

**BASIC**

**E  
ENGLISH  
GRAMMAR**



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Third Edition

**TEACHER'S GUIDE**



**Betty Schramper Azar  
Stacy A. Hagen**

**Basic English Grammar, Third Edition  
Teacher's Guide**

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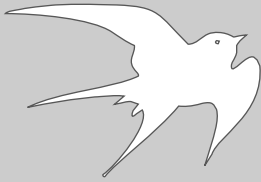
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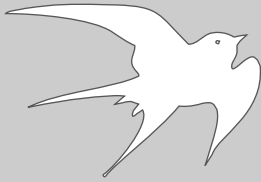
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## Preface

This *Teacher's Guide* is intended as a practical aid to teachers. In it, you will find notes on the content of each unit, suggestions for exercises and classroom activities, and answers to the exercises.

General teaching information can be found in the *Introduction*. It includes

- the rationale and general aims of *Basic English Grammar*.
- classroom techniques for presenting charts and using exercises.
- suggestions for using the *Workbook* in connection with the student book.
- supplementary resource texts.
- comments on differences between American and British English.
- a key to the pronunciation symbols used in this *Guide*.

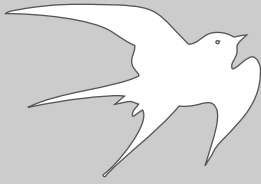
The rest of the *Guide* contains notes on charts and exercises. The chart notes may include

- suggestions for presenting the information to students.
- points to emphasize.
- common problems to anticipate.
- assumptions underlying the contents.
- additional background notes on grammar and usage.

The exercise notes may include

- the focus of the exercise.
- suggested techniques.
- points to emphasize.
- expansion activities.
- answers.
- item notes on cultural content, vocabulary, and idiomatic usage. (Some of these item notes are specifically intended to aid teachers who are nonnative speakers of English.)





# Introduction

## General Aims of *Basic English Grammar*

*Basic English Grammar* is a beginning-level ESL/EFL developmental skills text. In the experience of many classroom teachers, adult language learners like to spend at least some time on grammar with a teacher to help them. The process of looking at and practicing grammar becomes a springboard for expanding the learners' abilities in speaking, writing, listening, and reading.

Most students find it helpful to have special time set aside in their English curriculum to focus on grammar. Students generally have many questions about English grammar and appreciate the opportunity to work with a text and a teacher to make some sense out of the bewildering array of forms and usages in this strange language. These understandings provide the basis for advances in usage ability in a relaxed, accepting classroom that encourages risk-taking as students experiment, both in speaking and writing, with ways to communicate their ideas in a new language.

Teaching grammar does not mean lecturing on grammatical patterns and terminology. It does not mean bestowing knowledge and being an arbiter of correctness. Teaching grammar is the art of helping students make sense, little by little, of a huge, puzzling construct, and of engaging them in various activities that enhance usage abilities in all skill areas and promote easy, confident communication.

The text depends upon a partnership with a teacher; it is the teacher who animates and directs the students' language-learning experiences. In practical terms, the aim of the text is to support you, the teacher, by providing a wealth and variety of material for you to adapt to your individual teaching situation. Using grammar as a base to promote overall English usage ability, teacher and text can engage students in interesting discourse, challenge their minds and skills, and intrigue them with the power of language as well as the need for accuracy to create understanding among people.

## Suggestions for the Classroom

- **Presenting the Grammar Charts**

Each chart contains a concise visual presentation of the structures to be learned. Presentation techniques often depend upon the content of the chart, the level of the class, and students' learning styles. Not all students react to the charts in the same way. Some students need the security of thoroughly understanding a chart before trying to use the structure. Others like to experiment more freely with using new structures; they refer to the charts only incidentally, if at all.

Given these different learning strategies, you should vary your presentation techniques and not expect students to "learn" or memorize the charts. The charts are simply a starting point (and a point of reference) for class activities. Some charts may require particular methods of presentation, but generally any of the following techniques are viable.

- Technique #1:* Present the examples in the chart, perhaps highlighting them on the board. Add your own examples, relating them to your students' experience as much as possible. For example, when presenting simple present tense, talk about what students do every day: come to school, study English, and so on. Elicit other examples of the target structure from your students. Then proceed to the exercises.
- Technique #2:* Elicit target structures from students before they look at the chart in the *Student Book*. Ask leading questions that are designed so the answers will include the target structure. (For example, with present progressive, ask: "What are you doing right now?") You may want to write students' answers on the board and relate them to selected examples in the chart. Then proceed to the exercises.
- Technique #3:* Instead of beginning with a chart, begin with the first exercise after the chart. As you work through it with your students, present the information in the chart or refer to examples in the chart.
- Technique #4:* Assign a chart for homework; students bring questions to class. (You may even want to include an accompanying exercise.) With advanced students, you might not need to deal with every chart and exercise thoroughly in class. With intermediate students, it is generally advisable to clarify charts and do most of the exercises in each section.
- Technique #5:* Some charts have a preview exercise or pretest. Begin with these, and use them as a guide to decide what areas to focus on. When working through the chart, you can refer to the examples in these exercises.

With all of the above, the explanations on the right side of the chart are most effective when recast by the teacher, not read word for word. Keep the discussion focus on the examples. Students by and large learn from examples and lots of practice, not from explanations. In the charts, the explanations focus attention on what students should be noticing in the examples and the exercises.

## • Additional Suggestions for Using the Charts

### **The Here-and-Now Classroom Context**

For every chart, try to relate the target structure to an immediate classroom or real-life context. Make up or elicit examples that use the students' names, activities, and interests. For example, when introducing possessive adjectives (Chart 2-5) use yourself and your students to present all the sentences in the chart. Then have students refer to the chart. The here-and-now classroom context is, of course, one of the grammar teacher's best aids.

### **Demonstration Techniques**

Demonstration can be very helpful to explain the meaning of a structure. You and your students can act out situations that demonstrate the target structure. For example, the present progressive can easily be demonstrated (e.g., "I *am writing* on the board right now"). Of course, not all grammar lends itself to this technique.

### **Using the Board**

In discussing the target structure of a chart, use the classroom board whenever possible. Not all students have adequate listening skills for teacher talk, and not all students can visualize and understand the various relationships within, between, and among structures. Draw boxes, circles, and arrows to illustrate connections between the elements of a structure. A visual presentation helps many students.

## Oral Exercises with Chart Presentations

Oral exercises usually follow a chart, but sometimes they precede it so that you can elicit student-generated examples of the target structure as a springboard to the discussion of the grammar. If you prefer to introduce a particular structure to your students orally, you can always use an oral exercise prior to the presentation of a chart and its written exercises, no matter what the given order in the text.

## The Role of Terminology

Students need to understand the terminology, but don't require or expect detailed definitions of terms, either in class discussion or on tests. Terminology is just a tool, a useful label for the moment, so that you and your students can talk to each other about English grammar.

### • Balancing Teacher and Student Talk

The goal of all language learning is to understand and communicate. The teacher's main task is to direct and facilitate that process. The learner is an active participant, not merely a passive receiver of rules to be memorized. Therefore, many of the exercises in the text are designed to promote interaction between learners as a bridge to real communication.

The teacher has a crucial leadership role, with teacher talk a valuable and necessary part of a grammar classroom. Sometimes you will need to spend time clarifying the information in a chart, leading an exercise, answering questions about exercise items, or explaining an assignment. These periods of teacher talk should, however, be balanced by longer periods of productive learning activity when the students are doing most of the talking. It is important for the teacher to know when to step back and let students lead. Interactive group and pairwork play an important role in the language classroom.

### • Exercise Types

**Preview Exercises** (SEE Exercise 2, p. 2 and Exercise 1, p. 179.)

The purpose of these exercises is to let students discover what they know and don't know about the target structure in order to get them interested in a chart. Essentially, preview exercises illustrate a possible teaching technique: quiz students first as a springboard for presenting the grammar in a chart.

Any exercise can be used as a preview. You do not need to follow the order of material in the text. Adapt the material to your own needs and techniques.

**First Exercise after a Chart** (SEE Exercise 14, p. 33 and Exercise 16, p. 63.)

In most cases, this exercise includes an example of each item shown in the chart. Students can do the exercise together as a class, and the teacher can refer to chart examples where necessary. More advanced classes can complete it as homework. The teacher can use this exercise as a guide to see how well students understand the basics of the target structure(s).

### Written Exercises: General Techniques

The written exercises range from those that are tightly controlled and manipulative to those that encourage free responses and require creative, independent language use. Following are some general techniques for the written exercises.

*Technique A:* A student can be asked to read an item aloud. You can say whether the student's answer is correct or not, or you can open up discussion by asking the rest of the class if the answer is correct. For example:

TEACHER: Juan, would you please read item 3?

STUDENT: Ali *speaks* Arabic.

TEACHER (to the class): Do the rest of you agree with Juan's answer?

The slow-moving pace of this method is beneficial for discussion not only of grammar items, but also of vocabulary and content. Students have time to digest information and ask questions. You have the opportunity to judge how well they understand the grammar. However, this time-consuming technique doesn't always, or even usually, need to be used, especially with more advanced classes.

*Technique B:* The teacher reads the first part of the item, then pauses for students to call out the answer in unison. For example:

ITEM entry: "Ali (*speak*) \_\_\_\_\_ Arabic."

TEACHER (with the students looking at their texts): Ali . . .

STUDENTS (in unison): speaks (with possibly a few incorrect responses scattered about)

TEACHER: . . . speaks Arabic. *Speaks*. Do you have any questions?

This technique saves a lot of time in class, but is also slow-paced enough to allow for questions and discussion of grammar, vocabulary, and content. It is essential that students have prepared the exercise by writing in their books, so it must be assigned ahead of time as homework.

*Technique C:* Students complete the exercise for homework, and you go over the answers with them. Students can take turns giving the answers, or you can supply them. Depending on the importance and length of the sentence, you may want to include the entire sentence or just the answer. Answers can be given one at a time while you take questions, or you can give the answers to the whole exercise before opening it up for questions. When a student supplies the answers, the other students can ask him/her questions if they disagree.

*Technique D:* Divide the class into groups (or pairs) and have each group prepare one set of answers that they all agree is correct prior to class discussion. The leader of each group can present its answers.

Another option is to have the groups (or pairs) hand in their sets of answers for correction and possibly a grade.

It's also possible to turn these exercises into games wherein the group with the best set of answers gets some sort of reward (perhaps applause from the rest of the class).

One option for correction of group work is to circle or mark the errors on one paper the group turns in, make photocopies of that paper for each member of the group, and then hand back the papers for students to rewrite individually. At that point, you can assign a grade if desired.

Of course, you can always mix Techniques A, B, C, and D — with students reading some aloud, with you prompting unison responses for some, with you simply giving the answers for others, or with students collaborating on the answers. Much depends on the level of the class, their familiarity and skill with the grammar at hand, their oral-aural skills in general, and the flexibility or limitations of class time.

*Technique E:* When an exercise item has a dialogue between two speakers, A and B (e.g., Exercise 32, p. 78), ask one student to be A and another B and have them read the entry aloud. Then, occasionally, say to A and B: "Without looking at your text, what did you just say to each other?" (If necessary, let them glance briefly at their texts before they repeat what they've just said in the exercise item.) Students may be pleasantly surprised by their own fluency.

*Technique F:* Some exercises ask students to change the form but not the substance, or to combine two sentences or ideas. Generally, these exercises are intended for class discussion of the form and meaning of a structure.

The initial stages of such exercises are a good opportunity to use the board to draw circles and arrows to illustrate the characteristics and relationships of a structure. Students can read their answers aloud to initiate class discussion, and you can write on the board as problems arise. Or, students can write their sentences on the board themselves. Another option is to have them work in small groups to agree upon their answers prior to class discussion.

- OPEN-ENDED EXERCISES

The term “open-ended” refers to those exercises in which students use their own words to complete the sentences, either orally or in writing.

*Technique A:* Exercises where students must supply their own words to complete a sentence (e.g., Exercise 23, p. 341) should usually be assigned for out-of-class preparation. Then in class, one, two, or several students can read their sentences aloud; the class can discuss the correctness and appropriateness of the completions. Perhaps you can suggest possible ways of rephrasing to make a sentence more idiomatic. Students who don’t read their sentences aloud can revise their own completions based on what is being discussed in class. At the end of the exercise discussion, you can tell students to hand in their sentences for you to look at, or simply ask if anybody has questions about the exercise and not have them submit anything to you.

*Technique B:* If you wish to use a completion exercise in class without having previously assigned it, you can turn the exercise into a brainstorming session in which students try out several completions to see if they work. As another possibility, you may wish to divide the class into small groups and have each group come up with completions that they all agree are correct and appropriate. Then use only those completions for class discussion or as written work to be handed in.

*Technique C:* Some completion exercises are done on another piece of paper because not enough space has been left in the *Student Book* (e.g., Exercise 45, p. 155). It is often beneficial to use the following progression: (1) assign the exercise for out-of-class preparation; (2) discuss it in class the next day, having students make corrections on their own papers based on what they are learning from discussing other students’ completions; (3) then ask students to submit their papers to you, either as a requirement or on a volunteer basis.

- PARAGRAPH PRACTICE (SEE Exercise 36, p. 82.)

Some writing exercises are designed to produce short, informal paragraphs. Generally, the topics concern aspects of the students’ lives to encourage free and relatively effortless communication as they practice their writing skills. While a course in English rhetoric is beyond the scope of this text, many of the basic elements are included and may be developed and emphasized according to your needs.

For best results, whenever you give a writing assignment, let your students know what you expect: “This is what I suggest as content. This is how you might organize it. This is how long I expect it to be.” If at all possible, give your students composition models,



perhaps taken from good compositions written by previous classes, perhaps written by you, perhaps composed as a group activity by the class as a whole (e.g., you write on the board what students tell you to write, and then you and your students revise it together).

In general, writing exercises should be done outside of class. All of us need time to consider and revise when we write. And if we get a little help here and there, that's not unusual. The topics in the exercises are structured so that plagiarism should not be a problem. Use in-class writing if you want to appraise the students' unaided, spontaneous writing skills. Tell your students that these writing exercises are simply for practice and that — even though they should always try to do their best — mistakes that occur should be viewed simply as tools for learning.

Encourage students to use a basic dictionary whenever they write. Point out that you yourself never write seriously without a dictionary at hand. Discuss the use of margins, indentation of paragraphs, and other aspects of the format of a well-written paper.

- **ERROR-ANALYSIS EXERCISES**

For the most part, the sentences in this type of exercise have been adapted from actual student writing and contain typical errors. Error-analysis exercises focus on the target structures of a chapter but may also contain miscellaneous errors that are common in student writing at this level (e.g., final *-s* on plural nouns or capitalization of proper nouns). The purpose of including them is to sharpen the students' self-monitoring skills.

Error-analysis exercises are challenging, fun, and a good way to summarize the grammar in a unit. If you wish, tell students they are either newspaper editors or English teachers; their task is to locate all the mistakes and then write corrections. Point out that even native speakers — including you yourself — have to scrutinize, correct, and revise their own writing. This is a natural part of the writing process.

The recommended technique is to assign an error-analysis exercise for in-class discussion the next day. Students benefit most from having the opportunity to find the errors themselves prior to class discussion. These exercises can, of course, be handled in other ways: seatwork, written homework, group work, or pairwork.

### **“Let's Talk” Exercises**

The third edition of *Basic English Grammar* has many more exercises explicitly set up for interactive work than the last edition had. Students work in pairs, in groups, or as a class. Interactive exercises may take more class time than they would if teacher-led, but it is time well spent, for there are many advantages to student-student practice.

When students are working in groups or pairs, their opportunities to use what they are learning are greatly increased. In interactive work, the time students have for using English is many times greater than in a teacher-centered activity. Obviously, students working in groups or pairs are often much more active and involved than in teacher-led exercises.

Groups and pairwork also expand student opportunities to practice many communication skills at the same time that they are practicing target structures. In peer interaction in the classroom, students have to agree, disagree, continue a conversation, make suggestions, promote cooperation, make requests, and be sensitive to each other's needs and personalities — the kinds of exchanges that are characteristic of any group communication, whether in the classroom or elsewhere.

Students will often help and explain things to each other during pairwork, in which case both students benefit greatly. Ideally, students in interactive activities are “partners in exploration.” Together they go into new areas and discover things about English usage, supporting each other as they proceed.

Groups and pairwork help to produce a comfortable learning environment. In teacher-centered activities, students may sometimes feel shy and inhibited or may experience stress.



They may feel that they have to respond quickly and accurately and that *what* they say is not as important as *how* they say it. When you set up groups or pairs that are non-competitive and cooperative, students usually tend to help, encourage, and even joke with one another. This encourages them to experiment with the language and to speak more often.

- PAIRWORK EXERCISES

Tell the student whose book is open that s/he is the teacher and needs to listen carefully to the other's responses. Vary the ways in which students are paired up, ranging from having them choose their own partners, counting off, or drawing names or numbers from a hat. Walk around the room and answer questions as needed.

- SMALL GROUP EXERCISES

The role of group leader can be rotated for long exercises, or one student can lead the entire exercise if it is short. The group can answer individually or chorally, depending on the type of exercise. Vary the ways in which you divide the class into groups and choose leaders. If possible, groups of 3–5 students work best.

- CLASS ACTIVITY EXERCISES (teacher-led)

The teacher conducts the oral exercise. (You can also lead an oral exercise when the directions call for something else; exercise directions calling for pairwork or group work are suggestions, not ironclad instructions.) You don't have to read the items aloud as though reading a script word for word. Modify or add items spontaneously as they occur to you. Change the items in any way you can to make them more relevant to your students. (For example, if you know that some students plan to watch the World Cup soccer match on TV soon, include a sentence about that.) Omit irrelevant items.

Sometimes an item will start a spontaneous discussion of, for example, local restaurants or current movies or certain experiences your students have had. These spur-of-the-moment dialogues are very beneficial to your class. Being able to create and encourage such interactions is one of the chief advantages of a teacher leading an oral exercise.

## Listening Exercises

Two audio CDs can be found at the back of *Basic English Grammar*. There are 86 listening exercises in the text, all marked with a headphone icon. They reinforce the grammar being taught — some focusing on form, some on meaning, most on both.

You will find an audio tracking script on p. 500 to help you locate a particular exercise on the CD. The scripts for all the exercises are also in the back of *Basic English Grammar*, beginning on p. 489.

Depending on your students' listening proficiency, some of the exercises may prove to be easy and some more challenging. You will need to gauge how many times to replay a particular item. In general, unless the exercise consists of single sentences, you will want to play the dialogue or passage in its entirety to give your students the context. Then you can replay the audio to have your students complete the task.

It is very important that grammar students be exposed to listening practice early on. Native speech can be daunting to new learners; many say that all they hear is a blur of words. Students need to understand that what they see in writing is not exactly what they may hear in normal, rapidly spoken English. If students can't hear a structure, there is little chance it will be reinforced through interactions with other speakers. The sooner your students practice grammar from a listening perspective, the more confidence they will develop and the better equipped they will be to interact in English.

## Pronunciation Exercises

A few exercises focus on pronunciation of grammatical features, such as endings on nouns or verbs and contracted or reduced forms.

Some phonetic symbols are used in these exercises to point out sounds which should not be pronounced identically; for example, /s/, /əz/, and /z/ represent the three predictable pronunciations of the grammatical suffix which is spelled *-s* or *-es*. It is not necessary for students to learn a complete phonetic alphabet; they should merely associate each symbol in an exercise with a sound that is different from all others. The purpose is to help students become more aware of these final sounds in the English they hear to encourage proficiency in their own speaking and writing.

In the exercises on spoken contractions, the primary emphasis should be on students' hearing and becoming familiar with spoken forms rather than on their accurate pronunciation of these forms. The most important part of most of these exercises is for students to listen to the oral production and become familiar with the reduced forms. At a beginning level, it can sound strange for students to try to pronounce reduced forms because of their lack of experience with English.

Language learners know that their pronunciation is not like that of native English speakers; therefore, some of them are embarrassed or shy about speaking. In a pronunciation exercise, they may be more comfortable if you ask groups or the whole class to say a sentence in unison. After that, individuals may volunteer to speak the same sentence. Students' production does not need to be perfect, just understandable. You can encourage students to be less inhibited by having them teach you how to pronounce words in their languages (unless, of course, you're a native speaker of the students' language in a monolingual class). It's fun — and instructive — for students to teach the teacher.

## Games and Activities

Games and activities are important parts of the grammar classroom. The study of grammar is (and should be) fun and engaging. Some exercises in the text and in this *Teacher's Guide* are designated "expansion" or "activity." They are meant to promote independent, active use of target structures.

If a game is suggested, the atmosphere should be relaxed and not necessarily competitive. The goal is clearly related to the chapter's content, and the reward is the students' satisfaction in using English to achieve that goal. (For additional games and activities, see *Fun with Grammar: Communicative Activities for the Azar Grammar Series* by Suzanne W. Woodward, available as a photocopiable book from Longman — 877-202-4572 — or as downloads from [www.longman.com](http://www.longman.com)).

### • Monitoring Errors in Oral Work

Students should be encouraged to monitor each other to some extent in interactive work, especially when monitoring activities are specifically assigned. (Perhaps you should remind them to give some *positive* as well as corrective comments to each other.) You shouldn't worry about losing control of students' language production; not every mistake needs to be corrected. Mistakes are a natural part of learning a new language. As students gain experience and familiarity with a structure, their mistakes will begin to diminish.

Students shouldn't worry that they will learn one another's mistakes. Being exposed to imperfect English in an interactive classroom is not going to impede their progress in the slightest. In today's world, with so many people using English as a second language, students will likely be exposed to all levels of English proficiency in people they meet —

from airline reservation clerks to new neighbors from a different country to a co-worker whose native language is not English. Encountering imperfect English is not going to diminish their own English language abilities, either now in the classroom or later in different English-speaking situations.

Make yourself available to answer questions about correct answers during group work and pairwork. If you wish, you can take some time at the end of an exercise to call attention to mistakes that you heard as you monitored the groups. Another possible way of correcting errors is to have students use the answer key in the back of the book to look up their own answers when they need to. If your edition of *BEG*, third edition, doesn't include the answer key, you can make student copies of the answers from the separate *Answer Key* booklet.

- **Homework**

The student book assumes that students will have the opportunity to prepare most of the written exercises by writing in their books prior to class discussion. Students should be assigned this homework as a matter of course.

Whether you have students write their answers on paper for you to collect is up to you. This generally depends upon such variables as class size, class level, available class time, your available paper-correcting time, not to mention your preferences in teaching techniques. Most of the exercises in the text can be handled through class discussion without the students' needing to hand in written homework. Most of the written homework that is suggested in the text and in the chapter notes in this *Teacher's Guide* consists of activities that will produce original, independent writing.

Although it's better to assign exercises for out-of-class preparation, it's sometimes necessary to cover an exercise in class. In "seatwork," you ask students to do an unassigned exercise in class immediately before discussing it. Seatwork may be done individually, in pairs, or in groups.

## **The Workbook As Independent Study**

Earnest students can use the *Workbook* to teach themselves. It contains self-study exercises for independent study, with a perforated answer key located at the end of the book. Encourage your students to remove this answer key and put it in a folder. It's much easier for students to correct their own answers if they make their own booklet.

If you prefer that students not have the answers to the exercises, ask them to hand in the answer key at the beginning of the term (to be returned at the end of the term). Some teachers may prefer to use the *Workbook* for in-class teaching rather than independent study.

The *Workbook* mirrors the student book. Exercises are called "exercises" in the *Student Book* and "practices" in the *Workbook* to minimize confusion when you make assignments. Each practice in the *Workbook* has a content title and refers students to appropriate charts in the *Student Book* and in the *Workbook* itself.

*Workbook* practices can be assigned by you or, depending upon the level of maturity or sense of purpose of the class, simply left for students to use as they wish. They may be assigned to the entire class or only to those students who need further practice with a particular structure. They may be used as reinforcement after you have covered a chart and exercises in class or as introductory material prior to discussing a chart.

In addition, students can use the *Workbook* to acquaint themselves with the grammar of any units not covered in class.

## Supplementary Resource Texts

Two teacher resource texts are available. One is *Fun with Grammar: Communicative Activities for the Azar Grammar Series* by Suzanne W. Woodward, available as a photocopiable book from Longman (877-202-4572) or as downloads from [www.longman.com](http://www.longman.com). The text contains games and other language-learning activities compiled by the author from her and other teachers' experience in using the Azar texts in their classrooms.

The other is *Test Bank for Basic English Grammar* by Janis van Zante. The tests are keyed to charts or chapters in the *Student Book*. They can be reproduced, or items can be excerpted for tests that teachers prepare themselves. The *Test Bank* will be available on CD in the fall of 2006.

As another resource, the Grammar Exchange at the Azar Web site ([www.longman.com/grammarexchange](http://www.longman.com/grammarexchange)) is a place to ask questions you might have about grammar (sometimes our students ask real stumpers). It is also a place to communicate with the authors about the text and to offer teaching/exercise suggestions.

## Notes on American vs. British English

Students are often curious about differences between American and British English. They should know that the differences are minor. Any students who have studied British English (BrE) should have no trouble adapting to American English (AmE), and vice-versa.

Teachers need to be careful not to inadvertently mark differences between AmE and BrE as errors; rather, they should simply point out to students that a difference in usage exists.

### • Differences in Grammar

Differences in article and preposition usage in certain common expressions follow. These differences are not noted in the text; they are given here for the teacher's information.

#### AmE

*be in the hospital*  
*be at the university (be in college)*  
*go to a university (go to college)*  
*go to Ø class/be in Ø class*  
*in the future*  
*did it the next day*  
*haven't done something for/in weeks*  
*ten minutes past/after six o'clock*  
*five minutes to/of/till seven o'clock*

#### BrE

*be in Ø hospital*  
*be at Ø university*  
*go to Ø university*  
*go to a class/be in a class*  
*in Ø future (OR in the future)*  
*did it Ø next day (OR the next day)*  
*haven't done something for weeks*  
*ten minutes past six o'clock*  
*five minutes to seven o'clock*

### • Differences in Spelling

Variant spellings can be noted but should not be marked as incorrect in student writing. Spelling differences in some common words follow.

#### AmE

*jewelry, traveler, woolen*  
*skillful, fulfill, installment*  
*color, honor, labor, odor*  
*-ize (realize, apologize)*  
*analyze*

#### BrE

*jewellery, traveller, woollen*  
*skilful, fulfil, instalment*  
*colour, honour, labour, odour*  
*-ise/ize (realise/realize, apologise/apologize)*  
*analyse*

*defense, offense, license*  
*theater, center, liter*  
*check*  
*curb*  
*forever*  
*focused*  
*fueled*  
*jail*  
*practice (n. and v.)*  
*program*  
*specialty*  
*story*  
*tire*

*defence, offence, licence (n.)*  
*theatre, centre, litre*  
*cheque (bank note)*  
*kerb*  
*for ever/forever*  
*focused/focussed*  
*fuelled/fueled*  
*gaol*  
*practise (v.); practice (n. only)*  
*programme*  
*speciality*  
*storey (of a building)*  
*tyre*

### • Differences in Vocabulary

Differences in vocabulary usage between AmE and BrE usually do not significantly interfere with communication, but some misunderstandings may develop. For example, a BrE speaker is referring to underpants or panties when using the word “pants,” whereas an AmE speaker is referring to slacks or trousers. Students should know that when American and British speakers read each other’s literature, they encounter very few differences in vocabulary usage. Similarly, in the United States, Southerners and New Englanders use different vocabulary but not so much as to interfere with communication. Some differences between AmE and BrE follow.

#### **AmE**

*attorney, lawyer*  
*bathrobe*  
*can (of beans)*  
*cookie, cracker*  
*corn*  
*diaper*  
*driver’s license*  
*drug store*  
*elevator*  
*eraser*  
*flashlight*  
*gas, gasoline*  
*hood of a car*  
*living room*  
*math*  
*raise in salary*  
*rest room*  
*schedule*  
*sidewalk*  
*sink*  
*soccer*  
*stove*  
*truck*  
*trunk (of a car)*  
*be on vacation*

#### **BrE**

*barrister, solicitor*  
*dressing gown*  
*tin (of beans)*  
*biscuit*  
*maize*  
*nappy*  
*driving licence*  
*chemist’s*  
*lift*  
*rubber*  
*torch*  
*petrol*  
*bonnet of a car*  
*sitting room, drawing room*  
*maths (e.g., a maths teacher)*  
*rise in salary*  
*public toilet, WC (water closet)*  
*timetable*  
*pavement, footpath*  
*basin*  
*football*  
*cooker*  
*lorry, van*  
*boot (of a car)*  
*be on holiday*

## Key to Pronunciation Symbols

### • The Phonetic Alphabet (Symbols for American English)

#### CONSONANTS

Phonetic symbols for most consonants use the same letters as in conventional English spelling: /b, d, f, g, h, k, l, m, n, o, p, r, s, t, v, w, y, z/.\*

Spelling consonants that are not used phonetically in English: c, q, x.

A few additional symbols are needed for other consonant sounds.

- /θ/ (Greek theta) = voiceless *th* as in *thin, thank*
- /ð/ (Greek delta) = voiced *th* as in *then, those*
- /ŋ/ = *ng* as in *sing, think* (but not in *danger*)
- /ʃ/ = *sh* as in *shirt, mission, nation*
- /ʒ/ = *s* or *z* in a few words like *pleasure, azure*
- /tʃ/ = *ch* or *tch* as in *watch, church*
- /dʒ/ = *j* or *dge* as in *jump, ledge*

#### VOWELS

The five vowels in the spelling alphabet are inadequate to represent the 12–15 vowel sounds of American speech. Therefore, new symbols and new sound associations for familiar letters must be adopted.

##### Front

/i/ or /iy/ as in *beat*

/ɪ/ as in *bit*

/e/ or /ey/ as in *bait*

/ɛ/ as in *bet*

/æ/ as in *bat*

##### Central

/ə/ as in *but*

/ɑ/ as in *bother*

##### Back (lips rounded)

/u/, /u:/, or /uw/ as in *boot*

/ʊ/ as in *book*

/o/ or /ow/ as in *boat*

/ɔ/ as in *bought*

**Glides:** /ai/ or /ay/ as in *bite*

/ɔi/ or /ɔy/ as in *boy*

/au/ or /aw/ as in *about*

British English has a somewhat different set of vowel sounds and symbols. You might want to consult a standard pronunciation text or BrE dictionary for that system.

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\*Slanted lines indicate phonetic symbols.