

Units 1-12

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:

Unit 1, page 8: The simple present and the present continuous	
Use the simple present to talk about something you do on a regular basis.	<i>I always swim after school. She usually e-mails me every day.</i>
Use the simple present to talk about likes and dislikes.	<i>I love to write song lyrics. I don't like to hike.</i>
Use the simple present to talk about facts.	<i>J.K. Rowling writes the Harry Potter books.</i>
Use the simple present to talk about schedules.	<i>The bus leaves every morning at 10:00.</i>

- Say *We usually use the simple present to talk about certain things. I'm going to write some sentences on the board. What do we use the simple present to talk about in each?*
- Write the example sentences on the board:
 - I always swim after school.
 - She usually e-mails me every day.
 - I love to write song lyrics.
 - I don't like to hike.
 - J.K. Rowling writes the Harry Potter books.
 - The bus leaves every morning at 10:00.
- Ask *What do we use the simple present to talk about in the first two sentences? (something you do on a regular basis) What do we use the simple present to talk about in the third and fourth sentences? (likes and dislikes) Elicit usages of the simple present for all the sentences, writing something you do on a regular basis, likes, dislikes, facts, and schedules on the board next to the appropriate sentences.*
- Summarize the function of the simple present by saying, *The simple present is usually used to describe something you do on a regular basis, likes, dislikes, facts, and schedules. Elicit one or two other examples for each usage of the simple present by asking, What other sentence describes something you do on a regular basis? Likes or dislikes? A fact? A schedule?*

Unit 1, page 8: The simple present and the present continuous

Use the simple present to talk about something you do on a regular basis.	<i>I always swim after school. She usually e-mails me every day.</i>
Use the simple present to talk about likes and dislikes.	<i>I love to write song lyrics. I don't like to hike.</i>
Use the simple present to talk about facts.	<i>J.K. Rowling writes the Harry Potter books.</i>
Use the simple present to talk about schedules.	<i>The bus leaves every morning at 10:00.</i>
Use the present continuous to talk about something that is happening now.	<i>I'm leaving the library right now.</i>
Use the present continuous to talk about something that is happening right now and continuing into the future.	<i>We are learning French this year. He's playing in the school band now.</i>
Don't use the present continuous to talk about likes and dislikes.	<i>✗ I am liking French. ✓ I like French.</i>

Unit 1, page 10: Tag questions with *be*

<i>Tags</i> are short questions added on to the end of a statement. Tag questions are usually used to confirm information or ask for agreement.	Tag question = statement + tag <i>She's planning a party, isn't she?</i> (Meaning: <i>She's planning a party, right?</i>)
The subject and verb in the tag matches the subject and verb in the statement. Only pronouns are used in the tag; never use nouns.	<i>Tom is coming, isn't he?</i> <i>Your friends are waiting, aren't they?</i> <i>You are late for class, aren't you?</i>
If the statement is affirmative, use a negative tag with <i>isn't</i> or <i>aren't</i> . To agree with the affirmative statement (the expected answer), answer in the affirmative. To disagree with the statement, answer in the negative.	Affirmative statement + negative tag <i>Ms. Costa is nice, isn't she?</i> Agree: <i>Yes, she is. (She is nice.)</i> Disagree: <i>No, she isn't. (She isn't nice.)</i>
If the statement is negative, use an affirmative tag with <i>is</i> or <i>aren't</i> . To agree with the negative statement (the expected answer), answer in the negative. To disagree with the statement, answer in the positive.	Negative statement + affirmative tag <i>He isn't here, is he?</i> Agree: <i>No, he isn't. (He isn't here.)</i> Disagree: <i>Yes, he is. (He is here.)</i>

Unit 1, page 11: Tag questions with *do*

You can form tag questions with statements that use regular or irregular verbs. The same basic rules apply as tag questions with <i>be</i> .	<i>You like chocolate, don't you? He doesn't live in Miami, does he?</i>
If the statement is affirmative, use a negative tag with <i>don't</i> or <i>doesn't</i> . To agree (the expected answer), answer in the affirmative. To disagree, answer in the negative.	<i>Andy drives, doesn't he?</i> Agree: <i>Yes, he does. (He drives.)</i> Disagree: <i>No, he doesn't. (He doesn't drive.)</i>
If the statement is negative, use an affirmative tag with <i>do</i> or <i>does</i> . To agree (the expected answer), answer in the negative. To disagree, answer in the positive.	<i>Sandra doesn't swim, does she?</i> Agree: <i>No, she doesn't. (She doesn't swim.)</i> Disagree: <i>Yes, she does. (She swims.)</i>

Unit 2, page 15: The simple past of regular verbs

To form the simple past of regular verbs that end in a consonant, or in a vowel plus <i>-y</i> , add <i>-ed</i> .	<i>seem</i> → seemed <i>play</i> → played
To form the simple past of regular verbs that end in <i>-e</i> , add <i>-d</i> .	<i>practiced</i> → practiced <i>care</i> → cared
For regular verbs that end in a consonant and <i>-y</i> , change the <i>-y</i> to <i>-i</i> and add <i>-ed</i> .	<i>fry</i> → fried <i>carry</i> → carried
For regular verbs that consist of or end in a stressed consonant-vowel-consonant pattern, double the final consonant and add <i>-ed</i> .	<i>rub</i> → rubbed <i>stopped</i> → stopped <i>prefer</i> → preferred
To form negative statements in the simple past, use <i>didn't</i> and the plain form of the verb.	He didn't try very hard.
To form questions in the simple past, use <i>did</i> and the plain form of the verb.	Did she like the movie? Where did they walk?
To give short answers to <i>Yes/No</i> questions in the simple past, use a subject and <i>did</i> or <i>didn't</i> .	Did they play for you? Yes, they did . No, they didn't .

Unit 2, page 16: The simple past of irregular verbs

The simple past of irregular verbs is not formed by adding <i>-ed</i> .	<i>go</i> → went <i>sing</i> → sang <i>have</i> → had <i>think</i> → thought
Sentences and questions in the simple past with irregular verbs follow the same basic rules as sentences with regular verbs.	She went to Sea World. She didn't go to Sea World. Did she go to Sea World? Yes, she did . or No, she didn't .
The simple past of <i>be</i> is <i>was</i> or <i>were</i> . Sentences and questions with <i>was</i> or <i>were</i> follow the same basic rules as sentences with <i>is</i> or <i>are</i> .	They were at school yesterday. They weren't at school yesterday. Were they at school yesterday? Yes, they were . or No, they weren't .

Unit 2, page 18: Tag questions in the simple past

You can use tag questions to confirm or ask for agreement about past situations. The same basic rules apply as tag questions with simple present verbs.	The beach was crowded, wasn't it? Yes, it was . or No, it wasn't . They didn't miss the bus, did they? No, they didn't . or Yes, they did .
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Unit 3, page 25: Have to: simple present

In American English, <i>have to/has to</i> is the most common structure for talking about things that are necessary or actions that are required.	We have to be at school at 7:30. She has to vacuum the rugs.
Combine <i>have to/has to</i> with a verb in its base form to make statements.	Subject + <i>have/has to</i> + base form of verb She has to help her mother. They have to clean the house.
To make negative statements, use <i>doesn't/don't</i> before the plain form of <i>have to</i> .	She doesn't have to study. We don't have to do the laundry.
To ask Yes/No questions, use <i>Do</i> or <i>Does</i> and the plain form of <i>have to</i> . In short answers, you can respond with <i>do</i> or <i>does</i> .	Does he have to wash the dishes? Yes, he does . OR No, he doesn't .

Unit 3, page 26: Have to: simple past

To make affirmative statements with <i>have to</i> in the simple past, change <i>have to</i> to <i>had</i> .	I had to be at school at 7:30. She had to vacuum the rugs.
Follow basic simple past rules to make negative statements, ask or answer Yes/No questions, and ask <i>Wh-</i> questions.	They didn't have to study. Did you have to pay for the meal? Yes, I did . OR No, I didn't . Where did she have to go?

Unit 3, page 28: Must

You can use <i>must</i> to make strong statements about rules in formal or written English. In casual spoken American English, <i>must</i> can sound very strong or rude; it's best to use <i>have to</i> when speaking casually.	Everyone must shower before entering the pool. (Meaning: <i>It's a rule that you have to shower before entering the pool.</i>) (Casual spoken English: <i>You have to shower before entering the pool.</i>)
In statements, <i>must</i> is followed by the plain form of a verb.	You must be 16 to get a driver's license.
To make a strong statement about something that is not allowed, you can use <i>must not</i> . Don't confuse the meaning of <i>must not</i> with <i>don't have to</i> ; <i>must not</i> means it is <u>not allowed</u> , while <i>don't have to</i> means something is <u>not necessary</u> .	Students mustn't be late. (Meaning: <i>Students are not allowed to be late.</i>) We don't have to wash the dishes. (Meaning: <i>We do not need to wash the dishes.</i>)

Unit 4, page 35: The present continuous to express future time

The present continuous (*be* + verb *-ing*) can be used to talk about a definite future plan, arrangement, or appointment.

We're going on a field trip on Thursday.
I'm seeing the dentist next week.
They're taking the train to New York.

If the future context hasn't been established, add a time marker to a present continuous statement to make it clear you are talking about the future.

Present continuous + time marker
They're playing next month.
I'm coming over tonight.

To form present continuous future negative statements, Yes/No questions and answers, and information questions, follow the same basic rules as for present continuous in the present sense. Add a time marker if the future context is unclear.

She isn't coming with us (Friday night).
Is she coming with us (Friday night)?
Yes, she is. OR No, she isn't.
What is she doing (Friday night)?

Unit 4, page 38: Either ... or; Neither ... nor

Use *either ... or* in affirmative statements to talk about two possibilities. You can use *either ... or* with two nouns, verbs, adjectives, or adverbs.

Either Jane or I will do it.
(Meaning: One of us will do it.)
I will either walk quickly or run.
(Meaning: I will walk quickly, or I will run.)

You cannot use *either ... or* to talk about more than two people or things.

X *I will give the card to either Sue, Sam, or Tom.*
✓ *I will give the card to either Sue or Sam.*

Use *neither ... nor* in negative statements with two nouns, verbs, adjectives, or adverbs. Use it to indicate a negative fact about both.

Neither Ann nor Bob went.
(Meaning: Bob and Ann did not go.)
The coat was neither cheap nor nice.
(Meaning: The coat was not cheap and not nice.)

In sentences with *neither*, you cannot use a verb in the negative. *Neither* already marks the negative context.

X *It wasn't neither hot nor cold.*
✓ *It was neither hot nor cold.*

Unit 4, page 39: Additions with so and neither

You can use an addition as a short way to give more information after a statement. Use *be*, *do*, or another auxiliary in the addition.

Statement + addition
*I have a ticket. **So does Maria.***
*I don't have a ticket. **Neither does Maria.***

You can use *so ...* after an affirmative statement to mean *too* or *also*. After *so*, the verb comes before the subject.

So + verb + subject
*They're hungry. **So am I.***
(Meaning: I am, too.)

Use *neither ...* after a negative statement. After *neither*, the verb comes before the subject.

Neither + verb + subject
*Yoko can't drive. **Neither can Bill.***
(Meaning: Bill can't either.)

An addition can be a separate sentence, or a phrase connected with *and*.

Tom doesn't skate. Neither do I.
*Tom doesn't skate and **neither do I.***

Unit 5, page 44: *Be going to* for plans and intentions

The most frequently-used structure for talking about the future is <i>be going to</i> . Use it to talk about future plans and intentions.	Plan or intention <i>I'm going to have a pizza for dinner.</i> <i>They're going to go home now.</i>
You can also use <i>be going to</i> for predictions about what will happen in the future.	Prediction <i>It's going to rain tonight.</i>
Use the base form of a verb after <i>be going to</i> .	<i>Be going to</i> + base form of verb <i>He's going to be late.</i>
In informal speech, <i>going to</i> is often pronounced as /gənə/.	<i>I'm going to bake a cake.</i> "I'm /gənə/ bake a cake."

Unit 5, page 45: *Will* and *won't* for decisions and promises

Use <i>will</i> and <i>won't</i> to talk about a sudden decision.	Sudden decision <i>I'll have the vegetable salad.</i>
You can also use <i>will</i> and <i>won't</i> to make a promise or offer.	Promise or offer <i>I'll do the dishes.</i>
Use the base form of a verb after <i>will</i> or <i>won't</i> .	<i>Will/Won't</i> + base form of verb <i>We'll have three hamburgers.</i> <i>I won't be late.</i>

Unit 5, page 46: *Will* and *won't* for predictions

You can use <i>will</i> and <i>won't</i> to make predictions about what you believe will happen in the future.	Prediction <i>People will live on the moon one day.</i> <i>It won't be ready on time.</i>
You can also use <i>be going to</i> for predictions.	Prediction <i>It's going to rain tonight.</i>

Unit 6, page 54: Adjectives and adverbs of manner

Use adjectives to give more information about a noun (or pronoun) or to discuss its qualities. Adjectives can be used after a noun and <i>be</i> . They can also be used before a noun.	Noun + <i>be</i> + adjective Brian was impatient. Adjective + noun <i>She's a good student.</i>
Adverbs of manner are used to describe verbs. They express how or in what manner someone or something performs an action. Adverbs of manner are often used at the end of sentences.	<i>He speaks clearly.</i> <i>My mom drives carefully.</i>
To form most adverbs of manner, add <i>-ly</i> to the adjective.	Adjective + <i>-ly</i> <i>fluent</i> → fluently <i>loud</i> → loudly <i>neat</i> → neatly <i>serious</i> → seriously
Sometimes, adverbs of manner have the same form as adjectives.	<i>hard</i> → hard <i>late</i> → late <i>fast</i> → fast <i>We studied hard.</i> <i>She arrived home late.</i> <i>Don't walk so fast!</i>
The adverbial form of <i>good</i> is <i>well</i> .	<i>He plays tennis well.</i>
Note that an <i>-ly</i> at the end of a word doesn't always indicate an adverb. Some adjectives end in <i>-ly</i> .	<i>We know she is a friendly teacher.</i> <i>When we go out, our dog is lonely.</i>

Unit 6, page 58: First conditional: *If* clauses in future-time situations

Use a first conditional sentence to talk about something that can only happen if a certain condition occurs. The condition is in the <i>if</i> clause. The result can be expressed with <i>will</i> or <i>be going to</i> .	Condition clause + result clause <i>If it's sunny, we'll go to the beach.</i> <i>If it rains, we're going to go to a movie.</i>
To form a condition clause, use <i>if</i> , a subject, and the simple present form of the verb. To form the result clause, use a subject, <i>will</i> or <i>be going to</i> , and the base form of the verb.	<i>If</i> + subject + simple present verb <i>If they're late...</i> subject + <i>will/be going to</i> + base form of verb <i>... we'll leave without them.</i>
<i>If</i> clauses can come before or after result clauses. Use a comma after an <i>if</i> clause only when it comes at the beginning of the sentence.	<i>If it rains, we'll cancel the game.</i> <i>We'll cancel the game if it rains.</i>
Negative conditional sentences can have the negative word in either or both clauses.	<i>If I'm busy, I won't come.</i> <i>If he doesn't go, I won't go either.</i>

Unit 7, page 64: The present perfect for the indefinite past

Use the present perfect to talk about an experience that happened (or didn't happen) at an unspecified time in the past.	<i>I've been to Miami a few times.</i> <i>I've never been to Miami.</i>															
To form a present perfect sentence, use a subject, <i>have</i> , and the present participle form of a verb (plus a complement if needed).	Subject + <i>have</i> + present participle <i>They have seen that movie.</i>															
The past participle form of a verb is sometimes the same as the past form, but sometimes it is different. Review the list of past participles on page 136.	<table border="0"> <tr> <td>Present</td> <td>Past</td> <td>Past participle</td> </tr> <tr> <td><i>is/am/are</i></td> <td><i>was/were</i></td> <td>been</td> </tr> <tr> <td><i>shop</i></td> <td><i>shopped</i></td> <td>shopped</td> </tr> <tr> <td><i>see</i></td> <td><i>saw</i></td> <td>seen</td> </tr> <tr> <td><i>buy</i></td> <td><i>bought</i></td> <td>bought</td> </tr> </table>	Present	Past	Past participle	<i>is/am/are</i>	<i>was/were</i>	been	<i>shop</i>	<i>shopped</i>	shopped	<i>see</i>	<i>saw</i>	seen	<i>buy</i>	<i>bought</i>	bought
Present	Past	Past participle														
<i>is/am/are</i>	<i>was/were</i>	been														
<i>shop</i>	<i>shopped</i>	shopped														
<i>see</i>	<i>saw</i>	seen														
<i>buy</i>	<i>bought</i>	bought														
Use a subject and <i>have</i> in short answers to <i>Yes/No</i> present perfect questions.	<i>Has he visited you?</i> <i>Yes, he has.</i>															
<i>Have</i> can be contracted to 've. In speech and informal writing, <i>has</i> can be contracted to 's.	<i>We've never been there.</i> <i>She's bought jeans there.</i>															
<i>Ever</i> is often used in <i>Yes/No</i> present perfect questions to mean <i>at any time</i> . You cannot use <i>ever</i> in statements.	<i>Have you ever eaten sushi?</i> (Meaning: <i>Have you eaten sushi at any time?</i>) X <i>I have ever eaten sushi.</i>															
<i>Never</i> is often used in present perfect statements to mean <i>not at any time</i> .	<i>I have never been to France.</i> (Meaning: <i>I haven't been to France anytime in my life.</i>)															

Unit 7, page 65: The present perfect with *for* and *since*

The present perfect is used to talk about an event that happened in the past and continues to the present.	<i>I have lived in Panama for two years.</i> (Meaning: <i>I moved to Panama two years ago. I am still here.</i>)
Use the present perfect with <i>for</i> to talk about how long something has been true. <i>For</i> is followed by a specific amount of time, such as <i>two weeks, five minutes, six years</i> .	<i>She's been looking for new jeans for two weeks.</i> <i>They've been friends for over ten years.</i>
Use the present perfect with <i>since</i> to give a specific time that an action or event began.	<i>She's worked in that store since 1992.</i> <i>I've studied English since the 9th grade.</i>
Use <i>How long</i> and the present perfect to ask about when a continuing situation or action began. Answers to this question usually include <i>for</i> or <i>since</i> .	How long have you known her? <i>I've known her for two months.</i> (OR For two months.) <i>I've known her since January.</i> (OR Since January.)

Unit 8, page 72: The present perfect with *yet* and *already*

Use *already* in affirmative present perfect sentences to talk about something that happened, often sooner than expected. *Already* can come before the verb or at the end of the sentence.

He's **already** finished his homework.
He's finished his homework **already**.
(Meaning: He finished his homework sooner than expected.)

Use *yet* in negative present perfect sentences to talk about something that has not happened up to now, but may happen at some time in the future. *Yet* usually comes at the end of a sentence.

I **haven't shopped** there **yet**.
(Meaning: I haven't shopped there up to now, but I might in the future.)
He **hasn't called** **yet**.
(Meaning: I am expecting him to call, but he has not called up to now.)

You can use *yet* in Yes/No questions to ask about whether something has happened before the present. *Yet* usually comes at the end of the question.

Has he graded the tests **yet**?
Have you called him **yet**?

Unit 8, page 73: The present perfect and the simple past

Use simple past for events that began and finished at a specific time in the past.

Past (completed event)
I **read** that book **in the seventh grade**.

Use the present perfect to talk about events that took place in the past at an unspecified time, or events that began in the past and are still continuing.

Present perfect (indefinite time)
I've **eaten** at that restaurant **several times**.
Present perfect (continuing events)
I've **lived** in New York for **two years**.

Use the past tense, not present perfect, with time expressions, such as *yesterday*, *last month*, etc.

✓ I read that book **last month**.
✗ I've read that book last month.

Use the present perfect with *yet*, *already*, *ever*, *never*, and *once*, *twice*, *several times*, etc.

I've seen that movie **twice**.

Unit 8, page 75: Adjective clauses with *who*, *that*, and *where*

Use adjective clauses to identify or give more information about a noun. Sentences with adjective clauses can be thought of as a combination of two sentences.

Noun + adjective clause
I have a teacher **who gives terrible grades**.
(Meaning: I have a teacher. She gives terrible grades.)

To make an adjective clause referring to a person or people, you can use *who* or *that*. *That* is more casual.

Person: *who* or *that*
I have a cousin **who** got straight A's.
I like the girl **that** won the award.

To make an adjective clause referring to a place or location, you can use *where*.

Place: *where* or *that*
I know a park **where** we can have a picnic.

To make an adjective clause referring to a thing, you can use *that*.

Thing: *that*
The class **that** I'm worried about is math.

The verb in an adjective clause agrees with the subject of the adjective clause.

I know a **boy** **who lives** there.
I like the stories **that she tells**.

The adjective clause can come inside the main clause.

The test was hard. I took the test on Friday.
The test **that I took on Monday** was hard.

Unit 9, page 82: Comparative and superlative forms of regular and irregular adjectives

Use the comparative form of adjectives to point out the differences between two people, places, or things. Use <i>than</i> when you mention both items you are comparing.	Comparative <i>Elizabeth is taller than Janie.</i> <i>Math is more difficult than English.</i>		
Use the superlative form of adjectives to compare three or more things. Use it to talk about the highest degree of what is being described. <i>The</i> is used before superlatives.	Superlative <i>She is the smartest student in the class.</i> <i>He's the fastest runner on the team.</i>		
To form the comparative of most one-syllable adjectives, add <i>-er</i> . Form the superlative with <i>-est</i> . For adjectives ending in <i>-e</i> , add <i>-r</i> or <i>-st</i> .	Comparative <i>hard</i> → harder <i>nice</i> → nicer	Superlative <i>hard</i> → hardest <i>nice</i> → nicest	
For one-syllable adjectives with a consonant-vowel-consonant pattern, double the last consonant and add <i>-er</i> or <i>-est</i> .	Comparative <i>hot</i> → hotter <i>big</i> → bigger	Superlative <i>hot</i> → hottest <i>big</i> → biggest	
For regular two-syllable adjectives that end in <i>-y</i> , change the <i>-y</i> to <i>-i</i> and add <i>-er</i> or <i>-est</i> .	Comparative <i>happy</i> → happier <i>funny</i> → funnier	Superlative <i>happy</i> → happiest <i>funny</i> → funniest	
Use <i>more</i> or <i>most</i> with adjectives that have two syllables and do not end in <i>-y</i> and for all adjectives that have three or more syllables.	Comparative more famous more comfortable	Superlative most famous most comfortable	
Some adjectives are irregular and don't follow the rules.	Adjective <i>good</i> <i>bad</i> <i>far</i>	Comparative <i>better</i> <i>worse</i> <i>farther</i>	Superlative <i>best</i> <i>worst</i> <i>the farthest</i>

Unit 9, page 83: Comparisons with *as ... as/not as ... as*

Use <i>as ... as</i> with an adjective to say that two people, places, or things are equal.	<i>My car is as old as your car.</i> <i>Books are as expensive as CDs.</i>
Use <i>not as ... as</i> to talk about how two people, places, or things are different.	<i>My teacher is not as hard as yours.</i> <i>My car is not as old as yours.</i>
Comparatives can often be used instead of <i>not as ... as</i> , but <i>not as ... as</i> emphasizes the lesser of the two subjects.	<i>Dogs are friendlier than cats.</i> <i>Cats are not as friendly as dogs.</i>

Unit 9, page 84: Comparisons with *less ... than* and *the least*

The opposite of the comparative <i>more ... than</i> is <i>less ... than</i> .	<i>Math is more difficult than English.</i> <i>Math is less difficult than English.</i>
The opposite of the superlative <i>the most ...</i> is <i>the least ...</i>	<i>We bought the most expensive jeans.</i> <i>We bought the least expensive jeans.</i>

Unit 10, page 92: The past continuous: statements

To form the past continuous, use the past tense of <i>be</i> and a verb ending in <i>-ing</i> .	Past tense of <i>be</i> + verb <i>-ing</i> <i>They were eating.</i>
Use the past continuous to talk about an action that was in progress at a specific time in the past.	Action in progress at a specific time <i>At noon yesterday, I was eating lunch.</i>
Use the past continuous with <i>while</i> to talk about two actions that were happening at the same time in the past.	Two actions occurring at the same time <i>While you were studying, I was cleaning the house.</i>
Use the past continuous, the simple past, and <i>when</i> or <i>while</i> to talk about an action in progress that was interrupted by another action. Use past continuous to indicate the action in progress. Use the simple past to introduce the action that interrupted. Use <i>while</i> to introduce the present progressive clause, or <i>when</i> to introduce the past tense clause.	Action interrupted by another action <i>While + past continuous + simple past</i> <i><u>While</u> we were watching TV, the doorbell rang.</i> <i>Past continuous + when + simple past</i> <i>We were watching TV <u>when</u> the doorbell rang.</i>
The <i>when</i> or <i>while</i> clause can come either at the beginning or end of the sentence. Use a comma after the clause when it comes first.	<i>The doorbell rang while we were watching TV.</i> <i>When the doorbell rang, we were watching TV.</i>

Unit 10, page 93: The past continuous: Yes/No and information questions

In a past continuous question, a <i>when</i> or <i>while</i> clause can come either at the beginning or end of the question. If at the beginning, use a comma after the clause.	<i>What was she doing when you got there?</i> <i>When you got there, what was she doing?</i>
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Unit 10, page 95: The habitual past: used to

To talk about habits or situations that occurred in the past but are not true now, use <i>used to</i> .	<i>We used to go to Hawaii every summer.</i> <i>(But we don't go now.)</i> <i>She didn't use to be nice. (But she is nice now.)</i>
To make affirmative statements use <i>used to</i> and the base form of a verb.	<i>used to + base form of verb</i> <i>They used to walk to school.</i>
To make negative statements, use <i>didn't use to</i> and the base form of a verb. Since <i>didn't</i> is in the past tense, do not use <i>used to</i> .	<i>didn't use to + base form of verb</i> <i>She didn't use to talk so much.</i>
Use <i>did + use to</i> for information and Yes/No questions. In short answers to Yes/No questions, use <i>did</i> or <i>didn't</i> .	<i>Where did you use to swim?</i> <i>Did you use to walk to school?</i> <i>Yes, I did./No, I didn't.</i>

Unit 11, page 100: The passive voice: the simple present

In an active sentence, the subject acts upon the object. In the passive voice, the object of the verb becomes the subject.	Active → Millions of people watch the program. Passive → The program is watched by millions of people.
Use the passive voice when the person or thing doing the action (the agent) is unknown or not important.	<i>Her research is highly respected.</i> (The agent is unknown.) <i>The reviews are written by students.</i> (The agent is not important.)
To form passive voice sentences, begin with a subject, followed by <i>be</i> , and the past participle of a verb. To identify the agent, add <i>by</i> and the object.	Subject + <i>be</i> + past participle (+ <i>by</i> + object) <i>A vote is taken (by the members).</i> <i>The mail is delivered every day (by John).</i> <i>Spanish is not understood (by the students).</i> <i>Smoking is not allowed.</i>

Unit 11, page 102: Verb + infinitive

Some verbs can be followed by an infinitive. An <i>infinitive</i> is <i>to</i> + the base form of a verb.	Verb + infinitive <i>promise</i> <i>begin</i> <i>decide</i> <i>forget</i>
Sentences with verbs followed by infinitives are used to talk about possibilities, ideas, and plans in the future. They are also used to talk about requests and preferences.	<i>She hopes to win the contest.</i> <i>They try to be friendly.</i> <i>I'd like to learn Chinese.</i> <i>We planned to take a vacation.</i> <i>They agreed to pay for the trip.</i> <i>We can't wait to go on our vacation.</i>
To form a negative infinitive, use <i>not</i> before the infinitive.	Main verb + <i>not</i> + infinitive <i>He promised not to be late.</i>

Unit 12, page 110: Gerund as subject, object of a verb, and after prepositions

A <i>gerund</i> is a verb that acts as a noun. Gerunds are formed with a verb + <i>-ing</i> .	Swimming is her favorite activity. You should try dancing .
To use a gerund as the subject of a sentence, begin the sentence with the gerund followed by a verb and an object.	Gerund (subject) + verb + object Swimming is his passion. Shopping gives me a headache.
To use a gerund as the object of a sentence, begin with a subject followed by a verb and the gerund.	Subject + verb + gerund My teacher suggests studying . I enjoy skiing in New Mexico.
Some verbs are commonly followed by gerunds.	Verb + gerund enjoy stop consider like miss suggest
Gerunds may also be used after prepositions.	She's afraid of boring you. You can help by cooking dinner.
Some verb, adjective, and noun phrases are commonly followed by gerunds.	Verb/Adjective/Noun phrase + gerund thinking of good at difficulty of
When <i>to</i> is used as a preposition, not an infinitive, it can be followed by a gerund.	We're used to seeing her at school. They look forward to living in France.

Unit 12, page 113: Reflexive pronouns

The reflexive pronouns in English are <i>myself, yourself, herself, himself, itself, ourselves, yourselves, and themselves</i> .	I did it myself . He helped himself . We fixed the bike ourselves .
Use reflexive pronouns when the subject and object of a sentence are the same.	She hurt herself . They take good care of themselves .
Use reflexive pronouns with <i>by</i> to mean <i>alone</i> .	He always works by himself .