

Unit 5

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 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>