

# Unit 10

## 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 10, page 92: The past continuous: statements**

To form the past continuous, use the past tense of <i>be</i> and a verb ending in <i>-ing</i> .	Past tense of <i>be</i> + verb <i>-ing</i> <i>They <b>were eating</b>.</i>
Use the past continuous to talk about an action that was in progress at a specific time in the past.	Action in progress at a specific time <i><b>At noon yesterday, I was eating</b> lunch.</i>
Use the past continuous with <i>while</i> to talk about two actions that were happening at the same time in the past.	Two actions occurring at the same time <i><b>While you were studying, I was cleaning</b> the house.</i>
Use the past continuous, the simple past, and <i>when</i> or <i>while</i> to talk about an action in progress that was interrupted by another action. Use past continuous to indicate the action in progress. Use the simple past to introduce the action that interrupted. Use <i>while</i> to introduce the present progressive clause, or <i>when</i> to introduce the past tense clause.	Action interrupted by another action <i>While + past continuous + simple past</i> <i><u>While</u> we <b>were watching</b> TV, the doorbell rang.</i> <i>Past continuous + when + simple past</i> <i>We <b>were watching</b> TV <u>when</u> the doorbell rang.</i>
The <i>when</i> or <i>while</i> clause can come either at the beginning or end of the sentence. Use a comma after the clause when it comes first.	<i>The doorbell rang <b>while</b> we were watching TV.</i> <i><b>When</b> the doorbell rang, we were watching TV.</i>

**Unit 10, page 93: The past continuous: Yes/No and information questions**

In a past continuous question, a <i>when</i> or <i>while</i> clause can come either at the beginning or end of the question. If at the beginning, use a comma after the clause.	<i><b>What was she doing</b> when you got there?</i> <i><b>When</b> you got there, what was she doing?</i>
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**Unit 10, page 95: The habitual past: used to**

To talk about habits or situations that occurred in the past but are not true now, use <i>used to</i> .	<i><b>We used to go</b> to Hawaii every summer.</i> <i>(But we don't go now.)</i> <i><b>She didn't use to be</b> nice. (But she is nice now.)</i>
To make affirmative statements use <i>used to</i> and the base form of a verb.	<i>used to + base form of verb</i> <i><b>They used to walk</b> to school.</i>
To make negative statements, use <i>didn't use to</i> and the base form of a verb. Since <i>didn't</i> is in the past tense, do not use <i>used to</i> .	<i>didn't use to + base form of verb</i> <i>She <b>didn't use to talk</b> so much.</i>
Use <i>did + use to</i> for information and Yes/No questions. In short answers to Yes/No questions, use <i>did</i> or <i>didn't</i> .	<i>Where <b>did</b> you <b>use to</b> swim?</i> <i><b>Did</b> you <b>use to</b> walk to school?</i> <i>Yes, I <b>did</b>./No, I <b>didn't</b>.</i>