

# Units 10

## 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 10, page 92: The comparative and superlative forms of adjectives

To compare two things or point out the difference between them, use the comparative form of an adjective and the word <i>than</i> .	<i>Tom Cruise is <b>older than</b> Jude Law.</i> <i>Your voice is <b>better than</b> mine.</i>
Form the comparative of most one-syllable adjectives by adding <i>-er</i> . Add <i>-r</i> to one-syllable words that end in <i>-e</i> .	<i>long → <b>longer</b>      nice → <b>nicer</b></i> <i>Bollywood movies are <b>longer</b> than Hollywood movies.</i> <i>Alex is a lot <b>nicer</b> than Joe.</i>
Form the comparative of one-syllable words that end in the pattern consonant-vowel-consonant by doubling the last consonant and adding <i>-er</i> .	<i>big → <b>bigger</b>      hot → <b>hotter</b></i> <i>It's <b>bigger</b> than I thought.</i> <i>Your soup is <b>hotter</b> than mine.</i>
Form the comparative of two syllable adjectives that end in <i>-y</i> by replacing the <i>-y</i> with <i>-ier</i> .	<i>silly → <b>sillier</b>      easy → <b>easier</b></i> <i>Becca's song is <b>sillier</b> than Katie's.</i> <i>The math test was <b>easier</b> than the Spanish test.</i>
To form the comparative of most adjectives that have two syllables or more, use <i>more</i> in front of the word.	<i>talented → <b>more talented</b></i> <i>Alex is <b>more talented</b> than Lori.</i> <i>expensive → <b>more expensive</b></i> <i>Meat is <b>more expensive</b> than bread.</i>
The correct way of comparing two people is to use the subject pronoun after <i>than</i> . In informal speech, however, the object pronoun is often used.	Formal <i>John is smarter than <b>he</b> (is).</i> <i>She's older than <b>I</b> (am).</i> Informal <i>Everyone knows she is smarter than <b>me</b>.</i> <i>My boyfriend is cuter than <b>him</b>.</i>
To compare three or more things, use <i>the</i> plus the superlative form of an adjective.	<i>She's <b>the fastest</b> woman in Japan.</i> <i>That's <b>the funniest</b> joke in the book.</i>
Form the superlative of one-syllable adjectives by adding <i>-est</i> .	<i>high → <b>highest</b>      short → <b>shortest</b></i> <i>Chimborazo is the <b>highest</b> mountain in Ecuador.</i> <i>Theo gave the <b>shortest</b> speech.</i>
Form the superlative of longer adjectives by using the word <i>most</i> in front of them.	<i>honest → <b>most honest</b></i> <i>Abraham Lincoln was the <b>most honest</b> president.</i>
Some adjectives are irregular.	<i>good → <b>better</b> → <b>the best</b></i> <i>bad → <b>worse</b> → <b>the worst</b></i>

### Unit 10, page 94: Making comparisons with *as ... as* / *not as ... as*

To say two things are equal, use <i>as ... as</i> with the adjective.	<i>Lori is <b>as</b> talented <b>as</b> Alex.</i>
Use <i>not as ... as</i> to compare two things that are not equal.	<i>Joe is <b>not as</b> talented <b>as</b> Alex.</i>
Comparatives can often be used instead of <i>not as ... as</i> . However, <i>not as ... as</i> emphasizes the lesser of the two subjects.	<i>Alex is <b>more talented</b> than Joe.</i> <i><b>Joe is not as</b> talented <b>as</b> Alex.</i>