Unit 8
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 8, page73: The past perfect

The past perfect is formed with *had* and the past participle of a verb.	*She **had won** the race.*
The past perfect is used when two things that happened in the past are discussed. Use the past perfect form of the verb to indicate which event happened first.	*We arrived late. She **had** already **won** the race.* *Mom's sister arrived at 10:00. We **had eaten** by then.*
The auxiliary verb *had* can be contracted.	*We**'d** seen that movie three times.* *She**'d** gone to work.*
To ask a *Yes/No* question in the past perfect, start with *had*.	***Had** she won the race?* ***Had** they eaten?*
To answer *Yes/No* questions in the past perfect, begin with *Yes/No* followed by a subject and *had/hadn't*.	***No, we hadn't.*** ***Yes, she had.***
Many past participles are irregular.	come → **come** get → **gotten** bring → **brought** think → **thought** be → **been** go → **gone** sing → **sung** swim → **swum**

Unit 8, page 74: The past perfect and the simple past: Expressing the relationship between two past events

Use the past perfect to talk about two things that happened in the past. The past perfect form shows which thing happened first.	*By the time he arrived, the class **had** already **started**.* (Meaning: *Both things happened in the past, but the class started first.*)
To form the past perfect, use *had* and the past participle of a verb.	*We **had** already **started** cooking by the time they got home.* *She **had** just **finished** her report by the time the computer was fixed.*
To ask *Yes/No* questions using the past perfect and the simple past, begin the sentence with *had*.	***Had** you **started** cooking by the time they got home?* ***Had** she **gone** to sleep before the movie ended?*
Use *before, until, by the time,* or *when* to show the relationship between the two past events.	***By the time** the party had started, it was too late to make dessert.* *We had already finished **when** suddenly Judy arrived.*
The adverbs *always, never, just,* and *already* are used frequently with the past perfect.	*The bus had **just** left by the time she got there.* *She had **never** eaten pizza before she went to Italy.*