Units 8
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 8, page 73: Conjunctions: *and, but, so*

Conjunctions are used to connect two sentences or two independent clauses. Commas are usually used before conjunctions. Use *and* to add information to a sentence.	*This song is beautiful. It's easy to sing.* → *This song is beautiful, **and** it's easy to sing.*
Use *but* to add information that contrasts with the first part of the sentence. The information may be unexpected.	*He wanted to attend Juilliard. He wasn't good enough.* → *He wanted to attend Juilliard, **but** he wasn't good enough.*
Use *so* to add information that shows a result.	*She wanted to go hiking. She bought some hiking boots.* → *She wanted to go hiking, **so** she bought some hiking boots.*

Unit 8, page 74: *Used to*

Use *used to* to talk about a habitual action or situation that was true in the past, but is not true now. Be careful to note when to use *used to* and when to use *use to*.	*I **used to** go to high school, but now I go to college.* *She **used to** play in a band.* (She doesn't anymore.)
To form affirmative statements with *used to,* begin with a subject followed by *used to* and a verb in the base form (plus a complement if needed).	Subject + *used to* + base form of verb (+ complement) *We **used to do** our homework at school.* *I **used to live** in Japan.*
Use *didn't use to* to talk about something that wasn't true in the past, but is true now.	*I **didn't use to** like cheese, but now I do.* *They **didn't use to** be popular.* (But now they are popular.)
To form negative statements, begin with a subject followed by *didn't use to* and a verb in the base form. Be sure to use *use,* not *used,* in negative statements.	Subject + *didn't* + *use to* + base form of verb *She **didn't use to walk** to school.* *I **didn't use to have** to study so hard.*
To ask *Yes/No* questions, start with *Did* followed by a subject, *use to*, and a verb in the base form.	*Did* + subject + *use to* + base form of verb ***Did** you **use to play** the guitar?*
To answer *Yes/No* questions with *used to*, start with *Yes/No* followed by a subject and *did* or *didn't*.	*Yes/No* + subject + *did/didn't* *Yes, I **did**. / No, they **didn't**.*
Ask most information questions, start with a *Wh-* word followed by *did,* a subject, *use to,* and the base form of a verb.	*Wh-* + *did* + subject + *use to* + base form of verb *When did you **use to play** the piano?* *Who did you **use to play** with?* *Where did you **use to play**?*