Unit 7
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 **ride** the bus to school every day.
The simple present can also be used to talk about facts.	Chicago **is** called the Windy City.
Use the simple present tense for descriptions and opinions.	San Diego **is** beautiful in the spring. I think Kelly **is** smart.

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

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

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

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

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

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