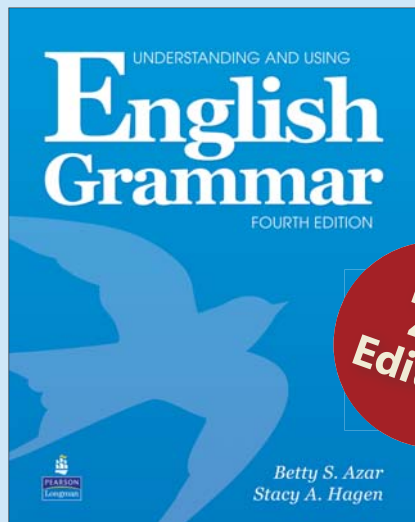


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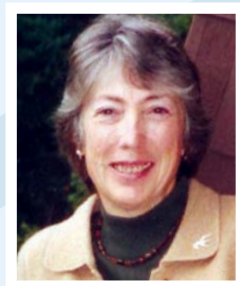
CLEAR

DIRECT

COMPREHENSIVE



The Azar-Hagen Grammar Series and Grammar-Based Teaching



The community of language teachers and researchers has come to a consensus in favor of including grammar in language curricula. For many of us, this was never in question. Grammar-Based Teaching (GBT) has been alive and well and has evolved along with our understanding of the ways languages are learned.

GBT uses grammar as the starting point for the development of all language skills—speaking, listening, writing, and reading. GBT does not teach “rules” but rather describes how English works and provides numerous and varied opportunities for practice.

The GBT approach to grammar teaching helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, hear, write, and read intelligible. Grammar-Based Teaching is the foundation of the *Azar-Hagen Grammar Series*.

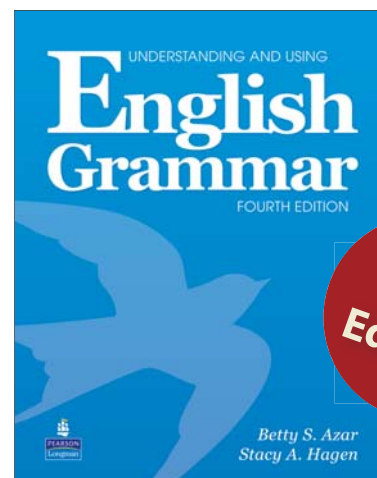
A handwritten signature in blue ink that reads "Betty S. Azar".

Betty S. Azar

A handwritten signature in blue ink that reads "Stacy A. Hagen".

Stacy A. Hagen

Understanding and Using English Grammar, 4th Edition



The **NEW** fourth edition of *Understanding and Using English Grammar*, explains and illustrates grammar **clearly**; provides opportunities for students to apply target grammar **directly** in speaking, listening, writing, and reading; and offers **comprehensive** coverage of English grammar.

CLEAR

- **Full-color** illustrations engage students and draw them into the exercises.
- **Warm-up activities** introduce each grammar point and prepare students for the presentation and practice.
- The **grammar charts** present and explain each grammar point with minimal grammar terminology to facilitate understanding of target structures.

DIRECT

- The new **listening** exercises and expanded **speaking** tasks allow students to practice grammar using all four skills.
- **Longer readings** in the text and PowerPoint supplement provide grammar practice in extended contexts.
- Students develop a **solid foundation** in grammar to communicate effectively.

COMPREHENSIVE

- More than **150 charts** and **750 exercises** ensure complete coverage of grammar and enough practice for student success.
- Findings from the **corpus research** inform the descriptions and explanations so that students learn the grammar they need for the real world.
- The *Workbook*, *Test Bank*, *Teacher's Guide*, *Teacher's Guide CD-ROM*, and *Azar Interactive* provide a rich variety of **practice and resources** for all teaching situations.

The Azar grammar charts first present the grammar contextualized in sentences and then illustrate and explain it. Complex concepts are divided into manageable chunks and practiced both separately and as complete systems. The warm-up activities get students thinking about each grammar point in preparation for the charts.

Warm-up activities focus students' attention on form and meaning and get students thinking about the target grammar in the charts to come.

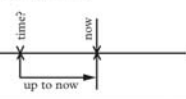
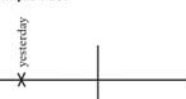

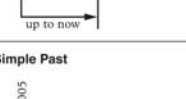
Exercise 12. Warm-up. (Chart 2-2)
What do you notice about the verbs?

I've heard a lot of good things about Professor Stevens, but I haven't taken any of her classes. **Have you?**



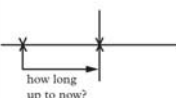
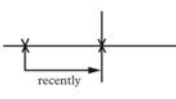
Yes. I **took** one of her classes last year. I loved it.

3-3 Present Perfect vs. Simple Past

Present Perfect 	(a) I've met Linda, but I haven't met her husband. Have you met them?	The PRESENT PERFECT is used to talk about past events when there is no specific mention of time. In (a): The speaker is talking about some <i>unspecified time before now.</i>
Simple Past 	(b) I met Helen yesterday at a party. Her husband was there too, but I didn't meet him. Did you meet them at the party?	The SIMPLE PAST is used when there is a specific mention of time. In (b): The speaker is thinking of a specific time: yesterday.
Present Perfect 	(c) Sam has been a teacher for ten years. He loves teaching.	The PRESENT PERFECT is used for situations that began in the past and continue to the present. In (c): The present perfect tells us that Sam is still a teacher now.
Simple Past 	(d) Jim was a teacher for ten years, from 1995 to 2005. Now he is a salesman.	The SIMPLE PAST is used for situations that began and ended in the past. In (d): The simple past tells us that Jim is not a teacher now.

Each chart presents the grammar in context, then illustrates and explains it. Complex ideas are presented in manageable chunks.

3-4 Present Perfect Progressive

	(a) Right now I am sitting at my desk. (b) I have been sitting at my desk since seven o'clock. I have been sitting here for two hours. (c) It's been raining all day . It's still raining right now.	COMPARE: In (a): The PRESENT PROGRESSIVE expresses an activity in progress right now. (See Chart 2-2, p. 14.) In (b): The PRESENT PERFECT PROGRESSIVE expresses how long an activity has been in progress. In other words, it expresses the duration of an activity that began in the past and continues to the present. Time expressions often used with this tense are • <i>since</i> and <i>for</i> , as in (b). • <i>all day/all morning/all week</i> , as in (c). NOTE: In (c): It's been raining. It's = It has It's still raining. It's = It is
	(d) I've known Alex since he was a child. INCORRECT: I've been knowing Alex since he was a child.	For non-progressive verbs such as <i>know</i> , the present perfect (not the present perfect progressive) is used to express the duration of a situation that began in the past and continues to the present. (See Charts 2-3, p. 16, and 3-1, p. 38.)
	(e) How long have you been living here? (f) How long have you lived here?	For some (not all) verbs, the idea of <i>how long</i> can be expressed by either tense — the present perfect progressive or the present perfect. NOTE: (e) and (f) have the same meaning; (g) and (h) have the same meaning.
	(g) Al has been wearing glasses since he was ten. (h) Al has worn glasses since he was ten.	Either tense can be used only when the verb expresses the duration of present activities or situations that happen regularly, usually, habitually; e.g., <i>live, work, teach, study, wear glasses, play chess, etc.</i>
	(i) I've been thinking about looking for a different job. This one doesn't pay enough. (j) All of the students have been studying hard. Final exams start next week.	When the tense is used without any mention of time, it expresses a general activity in progress recently, lately. For example, (i) means <i>I've been thinking about this recently, lately.</i>

Charts progress methodically from overviews of grammar systems to more detailed concepts.



Because grammar is a part of everything we say, hear, write, and read, students practice all four skills. Practicing grammar in a variety of exercise types helps ensure that students will be able to use and understand it in a variety of contexts.

Exercise 26. Listening. (Chart 3-6)
Listen for reduced forms of *had*. If you hear a reduced form, underline *had* and the word it is combined with. Practice saying the reduced forms.

Examples: You will hear
You will und
You will hear
You will und

1. We had never seen
2. We got home late.
3. My roommates ha
4. My roommates ha
5. We couldn't drive
6. You were at tim
7. I had n

Exercise 27. Listening. (Charts 3-2 and 3-6)
Listen to the sentences. You will hear reduced forms for *have*, *had*, *is*, and *would*, but you will write their non-reduced forms.

1. You're a new student, aren't you? How long have you been in this country?
2. You must miss your old neighbor. How long _____ you known Mr. Kim before he moved away?
3. You're looking for Jack? Jack _____ left. He isn't here. _____ by the time we got there. _____ when we got lost. I _____

Listening exercises help students develop an awareness of the subtleties of spoken English.

Exercise 19. Let's talk. (Charts 12-1 → 12-3)
Work in small groups. What would you say in each situation? Use noun clauses.

Example: Someone asks you about the time the mail comes. You're not sure.
Possible answers: I'm not sure what time the mail comes.
I don't know when the mail is supposed to be here.
Etc.

1. You see a restaurant. You can't tell if it's open yet. You ask a man standing outside.
2. You were absent yesterday. You want to know the homework. You ask another student. _____ tell them you'll find out. _____ supposed to be sunny? You haven't _____
_____ want to know about the return policy. _____ person.


Expanded speaking exercises provide students with opportunities to practice the target grammar in authentic situations.

Exercise 40. Reading and grammar. (Chapter 17)
Part I. Read the passage about the ways people learn.

How Do People Learn Best?

How do people learn best? There is not one answer because much depends on individual learning styles and needs. Over 300 years ago, however, the noted inventor Benjamin Franklin made some observations regarding learning that still hold true for a great many learners today: "Tell me and I forget. Teach me and I remember. Involve me and I learn."

Imagine that you are learning how to fold a paper airplane. The person teaching you presents the information verbally. She begins by saying:


 Benjamin Franklin

Take a piece of _____
Fold it in half. _____
Open the paper _____
Look at the cre _____
Now take one c _____

Students use the target grammar in longer, authentic contexts. Look for more practice in the PowerPoint supplements included in the *Teacher's Guide*.

Exercise 56. Listening. (Chapters 12 and 13)
Part I. Listen to the lecture about animals and earthquake predictions with your book closed. Then open your book and read the statements. Circle "T" for true and "F" for false.

1. That animals can predict earthquakes is an indisputable fact. T F
2. Some animals exhibit unusual behavior before an earthquake. T F
3. According to the lecture, scientists are certain that the energy in the air changes before an earthquake. T F
4. Some scientists believe that animal behavior can be helpful in earthquake prediction. T F

Part II. Listen again. Complete the sentences with the words you hear.

Animals and Earthquakes

_____ animals can predict earthquakes has been widely debated for hundreds of years. In fact, as far back as 373 B.C., villagers _____ hundreds of animals deserted the Greek town of Helice a few days before an earthquake destroyed it. There are other interesting phenomena _____. For example, before an earthquake, dogs may begin barking or howling for no reason; chickens might stop laying eggs; and some pets will go into hiding.

In Asia in 2004, many animals _____ accustomed to being on the beach in the early morning refused to go there the morning of the big tsunami. In Thailand, a herd of buffalo on a beach noticed or heard _____ made them run to the top of a hill before the tsunami was anywhere in sight. The villagers _____

Longer listening exercises help prepare students for more challenging academic contexts.

Exercise 10. Looking at grammar. (Chart 4-2)
Decide if each *italicized* verb expresses a prediction, a prior plan, or willingness.

1. Dinner's almost ready. *I'll set* the table. prediction plan willingness
2. Ivan has some vacation time. He *is going to take* next week off. prediction plan willingness
3. Heidi *will love* her birthday present. It's just what she wants. prediction plan willingness
4. I don't like my job. *I'm going to quit* when I get back from vacation. prediction plan willingness
5. That's okay. Don't worry about the spilled coffee. prediction plan willingness

Many exercises offer students the opportunity to reflect on the form and meaning of the grammar.



More than 150 charts and 750 exercises ensure complete coverage of English grammar and enough practice for student success.

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The wide coverage of grammar points gives teachers the flexibility to use the Azar-Hagen Grammar Series in any English course.

Teachers and students have a lasting resource for grammar questions.

Exercise 1. Let's talk: pairwork. (Charts 2-4 and 2-5)
Work with a partner to review past participles. Partner A asks questions beginning with *Have you ever*. Partner B answers the questions with *No, I haven't. I've never*

Example: see a silent film
PARTNER A (book open): Have you ever seen a silent film?
PARTNER B (book closed): No, I haven't. I've never seen a silent film.

- buy a boat
- break a window
- hide from the police

Exercise 2. Let's listen and talk. (Charts 1-6 and 2-4)
You will hear a sentence and the beginning of a question. Complete the question with the participle of the verb you heard in the first sentence. Have you ever done these things? *yes* or *no*. Tell another student some of the things you have and haven't done.

Example: You will hear: I took an English test. Have you ever . . . ?
You will write: Have you ever taken an English test?

- Have you ever _____ a book?
- Have you ever _____
- Have you ever _____
- Have you ever _____
- Have you ever _____



Exercise 5. Let's talk. (Chart 3-1)
Complete the sentences with any appropriate time expression. Work in pairs, in small groups, or as a class.

- Today is the 14th of June. I bought this book two weeks ago.
I have had this book since the first of June.
I have had this book for two weeks.

Exercise 7. Looking at grammar. (Chart 3-1)
Underline the present perfect verbs. What is the time frame in each situation?

Example: I haven't attended any parties since I came to this city. I don't know anyone here.
→ Present perfect verb: *haven't attended*
→ Time frame: *from the time the speaker arrived in this city to the present time*

- So far this week, _____
- Try not to be absent _____ many classes.
- I'm really hungry _____
- Nadia started her job _____ probably won't _____

Exercise 17. Let's write. (Charts 2-6, 3-1, and 3-4)
Write about the picture using the verbs in the list and the verb form given in each item.

vacuum wash

_____ he's taking a break. What has Tom been doing? _____ of paper. Use the present perfect progressive. _____ the simple past.

Each chart is followed by numerous and varied exercises which allow students to understand and use the target grammar.

POWERPOINT SLIDES

PRESENT PERFECT: Use the present perfect to talk about situations that began in the past and continue to now.

These traditions **have continued** for 5,000 years.
Grown-ups **have always given** red envelopes of money to children.

5,000 years ago

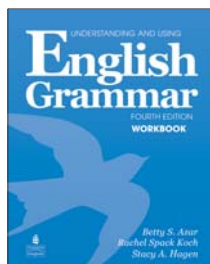
PRACTICE 2

Present Perfect (P)?
Present Perfect Progressive (PP)?
Or Both (B)?

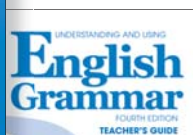
- We **(celebrate)** Chinese New Year all week! _____
- I **(see)** two dragon parades so far this week. _____
- My brother **(eat)** a lot of candy during New Year's. _____

_____ morning. _____
_____ my brother today. She hasn't left _____

Additional classroom activities are available on the CD-ROM in the Teacher's Guide.



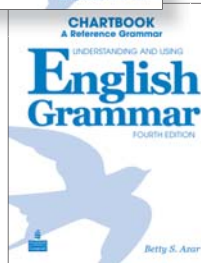
The *Workbook* offers additional practice for every chapter.



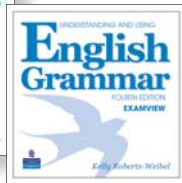
The *Teacher's Guide* provides suggestions and tips for teaching each chart, ideas for expansion activities, and includes a CD-ROM with PowerPoint presentations for more variety in class.



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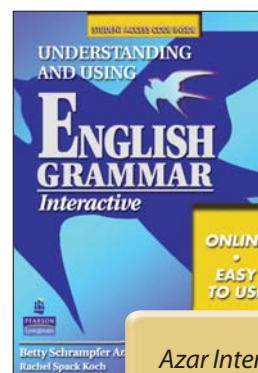


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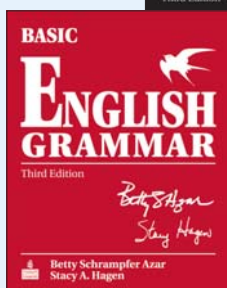
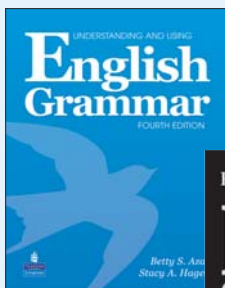
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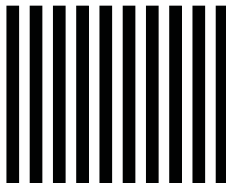
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