

Chapter 1 : Basic English Grammar Workbook, 4th Edition

Start studying Basic English Grammar_B. Azar_Chapter 2. Learn vocabulary, terms, and more with flashcards, games, and other study tools.

Use the step-by-step grammar exercises below to help you learn or teach grammar the easy way - with sentence diagrams. Start Basic Sentence Diagramming The simplest sentences consist of a subject and a verb, and the simplest sentence diagrams consist of two lines. The subject goes on the left side and the verb goes on the right side. Start Chapter 1 Chapter 2: Adjectives modify or describe nouns and pronouns. Adverbs modify verbs, adjectives, and other adverbs. Start Chapter 2 Chapter 3: Prepositional Phrases These little guys are hiding in just about every sentence that we read or write! Do you know what they are? Learning how to diagram them will help! Coordinating Conjunctions Conjunctions glue sentence elements together. Coordinating conjunctions join words, phrases, and independent clauses. It will be easy to SEE that when you learn how they are diagrammed. Start Chapter 4 Chapter 5: They are not grammatically related to the rest of the sentence, which is why they are set apart from the sentence in the diagram. Start Chapter 5 Chapter 6: Types of Verbs - Part 1 Ahh, verbs Verbs do a lot in our language! In this lovely chapter of English grammar exercises, you will become a pro at identifying and diagramming these two verb types. Start Chapter 7 Chapter 8: Subordinating Conjunctions Adverb Clauses Are you still with me? Can you feel your head getting larger? Keep going and learn about subordinating conjunctions. These things join dependent adverb clauses to independent clauses. Start Chapter 8 Chapter 9: You can also call adjective clauses relative clauses if your little heart desires. Start Chapter 9 Chapter Diagramming The Noun Clause Noun clauses are dependent clauses that act as nouns. They can do anything that nouns can do. That means they can be subjects, direct objects, objects of prepositions, and more. Start Chapter 10 Chapter Verbals Verbals are formed from verbs, but they act as nouns, adjectives, and adverbs.

Chapter 2 : Syllabus - Introduction to English Writing and Grammar

Vocabulary Worksheets Basic English Grammar, 4th Edition Chapter 2: Using Be and Have 1 Copyright © Pearson Education, Inc. All rights reserved. Permission.

Contents Preface to the Fourth Edition. 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. 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. 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. Additional exercises have been created to give students more incremental practice. New as well as revised exercises help introduce students to relaxed, reduced speech. In this richer linguistic environment, input becomes more comprehensible for students. An audio CD accompanies the student text, and a full audio script can be found in the back of the book. The content is carefully controlled so that the vocabulary is accessible to beginning students and the grammar structures appropriate to the chapters studied. These end-of-chapter activities include writing models for students to follow. 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. They highlight the key points 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. 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. 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. 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. 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. 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.

Chapter 3 : The English Grammar Exercise Page

Basic English Grammar, 3rd Edition Chapter 2: Using Be and Have Activity: Find the Answer 2. What's that? That's my pet snake. 3. Where is your office?

Beginning of chapter 2. For now, it suffices to say that, as its name implies, the auxiliary functions to help another verb, but does not itself contribute greatly to the meaning of the sentence. Verbs such as have, be, and do can be full verbs, as in 35 , or auxiliaries, as in The same is true for be in 37 ; it contributes to the grammatical meaning emphasizing the continuous nature of the event: I have a book in my hand. I have worked here for 5 years. Santa may be working Thanksgiving Day. Because auxiliaries help other verbs except when they are main verbs as in 35 , they cannot occur on their own, as in 38 , which is ungrammatical: Complementizers such as that, because, whether, if, and since are also called subordinating conjunctions or subordinators. We will use complementizer. They join two clauses where one clause is subordinate to the other see chapter 7 for more , as in Rigobertha and Pablo went to Madrid and Barcelona. Rigobertha and Pablo left because Sunny was about to arrive. Like prepositions, coordinators and complementizers are invariable, i. There is a group of words, namely yet, however, nevertheless, therefore, and so, as in 41 , that connects one sentence to another: Jane Austen, Emma, Vol 1, chap 8 "you are anxious for a compliment, so I will tell you that you have improved her". Some grammarians see these as complementizers; others see them as adverbs. With the punctuation as in 41 , the complementizer scenario is more obvious since so connects the two sentences. However, so sometimes appears at the beginning of a sentence, in which case it could be an adverb. I leave it up to you to decide what to do with these. Remember that so can also be a degree adverb. Personal pronouns Personal pronouns, such as I, me, she, he and it, are seen as grammatical categories by many. However, in this book, I classify personal pronouns as nouns, since they very much function like full Noun Phrases more on this in the next chapter. Thus, a determiner such as the cannot stand on its own, but she, as in 42 from Shakespeare, can: Because pronouns stand on their own, and can function as subjects or objects see chapter 4 for more , I consider pronouns lexical. What new words and loanwords tell us Some of the new words of the 20th century are: Some of these are loanwords angst from German , some are extensions of other meanings surf the net from surf the waves , some are clipped electronic-magazine becomes e-zine , others come from special cultures e. For now, it is enough to point out that they are all lexical: All mimsy were the borogoves And the mome raths outgrabe. The jaws that bite, the claws that catch! Beware the Jubjub bird and shun The frumious Bandersnatch! Longtime the manxome foe he sought - So rested he by the Tumtum tree And stood a while in thought. For instance, children learn lexical categories before functional ones, and aphasics can have difficulties with either lexical or functional categories see Exercise D below. So there is empirical from the outside world evidence for the distinction made in this chapter. Beginning of chapter 5. Conclusion The key terms in this chapter are lexical category Noun, Verb, Adjective, Adverb, Preposition and Pronoun and grammatical category Determiner, Quantifier, Auxiliary, Coordinator and Complementizer , or open as opposed to closed. All these categories are defined in semantic, morphological, and syntactic terms, i. An important concept for classifying determiners is specify or point to and one for classifying adjectives and adverbs is modify or describe the quality of. Identify each word in the text below. Some words are problematic, e. At last, we had begun filming. I was living in the house and extremely curious about everything connected with the film. Fortunately, they let me hang around and even gave me a job. As an historian, I kept an eye on detail and did not allow the filmmakers to stray too far from the period of Louis Philippe. The project was to make an hour-long film about Houdin and it was decided to shoot the picture in Switzerland. This may have been a bad idea. It certainly mixed professional and domestic affairs. Davies, I, 2 C. Discuss in class why you chose those categories. By the way, there are many Lewis Carroll websites where you can download parts of his work D. It is sometimes called agrammatism. Which sentence exemplifies which aphasia? I could if I can help these like this you know Discuss the syntactic use i. The Waking I wake to sleep and take my waking slow. I feel my fate in what I cannot fear. I learn by going where I have to go. We think by feeling. What is there to know? I hear my being dance from ear to ear. I wake to sleep and take my

waking slow. In the deep, strange-scented shade of the great dark carob-tree I came down the steps with my pitcher And must wait, must stand and wait, for there he was at the trough before me. And voices in me said, If you were a man You would take a stick and break him now, and finish him off. But must I confess how I liked him, How glad I was he had come like a guest in quiet, to drink at my water-trough And depart peaceful, pacified, and thankless, Into the burning bowels of this earth? Grammatically speaking, having an adverb modify go is not incorrect. The effect is very different: Though wise men at their end know dark is right, Because their words had forked no lightning they Do not go gentle into that good night. Good men, the last wave by, crying how bright Their frail deeds might have danced in a green bay, Rage, rage against the dying of the light. Wild men who caught and sang the sun in flight, And learn, too late, they grieved it on its way, Do not go gentle into that good night. Take 5 grammatical categories and look them up in a dictionary. How do dictionaries deal with them?

Chapter 4 : Basic English Grammar. Azar Betty, Hagen Stacy

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Chapter 5 : Grammar of English -- Chapter 2

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Chapter 6 : CeLT ESL Grammar

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.

Chapter 7 : Grammar Rules Review

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Chapter 8 : Understanding and Using English Grammar. Betty Azar

Chapter 7: Types of Verbs - Part 2 It's time to learn about transitive passive verbs and intransitive linking verbs. In this lovely chapter of English grammar exercises, you will become a pro at identifying and diagramming these two verb types.

Chapter 9 : Basic English Grammar, Fourth Edition - blog.quintoapp.com

Basic English Grammar by Betty Azar, Third Edition is a developmental skills text for students of English as a second or foreign language. Serving as both a reference and a workbook, it introduces students to the form, meaning, and usage of basic structures in English.