

Unit 4

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 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**.*