

**UNDERSTANDING
AND USING**



ENGLISH GRAMMAR

Third Edition

Teacher's Guide

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**Understanding and Using English Grammar
Teacher's Guide, Third Edition**

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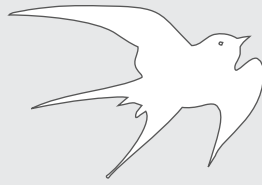
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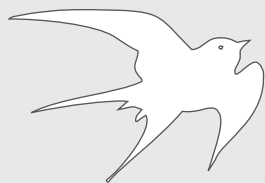
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Preface

This *Teacher's Guide* is intended as a practical aid to teachers. 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 main text and the practices in the *Workbook*.

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

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

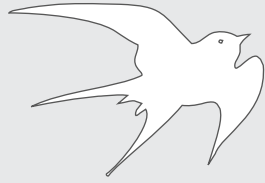
The rest of the *Guide* contains notes on charts and exercises. The notes about the charts may include

- 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 notes that accompany the exercises may include

- the focus of the exercise
- suggested techniques as outlined in the introduction
- possible specialized techniques for particular exercises
- points to emphasize
- problems to anticipate
- assumptions
- answers
- expansion activities
- item notes on cultural content, vocabulary, and idiomatic usage.
(Some of these item notes are specifically intended to aid any teachers who are non-native speakers of English.)

NOTE: All of the answers to the exercises in the student book are in this *Teacher's Guide*. In addition, a separate *Answer Key* for the student book is printed in a slim gray booklet. Some teachers like to keep copies of it on hand to use in group work in the classroom. The first printing of the separate *Answer Key* booklet contains some errors, unfortunately. Please see page 243 of this *Guide* for the corrections to these errors.



Introduction

General Aims of *Understanding and Using English Grammar*

The principal aims of *Understanding and Using English Grammar* are to present clear, cogent information about English grammar and usage, to provide extensive and varied practice that encourages growth in all areas of language use, and to be interesting, useful, and fun for student and teacher alike. The approach is eclectic, with the text seeking to balance form-focused language-learning activities with abundant opportunities for engaged and purposeful communicative interaction.

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 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 the 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 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 the 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.

Classroom Techniques

Following are some techniques that have proven useful.

- *Suggestions for Presenting the Grammar Charts* are discussed first.
- Next are some notes on interactivity: *Degrees of Teacher and Student Involvement*.
- Then *Techniques for Exercise Types* are outlined.

Suggestions for Presenting the Grammar Charts

A chart is a concise visual presentation of the structures to be learned in one section of a chapter. Some charts may require particular methods of presentation, but generally any of the following techniques are viable.

Presentation techniques often depend upon the content of the chart, the level of the class, and the 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 just a starting place for class activities and a point of reference.

Technique #1: Use the examples in the chart, add your own examples to explain the grammar in your own words, and answer any questions about the chart. Elicit other examples of the target structure from the learners. Then go to the accompanying exercise immediately following the chart.

Technique #2: Elicit oral examples from the students before they look at the chart in the textbook. To elicit examples, ask leading questions whose answers will include the target structure. (For example, for the present progressive, ask: "What are you doing right now?") You may want to write the elicited answers on the board and relate them to the examples in the chart. Then proceed to the exercises.

Technique #3: Assign the chart and accompanying exercise(s) for out-of-class study. In class the next day, ask for and answer any questions about the chart, and then immediately proceed to the exercises. (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.)

Technique #4: Lead the students through the first accompanying exercise PRIOR to discussing the chart. Use the material in the exercise to discuss the focus of the chart as you go along. At the end of the exercise, call attention to the examples in the chart and summarize what was discussed during the exercise.

Technique #5: Before presenting the chart in class, give the students a short written quiz on its content. Have the students correct their own papers as you review the answers. The quiz should not be given a score; it is a learning tool, not an examination. Use the items from the quiz as examples for discussing the grammar in the chart.

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. 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 structures. You and the students can act out situations that demonstrate the target structure. Of course, not all grammar lends itself to this technique. For example, the present progressive can easily be demonstrated (e.g., "I *am writing* on the board right now"). However, using gerunds as the objects of prepositions (e.g., "instead *of writing*" or "thank you *for writing*") is not especially well suited to demonstration techniques.

Using the chalkboard: In discussing the target structure of a chart, use the chalkboard 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 and circles and arrows to illustrate connections between the elements of a structure. A visual presentation helps many students.

Oral exercises in conjunction 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 any particular structure to your students orally, you can always use an oral exercise prior to the presentation of a chart and written exercises, no matter what the given order is in the textbook.

The role of terminology: The 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 the students can talk to each other about English grammar.

Degrees of Teacher and Student Involvement

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 the students lead. Interactive group and pair work plays an important role in the language classroom.

INTERACTIVE GROUP AND PAIR WORK

Many of the exercises in this text are formatted for group or pair work. The third edition of *UEEG* has many more exercises explicitly set up for interactive work than the last edition had. 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 the students are working in groups or pairs, their opportunities to use what they are learning are greatly increased. In interactive work, the time they spend actually using English is many times greater than in a teacher-centered activity. Obviously, the students in group or pair work are often much more active and involved than in teacher-led exercises.

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

Students will often help and explain things to each other during pair work, 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 and pair work 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—even though you strive to convince them to the contrary. When you set up groups or pairs that are non-competitive and cooperative, the students usually tend to help, encourage, and even joke with each other. This encourages them to experiment with the language and speak more.

Some students may not adjust well at first to interactive activities: they may expect the teacher to fulfill the traditional role of bestower of knowledge and may not understand the value of peer interaction in the language classroom. Openly discuss the use of group and pair work

with your class to arrive at an understanding of its benefits. Explore reservations your students might have about devoting their time in class to interactive work and seek to involve them in determining how much class time should be devoted to it. The directions in the text are frequently set up with options for group, pair, or teacher-led work; let the students help decide at times which format should be used.

MONITORING ERRORS IN INTERACTIVE 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 the 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 in using it begin to diminish.

And the students shouldn't worry that they will learn each other's mistakes. Being exposed to imperfect English in this kind of interactive work in the 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 proficiency in people they will interact with in English, from airline reservation clerks to new neighbors from a different land 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 and pair work. 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 copies of the *Answer Key* available in the classroom so that students can look up their own answers when they need to.

Techniques for Exercise Types

The majority of the exercises in the text require some sort of completion, transformation, combination, discussion of meaning, or a combination of such activities. They range from those that are tightly controlled and manipulative to those that encourage free responses and require creative, independent language use. The techniques vary according to the exercise type.

FILL-IN-THE-BLANKS AND CONTROLLED COMPLETION EXERCISES

The label "fill-in-the-blanks" refers to those exercises in which the students complete the sentences by using words given in parentheses. The label "controlled completion" refers to those exercises in which the students complete sentences using the words in a given list. Both types of exercises call for similar techniques.

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 Number 2?
STUDENT: Diane *washes* her hair every other day or so.
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. The 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: You, the teacher, read the first part of the item, then pause for the students to call out the answer in unison. For example:

TEXT entry: "Diane (*wash*) _____ her hair every other day or so."

TEACHER (with the students looking at their texts): Diane

STUDENTS (in unison): washes (plus possibly a few incorrect responses scattered about)

TEACHER: . . . washes her hair every other day or so. *Washes*. 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 the students have prepared the exercise by writing in their books, so it must be assigned ahead of time as homework.

Technique C: With an advanced class for whom a particular exercise is little more than a quick review, you can simply give the answers so the students can correct their own previously prepared work in their textbooks. You can either read the whole sentence ("Number 2: Diane washes her hair every other day or so") or just give the answer ("Number 2: washes"). You can give the answers to the items one at a time, taking questions as they arise, or give the answers to the whole exercise before opening it up for questions. As an alternative, you can have one of the students read his/her answers and have the other students 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 their answers.

Another option is to have the groups (or pairs) hand in their set 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).

Of course, you can always mix Techniques A, B, C, and D—with the students reading some aloud, with you prompting unison response for some, with you simply giving the answers for others, with the students collaborating on the answers for others. 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, 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.) The students may be pleasantly surprised by their own fluency.

OPEN COMPLETION EXERCISES

The term “open completion” refers to those exercises in which the students use their own words to complete the sentences.

Technique A: Exercises where the students must supply their own words to complete a sentence 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 the students to hand in their sentences for you to look at, or simply ask if anyone has questions about the exercise and not have the students submit anything to you.

Technique B: If you wish to use an open 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 students into small groups and have each group come up with completions that they all agree are correct and appropriate. Then use only these completions for class discussion or as written work to be handed in.

Technique C: Some open completion exercises are designated WRITTEN, which usually means the students need to use their own paper, as not enough space has been left in the textbook. 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 the students make corrections on their own papers based on what they are learning from discussing other students' completions; (3) then ask the students to submit their papers to you, either as a requirement or on a volunteer basis.

TRANSFORMATION AND COMBINATION EXERCISES

In transformation exercises, the students are asked to change form but not substance (e.g., to change the active to the passive, a clause to a phrase, a question to a noun clause, etc.).

In combination exercises, the students are asked to combine two or more sentences or ideas into one sentence that contains a particular structure (e.g., an adjective clause, a parallel structure, a gerund phrase, etc.).

In general, these exercises, which require manipulation of a form, 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 chalkboard to draw circles and arrows to illustrate the characteristics and relationships of a structure. Students can read their answers aloud to initiate the class discussion, and you can write on the board as problems arise. Another possibility is to have the students write their sentences on the board. Also possible is to have them work in small groups to agree upon their answers prior to class discussion.

ORAL EXERCISES

The text has many speaking–listening exercises. The following example of a typical oral exercise is taken from page 242 of the student book:

EXERCISE 3. Noun clauses beginning with a question word. (Chart 12-2)

Directions: Work in pairs, in groups, or as a class.

Speaker A: Your book is open. Ask the question.

Speaker B: Your book is closed. Begin your response with “I don’t know”

Example:

SPEAKER A (*book open*): What time is it?

SPEAKER B (*book closed*): I don’t know what time it is.

1. Where does (. . .) live?
2. What country is (. . .) from?
3. How long has (. . .) been living here?
4. What is (. . .)’s telephone number?
5. Where is the post office?
6. Etc.

You and the class decide how to use the exercise.

1. If you use an exercise for pair work:
 - a. Tell Speaker A that he or she is the teacher for this exercise and must listen carefully for correct responses. Remind Speaker A that it is important to enunciate clearly.
 - b. Vary the ways in which the students are paired up, ranging from having them choose their own partners to drawing names or numbers from a hat.
 - c. Roam the room and answer questions as needed.
2. If you use an oral exercise for group work:
 - a. Speaker A is the leader of the group. The others in the group have their books closed and can respond either individually or chorally.
 - b. The role of Speaker A can be passed around the group, or one student can lead the entire exercise.
 - c. Vary the ways in which you divide the students into groups and choose leaders.
3. If you use an oral exercise as a teacher-led exercise:
 - a. You, the teacher, take the role of Speaker A. (You can always choose to lead an oral exercise, even when the directions specifically call for pair work; treat exercise directions calling for pair or group work as suggestions, not iron-clad instructions for teaching techniques that must be employed.)
 - b. You don’t have to read the items aloud as though reading a script from which there should be no deviation. 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 the students have had. These spur-of-

the-moment dialogues are very beneficial to the students. Being able to create and encourage such interactions is one of the chief advantages of a teacher leading an oral exercise.

WRITING EXERCISES

Some writing exercises require sentence completion, but most are designed to produce short, informal compositions. Generally, the topics or tasks concern aspects of the students' lives in order 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 purposes.

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 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 the students tell you to write, and then you and the 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 the students to use their dictionaries 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 and fun, a good way to summarize the grammar in a unit. If you wish, tell the students they are either newspaper editors or English teachers; their task is to locate all mistakes and write corrections. Point out that even native speakers—including you yourself—have to scrutinize, correct, and revise what they write. 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. The 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, pair work.

PRETEST EXERCISES

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

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

DISCUSSION-OF-MEANING EXERCISES

Some exercises consist primarily of you and the students discussing the meaning of given sentences. Most of these exercises ask the students to compare the meaning of two or more sentences (e.g., *You should take an English course* vs. *You must take an English course*). One of the main purposes of discussion-of-meaning exercises is to provide an opportunity for summary comparison of the structures in a particular unit.

Basically, the technique in these exercises is for you to pose questions about the given sentences, then let the students explain what a structure means to them (which allows you to get input about what they do and do not understand). Then you summarize the salient points as necessary. Students have their own inventive, creative way of explaining differences in meaning. They shouldn't be expected to sound like grammar teachers. Often, all you need to do is listen very carefully and patiently to a student's explanation, and then clarify and reinforce it by rephrasing it somewhat.

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 *Guide* are designated as "expansion" or "activity." They are meant to promote independent, active use of target structures.

If a game is suggested, the atmosphere should be relaxed, not competitive. The goal is clearly related to the chapter's content, and the reward is the students' satisfaction in using English to achieve the goal. (For additional games and activities, see *Fun with Grammar* by Suzanne W. Woodward, © Prentice Hall Regents, 1997; available from Pearson Education, 10 Bank Street, White Plains, NY 10606).

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 that should not be pronounced identically; for example, /s/, /əz/, and /z/ represent the three predictable pronunciations of the grammatical suffix 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 of use in their own speaking and writing.

In the exercises on spoken contractions, the primary emphasis should be on the students' hearing and becoming familiar with spoken forms rather than on their production of these forms. The students need to understand that what they see in writing is not exactly what they should expect to hear in normal, rapidly spoken English. The most important part of most of these exercises is for the students to listen to your oral production and become familiar with the reduced forms.

Language learners are naturally conscious that their pronunciation is not like that of native speakers of the language. 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. The learners' production does not need to be "perfect," just understandable. You can encourage the 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 the students to teach the teacher.

SEATWORK

It is generally preferable to assign exercises for out-of-class preparation, but sometimes it's necessary to cover an exercise in class that you haven't been able to assign previously. In "seat-

work,” you have the students do an unassigned exercise in class immediately before discussing it. Seatwork allows the students to try an exercise themselves before the answers are discussed so that they can discover what problems they may be having with a particular structure. Seatwork may be done individually, in pairs, or in groups.

HOMEWORK

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

The use of the term “written homework” in this *Guide* suggests that the students write out an exercise on their own paper and hand it in to you. How much written homework you have the students do is up to you. The amount 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 necessity of the students’ handing in written homework. Most of the written homework that is suggested in the text and in the chapter notes in this *Guide* consists of activities that will produce original, independent writing.

Using the *Workbook*

The *Workbook* contains selfstudy exercises for independent study, with a perforated answer key found 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 the students to correct their own answers if they make their own answer key booklet.

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

The *Workbook* mirrors the main text. Exercises are called “exercises” in the main text and “practices” in the workbook to minimize confusion when you make assignments. Each practice in the *Workbook* has a content title and refers the students to appropriate charts in the main text and in the *Chartbook*.

The *Workbook* practices can be assigned by you or, depending upon the level of maturity or sense of purpose of the class, simply left for the 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 class.

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

PRACTICE TESTS IN THE *WORKBOOK*

Each chapter in the *Workbook* has Practice Test A and Practice Test B. You may wish to use one as a pretest and the other as a post-test, or simply use both of them as summary review material upon finishing a chapter.

The practice tests are not really intended to be “tests.” They are simply another exercise type, to be used as a teaching tool like any other exercise. The students should simply be encouraged to do their best and learn from their mistakes.

You may, however, wish to have the students take a practice test in class under time-pressure conditions for experience in taking that kind of test. (Allow 30 seconds per item.) You could also have the students time themselves if they do the practice test at home.

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. The text contains games and other language-learning activities that the author created over a span of years of teaching the Azar texts in her classroom.

The other is *Test Bank for Understanding and Using English Grammar*, written by Mark Wade Lieu (to be published in 2001). The tests are keyed to charts or chapters in the student text. They can be reproduced as is, or items can be excerpted for tests that teachers prepare themselves.

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 the students that a difference in usage exists.

DIFFERENCES IN GRAMMAR

Many of the differences in grammar are either footnoted in the main text or mentioned in the chart notes in this *Guide*. For example, the footnote to Chart 8-3 contains the information that BrE normally uses a plural verb with *government*, whereas AmE uses a singular verb.

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

In addition, a few verbs have irregular forms ending in *-t* in the simple past and past participle, with use of the *-t* endings more common in BrE than AmE, especially in the verbs *dreamt*, *leant*, *smelt*, *spelt*, and *spoilt*. Both the *-ed* and *-t* forms are given in Chart 2-7 (Irregular Verbs) since the two forms are used in both BrE and AmE to varying degrees.

DIFFERENCES IN SPELLING

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

AmE

*jewelr*y, *traveler*, *woolen*
skillful, *fulfill*, *installment*
color, *honor*, *labor*, *odor*

BrE

*jewellr*y, *traveller*, *woollen*
skilful, *fulfil*, *instalment*
colour, *honour*, *labour*, *odour*

AmE

-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

-ise/ize (*realise/realize, apologise/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 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 only very few differences in vocabulary usage. Similarly, Southerners in the United States and New Englanders have differences in 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*)
raise 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

Most consonant symbols are used phonetically as they are in normal English spelling. However, a few additional symbols are needed, and some other letters are more restricted in their use as symbols. These special symbols are presented below. (Note that slanted lines indicate that phonetic symbols, not the spelling alphabet, are being used.)

- /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**
- /ʒ/ = *j* or *dge* as in **jump**, **ledge**

The following consonants are used as in *conventional 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

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

/ɜ/ or /ər/ as in **word**

/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**

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.