

INTERNATIONAL EDITION

UNDERSTANDING AND USING

English Grammar

FOURTH EDITION

with ANSWER KEY

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Betty S. Azar
Stacy A. Hagen

UNDERSTANDING AND USING ENGLISH GRAMMAR

Fourth Edition

Betty S. Azar
Stacy A. Hagen

with Answer Key

A classic developmental skills text for intermediate to advanced English language learners, *Understanding and Using English Grammar* is a comprehensive reference grammar as well as a stimulating and teachable classroom text.

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Irregular Verbs: An Alphabetical Reference List

NOTE: Verbs followed by a bullet (•) are defined at the end of the list on the inside back cover.

Simple Form	Simple Past	Past Participle	Simple Form	Simple Past	Past Participle
arise	arose	arisen	fly	flew	flown
awake	awoke	awoken	forbid	forbade	forbidden
be	was, were	been	forecast•	forecast	forecast
bear	bore	borne/born	forget	forgot	forgotten
beat	beat	beaten/beat	forgive	forgave	forgiven
become	became	become	forsake•	forsook	forsaken
begin	began	begun	freeze	froze	frozen
bend	bent	bent	get	got	gotten/got*
bet•	bet	bet	give	gave	given
bid•	bid	bid	go	went	gone
bind•	bound	bound	grind•	ground	ground
bite	bit	bitten	grow	grew	grown
bleed	bled	bled	hang**	hung	hung
blow	blew	blown	have	had	had
break	broke	broken	hear	heard	heard
breed•	bred	bred	hide	hid	hidden
bring	brought	brought	hit	hit	hit
broadcast•	broadcast	broadcast	hold	held	held
build	built	built	hurt	hurt	hurt
burn	burned/burnt	burned/burnt	keep	kept	kept
burst•	burst	burst	kneel	kneeled/knelt	kneeled/knelt
buy	bought	bought	know	knew	known
cast•	cast	cast	lay	laid	laid
catch	caught	caught	lead	led	led
choose	chose	chosen	lean	leaned/leant	leaned/leant
cling•	clung	clung	leap	leaped/leapt	leaped/leapt
come	came	come	learn	learned/learnt	learned/learnt
cost	cost	cost	leave	left	left
creep•	crept	crept	lend	lent	lent
cut	cut	cut	let	let	let
deal•	dealt	dealt	lie	lay	lain
dig	dug	dug	light	lighted/lit	lighted/lit
do	did	done	lose	lost	lost
draw	drew	drawn	make	made	made
dream	dreamed/dreamt	dreamed/dreamt	mean	meant	meant
drink	drank	drunk	meet	met	met
drive	drove	driven	mislay	mislaid	mislaid
eat	ate	eaten	mistake	mistook	mistaken
fall	fell	fallen	pay	paid	paid
feed	fed	fed	prove	proved	proven/proved
feel	felt	felt	put	put	put
fight	fought	fought	quit***	quit	quit
find	found	found	read	read	read
fit	fit/fitted	fit/fitted	rid	rid	rid
flee•	fled	fled	ride	rode	ridden
fling•	flung	flung	ring	rang	rung

*In British English: *get–got–got*. In American English: *get–got–gotten/got*.

***Hang* is a regular verb when it means to kill someone with a rope around his/her neck.

COMPARE: *I hung my clothes in the closet. They **hanged** the murderer by the neck until he was dead.*

***Also possible in British English: *quit–quitted–quitted*.

(continued on the inside back cover)



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Preface to the Fourth Edition

Understanding and Using English Grammar is a developmental skills text for intermediate to advanced 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 real lives in the classroom context. *Understanding and Using English Grammar* functions principally as a classroom teaching text but also serves as a comprehensive reference text for students and teachers.

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

- **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.

- **LISTENING PRACTICE**

Numerous listening exercises help students interact with the spoken language in a variety of settings that range from the relaxed, casual speech of everyday conversation to the academic content of classroom lectures. An audio CD accompanies the student text, and a full audio script can be found in the back of the book.

- **ACADEMIC READINGS**

Students can read and respond to a wide selection of carefully crafted readings that focus on the target grammar structure.

- **EXPANDED SPEAKING ACTIVITIES**

Students have even more opportunities in this fourth edition to share their experiences, express their opinions, and relate the target grammar to their personal lives. The text often uses the students' own life experiences as context and regularly introduces topics of interest to stimulate the free expression of ideas in structured as well as open discussions.

- **CORPUS-INFORMED CONTENT**

Based on the findings of our corpus researcher, Gena Bennett, grammar content has been added, deleted, or modified to reflect the discourse patterns of spoken and written English.

Understanding and Using 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 and *PowerPoint* presentations for key chapters.
- An expanded **Test Bank**, with additional quizzes, chapter tests, and mid-term and final exams.
- **Test-Generator** software that allows teachers to customize their own tests using quizzes and tests from the *Test Bank*.
- **Azar Interactive**, a computer-based program keyed to the text, provides easily understood content, all-new exercises, readings, listening and speaking activities, and comprehensive tests.
- **PowerPoint** presentations for key chapters. Based on real-world readings, these lessons are designed for use in the classroom as "beyond-the-book" activities. They can be found in the new *Teacher's Guide* or downloaded from AzarGrammar.com.
- A **Chartbook**, a reference book consisting only of the grammar charts.
- **AzarGrammar.com**. This Web site provides a variety of supplementary classroom materials and is a place where teachers can support each other by sharing their knowledge and experience.
- **Fun with Grammar**, a teacher resource text by Suzanne Woodward with communicative activities correlated with the Azar-Hagen Grammar Series. It is available as a text or as a download on AzarGrammar.com.

The Azar-Hagen Grammar Series consists of

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



Chapter 1

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Overview of Verb Tenses

□ Exercise 1. Let's talk: interviews and introductions.

Interview a classmate, and then introduce this person to the rest of the class or to a small group of classmates. Use the given topics or topics of your own choosing.

- | | |
|----------------------|---|
| 1. name | 6. reason for coming here |
| 2. spelling of name | 7. length of time, both past and future, in this city/country |
| 3. country of origin | 8. field of study or work |
| 4. birthplace | 9. activities in free time |
| 5. current residence | 10. comments on living here |

□ Exercise 2. Let's talk: preview of verb tenses. (Chapters 1 → 5)

Work with a partner. Take turns asking questions with *what + a form of do*. Help each other decide which verb tense should be used. When you finish asking and answering the questions, discuss your use of verb forms with the rest of the class.

Example: every morning

PARTNER A: What do you do every morning?

PARTNER B: I (go to classes / eat breakfast / etc.) every morning. What do you do every morning?

PARTNER A: I (eat breakfast / do my homework / etc.).

Partner A	Partner B
1. every day before you leave home	1. last night
2. since you got up this morning	2. tomorrow
3. right now	3. for the past five minutes
4. at (this exact time) yesterday	4. at (this exact time) tomorrow
5. by the time you got here today	5. by the time you go to bed tonight

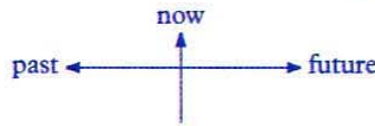
□ Exercise 3. Warm-up. (Chart 1-1)

Do you agree or disagree with each sentence? Circle *yes* or *no*. Discuss the verbs in blue. What information do the verb tenses provide?

- | | | |
|---|-----|----|
| 1. Warm air rises . | yes | no |
| 2. I talk on the phone a lot. | yes | no |
| 3. I sent an email today. | yes | no |
| 4. I'm going to make a phone call today. | yes | no |

1-1 The Simple Tenses

This basic diagram will be used in all tense descriptions.



Tense	Examples	Meaning
Simple Present 	(a) It snows in Alaska. (b) Tom watches TV every day. 	In general, the simple present expresses events or situations that exist <i>always, usually, habitually</i> ; they exist now, have existed in the past, and probably will exist in the future.
Simple Past 	(c) It snowed yesterday. (d) Tom watched TV last night.	At one particular time in the past, this happened. It began and ended in the past.
Simple Future 	(e) It will snow tomorrow. It is going to snow tomorrow. (f) Tom will watch TV tonight. Tom is going to watch TV tonight.	At one particular time in the future, this will happen.

Exercise 4. Let's listen and talk. (Chart 1-1)



Listen to the sentences and write the words you hear. Are the sentences true for you? Choose *yes* or *no*. Share your answers with the class, adding information if you like.

Example: You will hear: I wore jeans to class yesterday.

You will write: I wore jeans to class yesterday. yes no

You might say: I didn't wear jeans to class yesterday.

I wore a skirt.

- I _____ my own dinner last night. yes no
- I _____ a textbook yesterday. yes no
- I _____ on the internet every day. yes no
- I _____ home tonight. yes no
- I _____ a movie this weekend. yes no

❑ **Exercise 5. Warm-up.** (Chart 1-2)

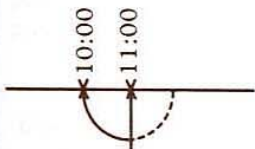

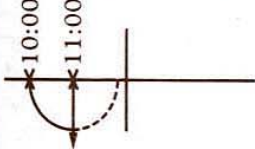
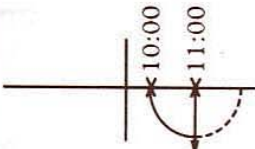
Answer the questions.

1. What are you doing right now? Look around the room. What are your classmates doing right now? What is happening outside the classroom right now?
2. Where were you at two o'clock this morning? What were you doing?
3. Where will you be at two o'clock tomorrow? What will you be doing?

1-2 The Progressive Tenses

Form: **be + -ing** (present participle)

Meaning: The progressive tenses* give the idea that an action is in progress during a particular time. The tenses say that an action *begins before, is in progress during, and continues after* another time or action.

<p>Present Progressive</p> 	<p>(a) Tom is sleeping right now.</p> 	<p>It is now 11:00. Tom went to sleep at 10:00 tonight, and he is still asleep. His sleep began in the past, <i>is in progress at the present time</i>, and probably will continue.</p>
<p>Past Progressive</p> 	<p>(b) Tom was sleeping when I arrived.</p>	<p>Tom went to sleep at 10:00 last night. I arrived at 11:00. He was still asleep. His sleep began before and <i>was in progress at a particular time in the past</i>. It continued after I arrived.</p>
<p>Future Progressive</p> 	<p>(c) Tom will be sleeping when we arrive.</p>	<p>Tom will go to sleep at 10:00 tomorrow night. We will arrive at 11:00. The action of sleeping will begin before we arrive, and it <i>will be in progress at a particular time in the future</i>. Probably his sleep will continue.</p>

*The progressive tenses are also called the "continuous" tenses: present continuous, past continuous, and future continuous.

❑ **Exercise 6. Let's listen and talk.** (Chart 1-2)



CD 1
Track 3

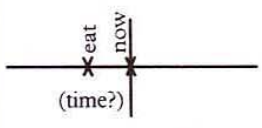

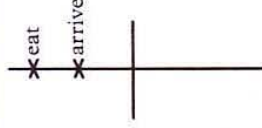
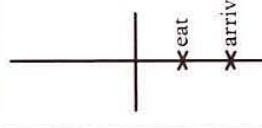
Listen to the sentences and write the words you hear. Are the sentences true for you? Choose *yes* or *no*. Share your answers with the class, adding information if you like.

1. At midnight last night, I _____ . yes no
2. Right now I _____ about grammar. yes no
3. Tomorrow I _____ in class at this time. yes no
4. Tonight at 9:00, I _____ TV. yes no
5. Last night at 9:00, I _____ TV. yes no

Exercise 7. Warm-up. (Chart 1-3)

Answer the questions.

1. Have you eaten today? When did you eat?
2. Had you eaten before you went to bed last night?
3. Will you have eaten by the time you go to bed tonight?

1-3 The Perfect Tenses		
Form: have + <i>past participle</i> Meaning: The perfect tenses all give the idea that one thing <i>happens before</i> another time or event.		
Present Perfect 	(a) Tom has already eaten . 	Tom <i>finished eating sometime before now</i> . The exact time is not important.
Past Perfect 	(b) Tom had already eaten when his friend arrived.	First Tom finished eating. Later his friend arrived. Tom's eating was completely <i>finished before another time in the past</i> .
Future Perfect 	(c) Tom will already have eaten when his friend arrives.	First Tom will finish eating. Later his friend will arrive. Tom's eating will be completely <i>finished before another time in the future</i> .

Exercise 8. Let's listen and talk. (Chart 1-3)



Listen to the sentences and write the words you hear. Are the sentences true for you? Choose *yes* or *no*. Share your answers with the class, adding information if you like.

1. I _____ my homework already. yes no
2. Before I went to bed last night, I _____ all my homework. yes no
3. By the time I finish this chapter, I _____ several verb exercises. yes no
4. I _____ all the English verb tenses. yes no
5. Before I began this class, I _____ all the English verb tenses. yes no

□ Exercise 9. Warm-up. (Chart 1-4)

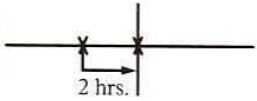

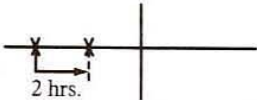
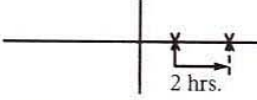
Answer the questions.

1. What are you doing right now? How long have you been (doing it)?
2. What were you doing last night at nine o'clock? What time did you stop (doing it)? Why did you stop (doing it)? How long had you been (doing it) before you stopped?
3. What are you going to be doing at nine o'clock tomorrow night? What time are you going to stop (doing it)? Why? How long will you have been (doing it) before you stop?

1-4 The Perfect Progressive Tenses

Form: **have + been + -ing** (present participle)

Meaning: The perfect progressive tenses give the idea that one event is *in progress immediately before, up to, until another time or event*. The tenses are used to express the *duration* of the first event.

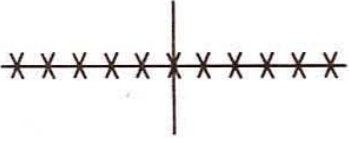
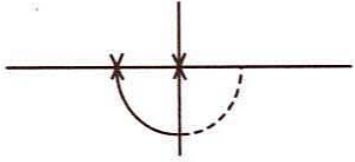
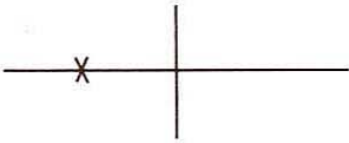
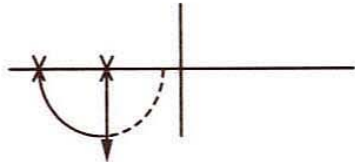
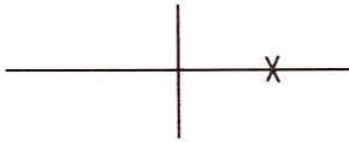
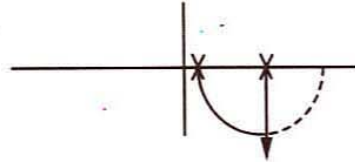
<p>Present Perfect Progressive</p> 	<p>(a) Tom has been studying for two hours.</p> 	<p>Event in progress: studying. When? <i>Before now, up to now.</i> How long? For two hours.</p>
<p>Past Perfect Progressive</p> 	<p>(b) Tom had been studying for two hours before his friend came.</p>	<p>Event in progress: studying. When? <i>Before another event in the past.</i> How long? For two hours.</p>
<p>Future Perfect Progressive</p> 	<p>(c) Tom will have been studying for two hours by the time his friend arrives.</p>	<p>Event in progress: studying. When? <i>Before another event in the future.</i> How long? For two hours.</p>

□ Exercise 10. Looking at grammar. (Chart 1-4)

Complete the sentences with your own words.

1. I'm in class right now. I arrived in class today and sat down at _____ (time). Right now the time is _____. That means that I **have been sitting** in this seat for _____ minutes.
2. I **had been sitting** here for _____ minutes before class started.
3. By the time class finishes at _____, I **will have been sitting** here for _____ minutes.

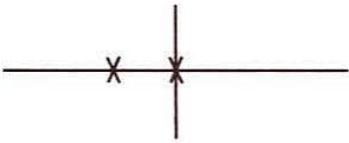
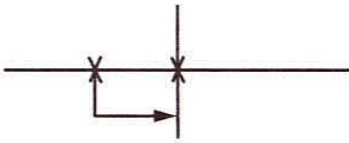
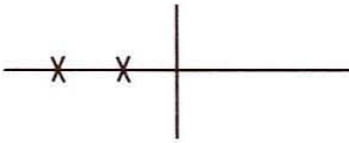
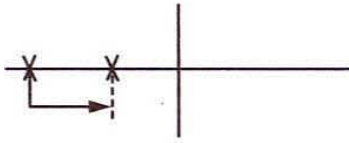
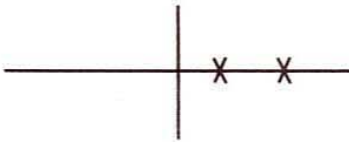
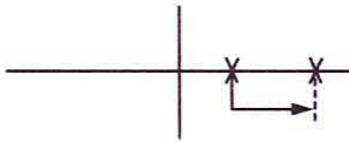
1-5 Summary Chart of Verb Tenses

Simple Present	Present Progressive
 <p>Tom <i>studies</i> every day.</p>	 <p>Tom <i>is studying</i> right now.</p>
Simple Past	Past Progressive
 <p>Tom <i>studied</i> last night.</p>	 <p>Tom <i>was studying</i> when they came.</p>
Simple Future	Future Progressive
 <p>Tom <i>will study</i> tomorrow. Tom <i>is going to study</i> tomorrow.</p>	 <p>Tom <i>will be studying</i> when they come. Tom <i>is going to be studying</i> when they come.</p>

□ Exercise 11. Looking at grammar. (Charts 1-1 → 1-5)

Complete the sentences with a form of **study** and any words in parentheses. Then compare your completions with the sentences in Chart 1-5.

- Tom is a student. He studies every day.
- Tom is at his desk. He _____ right now.
- Tom had some homework to do, so he _____ last night.
- Tom began studying at 7:00 last night. His friends came over around 7:30. Tom was still at his desk when they arrived. In other words, Tom _____ last night when his friends came over.
- Tom _____ tomorrow.
- Tom is going to begin studying at 7:00 tomorrow. His friends are going to come over at 7:30. Tom _____ when they arrive.

Present Perfect	Present Perfect Progressive
 <p>Tom has already studied Chapter 1.</p>	 <p>Tom has been studying for two hours.</p>
Past Perfect	Past Perfect Progressive
 <p>Tom had already studied Chapter 1 before he began studying Chapter 2.</p>	 <p>Tom had been studying for two hours before his friends came.</p>
Future Perfect	Future Perfect Progressive
 <p>Tom will already have studied Chapter 4 before he studies Chapter 5.</p>	 <p>Tom will have been studying for two hours by the time his roommate gets home.</p>

- Tom is studying Chapter 2. He (*already*) _____ Chapter 1.
- Last week Tom finished studying Chapter 1. This week he's studying Chapter 2. He (*already*) _____ Chapter 1 when he started Chapter 2.
- Next week Tom will finish Chapters 4 and 5. Before Tom studies Chapter 5, he (*already*) _____ Chapter 4.
- Today Tom began studying at 8:00. Now it is 10:00. Tom _____ for two hours.
- Yesterday Tom began studying at 8:00. Tom's friends came over at 10:00. Before his friends came, Tom _____ for two hours.
- It's 8:00. Tom's roommate gets home at 10:00. By the time Tom's roommate gets home, Tom _____ for two hours.

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