

Unit 11

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 11, page 100: The passive voice: Statements

In an active sentence, the subject acts upon the object. In the passive voice, the object of the verb becomes the subject. Use the passive voice when the person or thing doing the action is either not mentioned or not important.	Active: subject + verb + object <i>My brother washed the car.</i> Passive: subject + verb <i>The car was washed (by my brother).</i>
To form the passive in the simple present, use the present tense of <i>be</i> plus the past participle of a verb. Use <i>by</i> with a noun if it is important to show who or what the doer of the action is.	<i>That rule is followed (by all the students). Our car is driven every day (by my parents).</i>
To form the passive in the simple past, use the simple past tense of <i>be</i> plus the past participle of a verb.	<i>The door was slammed shut (by the wind). The students were taught (by the teacher).</i>
Only verbs that take an object can be used in the passive tense.	Active: <i>The boys came home.</i> No passive voice Active: <i>She seemed happy.</i> No passive voice

Unit 11, page 102: The passive voice: Questions

To form <i>Yes/No</i> questions in the passive voice, start with <i>be</i> , followed by a subject, and the past participle of a verb.	<i>Be + subject + past participle Is salt used? Was dinner prepared?</i>
To answer <i>Yes/No</i> questions in the passive voice, begin with <i>Yes</i> or <i>No</i> , followed by a subject and <i>be</i> .	<i>Yes/No + subject + be Yes, it is. No, it wasn't.</i>
To ask information questions in the passive voice, start with a <i>Wh-</i> word followed by <i>be</i> , a subject, and the past participle of a verb.	<i>Wh- + subject + past participle When were they told? Why was it destroyed?</i>
Short answers for <i>Wh-</i> questions in the passive voice do not need to repeat all of the information present in the question.	<i>When were they told? Yesterday afternoon. Why was it destroyed? Because it was falling apart.</i>