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

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

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

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