

# Unit 6

## 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 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 <b>Brian was impatient.</b> Adjective + noun <i>She's a <b>good student</b>.</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 <b>clearly</b>.</i> <i>My mom drives <b>carefully</b>.</i>
To form most adverbs of manner, add <i>-ly</i> to the adjective.	Adjective + <i>-ly</i> <i>fluent</i> → <b>fluently</b> <i>loud</i> → <b>loudly</b> <i>neat</i> → <b>neatly</b> <i>serious</i> → <b>seriously</b>
Sometimes, adverbs of manner have the same form as adjectives.	<i>hard</i> → <b>hard</b> <i>late</i> → <b>late</b> <i>fast</i> → <b>fast</b> <i>We studied <b>hard</b>.</i> <i>She arrived home <b>late</b>.</i> <i>Don't walk so <b>fast</b>!</i>
The adverbial form of <i>good</i> is <i>well</i> .	<i>He plays tennis <b>well</b>.</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 <b>friendly</b> teacher.</i> <i>When we go out, our dog is <b>lonely</b>.</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 <b>If it's sunny, we'll go to the beach.</b> <b>If it rains, we're going to go to a movie.</b>
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 <b>won't</b> come.</i> <i>If he <b>doesn't</b> go, I <b>won't</b> go either.</i>