

# Unit 8

## 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 8, page 72: The present perfect with *yet* and *already***

Use *already* in affirmative present perfect sentences to talk about something that happened, often sooner than expected. *Already* can come before the verb or at the end of the sentence.

He's **already** finished his homework.  
He's finished his homework **already**.  
(Meaning: He finished his homework sooner than expected.)

Use *yet* in negative present perfect sentences to talk about something that has not happened up to now, but may happen at some time in the future. *Yet* usually comes at the end of a sentence.

I **haven't shopped** there **yet**.  
(Meaning: I haven't shopped there up to now, but I might in the future.)  
He **hasn't called** **yet**.  
(Meaning: I am expecting him to call, but he has not called up to now.)

You can use *yet* in Yes/No questions to ask about whether something has happened before the present. *Yet* usually comes at the end of the question.

Has he graded the tests **yet**?  
Have you called him **yet**?

**Unit 8, page 73: The present perfect and the simple past**

Use simple past for events that began and finished at a specific time in the past.

Past (completed event)  
I **read** that book **in the seventh grade**.

Use the present perfect to talk about events that took place in the past at an unspecified time, or events that began in the past and are still continuing.

Present perfect (indefinite time)  
I've **eaten** at that restaurant **several times**.  
Present perfect (continuing events)  
I've **lived** in New York for **two years**.

Use the past tense, not present perfect, with time expressions, such as *yesterday*, *last month*, etc.

✓ I read that book **last month**.  
✗ I've read that book last month.

Use the present perfect with *yet*, *already*, *ever*, *never*, and *once*, *twice*, *several times*, etc.

I've seen that movie **twice**.

**Unit 8, page 75: Adjective clauses with *who*, *that*, and *where***

Use adjective clauses to identify or give more information about a noun. Sentences with adjective clauses can be thought of as a combination of two sentences.

Noun + adjective clause  
I have a teacher **who gives terrible grades**.  
(Meaning: I have a teacher. She gives terrible grades.)

To make an adjective clause referring to a person or people, you can use *who* or *that*. *That* is more casual.

Person: *who* or *that*  
I have a cousin **who** got straight A's.  
I like the girl **that** won the award.

To make an adjective clause referring to a place or location, you can use *where*.

Place: *where* or *that*  
I know a park **where** we can have a picnic.

To make an adjective clause referring to a thing, you can use *that*.

Thing: *that*  
The class **that** I'm worried about is math.

The verb in an adjective clause agrees with the subject of the adjective clause.

I know a **boy** **who lives** there.  
I like the stories **that she tells**.

The adjective clause can come inside the main clause.

The test was hard. I took the test on Friday.  
The test **that I took on Monday** was hard.