

Units 1-12

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 an 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 points from Unit 1, page 7:

(Explanation)	(Example)
Use the simple present to talk about habitual or repeated actions.	<i>I ride the bus to school every day.</i>
The simple present can also be used to talk about facts.	<i>Chicago is called the Windy City.</i>
Use the simple present tense for descriptions and opinions.	<i>San Diego is beautiful in the spring. I think Kelly is smart.</i>

- Say *We usually use the simple present to talk about certain things. I'm going to write four sentences on the board. What do we use the simple present to talk about in each?*
- Write the four example sentences on the board:
 - I ride the bus to school everyday.
 - Chicago is called the Windy City.
 - San Diego is beautiful in the spring.
 - I think Kelly is smart.
- Ask *What do we use simple present to talk about in the first sentence? (a habitual or repeated action) What do we use simple present to talk about in the second sentence? (a fact)* Elicit the simple present usage for each sentence, writing *Habitual and repeated actions, Facts, Descriptions, and Opinions* on the board next to the appropriate sentences.
- Summarize the function of the simple present by saying, *Remember to use the simple present to talk about things you do regularly, to give facts, descriptions, and opinions.*
- Elicit one or two other examples for each usage of the simple present by asking *What's another simple present sentence that tells about a habitual or repeated action? A fact? A description? An opinion?*

Unit 1, page 7: The simple present and the present continuous

Use the simple present to talk about habitual or repeated actions.	<i>I ride the bus to school every day.</i>
The simple present can also be used to talk about facts.	<i>Chicago is called the Windy City.</i>
Use the simple present tense for descriptions and opinions.	<i>San Diego is beautiful in the spring. I think Kelly is smart.</i>
Use the present continuous to talk about something that is happening now.	<i>What are you doing? I'm visiting my aunt.</i>
Use the present continuous to talk about something that is happening right now and continuing into the future.	<i>I am living in San Diego now. We are learning English this year.</i>

Unit 1, page 10: Infinitive of purpose

Use infinitives of purpose to answer <i>why</i> questions. Use them to give the reason someone is doing something (the purpose).	<i>Why does she come to California every summer? She comes to California every summer to help her aunt. Why are they waiting on the corner? They're waiting on the corner to catch the bus.</i>
To form an infinitive of purpose, use <i>to</i> + the base form of a verb.	<i>She is here to compete in a skateboarding event. He is working to save money for his vacation.</i>
For informal answers to <i>Why</i> questions, begin with the infinitive of purpose.	<i>Why is she here? To compete in a skateboarding event. Why is he working? To save money for his vacation.</i>

Unit 2, Page 16: The or no article before nouns

The is called a definite article. When it is used before a noun (or noun phrase), it refers to a definite person, place, or thing.

The brochure is on the table.
The blonde guy is from Hawaii.

Use *the* if you are referring to people, places, or things in general.

Tea is more popular in England than coffee.
Love is hard to find.

Use *the* if you want to refer to a specific example of a person, place, or thing.

The tea that you serve at the inn is delicious.
The love she feels for him is special.

Use *the* with the names of hotels, theaters, and geographical features such as oceans, rivers, and deserts.

Last year we stayed at **the Hilton Hotel** in L.A.
Hawaii is an island in **the Pacific Ocean**.
The Mississippi River is in North America.
The Mojave Desert is too hot to hike in.

Don't use *the* before the names of countries (with exceptions such as *the United States* and *the Netherlands*), cities, streets, mountains, lakes, islands, or continents.

We live in **Mexico**.
He wants to climb **Mount Everest**.
Lake Titicaca is in Bolivia.
She is from **Europe**.

Unit 2, page 16: The simple past

Use the simple past to talk about events that started and finished at a specific time in the past.

We **won** the surfing event on Thursday.
We **ate** pancakes this morning.

To form simple past negative statements, *Yes/No* questions, and information questions (with the exception of some *Who* questions), use *did/didn't* and the plain form of the verb.

He **didn't believe** me.
Did they **visit** last weekend?
Where **did** they **go** during the break?

Unit 2, page 18: The present perfect and the simple past

Use the present perfect to talk about an experience that happened (or didn't happen) at an unspecified time in the past.

I've been to Europe a **few times**.
We've never tried rock climbing.

Use the present perfect to talk about an event that began in the past and continues to the present.

I've lived here for a year.
(I moved here a year ago. I'm still here.)

To form a present perfect sentence, use a subject, *have*, and the present participle form of a verb (plus a complement if needed).

Subject + **have** + present participle
They have seen that movie.
She has been there many times.

Reverse the subject and *have* to form present perfect questions.

(Wh- word +) **have** + subject + present participle
Has he ridden this rollercoaster?
Where have you been today?

Use the present perfect with expressions of indefinite time such as *ever, never, yet, already, recently, before, once*. Also use it with *How long* questions and answers with *for* or *since*.

Have you ever gotten lost?
I haven't had dinner yet.
They've been to Paris **once before**.
How long have you known her?
I've known her **since** I was a kid.

Use the simple past tense to talk about events that ended in the past. Use it with expressions of time such as *yesterday, last week, and two years ago*.

I rode a trolley car **last summer**.
We were at school **yesterday**.
I got my tickets **two weeks ago**.



Unit 3, page 26: Should/Shouldn't; Had better/Had better not

Use <i>should</i> to give advice or talk about the correct thing to do.	<i>I think you should give him another chance. You should work harder in the restaurant.</i>
Use <i>should not</i> to recommend that someone not to do something, or to talk about something that is not the correct thing to do.	<i>You probably should not (shouldn't) see him any more. He shouldn't be so sure of himself.</i>
Use <i>had better</i> to give strong advice. Using <i>had better</i> suggests a negative consequence if the advice isn't followed.	<i>You had better call your mom before you accept the invitation. (If you don't, she may get angry.) You had better not be late to work again. (If you are late again, you may lose the job.)</i>
Use the contraction 'd with a pronoun in casual speaking and writing.	<i>I'd she'd you'd we'd he'd they'd He'd better not cancel this date. We'd better not go.</i>
Both <i>should</i> and <i>had better</i> are followed by the base form of a verb.	<i>She had better get her facts right. You shouldn't ask for another day off.</i>

Unit 3, page 27: Tag questions with be

<i>Tag questions</i> are short questions that are added on to the end of a sentence.	<i>She isn't mad, is she? You weren't waiting for me, were you?</i>
The subject in the tag question must match the subject in the sentence.	<i>We aren't late, are we? He's isn't going, is he?</i>
The verb in the tag question must be the same tense as the verb in the sentence.	<i>Scott's a loser, isn't he? He was late again, wasn't he?</i>
If the sentence is positive, the tag is usually negative. If the sentence is negative, the tag is usually positive.	<i>Jack is nice, isn't he? My mom isn't here, is she?</i>
The expected answer to a tag question is affirmative if the sentence is affirmative and negative if the sentence is negative.	<i>She's nice, isn't she? Yes, she is. He wasn't mad, was he? No, he wasn't.</i>

Unit 3, page 28: Tag questions with do

You can use <i>do</i> to form tag questions in statements that don't use <i>be</i> .	<i>Scott cancels lots of dates, doesn't he? You asked for lots of time off, didn't you?</i>
The rules that apply to using tag questions with <i>be</i> also apply to using tag questions with <i>do</i> .	(See the rules above for tag questions with <i>be</i> .)

Unit 4, page 36: The present perfect and the present perfect continuous

Use the present perfect to talk about something that happened at an unspecified time in the past.	<i>She's worked here before.</i> <i>I love that book. I've read it four times!</i>
Do not use the present perfect to talk about something that happened at a specific time.	X <i>He has been here yesterday.</i> ✓ <i>He has been here before.</i>
Use the present perfect to talk about something that has changed.	<i>You have gotten so big!</i> <i>It's gotten colder.</i>
Use the present perfect to talk about an action that started in the past and is not yet completed.	<i>He hasn't won yet, but I know he will.</i> <i>She hasn't finished studying French.</i>
Use the present perfect to talk about something that has happened several times in the past.	<i>He has won three tournaments so far.</i>
To form sentences using the present perfect, use <i>have</i> and the past participle of a verb.	Subject + <i>have</i> + past participle <i>I've thought about that a lot.</i>
Use the present perfect continuous to talk about something that started in the past, was continuing, and is either still continuing or has just recently finished. Present perfect continuous emphasizes the continuing nature of the event.	<i>I've been studying English for three years.</i> <i>We've been waiting for you since nine o'clock.</i>
To form sentences using the present perfect continuous, use a subject, <i>has/have been</i> , and a verb ending with <i>-ing</i> .	Subject + <i>have been</i> + verb <i>-ing</i> <i>My father has been working since early this morning.</i> <i>We've been planning this trip for three months.</i>

Unit 4, page 38: Should have/Shouldn't have

Use <i>should have/shouldn't have</i> to express advice, regret, or criticism about something that occurred in the past.	<i>We shouldn't have left so late.</i> <i>She should have told Scott not to come.</i> <i>Maybe you should have been nicer to him.</i>
To form a sentence using <i>should have/shouldn't have</i> , use a subject, <i>should have/shouldn't have</i> , and the past participle of a verb.	Subject + <i>should have</i> + past participle <i>She should have had more patience.</i>

Unit 5, page 44: Comparative and superlative forms of adverbs

The comparative and superlative form of adverbs show that an action was performed to a greater or lesser degree.	<i>He surfed better than his brother. He surfed the best of all the surfers.</i>
To form the comparative of one-syllable adverbs, add <i>-er</i> to the adverb. The word <i>than</i> is usually used after a comparative adverb.	adverb + <i>-er</i> + <i>than</i> <i>Kenji swims faster than Scott. Scott tries harder than Kenji.</i>
To form the comparative of an adverb that ends in <i>-ly</i> , use <i>more</i> , the adverb, and <i>than</i> .	<i>more</i> + adverb + <i>than</i> <i>Women drive more carefully than men.</i>
Never use <i>more</i> with a comparative adverb that ends in <i>-er</i> .	X <i>He runs more faster than his coach.</i> ✓ <i>He runs faster than his coach.</i>
To form the superlative of one-syllable adverbs, add <i>-est</i> to the end of the adverb. Usually the word <i>the</i> is used with the superlative.	<i>the</i> + adverb + <i>-est</i> <i>She worked the hardest in the restaurant. He drove the fastest of all.</i>
To form the superlative of adverbs that end in <i>-ly</i> , use <i>the most</i> before the adverb.	<i>the</i> + <i>most</i> + adverb <i>She dances the most beautifully of all. He worked the most effectively in a quiet environment.</i>
Never use <i>most</i> with a superlative adverb that ends in <i>-est</i> .	X <i>She ran the most slowest that day.</i> ✓ <i>She ran the slowest that day.</i>
There are a number of irregular adverbs in English. Some of the most common ones are <i>well</i> , <i>badly</i> , <i>far</i> , <i>little</i> , and <i>much</i> .	<i>little</i> → less than → the least <i>much</i> → more than → the most

Unit 5, page 45: Comparatives with *a lot*, *far*, and *much*

Use <i>much</i> , <i>a lot</i> , or <i>far</i> to make a comparison stronger.	<i>Jack is a much better employee than Kelly. She can swim a lot faster than my brother. Theo is a far more serious student than his brother.</i>
Use <i>much</i> , <i>a lot</i> , and <i>far</i> in front of a comparative adjective or adverb.	<i>much/a lot/far</i> + comparative adjective/adverb <i>She's much prettier than I thought. Jack behaves much more politely than Scott.</i>
Never use <i>much</i> , <i>a lot</i> , or <i>far</i> with the superlative form of an adverb.	X <i>Jack talks the much fastest of all.</i> ✓ <i>Jack talks the fastest of all.</i>

Unit 5, page 46: Double comparatives: *the ... the ...*

Use double comparatives to say that one condition has an affect on another condition.	The faster you work, the sooner you'll be done. (Meaning: <i>When you work faster, you finish sooner.</i>)
To form a double comparative, begin with <i>the</i> followed by a comparative and a subject or subject and verb. The second clause has the same structure.	<i>The</i> + comparative + subject (+ verb) <i>The more you practice, the better you get. The better the players, the more exciting the game.</i>

Unit 6, page 53: The future: *will* + verb and *be going to* + verb

Use <i>will</i> + verb and <i>be going to</i> + verb to talk about events that will happen in the future.	<i>She'll meet us on the beach.</i> <i>He's going to take Spanish next semester.</i>
Use <i>will</i> + verb and <i>be going to</i> + verb to make predictions about the future.	<i>He will win the competition.</i> <i>She's going to be famous some day.</i>
Use <i>will</i> + verb to state a decision.	<i>I'll compete next week.</i>
Use <i>going to</i> + verb to talk about plans made previously.	<i>I can't go with you because I'm going to be in Hawaii next week.</i>
For <u>very definite</u> plans and arrangements, you can also use <i>will</i> .	<i>I'll arrive by train at six.</i>
Use <i>will</i> + verb to make a promise.	<i>I'll help you with whatever you need.</i>
Use contractions in casual speech and writing in affirmative statements.	<i>I'll be there if you need me.</i> <i>She's going to take some time off.</i>

Unit 6, page 56: The future continuous: *will be* + verb *-ing*

To form the future continuous, use <i>will be</i> + verb <i>-ing</i> .	<i>She'll be cleaning up the beach all weekend.</i> <i>He won't be working with us this time.</i>
To ask information questions in the future continuous with <i>will be</i> , use <i>wh-</i> word + <i>will</i> + subject noun/pronoun + <i>be</i> + verb <i>-ing</i> .	<i>Wh- + will + subject noun/pronoun + be + verb -ing</i> <i>Where will they be staying?</i>
To give answers to information questions in the future continuous with <i>will be</i> , begin with a subject noun/pronoun, followed by <i>will be</i> and a verb ending in <i>-ing</i> .	Subject noun/pronoun + <i>will be</i> + verb <i>-ing</i> <i>She'll be working at the restaurant.</i>
Use the future continuous to describe an action that will be in progress at a certain time in the future (a period of time or a specific time).	<i>They'll be taking an exam during 4th period.</i> <i>We'll be waiting in front of the building at 7:00.</i>

Unit 7, page 64: First conditional: *If* clauses in future-time situations

Use the first conditional to talk about what you <i>will, may, might, could, can,</i> or <i>are going to</i> do if the condition in the <i>if</i> clause is met.	<i>If she passes the test, she can move on to the next level.</i> <i>If I have to go home tomorrow, I'll leave my surfboard with you.</i>
Sentences in the first conditional must have an <i>if</i> clause and a <i>result</i> clause.	<i>If</i> clause + result clause <i>If I don't have homework, I can go to the party.</i>
The verb in the <i>if</i> clause must be in the simple present.	<i>If you meet me at six, we can catch the 6:15 bus.</i>
The <i>if</i> clause can come in the first or second part of the sentence.	<i>If we are late, we can't see the show.</i> <i>We can't see the show if we're late.</i>
When the <i>if</i> clause comes at the beginning of a sentence, it should be followed by a comma.	<i>If they move to Hawaii, they can surf every day.</i>

Unit 7, page 65: Second conditional: *If* clauses in imaginary situations

Use the second conditional to talk about what you <i>could, would,</i> or <i>might</i> do if the <i>if</i> clause in an imaginary situation were true.	<i>If I had millions of dollars, I could feed the poor.</i> <i>If money grew on trees, everyone would be rich.</i>
To form sentences, start with an <i>if</i> clause, followed by a verb in the simple past and a result clause. For sentences with <i>be</i> in the <i>if</i> clause, use <i>were</i> . Use <i>could, would,</i> or <i>might</i> in the result clause.	<i>If I could sing, I would be in the opera.</i> <i>If I were a genius, I might find a cure for cancer.</i>
The <i>if</i> clause can come in the first or second part of the sentence.	<i>I would declare world peace if I were king of the world.</i> <i>If I were king of the world, I would declare world peace.</i>
When the <i>if</i> clause comes at the beginning of a sentence, it should be followed by a comma.	<i>If she were my sister, we could share clothes.</i>

Unit 7, page 67: *I wish* + the simple past: Expressing wishes for a present situation

Use <i>I wish</i> and the simple past to talk about things you wish were true.	<i>I wish I had a dog.</i> <i>I wish we owned our house.</i>
Use <i>were</i> when the verb in the <i>if</i> clause is <i>be</i> .	<i>I wish I were older.</i>

Unit 8, page 73: The past perfect

The past perfect is formed with *had* and the past participle of a verb.

*She **had won** the race.*

The past perfect is used when two things that happened in the past are discussed. Use the past perfect form of the verb to indicate which event happened first.

*We arrived late. She **had already won** the race.
Mom's sister arrived at 10:00. We **had eaten** by then.*

The auxiliary verb *had* can be contracted.

*We'd seen that movie three times.
She'd gone to work.*

To ask a *Yes/No* question in the past perfect, start with *had*.

***Had** she won the race?
Had they eaten?*

To answer *Yes/No* questions in the past perfect, begin with *Yes/No* followed by a subject and *had/hadn't*.

***No, we hadn't.**
Yes, she had.*

Many past participles are irregular.

<i>come</i> → come	<i>be</i> → been
<i>get</i> → gotten	<i>go</i> → gone
<i>bring</i> → brought	<i>sing</i> → sung
<i>think</i> → thought	<i>swim</i> → swum

Unit 8, page 74: The past perfect and the simple past: Expressing the relationship between two past events

Use the past perfect to talk about two things that happened in the past. The past perfect form shows which thing happened first.

*By the time he arrived, the class **had already started**.
(Meaning: Both things happened in the past, but the class started first.)*

To form the past perfect, use *had* and the past participle of a verb.

*We **had already started** cooking by the time they got home.
She **had just finished** her report by the time the computer was fixed.*

To ask *Yes/No* questions using the past perfect and the simple past, begin the sentence with *had*.

***Had** you **started** cooking by the time they got home?
Had she **gone** to sleep before the movie ended?*

Use *before*, *until*, *by the time*, or *when* to show the relationship between the two past events.

***By the time** the party had started, it was too late to make dessert.
We had already finished **when** suddenly Judy arrived.*

The adverbs *always*, *never*, *just*, and *already* are used frequently with the past perfect.

*The bus had **just** left by the time she got there.
She had **never** eaten pizza before she went to Italy.*

Unit 9, page 82: Reported speech: Statements

Quoted speech is a word for word record of what someone said. The pronoun is from the point of view of the speaker.	<i>Washington said, "I cannot tell a lie."</i>
Quoted speech is preceded by a comma, and begins and ends with quotation marks. The final punctuation for the sentence is inside the ending quotation marks.	<i>Isabel exclaimed, "I have to win this contest!"</i> <i>Robert said, "I don't see much chance of that happening."</i> <i>Isabel asked, "Why not?"</i>
Reported speech is not exactly what someone said. The pronoun and verb usually change in reported speech. <i>That</i> is often used after <i>said, told, or reported</i> .	<i>He said (that) he couldn't tell a lie.</i> <i>She told us (that) she really had to win.</i>
If the verb in quoted speech is in the present, it usually changes to the past in reported speech.	<i>Quoted: She said, "I am happy with the results."</i> <i>Reported: She said she was happy with the results.</i>
If the verb in quoted speech is in the past, it usually changes to the past perfect in reported speech.	<i>Quoted: She said, "I took a long time."</i> <i>Reported: She said she had taken a long time.</i>
If the verb in quoted speech is in the present perfect, it usually changes to the past perfect in reported speech.	<i>Quoted: She said, "I have studied English."</i> <i>Reported: She said she had studied English.</i>
If the verb in quoted speech is in the present continuous, it usually changes to the past continuous in reported speech.	<i>She said, "I am learning."</i> <i>Reported: She said she was learning.</i>
The verb tense does not need to be changed in reported speech that has to do with a fact.	<i>Quoted: He said, "There are 50 states."</i> <i>He said that there are 50 states.</i>
Quotations marks are not used for reported speech.	<i>They told us that they were leaving in the morning.</i>

Unit 9, page 84: Reported speech: Questions

To report <i>Yes/No</i> questions, you can use <i>asked</i> followed by <i>if</i> . After <i>if</i> , the subject comes <u>before</u> the verb of the reported question. Change verb tenses as with reported statements.	<i>Asked + if + subject + verb</i> <i>He asked if we were there.</i>
To report information questions, use <i>asked</i> followed by the <i>Wh-</i> word, the subject, and the verb of the reported question.	<i>Asked + Wh- word + subject + verb</i> <i>She asked where they had been.</i>

Unit 9, page 85: Reported speech: Using *said* and *told*

Both <i>said</i> and <i>told</i> can be used in reported speech.	<i>She said I could come.</i> <i>She told me I could come.</i>
<i>Told</i> is followed by an object pronoun or noun that tells whom the speaker communicated with.	<i>He told her to stay.</i> <i>Kelly told Jack she needed a ride.</i>

Unit 10, page 92: Too + adjective/adverb + to; (not) adjective/adverb + enough + to

To give a reason why something can't happen or be done, you can use *too* before an adjective or adverb and an infinitive.

too + adjective/adverb + *to*
*It's **too warm** today **to snow**.*
 (Meaning: *It can't snow because it's so warm today.*)
*She surfs **too poorly** **to win**.*
 (Meaning: *She can't win because she surfs so poorly.*)

You can also use *not enough* to say why something can't happen or be done. Use *not* followed by an adjective or adverb, *enough*, and an infinitive.

not + adjective/adverb + *enough* + *to*
*It's **not cold enough** today **to snow**.*
 (Meaning: *It can't snow because it's not cold enough today.*)
*She **doesn't** surf **well enough** **to win**.*
 (Meaning: *She can't win because she doesn't surf well enough.*)

To use give a reason why something can happen or be done, you can use an adjective or adverb followed by *enough* and an infinitive.

adjective/adverb + *enough* + *to*
*It's **cold enough** today **to snow**.*
 (Meaning: *It could snow because it's so cold today.*)
*She surfs **well enough** **to win**.*
 (Meaning: *She could win because she surfs so well.*)

Unit 10, page 94: So + a clause of result

To show cause and effect, use *so*, an adjective or adverb, and a result clause beginning with *that*.

so + adjective/adverb + *that*
*It was **so hot that** we couldn't sit outside.*
 (Cause: *It was hot.* Effect: *We couldn't sit outside.*)
*It was raining **so hard that** we had to stop.*
 (Cause: *It was raining hard.* Effect: *We had to stop.*)

Unit 10, page 94: Such + a clause of result

You can also show cause and effect with *such*, an adjective, a noun, and a result clause beginning with *that*.

such + adjective + noun + *that*
*It was **such a hot day that** we couldn't sit outside.*
 (Cause: *It was such a hot day.* Effect: *We couldn't sit outside.*)

Unit 11, page 100: The passive voice: Statements

In an active sentence, the subject acts upon the object. In the passive voice, the object of the verb becomes the subject. Use the passive voice when the person or thing doing the action is either not mentioned or not important.	Active: subject + verb + object <i>My brother washed the car.</i> Passive: subject + verb <i>The car was washed (by my brother).</i>
To form the passive in the simple present, use the present tense of <i>be</i> plus the past participle of a verb. Use <i>by</i> with a noun if it is important to show who or what the doer of the action is.	<i>That rule is followed (by all the students). Our car is driven every day (by my parents).</i>
To form the passive in the simple past, use the simple past tense of <i>be</i> plus the past participle of a verb.	<i>The door was slammed shut (by the wind). The students were taught (by the teacher).</i>
Only verbs that take an object can be used in the passive tense.	Active: <i>The boys came home.</i> No passive voice Active: <i>She seemed happy.</i> No passive voice

Unit 11, page 102: The passive voice: Questions

To form <i>Yes/No</i> questions in the passive voice, start with <i>be</i> , followed by a subject, and the past participle of a verb.	<i>Be + subject + past participle Is salt used? Was dinner prepared?</i>
To answer <i>Yes/No</i> questions in the passive voice, begin with <i>Yes</i> or <i>No</i> , followed by a subject and <i>be</i> .	<i>Yes/No + subject + be Yes, it is. No, it wasn't.</i>
To ask information questions in the passive voice, start with a <i>Wh-</i> word followed by <i>be</i> , a subject, and the past participle of a verb.	<i>Wh- + subject + past participle When were they told? Why was it destroyed?</i>
Short answers for <i>Wh-</i> questions in the passive voice do not need to repeat all of the information present in the question.	<i>When were they told? Yesterday afternoon. Why was it destroyed? Because it was falling apart.</i>

Unit 12, page 110: Connectors: *and, but, so, or*

Use <i>and</i> to add information by combining two independent clauses. <i>And</i> is usually preceded by a comma.	<i>She is smart, and she is a loyal friend.</i> <i>He wants to be a lawyer, and he will get into law school.</i>
Use <i>but</i> to show direct contrast between two independent clauses in a sentence. <i>But</i> is usually preceded by a comma.	<i>She looks smart, but she isn't very intelligent.</i> <i>He wants to be a lawyer, but he doesn't have the grades.</i>
Use <i>so</i> to connect two independent clauses, the first of which has a condition and the second a result. <i>So</i> is usually preceded by a comma.	<i>He wants to be a lawyer, so he studies very hard.</i> <i>The weather was terrible, so we decided we couldn't go surfing.</i>
Use <i>or</i> to connect two independent clauses, the first of which has a condition and the second a consequence. <i>Or</i> is usually preceded by a comma.	<i>You'd better practice, or you won't make the team.</i> <i>She knew she had to hurry, or she would miss the bus.</i>
Also use <i>or</i> when expressing there is more than one option.	<i>We could eat dinner before the movie, or we could wait until after the movie to eat.</i>

Unit 12, page 112: Showing contrast with *although/even though, in spite of, and however*

Use connectors to express the relationship between parts of a sentence. The connectors <i>although/even though, in spite of, and however</i> show a contrast or an unexpected result.	<i>Even though</i> we were the best team, we lost the event. We had a good time <i>in spite of</i> the rain. We thought we would win. <i>However</i> , we lost.
When a sentence begins with <i>although/even though</i> or <i>in spite of</i> , follow the clause with a comma.	<i>Although</i> the weather was cold, they decided to play tennis. <i>In spite of</i> the rain, they enjoyed their picnic.
Do not use a comma when clauses with <i>although, even though, or in spite of</i> come at the end of a sentence.	She likes the taste <i>although it's strange</i> . He takes math every year <i>even though it's his worst subject</i> .
When <i>however</i> starts a sentence, it is usually followed by a comma. It can also be preceded by a semicolon and followed by a comma.	<i>However</i> , we decided to go anyway. <i>It's a hard language to learn; however, the rewards for learning it are huge.</i>
<i>In spite of</i> is often followed by a noun or noun phrase.	<i>In spite of John's intelligence, he doesn't get great grades.</i>