

Unit 10

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 10, page 92: Too + adjective/adverb + to; (not) adjective/adverb + enough + to

To give a reason why something can't happen or be done, you can use *too* before an adjective or adverb and an infinitive.

too + adjective/adverb + *to*

*It's **too warm** today **to snow**.*

(Meaning: *It can't snow because it's so warm today.*)

*She surfs **too poorly** **to win**.*

(Meaning: *She can't win because she surfs so poorly.*)

You can also use *not enough* to say why something can't happen or be done. Use *not* followed by an adjective or adverb, *enough*, and an infinitive.

not + adjective/adverb + *enough* + *to*

*It's **not cold enough** today **to snow**.*

(Meaning: *It can't snow because it's not cold enough today.*)

*She **doesn't** surf **well enough** **to win**.*

(Meaning: *She can't win because she doesn't surf well enough.*)

To use give a reason why something can happen or be done, you can use an adjective or adverb followed by *enough* and an infinitive.

adjective/adverb + *enough* + *to*

*It's **cold enough** today **to snow**.*

(Meaning: *It could snow because it's so cold today.*)

*She surfs **well enough** **to win**.*

(Meaning: *She could win because she surfs so well.*)

Unit 10, page 94: So + a clause of result

To show cause and effect, use *so*, an adjective or adverb, and a result clause beginning with *that*.

so + adjective/adverb + *that*

*It was **so hot that** we couldn't sit outside.*

(Cause: *It was hot.* Effect: *We couldn't sit outside.*)

*It was raining **so hard that** we had to stop.*

(Cause: *It was raining hard.* Effect: *We had to stop.*)

Unit 10, page 94: Such + a clause of result

You can also show cause and effect with *such*, an adjective, a noun, and a result clause beginning with *that*.

such + adjective + noun + *that*

*It was **such a hot day that** we couldn't sit outside.*

(Cause: *It was such a hot day.* Effect: *We couldn't sit outside.*)