

# Units 6

## 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 <b>is</b> Michelle Wie.</i> Location: <i>The shop <b>is</b> on the corner.</i> Time: <i>The play <b>is</b> at eight o'clock.</i> Description: <i>Broadway musicals <b>are</b> 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 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 <b>too</b> hard.</i>
To make <i>too</i> stronger, add <i>much</i> , <i>far</i> , or <i>way</i> .	<i>This test is <b>much too</b> hard. The music is <b>far too</b> loud. That song is <b>way too</b> 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 <b>isn't</b> big <b>enough</b>.</i>
Both <i>too</i> + adjective and <i>not</i> + adjective + <i>enough</i> can be followed by an infinitive.	<i>They are <b>too young to go</b>. The coat <b>isn't</b> big <b>enough to fit me</b>.</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 <b>moving</b> to Italy. We're <b>playing</b> 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 <b>tomorrow</b>. They're having a party <b>next week</b>.</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 <b>going to</b> see a show tonight. Intention: I'm <b>going to</b> take French next year. Prediction: Our team <b>is going to</b> 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 <b>going to</b> eat dinner with Sandra. We're <b>going to</b> 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 <b>not</b> 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 <b>Is he going to</b> play tonight? <b>Are you going to</b> 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 <b>am</b>. No, we <b>aren't</b>.</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 <b>are</b> you <b>going to</b> eat? What <b>is</b> she <b>going to</b> do next year?</i>