

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>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 8, page 73: The past perfect									
The past perfect is formed with <i>had</i> and the past participle of a verb.	<i>She had won the race.</i>								
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.	<i>We arrived late. She had already won the race. Mom's sister arrived at 10:00. We had eaten by then.</i>								
The auxiliary verb <i>had</i> can be contracted.	<i>We'd seen that movie three times. She'd gone to work.</i>								
To ask a Yes/No question in the past perfect, start with <i>had</i> .	<i>Had she won the race? Had they eaten?</i>								
To answer Yes/No questions in the past perfect, begin with Yes/No followed by a subject and <i>had/hadn't</i> .	<i>No, we hadn't. Yes, she had.</i>								
Many past participles are irregular.	<table border="0"> <tr> <td><i>come</i> → come</td> <td><i>be</i> → been</td> </tr> <tr> <td><i>get</i> → gotten</td> <td><i>go</i> → gone</td> </tr> <tr> <td><i>bring</i> → brought</td> <td><i>sing</i> → sung</td> </tr> <tr> <td><i>think</i> → thought</td> <td><i>swim</i> → swum</td> </tr> </table>	<i>come</i> → come	<i>be</i> → been	<i>get</i> → gotten	<i>go</i> → gone	<i>bring</i> → brought	<i>sing</i> → sung	<i>think</i> → thought	<i>swim</i> → swum
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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.	<i>By the time he arrived, the class had already started. (Meaning: Both things happened in the past, but the class started first.)</i>
To form the past perfect, use <i>had</i> and the past participle of a verb.	<i>We had already started cooking by the time they got home. She had just finished her report by the time the computer was fixed.</i>
To ask Yes/No questions using the past perfect and the simple past, begin the sentence with <i>had</i> .	<i>Had you started cooking by the time they got home? Had she gone to sleep before the movie ended?</i>
Use <i>before</i> , <i>until</i> , <i>by the time</i> , or <i>when</i> to show the relationship between the two past events.	<i>By the time the party had started, it was too late to make dessert. We had already finished when suddenly Judy arrived.</i>
The adverbs <i>always</i> , <i>never</i> , <i>just</i> , and <i>already</i> are used frequently with the past perfect.	<i>The bus had just left by the time she got there. She had never eaten pizza before she went to Italy.</i>