UNDERSTANDING AND USING

English Grammar

FOURTH EDITION

TEACHER'S GUIDE

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RESOURCE DISC

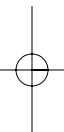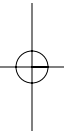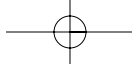PEARSON
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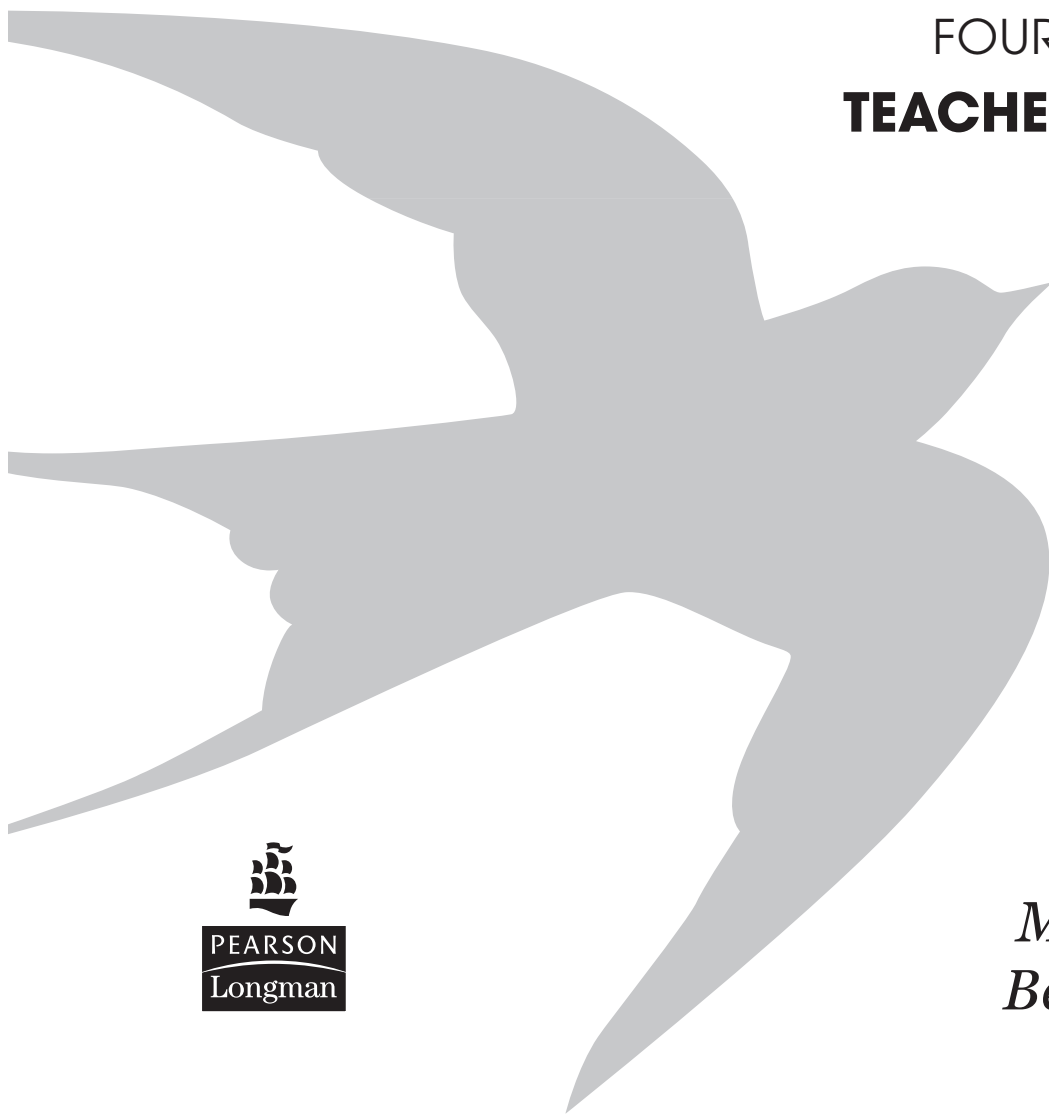
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DESIGN SERVICES OF

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

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Preface

This *Teachers' 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 *Understanding and Using English Grammar*

- classroom techniques for presenting charts and using exercises

- suggestions on 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 detailed 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 gray 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 gray background notes 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 lesson in class.

The back of the *Guide* contains the answer key for the student book and an index.

Acknowledgments

Introduction

General aims of *Understanding and Using English Grammar*

Understanding and Using English Grammar is a high-intermediate to advanced level ESL/EFL developmental skills text. In the experience of many classroom teachers, 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 teacher to make sense out of the sometimes confusing array of forms and usages in this strange language. These understandings provide the basis for advances in usage ability 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 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. The majority of the charts are preceded by a quick Warm-up exercise designed to help students discover the grammar before the presentation of the chart (see the Exercise Types section for a more detailed discussion of the Warm-up exercises). 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 just a starting point for class activities and a point of reference. 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, etc. 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 textbook. 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, and as you work through it with 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 a 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, 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 structures. 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.

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 you shouldn'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

Newly created for the 4th edition, the Warm-up exercises precede all of the grammar charts that introduce new material. They serve a dual purpose. First, they have been carefully crafted to help students discover the target grammar as they progress through each Warm-up exercise. Second, they are an informal diagnostic tool for you, the teacher, to assess how familiar the class is with the target structure. While the Warm-ups are intended to be completed quickly, you may wish to write students' responses on the board to provide visual reinforcement as you work through the exercise.

Preview Exercises

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

In truth, almost 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

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).

General Techniques for Fill-in (written) Exercises

The fill-in or written exercises in the text require some sort of completion, transformation, discussion of meaning, listening, 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. 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 number 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: You read the first part of the item and pause for students to call out the answer in unison. For example:

TEXT 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 supply the answers to the whole exercise before opening it up for questions. When a student gives an answer, 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 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).

One option for correction of group work is to circle or mark the errors on the 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 correct 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 response for some, with you simply giving the answers for others, or with 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.) Students may be pleasantly surprised by their own fluency.

Technique F: Some exercises ask students to change the form but not the substance (e.g., to change the active to the passive, a clause to a phrase, and question to a noun clause, etc.), or to combine two sentences or ideas into one sentence that contains a particular structure (e.g., an adjective clause, a parallel structure, a gerund phrase, etc.). 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 / or 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 or respond to sentences, either orally or in writing.

Technique A: Exercises where students must supply their own words to complete a sentence should usually be assigned for out-of-class preparation. Then, in class students can read their sentences aloud and 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 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 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

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 students' 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 evaluate your students' unaided, spontaneous writing skills. Tell them 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 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 fourth edition of *Understanding and Using English Grammar* has even more exercises explicitly set up for interactive work than the last edition had. In these exercises, students can 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 pairs or groups, their opportunities to use what they are learning are 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.

Pairwork and group work also expand student opportunities to practice many communication skills at the same time in 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.

Pairwork and group 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 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 (usually Partner A) that she / he is the teacher and needs to listen carefully to his / her partner's responses. Vary the ways in which students are paired up, including having them choose their own partners, counting off, or drawing names / 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 (teacher-led) Exercises:

   a. You, the teacher, conduct the oral exercise. (You can always choose to lead an oral exercise, even when the directions specifically call for pairwork; exercise directions calling for group or pairwork work 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. Being able to create and encourage such interactions is one of the chief advantages of a teacher leading an oral exercise.

Discussion of Meaning Exercises

Some exercises consist primarily of you and your students discussing the meaning of given sentences. Most of these exercises ask 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, and then let students explain what a structure means to them (which allows you to find out what they do and do not understand). You can 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 carefully and patiently to a student's explanation, and then clarify and reinforce it by rephrasing it somewhat.

Listening Exercises

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 some 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 should expect to 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.

The two audio CDs can be found at the back of *Understanding and Using English Grammar*. There are 97 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 list at the back of the student book to help you locate a particular exercise on the CD. The listening scripts for all the exercises are also in the back of the student book, beginning on page 451.

Pronunciation Exercises

A few exercises focus on pronunciation of grammatical features, such as endings of 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/, /Pz/, 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 the 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. Initially, it can sound strange for students to try to pronounce reduced forms; because of their lack of experience with English, they may be even less understandable when they try to produce these forms.

Language learners know that their pronunciation is not like that of native 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 the students to teach the teacher.

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.

The atmosphere for the activities 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.)

MONITORING ERRORS

In Written Work

When marking papers, focus mainly on the target grammar structure. Praise correct usage of the structure. Depending on the level of your class, you may want to simply mark but not correct errors in the target structure, and correct all other errors yourself. However, if development of writing skills is one the principal goals in your class, you will probably want the students to correct most of their errors themselves. Regardless of how you mark errors, 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.

You may notice that some errors in usage seem to be the result of the students' study of the most recent grammar structure. For example, after teaching perfect tenses you may notice students using past perfect more than they had previously, but not always using it correctly. This is natural and does not seem to be of any lasting harm. View the students as experimenting with new tools. Praise them for reaching out toward what is new usage for them, even as you correct their errors. Grammar usage takes time to gel. Don't expect sudden mastery, and make sure your students don't expect that either. Encourage risk-taking and experimentation; students should never be afraid of making mistakes. In language acquisition, a mistake is nothing more than a learning opportunity.

In Oral Work

Students should be encouraged to monitor each other to some extent in interactive work, especially when monitoring activities are specifically assigned. (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.

Similarly, 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 agents 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 the student book comes without 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 vocabulary 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 mini-break from what may occasionally feel like 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 textbook 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.

POWERPOINTS

An additional resource included with this *Teacher's Guide*, the ten PowerPoint lessons are designed for use in the classroom as "beyond-the-book" activities based on real-world readings. These lessons would serve ideally as a whole-class review prior to a test. Or you may want to break them up in shorter chunks and use them as short reviews after completing a section of charts. Depending on the level of your class, you may want to make copies of the readings for students to study as homework before the lesson. The PowerPoints are also available for download at *AzarGrammar.com.*

Additional Resources

USING THE *WORKBOOK*

The *Workbook* contains self-study exercises for independent study, with a perforated answer key located at the end of the book. 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 class.

In addition, 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.

TEST BANK

The *Test Bank for Understanding and Using English Grammar* is a comprehensive bank of quizzes and tests that are keyed to charts or 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.

AZAR INTERACTIVE

Students learn in many ways and benefit from being exposed to grammar in a variety of contexts. This computer-based program is keyed to the text and provides all-new exercises, readings, listening and speaking activities, and comprehensive tests. You can use this program concurrently with the text or as an independent study tool. You can assign the whole chapter to the entire class, or you can customize the exercises to particular students. For example, for those students who are proficient in written work, but need practice with oral production, you can assign the speaking, listening, and pronunciation exercises. Another way to assign exercises would be based on the target structure. If you notice that a student is struggling with a particular grammar point or section, you can assign the corresponding exercises for further out of class study. In addition, the chapter tests can be used as effective reviews prior to an in-class test.

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 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	BrE
*be in **the** hospital*	*be in **Ø** hospital*
*be at **the** university (be in college)*	*be at **Ø** university*
*go to **a** university (go to college)*	*go to **Ø** university*
*go to **Ø** class/be in **Ø** class*	*go to **a** class/be in **a** class*
*in **the** future*	*in **Ø** future (OR in **the** future)*
*did it **the next** day*	*did it **Ø** next day (OR **the next** day)*
*haven't done something **for**/**in** weeks*	*haven't done something **for** weeks*
*ten minutes **past**/**after** six o'clock*	*ten minutes **past** six o'clock*
*five minutes **to**/**of**/**till** seven 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	BrE
jewelry, traveler, woolen	*jewellry, traveller, woollen*
skillful, fulfill, installment	*skilful, fulfil, instalment*
color, honor, labor, odor	*colour, honour, labour, odour*
-ize (realize, apologize)	*-ise/ize (realise/realize, apologise/apologize)*
analyze	*analyse*
defense, offense, license	*defence, offence, licence* (n.)
theater, center, liter	*theatre, centre, litre*
check	*cheque (bank note)*
curb	*kerb*
forever	*for ever/forever*
focused	*focused/focussed*
fueled	*fuelled/fueled*
practice (n. and v.)	*practise* (v.); *practice* (n. only)
program	*programme*
specialty	*speciality*
story	*storey (of a building)*
tire	*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	BrE
attorney, lawyer	*barrister, solicitor*
bathrobe	*dressing gown*
can (of beans)	*tin (of beans)*
cookie, cracker	*biscuit*
corn	*maize*
diaper	*nappy*
driver's license	*driving licence*
drug store	*chemist's*
elevator	*lift*
eraser	*rubber*
flashlight	*torch*
jail	*gaol*
gas, gasoline	*petrol*
hood of a car	*bonnet of a car*
living room	*sitting room, drawing room*
math	*maths* (e.g., *a maths teacher)*
raise in salary	*rise in salary*
rest room	*public toilet, WC (water closet)*
schedule	*timetable*
sidewalk	*pavement, footpath*
sink	*basin*
soccer	*football*
stove	*cooker*
truck	*lorry, van*
trunk (of a car)	*boot (of a car)*
be on vacation	*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 <u>not</u> used phonetically in English: c, q, x.

A few additional symbols are needed for other consonant sounds.
/ θ / (Greek theta) = voiceless *th* as in ***th**in,* ***th**ank*
/ δ / (Greek delta) = voiced *th* as in ***th**en,* ***th**ose*
/ ŋ / = *ng* as in *si**ng**, thi**nk*** (but not in *danger)*
/ š / = *sh* as in ***sh**irt, mi**ss**ion, na**t**ion*
/ ž / = *s* or *z* in a few words like *plea**s**ure, a**z**ure*
/ č / = *ch* or *tch* as in *wa**tch**, **ch**urch*
/ ĵ / = *j* or *dge* as in ***j**ump, le**dge***

*Slanted lines indicate phonetic symbols.

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<u>Vowels</u>

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	**Central**	**Back** (lips rounded)
/i/ or /iy/ as in *beat*		/u/, /uː/, or /uw/ as in *boot*
/I/ as in *bit*		/ʊ/ as in *book*
/e/ or /ey/ as in *bait*		/o/ or /ow/ as in *boat*
		/ɔ/ as in *bought*
/ɛ/ as in *bet*	/ə/as in *but*	
/æ/ as in *bat*	/a/ as in *bother*	

Glides: /ai/ or /ay/ as in *bite*
/ɔi/ or /Oy/ as in *boy*
/æ/ 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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