

Unit 9

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 9, page 82: Comparative and superlative forms of regular and irregular adjectives

Use the comparative form of adjectives to point out the differences between two people, places, or things. Use <i>than</i> when you mention both items you are comparing.	Comparative <i>Elizabeth is taller than Janie.</i> <i>Math is more difficult than English.</i>		
Use the superlative form of adjectives to compare three or more things. Use it to talk about the highest degree of what is being described. <i>The</i> is used before superlatives.	Superlative <i>She is the smartest student in the class.</i> <i>He's the fastest runner on the team.</i>		
To form the comparative of most one-syllable adjectives, add <i>-er</i> . Form the superlative with <i>-est</i> . For adjectives ending in <i>-e</i> , add <i>-r</i> or <i>-st</i> .	Comparative <i>hard</i> → harder <i>nice</i> → nicer	Superlative <i>hard</i> → hardest <i>nice</i> → nicest	
For one-syllable adjectives with a consonant-vowel-consonant pattern, double the last consonant and add <i>-er</i> or <i>-est</i> .	Comparative <i>hot</i> → hotter <i>big</i> → bigger	Superlative <i>hot</i> → hottest <i>big</i> → biggest	
For regular two-syllable adjectives that end in <i>-y</i> , change the <i>-y</i> to <i>-i</i> and add <i>-er</i> or <i>-est</i> .	Comparative <i>happy</i> → happier <i>funny</i> → funnier	Superlative <i>happy</i> → happiest <i>funny</i> → funniest	
Use <i>more</i> or <i>most</i> with adjectives that have two syllables and do not end in <i>-y</i> and for all adjectives that have three or more syllables.	Comparative more famous more comfortable	Superlative most famous most comfortable	
Some adjectives are irregular and don't follow the rules.	Adjective <i>good</i> <i>bad</i> <i>far</i>	Comparative <i>better</i> <i>worse</i> <i>farther</i>	Superlative <i>best</i> <i>worst</i> <i>the farthest</i>

Unit 9, page 83: Comparisons with *as ... as/not as ... as*

Use <i>as ... as</i> with an adjective to say that two people, places, or things are equal.	<i>My car is as old as your car.</i> <i>Books are as expensive as CDs.</i>
Use <i>not as ... as</i> to talk about how two people, places, or things are different.	<i>My teacher is not as hard as yours.</i> <i>My car is not as old as yours.</i>
Comparatives can often be used instead of <i>not as ... as</i> , but <i>not as ... as</i> emphasizes the lesser of the two subjects.	<i>Dogs are friendlier than cats.</i> <i>Cats are not as friendly as dogs.</i>

Unit 9, page 84: Comparisons with *less ... than* and *the least*

The opposite of the comparative <i>more ... than</i> is <i>less ... than</i> .	<i>Math is more difficult than English.</i> <i>Math is less difficult than English.</i>
The opposite of the superlative <i>the most ...</i> is <i>the least ...</i>	<i>We bought the most expensive jeans.</i> <i>We bought the least expensive jeans.</i>