

Unit 6

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 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>