

Units 9

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 9, page 81: The past continuous

Use the past continuous to talk about an event in the past that was in the process of happening at a certain time.	<i>It was snowing early this morning.</i> <i>I was eating dinner at 5:00.</i>
Don't use the past continuous with non-action verbs.	× <i>I was loving skiing last year.</i> × <i>She wasn't understanding it.</i>
To form affirmative statements in the past continuous, begin with a subject followed by <i>was/were</i> and a verb ending in <i>-ing</i> (plus a complement if needed).	Subject + <i>was/were</i> + verb <i>-ing</i> (+ complement) <i>We were listening to a fairy tale.</i> <i>I was watching the rain.</i>
To form negative statements, begin with a subject followed by <i>wasn't/weren't</i> and a verb ending in <i>-ing</i> .	Subject + <i>wasn't/weren't</i> + verb <i>-ing</i> <i>We weren't watching TV.</i> <i>It wasn't raining at 10:00.</i>
To ask most information questions, begin with a <i>Wh-</i> word followed by <i>was/were</i> , a subject, and a verb ending in <i>-ing</i> .	<i>Wh- + was/were + subject + verb -ing</i> <i>Where were you going yesterday?</i> <i>What was she wearing last night?</i>

Unit 9, page 84: The past continuous with *when* and *while*

The past continuous and the simple past are often used with <i>when</i> or <i>while</i> to describe an event that was in the process of happening at the same time that something else happened. One clause is in past continuous and states the action that was in progress. The other clause is in simple past and tells the event that occurred at the same time.	I was eating dinner. At the same time, my friend called. → <i>I was eating dinner when my friend called.</i>
The simple past usually follows <i>when</i> .	They were hiking. At that time, they got lost. → <i>They got lost while they were hiking.</i>
The past progressive usually follows <i>while</i> .	Past continuous + <i>when</i> + simple past <i>I was leaving school when you arrived.</i>
The <i>when</i> or <i>while</i> clause can begin the sentence. In this case, a comma must follow the <i>when</i> or <i>while</i> clause.	Simple past + <i>while</i> + past continuous <i>She fell while she was walking home.</i>
	<i>When he came home, they were eating.</i> <i>While we were dancing, she slept.</i>