

Units 12

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 12, page 110: May or might for possibility

Use *may* or *might* to talk about a possibility or expectation at the present time or in the future.

*I **may** not get the part.*
*My mom **might** get mad.*

To form an affirmative sentence with *may* or *might*, start with a subject followed by *may/might* and the base form of a verb (plus a complement if needed).

Subject + *may/might* + base form of verb (+ complement)
*She **may take** French next semester.*
*We **might go** to Mexico this summer.*

To form negative sentences, start with a subject followed by *may/might not* and the base form of a verb.

Subject + *may/might not* + base form of verb
*We **may not** have time after class.*
*She **might not** want to see them.*

The contraction for *might not* is considered old-fashioned and is rarely used. There isn't a contraction for *may not*.

Rare: *mightn't*
× *mayn't*

May is used to ask permission in Yes/No questions. Don't use *may* to ask a Yes/No question about possibility.

✓ *May I go with you?*
× *May you go to the auditions in Los Angeles?*

Unit 12, page 112: First conditional: If clause + will or may/might

Use a first conditional sentence to talk about something that can only happen if a specific condition occurs.

*If it's sunny tomorrow, we **will** have a picnic.*
*If it rains tomorrow, we **will** go to the movies.*

A first conditional sentence has two clauses: a condition clause with *if* and a result clause.

Condition clause **Result clause**
If I pass the audition, I will be in the play.

To form an affirmative first conditional, begin with *If* in the condition clause and follow with the subject and a verb in the simple present (plus a complement if needed). In the result clause, use a subject followed by *will* and the base form of the verb (plus complement if needed). Use a comma after the *if* clause.

Condition clause
If + subject + present verb (+ complement)
If I pass the test
Result clause
subject + *will* + base form of verb (+ complement)
I'll get an A in the class.
If I pass the test, I'll get an A in the class.

The order of these clauses may be switched. No comma is needed when the *if* clause comes last.

*I'll get an A in the class **if I pass the test.***

Use *may* or *might* in the result clause to show you are not certain.

Certain: *If I'm tired, I'll stay home.*
Not certain: *If I'm tired, I **may/might** stay home.*

Negative conditional sentences can have the negative word in either or both of the two clauses.

*If it snows, we **won't** have school.*
*If it **doesn't** snow, we'll have school.*
*If it **doesn't** snow, we **won't** get to stay home.*