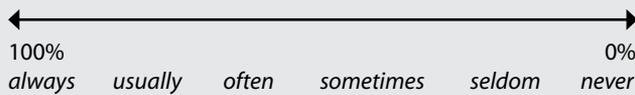
- After students have read the grammar chart and completed Discovering grammar, introduce the grammar point you want to share with your students by writing the example on the board. Then ask questions about the example to help students figure out the rule for themselves. For example, for the first Grammar 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 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.*