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# BASIC English Grammar

FOURTH EDITION

with ANSWER KEY and Audio

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ALWAYS LEARNING

PEARSON



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## Preface to the Fourth Edition

*Basic English Grammar* is a developmental skills text for beginning English language learners. It uses a grammar-based approach integrated with communicative methodologies to promote the development of all language skills in a variety of ways. Starting from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their own lives in the classroom context. Grammar tasks are designed to encourage both fluency and accuracy.

The eclectic approach and abundant variety of exercise material remain the same as in the earlier editions, but this fourth edition incorporates new ways and means. In particular:

- **CORPUS-INFORMED CONTENT**

Based on corpus research, grammar content has been added, deleted, or modified to reflect discourse patterns. New information highlighting differences between spoken and written English has been added to the charts, and students practice more frequently used structures. We have been careful to keep the information manageable for beginning students.

- **PRESENTATION OF KEY GRAMMAR**

Chapter 15 (in earlier editions of *BEG*) has been moved to Chapter 6 of this edition in order to teach possessive forms earlier and present all pronouns together.

- **WARM-UP EXERCISES FOR THE GRAMMAR CHARTS**

Newly created for the fourth edition, these innovative exercises precede the grammar charts and introduce the point(s) to be taught. They have been carefully crafted to help students *discover* the target grammar as they progress through each warm-up exercise. The warm-up exercises can help the teacher assess how much explanation and practice students will need.

- **MICRO-PRACTICE**

At the beginning level, a single grammar structure (e.g. basic pronouns and possessives) sometimes needs to be presented in several steps. Additional exercises have been created to give students more incremental practice.

- **LISTENING PRACTICE**

Recent research highlights the importance of helping students at all levels understand authentic spoken English. New as well as revised exercises introduce students to relaxed, reduced speech. An audio CD accompanies the student text, and a full audio script can be found in the back of the book.



• **READINGS**

This fourth edition now has a wide selection of readings for students to read and to. The content is carefully controlled so that the vocabulary is accessible to beginning students and the grammar structures appropriate to the chapter(s) studied.

• **WRITING TASKS**

New writing tasks help students naturally produce the target grammar structures in extended discourse. These end-of-chapter activities include writing models for students to follow. Editing checklists draw students' attention to the grammar focus and help them develop proofreading skills.

*Basic English Grammar* is accompanied by

- A comprehensive *Workbook*, consisting of self-study exercises for independent work.
- An all-new *Teacher's Guide*, with step-by-step teaching suggestions for each chart, notes to the teacher on key grammar structures, vocabulary lists, and expansion activities.
- An expanded *Test Bank*, with additional quizzes, chapter tests, mid-terms, and final exams.
- *ExamView* software that allows teachers to customize their own tests using quizzes and tests from the *Test Bank*.
- *AzarGrammar.com*, a website that provides a variety of supplementary classroom materials, *PowerPoint* presentations for all chapters, and a place where teachers can support each other by sharing their knowledge and experience.

The Student Book is available with or without an answer key in the back. Homework can be corrected as a class or, if appropriate, students can correct it at home with the answer key and bring questions to class. In some cases, the teacher may want to collect the assignments written on a separate piece of paper, correct them, and then highlight common problems in class.

The Azar-Hagen Grammar Series consists of

- *Understanding and Using English Grammar* (blue cover), for upper-level students.
- *Fundamentals of English Grammar* (black cover), for mid-level students.
- *Basic English Grammar* (red cover), for lower or beginning levels.

## Tips for Using the New Features in this Text

### WARM-UPS

The **Warm-Up** exercises are a brief pre-teaching tool for the charts. They highlight the key point(s) that will be introduced in the chart directly following the **Warm-Up** exercise. Before beginning the task, teachers will want to familiarize themselves with the material in the chart. Then, with the teacher's guidance, students can discover many or all of the new patterns while completing the **Warm-Up** activity. After students finish the exercise, teachers may find that no further explanation is necessary, and the charts can then serve as a useful reference.

### LISTENING

The **Listening** exercises have been designed to help students understand American English as it is actually spoken. As such, they include reductions and other phenomena that are part of the natural, relaxed speech of everyday English. Because the pace of speech in the audio may be faster than what students are used to, they may need to hear sentences two or three times as they complete a task.

The **Listening** exercises do not encourage immediate pronunciation (unless they are linked to a specific pronunciation task). Receptive skills precede productive ones, and it is essential that students gain receptive familiarity with the speech patterns before they begin using them in their own speech.

Students are encouraged to listen to conversations the first time without looking at their text. Teachers can explain any vocabulary that has not already been clarified. During the second listening, students complete the assigned task. Teachers will want to pause the audio appropriately. Depending on the level of the class, pauses may be needed after every sentence, or even within a sentence.

It is inevitable that sound representations in the text will at times differ from the instructor's speech, whether due to register or regional variation. A general guideline is that if the instructor expects students will *hear* a variation, or if students themselves raise questions, alternate representations can be presented.

A **Listening Script** is included in the back of the book.

### READING

The **Readings** give students an opportunity to work with the grammar structures in extended contexts. Vocabulary that may be new to students is presented on yellow notes for teachers to introduce. One approach to the reading is to have students read the passage independently the first time through. Then they work in small groups or as a class to clarify vocabulary questions that didn't come up in the notes. A second reading may be necessary. Varied reading tasks allow students to check their comprehension, use the target structures, and expand upon the topic in speaking or writing.

### WRITING

As students gain confidence in using the target structures, they are encouraged to express their ideas in longer writing tasks. Model paragraphs accompany assignments, and question-prompts help students develop their ideas.



Editing checklists provide guidance for self- or peer-editing. One suggested technique is to pair students, have them exchange papers, and then have the *partner* read the paragraph aloud. The writer can *hear* if the content is what he or she intended. This also keeps the writer from automatically self-correcting while reading aloud. The partner can then offer comments and complete the checklist.

For classes that have not had much experience with writing, the teacher may want students to complete the task in small groups. The group composes a paragraph together, which the teacher then collects and marks by calling attention to beginning-level errors, but not correcting them. The teacher makes a copy for each group member, and each student makes the corrections *individually*.

### LET'S TALK

Each *Let's Talk* activity is set up as one of the following: **Pairwork, Small Group, Class Activity, Interview, or Game.** Language learning is a social activity, and these tasks encourage students to speak with others about their ideas, their everyday lives, and the world around them. Students speak more easily and freely when they can connect language to their own knowledge and experiences.

### CHECK YOUR KNOWLEDGE

Toward the end of the chapter, students can practice sentence-level editing skills by correcting errors common to this level. They can work on the sentences for homework or in small groups in class.

This task can easily be set up as a game. The teacher calls out an item number at random. Students work in teams to correct the sentence, and the first team to correctly edit it wins a point.

Please see the *Teacher's Guide* for detailed information about teaching from this book, including expansion activities and step-by-step instructions.





## 1-1 Singular Pronouns + Be

PRONOUN + BE	
(a) <b>I</b> <b>am</b> late.	<i>Singular</i> means "one."  <i>I, you, she, he,</i> and <i>it</i> in (a)—(e) refer to one person.  <i>am, are, is</i> = forms of <b>be</b>
(b) <b>You</b> <b>are</b> late.	
(c) <b>She</b> <b>is</b> late.	
(d) <b>He</b> <b>is</b> late.	
(e) <b>It</b> <b>is</b> late.	
(f) <b>Maria</b> is late. ↓ <b>She</b> is late.	Pronouns refer to nouns.  In (f): <b>She</b> (feminine) = Maria  In (g): <b>He</b> (masculine) = Tom  In (h): <b>It</b> = Bus 10
(g) <b>Tom</b> is late. ↓ <b>He</b> is late.	
(h) <b>Bus 10</b> is late. ↓ <b>It</b> is late.	

### □ Exercise 3. Looking at grammar. (Chart 1-1)

Write the correct pronoun: **he, she,** or **it.** Some items have two answers.

- |                    |                        |
|--------------------|------------------------|
| 1. Mary <u>she</u> | 6. Ms. Wilson _____    |
| 2. David _____     | 7. Professor Lee _____ |
| 3. Mr. Smith _____ | 8. English _____       |
| 4. Canada _____    | 9. Robert _____        |
| 5. Dr. Jones _____ | 10. Miss Allen _____   |

### □ Exercise 4. Looking at grammar. (Chart 1-1)

Complete the sentences with **am, is,** or **are.**

- |                       |                     |
|-----------------------|---------------------|
| 1. He <u>is</u> here. | 4. She _____ early. |
| 2. You _____ late.    | 5. I _____ hot.     |
| 3. It _____ ready.    | 6. He _____ cold.   |

□ **Exercise 5. Let's talk. (Chart 1-1)**

**Part I.** Check (✓) all the words that are true for you right now.

*I am . . .*

- |                |                 |
|----------------|-----------------|
| 1. ___ happy.  | 6. ___ sad.     |
| 2. ___ hot.    | 7. ___ cold.    |
| 3. ___ nice.   | 8. ___ nervous. |
| 4. ___ hungry. | 9. ___ sick.    |
| 5. ___ tired.  | 10. ___ funny.  |



She is nervous.



He is hungry.



She is tired.

**Part II.** Share some sentences with a partner: "I am \_\_\_."

**Part III.** Tell the class a few things about your partner: "He is \_\_\_." OR "She is \_\_\_."

□ **Exercise 6. Warm-up. (Chart 1-2)**

Circle the correct answer. One sentence has two answers.

*How many people?*

- |                           |     |                     |
|---------------------------|-----|---------------------|
| 1. <b>We</b> are ready.   | one | two, three, or more |
| 2. <b>You</b> are ready.  | one | two, three, or more |
| 3. <b>They</b> are ready. | one | two, three, or more |



## 1-2 Plural Pronouns + Be

PRONOUN + BE	
(a) <b>We</b> <b>are</b> here.	<i>Plural</i> means "two, three, or more." <b>We, you, and they</b> in (a)—(c) refer to two, three, or more persons.
(b) <b>You</b> <b>are</b> here.	
(c) <b>They</b> <b>are</b> here.	
(d) <u>Sam and I</u> are here. ↓ <b>We</b> are here.	In (d): <b>We</b> = Sam and I
(e) <u>Sam and you</u> are here. ↓ <b>You</b> are here.	In (e): <b>You</b> = Sam and you NOTE: <b>You</b> can be singular or plural.
(f) <u>Sam and Lisa</u> are here. ↓ <b>They</b> are here.	In (f): <b>They</b> = Sam and Lisa

### Exercise 7. Looking at grammar. (Chart 1-2)

Choose the correct pronoun.

- |                              |             |     |
|------------------------------|-------------|-----|
| 1. Lee and Bill              | <b>they</b> | we  |
| 2. Alice and I               | they        | we  |
| 3. Mr. and Mrs. Martin and I | they        | we  |
| 4. you and Dr. Taher         | they        | you |
| 5. Tony and she              | they        | we  |
| 6. Tony and you              | they        | you |

### Exercise 8. Looking at grammar. (Charts 1-1 and 1-2)

Complete the sentences with **am**, **is**, or **are**.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. We <u>are</u> ready.           | 7. You (one person) _____ funny.  |
| 2. I _____ late.                  | 8. You (two persons) _____ early. |
| 3. He _____ happy.                | 9. You and I _____ ready.         |
| 4. They _____ sick.               | 10. It _____ hot.                 |
| 5. She _____ homesick.            | 11. Sara and I _____ late.        |
| 6. Abdul and Taka _____ homesick. | 12. You and Emily _____ tired.    |

☐ **Exercise 9. Looking at grammar. (Charts 1-1 and 1-2)**

Make complete sentences.

1. He \ here He is here.
2. They \ absent \_\_\_\_\_
3. She \ sick \_\_\_\_\_
4. I \ homesick \_\_\_\_\_
5. You and I \ homesick \_\_\_\_\_
6. We \ late \_\_\_\_\_
7. Jack \ hungry \_\_\_\_\_
8. You (one person) \ early \_\_\_\_\_
9. You (two persons) \ early \_\_\_\_\_
10. Mr. and Mrs. Nelson \ late \_\_\_\_\_
11. Amy and I \ late \_\_\_\_\_

☐ **Exercise 10. Warm-up. (Chart 1-3)**



Read the sentences and circle *yes* or *no*.



- |                            |     |    |
|----------------------------|-----|----|
| 1. Canada is a country.    | yes | no |
| 2. Toronto is a city.      | yes | no |
| 3. Vancouver is an island. | yes | no |



## 1-3 Singular Nouns + Be

<p>NOUN + IS + NOUN</p> <p>(a) <b>Canada is a country.</b></p> <p><i>INCORRECT: Canada is country.</i></p>	<p>In (a): <b>Canada</b> = a singular noun <b>is</b> = a singular verb <b>country</b> = a singular noun</p> <p><b>A</b> frequently comes in front of singular nouns. In (a): <b>a</b> comes in front of the singular noun <b>country</b>. <b>A</b> is called an "article."</p>
<p>(b) Bali is <b>an</b> island.</p> <p><i>INCORRECT: Bali is island.</i></p> <div data-bbox="229 574 499 778" data-label="Image">  </div> <p style="text-align: center;">an island</p>	<p><b>A</b> and <b>an</b> have the same meaning. They are both articles. <b>A</b> is used in front of words that begin with consonants: <i>b, c, d, f, g, etc.</i></p> <p>Examples: <i>a bed, a cat, a dog, a friend, a girl</i></p> <p><b>An</b> is used in front of words that begin with the vowels <i>a, e, i, and o</i>.*</p> <p>Examples: <i>an animal, an ear, an island, an office</i></p> <div data-bbox="662 704 726 796" data-label="Image">  </div> <p style="text-align: center;">an ear</p>

\* **An** is sometimes used in front of words that begin with *u*. See Chart 7-2, p. 196.

Vowels = a, e, i, o, u

Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

### □ Exercise 11. Looking at grammar. (Chart 1-3)

Write **a** or **an**.

1.   a   town
2.        city
3.        island
4.        place
5.        street
6.        avenue
7.        ocean
8.        continent



□ **Exercise 12. Vocabulary and grammar. (Chart 1-3)**

**Part I.** Put the words from the box in the correct column. Some words go in two pl

- |           |        |          |        |              |         |
|-----------|--------|----------|--------|--------------|---------|
| ✓ Arabic  | Cuba   | Hawaii   | Mexico | Russia       | Spanish |
| ✓ Beijing | France | Japanese | Moscow | Russian      | Taiwan  |
| Chinese   | French | Lima     | Paris  | Saudi Arabia | Tokyo   |

COUNTRY	LANGUAGE	CITY	ISLAND
	Arabic	Beijing	

**Part II.** Work in small groups. Check your answers. Finish the chart with your own choices. Your teacher will help you. Take turns making sentences. Share some of your sentences with the class.

*Example:* France, Japanese

STUDENT A: France is a country.

STUDENT B: Japanese is a language.

□ **Exercise 13. Warm-up. (Chart 1-4)**

Complete the sentences with **a book** or **books**. What do you notice about the verbs in red?

1. A dictionary **is** \_\_\_\_\_.
2. Textbooks **are** \_\_\_\_\_.
3. Dictionaries and textbooks **are** \_\_\_\_\_.

## 1-4 Plural Nouns + Be

NOUN + ARE + NOUN (a) <b>Cats are animals.</b>	<b>Cats</b> = a plural noun <b>are</b> = a plural verb <b>animals</b> = a plural noun
(b) SINGULAR: a cat, an animal PLURAL: <b>cats, animals</b>	Plural nouns end in <b>-s</b> . <b>A</b> and <b>an</b> are used only with singular nouns.
(c) SINGULAR: a city, a country PLURAL: <b>cities, countries</b>	Some singular nouns that end in <b>-y</b> have a special plural form: They omit the <b>-y</b> and add <b>-ies</b> .*
NOUN and NOUN + ARE + NOUN (d) <b>Canada and China are countries.</b> (e) <b>Dogs and cats are animals.</b>	Two nouns connected by <b>and</b> are followed by <b>are</b> . In (d): <b>Canada</b> is a singular noun. <b>China</b> is a singular noun. They are connected by <b>and</b> . Together they are plural, i.e., "more than one."

\*See Chart 3-5, p. 69, for more information about adding **-s/-es** to words that end in **-y**.

### Exercise 14. Looking at grammar. (Charts 1-3 and 1-4)

Look at each noun. Is it singular or plural? Choose the correct answer.

- |              |     |             |
|--------------|-----|-------------|
| 1. animals   | one | two or more |
| 2. a dog     | one | two or more |
| 3. a city    | one | two or more |
| 4. cities    | one | two or more |
| 5. an island | one | two or more |
| 6. languages | one | two or more |
| 7. a country | one | two or more |

### Exercise 15. Looking at grammar. (Charts 1-3 and 1-4)

Write the plural form.

- |               |              |                 |       |
|---------------|--------------|-----------------|-------|
| 1. a book     | <u>books</u> | 4. an eraser    | _____ |
| 2. a textbook | _____        | 5. a pen        | _____ |
| 3. a pencil   | _____        | 6. a dictionary | _____ |



an eraser

a pencil



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