

Unit 12

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 12, page 110: Connectors: *and, but, so, or*

Use *and* to add information by combining two independent clauses. *And* is usually preceded by a comma.

*She is smart, **and** she is a loyal friend.*
*He wants to be a lawyer, **and** he will get into law school.*

Use *but* to show direct contrast between two independent clauses in a sentence. *But* is usually preceded by a comma.

*She looks smart, **but** she isn't very intelligent.*
*He wants to be a lawyer, **but** he doesn't have the grades.*

Use *so* to connect two independent clauses, the first of which has a condition and the second a result. *So* is usually preceded by a comma.

*He wants to be a lawyer, **so** he studies very hard.*
*The weather was terrible, **so** we decided we couldn't go surfing.*

Use *or* to connect two independent clauses, the first of which has a condition and the second a consequence. *Or* is usually preceded by a comma.

*You'd better practice, **or** you won't make the team.*
*She knew she had to hurry, **or** she would miss the bus.*

Also use *or* when expressing there is more than one option.

*We could eat dinner before the movie, **or** we could wait until after the movie to eat.*

Unit 12, page 112: Showing contrast with *although/even though, in spite of, and however*

Use connectors to express the relationship between parts of a sentence. The connectors *although/even though, in spite of, and however* show a contrast or an unexpected result.

***Even though** we were the best team, we lost the event.*
*We had a good time **in spite of** the rain.*
*We thought we would win. **However**, we lost.*

When a sentence begins with *although/even though* or *in spite of*, follow the clause with a comma.

***Although** the weather was cold, they decided to play tennis.*
***In spite of** the rain, they enjoyed their picnic.*

Do not use a comma when clauses with *although, even though, or in spite of* come at the end of a sentence.

*She likes the taste **although** it's strange.*
*He takes math every year **even though** it's his worst subject.*

When *however* starts a sentence, it is usually followed by a comma. It can also be preceded by a semicolon and followed by a comma.

***However**, we decided to go anyway.*
*It's a hard language to learn; **however**, the rewards for learning it are huge.*

In spite of is often followed by a noun or noun phrase.

*In spite of **John's intelligence**, he doesn't get great grades.*