

Unit 1

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>