

Units 11

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 11, page 100: Will for predictions and decisions

Use <i>will</i> to talk about things you believe will happen in the future.	<i>Ecuador will win the next World Cup.</i> <i>Cristina Aguilera will win an Emmy Award.</i>
Use <i>will</i> to tell about something you suddenly decide to do in the future.	A: <i>How can you improve your score?</i> B: <i>I think I'll practice harder next time.</i>
To form affirmative statements with <i>will</i> , begin with a subject followed by <i>will</i> and the base form of a verb (plus a complement if needed). The contracted form of <i>will</i> is 'll.	Subject + <i>will</i> + base form of verb (+ complement) <i>We'll have world peace someday.</i>
To form negative statements, begin with a subject followed by <i>won't</i> and the base form of a verb.	Subject + <i>won't</i> + base form of verb <i>It won't rain on Thursday.</i>
To ask Yes/No questions, begin with <i>Will</i> followed by a subject and the base form of a verb.	<i>Will</i> + subject + base form of verb Will she be on time?
To answer Yes/No questions, use Yes/No, a subject, and <i>will/won't</i> .	Yes/No + subject + <i>will/won't</i> Yes, she will. / No, she won't.
Use <i>probably</i> to make a prediction less definite.	<i>He'll probably be late again.</i> <i>It probably won't snow until December.</i>

Unit 11, page 101: Should/Shouldn't for advice; Must/Must not for rules and obligations

Use <i>should</i> to give advice or talk about the correct thing to do.	<i>I think you should talk to him about it.</i> <i>You should be nice to everyone.</i>
Use <i>should not</i> to recommend that someone not do something or to say that something is not the correct thing to do. The contraction of <i>should not</i> is <i>shouldn't</i> .	<i>Actors should not go out the night before a performance.</i> <i>He shouldn't be so nervous.</i>
Use <i>must</i> in formal situations and in writing to talk about a rule that has to be followed. In casual spoken American English, <i>must</i> can sound very strong or even rude; it's best to use <i>have to</i> instead of <i>must</i> in casual spoken English.	<i>You must show an ID to get on the plane.</i> <i>(You have to show an ID to get on the plane.)</i>
Use <i>must not</i> in formal situations and in writing to talk about something that is prohibited. In casual spoken American English, it's best to use <i>shouldn't</i> instead of <i>must not</i> .	<i>You must not eat in class.</i> <i>(You shouldn't eat in class.)</i>