

Unit 4

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 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>