

# Unit 3

## 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 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.	<i>We <b>have to</b> be at school at 7:30.</i> <i>She <b>has to</b> vacuum the rugs.</i>
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 <i>She <b>has to help</b> her mother.</i> <i>They <b>have to clean</b> the house.</i>
To make negative statements, use <i>doesn't/don't</i> before the plain form of <i>have to</i> .	<i>She <b>doesn't have to</b> study.</i> <i>We <b>don't have to</b> do the laundry.</i>
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> .	<i><b>Does</b> he <b>have to</b> wash the dishes?</i> <i>Yes, he <b>does</b>. OR No, he <b>doesn't</b>.</i>

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

**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.	<i>Everyone <b>must</b> shower before entering the pool.</i> (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.	<i>You <b>must be</b> 16 to get a driver's license.</i>
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> .	<i>Students <b>mustn't</b> be late.</i> (Meaning: <i>Students are not allowed to be late.</i> ) <i>We <b>don't have to</b> wash the dishes.</i> (Meaning: <i>We do not need to wash the dishes.</i> )