

# Unit 2

## 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 <b>swim</b> after school. She usually <b>e-mails</b> me every day.</i>
Use the simple present to talk about likes and dislikes.	<i>I <b>love</b> to write song lyrics. I <b>don't like</b> to hike.</i>
Use the simple present to talk about facts.	<i>J.K. Rowling <b>writes</b> the Harry Potter books.</i>
Use the simple present to talk about schedules.	<i>The bus <b>leaves</b> 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 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> → <b>seemed</b> <i>play</i> → <b>played</b>
To form the simple past of regular verbs that end in <i>-e</i> , add <i>-d</i> .	<i>practiced</i> → <b>practiced</b> <i>care</i> → <b>cared</b>
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> → <b>fried</b> <i>carry</i> → <b>carried</b>
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> → <b>rubbed</b> <i>stopped</i> → <b>stopped</b> <i>prefer</i> → <b>preferred</b>
To form negative statements in the simple past, use <i>didn't</i> and the plain form of the verb.	He <b>didn't</b> try very hard.
To form questions in the simple past, use <i>did</i> and the plain form of the verb.	<b>Did</b> she like the movie? Where <b>did</b> 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, <b>they did</b> . No, <b>they didn't</b> .

**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> → <b>went</b> <i>sing</i> → <b>sang</b> <i>have</i> → <b>had</b> <i>think</i> → <b>thought</b>
Sentences and questions in the simple past with irregular verbs follow the same basic rules as sentences with regular verbs.	She <b>went</b> to Sea World. She <b>didn't go</b> to Sea World. <b>Did</b> she go to Sea World? Yes, she <b>did</b> . OR No, she <b>didn't</b> .
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 <b>were</b> at school yesterday. They <b>weren't</b> at school yesterday. <b>Were</b> they at school yesterday? Yes, they <b>were</b> . OR No, they <b>weren't</b> .

**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 <b>was</b> crowded, <b>wasn't</b> it? Yes, it <b>was</b> . OR No, it <b>wasn't</b> . They <b>didn't</b> miss the bus, <b>did</b> they? No, they <b>didn't</b> . OR Yes, they <b>did</b> .
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