

Unit 9

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 9, page 82: Reported speech: Statements

Quoted speech is a word for word record of what someone said. The pronoun is from the point of view of the speaker.	<i>Washington said, "I cannot tell a lie."</i>
Quoted speech is preceded by a comma, and begins and ends with quotation marks. The final punctuation for the sentence is inside the ending quotation marks.	<i>Isabel exclaimed, "I have to win this contest!"</i> <i>Robert said, "I don't see much chance of that happening."</i> <i>Isabel asked, "Why not?"</i>
Reported speech is not exactly what someone said. The pronoun and verb usually change in reported speech. <i>That</i> is often used after <i>said, told, or reported</i> .	<i>He said (that) he couldn't tell a lie.</i> <i>She told us (that) she really had to win.</i>
If the verb in quoted speech is in the present, it usually changes to the past in reported speech.	<i>Quoted: She said, "I am happy with the results."</i> <i>Reported: She said she was happy with the results.</i>
If the verb in quoted speech is in the past, it usually changes to the past perfect in reported speech.	<i>Quoted: She said, "I took a long time."</i> <i>Reported: She said she had taken a long time.</i>
If the verb in quoted speech is in the present perfect, it usually changes to the past perfect in reported speech.	<i>Quoted: She said, "I have studied English."</i> <i>Reported: She said she had studied English.</i>
If the verb in quoted speech is in the present continuous, it usually changes to the past continuous in reported speech.	<i>She said, "I am learning."</i> <i>Reported: She said she was learning.</i>
The verb tense does not need to be changed in reported speech that has to do with a fact.	<i>Quoted: He said, "There are 50 states."</i> <i>He said that there are 50 states.</i>
Quotations marks are not used for reported speech.	<i>They told us that they were leaving in the morning.</i>

Unit 9, page 84: Reported speech: Questions

To report <i>Yes/No</i> questions, you can use <i>asked</i> followed by <i>if</i> . After <i>if</i> , the subject comes <u>before</u> the verb of the reported question. Change verb tenses as with reported statements.	<i>Asked + if + subject + verb</i> <i>He asked if we were there.</i>
To report information questions, use <i>asked</i> followed by the <i>Wh-</i> word, the subject, and the verb of the reported question.	<i>Asked + Wh- word + subject + verb</i> <i>She asked where they had been.</i>

Unit 9, page 85: Reported speech: Using *said* and *told*

Both <i>said</i> and <i>told</i> can be used in reported speech.	<i>She said I could come.</i> <i>She told me I could come.</i>
<i>Told</i> is followed by an object pronoun or noun that tells whom the speaker communicated with.	<i>He told her to stay.</i> <i>Kelly told Jack she needed a ride.</i>