

# Unit 3

## 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 <b>ride</b> the bus to school every day.</i>
The simple present can also be used to talk about facts.	<i>Chicago <b>is</b> called the Windy City.</i>
Use the simple present tense for descriptions and opinions.	<i>San Diego <b>is</b> beautiful in the spring. I think Kelly <b>is</b> 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 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 <b>should</b> give him another chance. You <b>should</b> 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 <b>should not (shouldn't)</b> see him any more. He <b>shouldn't</b> 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 <b>had better</b> call your mom before you accept the invitation. (If you don't, she may get angry.) You <b>had better not</b> 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><b>I'd</b>        <b>she'd</b> <b>you'd</b>    <b>we'd</b> <b>he'd</b>     <b>they'd</b> <b>He'd</b> better not cancel this date. <b>We'd</b> 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 <b>get</b> her facts right. You shouldn't <b>ask</b> 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, <b>is she</b>? You weren't waiting for me, <b>were you</b>?</i>
The subject in the tag question must match the subject in the sentence.	<i><b>We</b> aren't late, <b>are we</b>? <b>He's</b> isn't going, <b>is he</b>?</i>
The verb in the tag question must be the same tense as the verb in the sentence.	<i>Scott's a loser, <b>isn't he</b>? He <b>was</b> late again, <b>wasn't he</b>?</i>
If the sentence is positive, the tag is usually negative. If the sentence is negative, the tag is usually positive.	<i>Jack <b>is</b> nice, <b>isn't he</b>? My mom <b>isn't</b> here, <b>is she</b>?</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 <b>is</b>. He <b>wasn't</b> mad, was he? No, he <b>wasn't</b>.</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 <b>cancel</b>s lots of dates, <b>doesn't he</b>? You <b>asked</b> for lots of time off, <b>didn't you</b>?</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> .)