

BASIC
**English
Grammar**

FOURTH EDITION

TEACHER'S GUIDE



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*Martha Hall
Betty S. Azar*

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

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Preface

This *Teacher's Guide* is intended as a practical aid to teachers. You can turn to it for notes on the content of a unit and how to approach the exercises, for suggestions for classroom activities, and for answers to the exercises in the text.

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 English and British English.
- a key to the pronunciation symbols used in this *Guide*.

The rest of the *Guide* contains notes and instructions for teaching every chapter. Each chapter contains three main parts: the Chapter Summary, the background notes on charts and exercises (found in the shaded boxes), and the bulleted step-by-step instructions for the charts and most of the exercises.

- The Chapter Summary explains the objective and approach of the chapter. It also explains any terminology critical to the chapter.
- The background notes in the gray boxes contain additional explanations of the grammar point, common problem areas, and points to emphasize. These notes are intended to help the instructor plan the lessons before class.
- The bulleted step-by-step instructions contain detailed plans for conducting the lessons in class.

The back of the *Guide* contains the answer key for the *Student Book* and an index.

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Introduction

General Aims of *Basic English Grammar*

Basic English Grammar (BEG) is a beginning-level ESL/EFL developmental skills text. The corpus-informed grammar content of *BEG* reflects discourse patterns, including the differences between spoken and written English.

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 appreciate the opportunity to work with a text and a teacher to make sense out of the many forms and usages. This understanding provides the basis for progressing in a relaxed, accepting classroom. Successful English classrooms and instructors foster 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 sometimes-puzzling construct and engaging them in various activities that enhance 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 materials for you to adapt to your individual teaching situation. Using grammar as a base to promote overall English skill, teacher and text can engage students in interesting discourse, challenge their minds, and intrigue them with the power of language as well as the need for accuracy to create successful communication.

Suggestions for the Classroom

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 A: Present the examples in the chart, perhaps highlighting them on the board. Add your own examples, relating them to your students' experiences 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 B: Elicit target structures from students before they look at the chart in the *Student Book*. Ask leading questions that are designed to elicit answers that 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 C: 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 D: 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 or all of the exercises in each section.

With all of the above, the explanations on the right side of the charts are most effective when recast by the teacher, not read word for word. Focus on the examples. By and large, students learn from examples and lots of practice, but they also find clear explanations helpful. 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. As much as possible, write students' production on the board.

Oral Exercises with Chart Presentations

Oral exercises follow a chart in order to give students increasingly less controlled practice of the target structure. 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

Warm-up Exercises (See Exercise 2, p. 1 and Exercise 20, p. 38.)

The purpose of these exercises is to let students discover what they already know and don't know about the target structure in order to get them interested in a chart. Essentially, the Warm-up exercises exemplify the technique of involving the students in the target as a springboard for presenting the grammar in a chart.

Any exercise can be used as a Warm-up. 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 26, p. 13 and Exercise 16, p. 67.)

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 to those that encourage free responses and require creative, independent language use. The fourth edition of *Basic English Grammar* provides expanded "micropractice" exercises to provide incremental practice with a single grammar structure (see Chart 5–7, Exercises 25–28, pp. 139–141). Here 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 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. This technique is time-consuming, but it allows students to develop a variety of skills and respond to spontaneously posed questions about vocabulary, content, and context as well as the grammar itself.

Technique B: Give students time to complete the exercise, in class, as seatwork. They should be instructed to write their answers in the book while you circulate and provide assistance. When most students have completed the exercise, invite students to begin reading their completions aloud. Correction can be provided immediately, and corrections can be readily illustrated on the board.

Technique C: Read the first part of the item, and then pause 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 either in class or as homework.

Technique D: 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 or her questions if they disagree.

Technique E: 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 these techniques—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 F: When an exercise item has a dialogue between two speakers, A and B (e.g., Exercise 45, p. 83), 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 G: 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 15, p. 455) 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. You can suggest possible ways of rephrasing to make the students' sentences 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 50, p. 157). 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; and (3) ask students to submit their papers to you, either as a requirement or on a volunteer basis.

Writing Practice (See Exercise 61, p. 94; Exercise 44, p. 124.)

Some writing exercises are designed to produce short, informal paragraphs. Generally, the topics concern aspects of the students' lives to encourage free 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.

These new writing tasks help students naturally produce target grammar structures. They are accompanied by models and checklists that teach students the basic conventions of clear and grammatical expository writing. The checklist can be used to guide students' own writing and to allow for peer editing.

By providing examples of good compositions written by you (or previous classes, perhaps) or composed 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), you give your students clear models to follow.

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. 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 and that 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.

These exercises can be done as written homework but, of course, they can be handled in other ways: as seatwork, group work, or pairwork.

Let's Talk Exercises

The fourth 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.

Group work and pairwork also expand students' 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.

Group work 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 noncompetitive 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 student's responses. Vary the ways in which students are paired up, ranging from having them choose their own partners to 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 three to five students work best.
- **Class Activity (Teacher-Led) Exercises:**
 - a. You, the teacher, conduct 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, for example, are suggestions, not ironclad instructions.)
 - b. 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.
 - c. 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. Fostering 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 the *BEG Student Book*. You will find an audio tracking list on p. 514 to help you locate a particular exercise on the CDs. The scripts for all the exercises are also in the back of the *BEG Student Book*, beginning on p. 489.

A variety of listening exercises introduce students to relaxed, reduced speech and the differences between written and spoken English (see Exercise 18, p. 168 and Exercise 42, p. 249). They reinforce the grammar being taught—some focusing on form, some on meaning, most on both.

Depending on your students' listening proficiencies, 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; students often say that they cannot distinguish individual words within a stream of language. 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 the endings on nouns or verbs and contracted or reduced forms. Some phonetic symbols are used in these exercises to point out sounds that should not be pronounced identically; for example, /s/, /əz/, and /z/ represent the three predictable pronunciations of the grammatical suffix that is spelled -s or -es (see Exercise 17, Listening, p. 68). 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 their accurate pronunciation of these forms.

The goal of these exercises is for students to listen to the oral production and become familiar with the reduced forms. Beginners' attempts at reduced or contracted forms may sound strange or even unrecognizable to other beginners. Keep students' focus on being able to recognize these forms when listening to native speakers.

Language learners know that their pronunciation is accented, and some of them are embarrassed or shy about speaking. In a pronunciation exercise, students 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 have to be perfect, just understandable.

Expansions and Games

Expansions and games are important parts of the grammar classroom. The study of grammar is (and should be) fun and engaging. Some exercises in the text are designated as Games. In this *Teacher's Guide*, other exercises have Expansions that follow the step-by-step instruction. Both of these activity types are meant to promote independent, active use of target structures.

If a game is suggested, the atmosphere should be relaxed and not overly 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.

MONITORING ERRORS IN ORAL WORK

Students should be encouraged to monitor themselves and each other to some extent in interactive work. Not every mistake must be corrected, particularly when students are just beginning to learn the language. Mistakes are a natural part of language learning. However, students generally ask for more correction rather than less. Adult students in particular do not want an incomprehensible level of English to be tolerated by their teachers. Learners want to speak more grammatically and fluently, and with you openly and immediately correcting global errors, students can learn to correct themselves. In an attempt to spare students' feelings, teachers undercorrect or correct so subtly that students don't recognize which part of the sentence is wrong. In fact, when a teacher merely repeats what the student has said but says it correctly, the student may not realize that the teacher is correcting him at all. Therefore, supportive and explicit correction is best.

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 coworker 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. Use time at the end of an exercise to call attention to mistakes that you heard as you monitored the groups. Another 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 copy of *BEG*, fourth edition, doesn't include the answer key, you can make student copies of the answers from the separate *Answer Key* booklet.

OPTIONAL VOCABULARY

Students benefit from your drawing attention to optional vocabulary for many reasons. English is a vocabulary-rich language, and students actively want to expand both their passive and active vocabularies in English. By asking students to discuss words, even words you can safely assume they recognize, you are asking students to use language to describe language and to speak in a completely spontaneous way (they don't know which words you will ask them about). Also, asking students to define words that they may actually know or may be familiar with allows students a change of pace from focusing on grammar, which may be particularly challenging at any given time. This gives students a chance to show off what they do know and take a quick minibreak from what they may occasionally feel is a "heavy" focus on grammar.

One way to review vocabulary, particularly vocabulary that you assume students are familiar with, is to ask them to give you the closest synonym for a word. For example, if you ask students about the word *optimistic*, as a class you can discuss whether *positive*, *hopeful*, or *happy* is the closest synonym. This is, of course, somewhat subjective, but it is a discussion that will likely engage students. Similarly, for a more advanced group, you can ask them for the closest antonym of a given word, and thus for *optimistic* students could judge among *sad*, *negative*, and *pessimistic*, for

example. However you choose to review optional vocabulary, most students will greatly appreciate and profit from your doing so.

HOMEWORK

The *Student Book* assumes that students will have the opportunity to prepare some 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 collection or let them write the answers in their books is up to you. This generally depends on such variables as class size, class level, available class time, your available paper-correcting time, and 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.

Some exercises are managed in class, as "seatwork," whereby 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

Particularly eager students can use the *Workbook* to supplement their learning. 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 students not to 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 on 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 an exercise in class or as introductory material prior to discussing a chart.

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

Additional Resources

TEST BANK

The *Test Bank for Basic English Grammar* is a comprehensive bank of quizzes and tests that are keyed to charts and chapters in the student book. Each chapter contains a variety of short quizzes which can be used as quick informal comprehension checks or as formal quizzes to be handed in and graded. Each chapter also contains two comprehensive tests. Both the quizzes and the tests can be reproduced as is, or items can be excerpted for tests that you prepare yourself.

FUN WITH GRAMMAR

Fun with Grammar: Communicative Activities for the Azar Grammar Series is a teacher resource text by Suzanne W. Woodward with communicative activities correlated to the Azar-Hagen Grammar Series. It is available as a text or as a download on AzarGrammar.com.

AZARGRAMMAR.COM

Another resource is AzarGrammar.com. This website is designed as a tool for teachers. It includes a variety of additional activities keyed to each chapter of the student book including additional exercise worksheets, vocabulary worksheets, and song-based activities tied to specific grammar points. This website is also a place to ask questions you might have about grammar (sometimes our students ask real stumpers), as well as also being a place to communicate with the authors about the text and to offer teaching/exercise suggestions.

Notes on American English versus British English

Students are often curious about differences between American English 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
defense, offense, license
theater, center, liter
check
curb
forever
focused
fueled
jail
practice (n. and v.)
program
specialty
story
tire

BrE

jewellery, traveller, woollen
skillful, fulfil, instalment
colour, honour, labour, odour
-ise/lize (realise/realize, apologize/apologize)

analyse
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 underwear 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

BrE

barrister, solicitor
dressing gown
tin (of beans)
biscuit

corn
diaper
driver's license
drug store
elevator
erasers
flashlight
gas, gasoline
hood of a car
living room
math
raise in salary
restroom
schedule
sidewalk
sink
soccer
stove
truck
trunk (of a car)
be on vacation

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**
 / ʃ / = *j* or *dge* as in **jump, ledge**

Vowels

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

Front

/i/ or /iy/ as in **beat**
 /I/ as in **bit**
 /e/ or /ey/ as in **bait**

/ɛ/ as in **bet**
 /æ/ as in **bat**

Glides: /ai/ or /ay/ as in **bite**
 /ɔi/ or /ɔy/ as in **boy**
 /au/ or /aw/ as in **about**

Central

/ə/ as in **but**
 /a/ 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**

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

*Slanted lines indicate phonetic symbols.

