

UNDERSTANDING
AND USING

English
Grammar



FIFTH EDITION

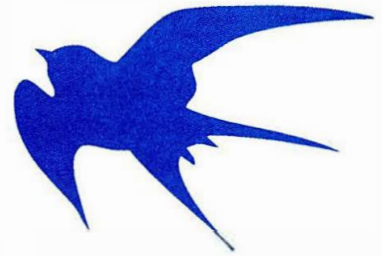


Pearson

Betty S. Azar
Stacy A. Hagen

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AND USING

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*To my beautiful grandsons,
Jude and Asa*

B.S.A.

For Andy and Julianna

S.H.

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Preface to the Fifth Edition

Understanding and Using English Grammar is a developmental skills text for intermediate to advanced English language learners. It functions principally as a classroom teaching text but also serves as a comprehensive reference text for students and teachers.

Understanding and Using English Grammar takes a time-tested approach that blends direct grammar instruction with carefully sequenced practice to develop all language skills. Grammar is viewed as an organizing system to help students make sense of the language they see and hear, rather than as a mere collection of rules. This perspective provides a natural, logical framework for students to make English their own.

This edition has been extensively revised to keep pace with advances in theory and practice. Every aspect of the previous edition was reviewed, including the charts, exercises, and sequencing of grammar points. We are excited to introduce significant new features and updates:

- **New as well as updated grammar charts based on corpus research** reflect current usage and highlight the differences between written and spoken English in informal and formal contexts.
- **Pretests at the start of chapters** let learners check what they already know and orient themselves to the chapter content.
- **A wide range of thematic exercises** provides opportunities for contextualized language use.
- **A variety of new readings** covers current topics, strategies for student success, study skills, and other academic and practical content.
- **More meaning-based and step-by-step practice** helps learners better grasp concepts underlying the target grammar.
- **Article use (*a, the, an*)** is now the focus of an entire chapter.
- **New guided writing activities** are supported by writing tips and editing tasks.
- **Self-study practice for gerunds and infinitives** has been added, beginning with Chapter 1, so that students can learn at their own pace.
- **A fresh design** includes a generous use of photos to add interest and serve as the basis for fluency practice.
- **A large increase in the number of exercises** supports teachers who would prefer not to supplement.
- **Three topics, absent in the Fourth Edition, are back in the Fifth Edition:** *The Subjunctive in Noun Clauses, Past Forms of Infinitives and Gerunds, and Using a Possessive to Modify a Gerund.*

Now more than ever, teachers will find that they can select from an extensive repertoire of presentations, activities, and tasks depending on the specific needs of their classes. To accommodate all of the new material, some Fourth Edition content has been moved to MyEnglishLab.

Components of *Understanding and Using English Grammar*, Fifth Edition:

- **Student Book with Essential Online Resources** includes the access code for audio, video, expanded practice of gerunds and infinitives, self-assessments, and teacher resources with the Student Book answer key.
- **Student Book with MyEnglishLab** includes the access code to MyEnglishLab, an easy-to-use online learning management system that delivers rich online practice to engage and motivate students.
- A comprehensive **Workbook** consists of self-study exercises for independent work.
- A **Teacher's Guide** features step-by-step teaching suggestions for each chart and notes on key grammar structures, vocabulary lists, and expansion activities.
- A revised **Test Bank** with quizzes, chapter tests, and mid-term and final exams.
- A **Chartbook**, a reference book that consists of only the grammar charts.
- *AzarGrammar.com*, a website that provides a variety of supplementary classroom materials as well as a place where teachers can support each other by sharing their knowledge and experience.

MyEnglishLab

MyEnglishLab provides a range of interactive activities that help motivate and engage students. MyEnglishLab for *Understanding and Using English Grammar*, Fifth Edition has been thoroughly revised and includes:

- Rich online practice for all skill areas: grammar, reading, writing, speaking, and listening.
- Instant feedback on incorrect answers.
- Remediation activities.
- Grammar Coach videos.
- Bonus material not included in the Student Book, including expanded practice of gerunds and infinitives.
- Robust assessments that include diagnostic tests, chapter review tests, mid- and end-of-term review tests, and final exams.
- Gradebook and diagnostic tools that allow teachers to monitor student progress and analyze data to determine steps for remediation and support.
- Student Book answer key in the Teacher Resource folder.

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.



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From the start, we have benefited from a first-rate management and editorial team that helped us every step of the way. Gosia Jaros-White, our publisher at Pearson, handled each stage of the process with focus, efficiency, and kindness. We were lucky to once again have Robert Ruvo, our project manager at Pearson, to keep track of a myriad of detail with schedule, production, and delivery. Barbara Lyons, our development editor, brought unparalleled skill and insight to the charts and exercises. Our longtime production editor whiz, Janice Baillie, has an encyclopedic knowledge of the series, and every page benefited from her expertise. We are grateful as always to Sue Van Etten, our steady and savvy business and website manager, for keeping the business side of things running smoothly.

We'd also like to thank the talented writers we are so fortunate to have: Geneva Tesh, Houston Community College, for the new Workbook and MyEnglishLab material; Kelly Roberts Weibel, Edmonds Community College, for the updated Test Bank, and Martha Hall, the New England School of English, for the revised Teacher's Guide.

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Our gratitude also goes to Pietro Alongi, Director of Content, and Amy McCormick, Category Manager at Pearson. They have been involved with the series for many years now, and we appreciate the dedication they bring to each new edition and their vision for the series.

Our thanks also to our illustrators Don Martinetti and Chris Pavely for their engaging artwork. Finally, we would like to thank our families for always supporting us and cheering us on.

Betty S. Azar
Stacy A. Hagen

PRETEST: What do I already know?

Write "C" if a sentence has the correct verb form and "I" for incorrect. Check your answers below. After you complete each chart listed, make any necessary corrections.

1. ____ Air is consisting of oxygen, nitrogen, and other gases. (1-1)
2. ____ I am working overtime this week. (1-1)
3. ____ Does the copy machine working right now? (1-2)
4. ____ We aren't knowing Sami's wife. (1-3)
5. ____ My cell phone network is always dropping calls. (1-4)
6. ____ Gloria canceled her doctor's appointment because she felt better. (1-5)
7. ____ I turned on the stove, am boiling the water, and forget to put in the rice. (1-5)
8. ____ A few children drew some pictures this morning while the teacher was talking. (1-6)
9. ____ When I turned the key, the car wasn't starting. (1-6)
10. ____ I was going to call you, but my phone died. (1-7)

Incorrect sentences: 1, 3, 4, 7, 8, 9

EXERCISE 1 ► Warm-up. (Chart 1-1)

Match the description with the sentence. Which sentences do you agree with?

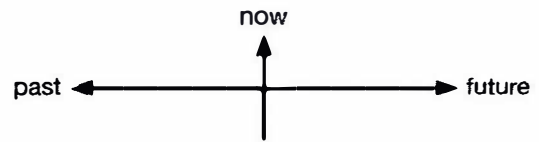
- a. action happening right now
- b. general truth
- c. habit

1. ____ I look at the stars every night.
2. ____ I'm looking at an astronomy textbook.
3. ____ The earth revolves around the sun.



1-1 Simple Present and Present Progressive

This basic diagram will be used in all tense descriptions.



<p>SIMPLE PRESENT</p>	<p>(a) Water <i>consists</i> of hydrogen and oxygen. (b) The average person <i>breathes</i>* 21,600 times a day. (c) The world <i>is</i> round. (d) I <i>get</i> up at seven <i>every morning</i>. (e) I <i>always eat</i> a salad for lunch.</p>	<p>The simple present says that something <u>was</u> true in the past, is true in the present, and will be true in the future. It expresses <i>general statements of fact and general truths</i>.</p> <p>The simple present is used to express <i>habitual or everyday activities</i>.</p>
<p>PRESENT PROGRESSIVE</p>	<p>(f) The students <i>are sitting</i> at their desks right now. (g) I need an umbrella because it <i>is raining</i>. (h) I <i>am taking</i> five courses this semester.</p>	<p>The present progressive expresses an activity that is <i>in progress at the moment of speaking</i>.</p> <p>The present progressive is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.</p>

*See Appendix Chart E-2 for spelling rules for *-ing* verbs and Appendix Chart E-6 for final *-s* pronunciation.

EXERCISE 2 ▶ Let's talk. (Chart 1-1)

Work in small groups. Each member of the group should contribute one sentence for each topic. Share some of your sentences with the class.

- Tell your group one daily habit you have.
- Look around the room. Make a sentence about one activity that is happening right now.
- In one sentence, state a general truth about the world.

EXERCISE 3 ▶ Looking at grammar. (Chart 1-1)

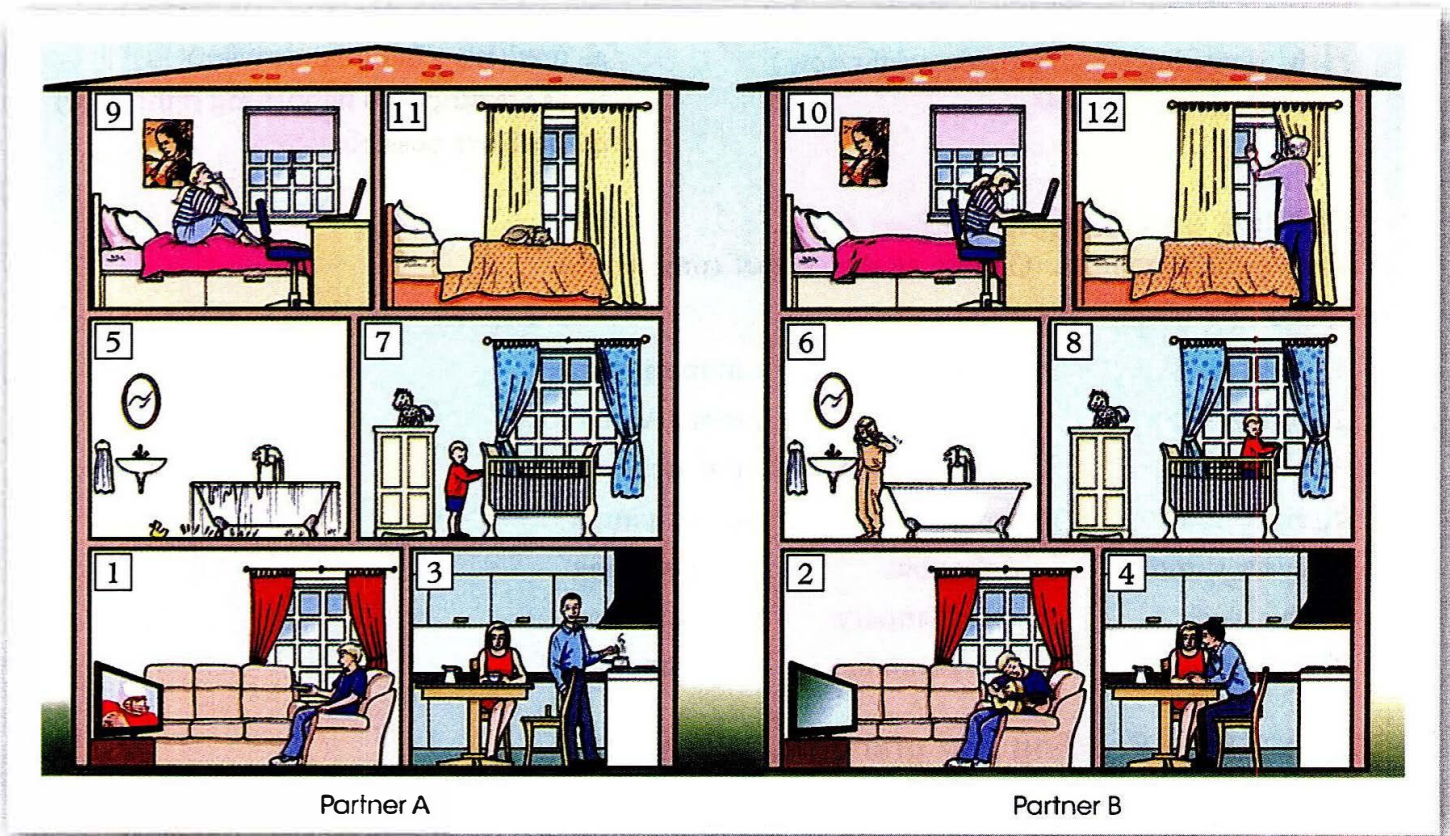
Complete the sentences. Use the simple present or the present progressive of the verbs in parentheses.

- Kristin is in the shower. She (*wash*) is washing her hair.
 - Kristin (*wash*) _____ her hair every other day or so.
- Tony usually (*sit*) _____ in the front row during class.
 - Today he (*sit*) _____ in the last row.
- Lars (*work*) _____ the night shift on weekends.
 - He's not home now. He (*work*) _____ a double shift.
- After six days of rain, I'm glad that the sun (*shine*) _____.
 - Every morning, the sun (*shine*) _____ in my bedroom window and (*wake*) _____ me up.

5. a. Babies (*grow*) _____ very quickly. Newborn babies are very different from three-month olds.
- b. Your baby (*grow*) _____ so fast. She isn't a newborn anymore!
6. a. Please be quiet. I (*try*) _____ to concentrate on my math homework.
- b. Each day, our math teacher (*try*) _____ to explain the material clearly, but I am very confused.

EXERCISE 4 ▶ Let's talk. (Chart 1-1)

With a partner, take turns making a few sentences about each picture. Use the present progressive. You can be imaginative!



Examples:

PARTNER A: In picture 1, the boy is watching sports on TV.

He is holding a remote.

He is changing channels.

He is looking for a baseball game. Etc.

PARTNER B: In picture 2, the boy is not watching TV.

He is playing the guitar.

Maybe he is practicing a popular song. Etc.

EXERCISE 5 ▶ Looking at grammar. (Chart 1-1)

Choose the correct completion(s). Discuss your answers with the class.

- In early summer, the sun _____ around 9:00 P.M. in my hometown.
 - sets (It's a general statement of fact.)
 - is setting (It's happening right now.)
 - Both are possible.
- It's a beautiful evening. I'm sitting outside. The sun _____ behind the mountains.
 - sets (It's a general truth.)
 - is setting (It's happening right now.)
 - Both are possible.

3. Rice _____ in about 15 minutes.
 - a. cooks (It's a general truth.)
 - b. is cooking (It's happening right now.)
 - c. Both are possible.
4. Hurry! The rice _____ over onto the stove.
 - a. boils (It's a general statement of fact.)
 - b. is boiling (It's happening right now.)
 - c. Both are possible.
5. Dr. Costa _____ his hospital patients before office hours.
 - a. visits (It's a habitual activity.)
 - b. is visiting (It's happening right now.)
 - c. Both are possible.
6. Leo _____ his bike through downtown traffic every day to work.
 - a. rides (It's a habitual activity.)
 - b. is riding (It's happening right now.)
 - c. Both are possible.
7. Jenna _____ for her grandparents at their hotel.
 - a. works (It's a habitual activity.)
 - b. is working (It's happening right now.)
 - c. Both are possible.
8. Francine and Marco _____ each other several times a day.
 - a. text (It's a habitual activity.)
 - b. are texting (It's happening right now.)
 - c. Both are possible.

 **EXERCISE 6 ▶ Listening. (Chart 1-1)**

Listen to the sentences. Choose all the correct completions.

Outdoors

- | | | |
|------------------|----------------|----------------|
| 1. right now. | every day. | in the summer. |
| 2. today. | in the winter. | every April. |
| 3. every year. | right now. | this week. |
| 4. right now. | today. | every winter. |
| 5. every summer. | right now. | in the spring. |
| 6. this week. | every January. | every winter. |
| 7. right now. | every summer. | this month. |

EXERCISE 7 ▶ Reading and grammar. (Chart 1-1)

Read the passage. Add the endings *-s/-es* where necessary. You may need to change *-y* to *-ies*. Write \emptyset for no ending.

Do you know these words?

- amazing
- organ
- pump
- oxygen
- waste
- tissues

Our Amazing Heart

The heart is an amazing organ. It beat₁ 100,000 times a day and pump₂ 2,000 gallons of blood through 60,000 miles of blood vessels in our bodies. Blood carry₃ fresh oxygen from our lungs to all the parts of the body. It also remove₄ waste from our tissues. Here is an interesting fact: when we laugh₅, up to 20% more blood go₆ through our body, so laughter is good for our hearts.



EXERCISE 8 ▶ Warm-up. (Chart 1-2)

Choose the correct completions.

1. Cold air *isn't / doesn't* rise.
2. What *is / does* water consist of?
3. *Is / Does* the earth spinning rapidly or slowly?

1-2 Simple Present and Present Progressive: Affirmative, Negative, Question Forms

	Simple Present	Present Progressive
AFFIRMATIVE	I <i>help.</i> You, We, They <i>help.</i> He, She, It <i>helps.</i>	I <i>am helping.</i> You, We, They <i>are helping.</i> He, She, It <i>is helping.</i>
NEGATIVE	I <i>do not help.</i> You, We, They <i>do not help.</i> He, She, It <i>does not help.</i>	I <i>am not helping.</i> You, We, They <i>are not helping.</i> He, She, It <i>is not helping.</i>
QUESTION	<i>Do</i> I <i>help?</i> <i>Do</i> you, we, they <i>help?</i> <i>Does</i> he, she, it <i>help?</i> <i>When do</i> I <i>help?</i>	<i>Am</i> I <i>helping?</i> <i>Are</i> you, we, they <i>helping?</i> <i>Is</i> he, she, it <i>helping?</i> <i>When am</i> I <i>helping?</i>

EXERCISE 9 ▶ Looking at grammar. (Chart 1-2)

Complete the sentences with *Do*, *Does*, *Is*, or *Are*.

On an Airplane

1. *Are* you ready for takeoff?
2. _____ the plane taking off soon?
3. _____ you nervous?
4. _____ you have your seat belt on?
5. _____ the seats comfortable?
6. _____ your seat comfortable?
7. _____ the seat go back more?
8. _____ they serve food on this flight?
9. _____ the movie beginning?
10. _____ you like to fly?
11. _____ the co-pilot flying the plane?
12. _____ the pilot sleep during the flight?
13. _____ the pilots sleep during the flight?
14. _____ the plane on autopilot?

EXERCISE 10 ▶ Trivia game. (Chart 1-2)

Work in teams. Make true sentences. The team with the most correct answers (factually and grammatically) wins. Use the simple present or present progressive.

1. Ice (*melt*) *doesn't melt* at 32°F (0°C).
2. Cold weather (*cause*) _____ fingernails to grow faster.
3. The average person (*fall*) _____ asleep in seven minutes.
4. Salt water (*freeze*) _____ at the same temperature as freshwater.

5. Our noses (*grow*) _____ longer as we age.
6. Our feet (*become*) _____ smaller as we age.
7. Red blood cells in our body (*divide*) _____ right now.
8. On average, a person (*blink*) _____ more than 20,000 times a day.
9. Honey (*spoil*) _____.
10. A cat (*use*) _____ its whiskers for hunting.
11. The earth (*revolve*) _____ around the moon right now.
12. The earth (*get*) _____ warmer according to scientists.

EXERCISE 11 ▶ Reading and grammar. (Charts 1-1 and 1-2)

Choose the correct completions.

Tornadoes

Tornadoes **occur / are occurring**¹ in most areas of the world. However, the plains of the United States **have / are having**² the most. (Plains are large areas of flat land with few trees.) Tornado Alley, a frequent area for tornadoes, **stretches / is stretching**³ from Texas to North Dakota. Because tornadoes **form / are forming**⁴ over flat areas of land, they **are not / do not**⁵ so common in the mountains. Cold air **meets / is meeting**⁶ warm air, usually in a thunderstorm. The winds **make / are making**⁷ a spiral or funnel cloud that sometimes reaches 320 miles per hour. They **pick up / are picking up**⁸ cars, trees, and houses. Sometimes this debris **flies / is flying**⁹ for miles. Strong tornadoes **cause / are causing**¹⁰ a lot of damage. Surprisingly, the funnel cloud **doesn't last / isn't lasting**¹¹ long, usually less than ten minutes.

Right now a tornado **forms / is forming**¹² over the plains. People **seek / are seeking**¹³ shelter in underground areas such as basements. Several storm chasers **get / are getting**¹⁴ ready to follow the tornado and collect data. They **listen / are listening**¹⁵ to weather radios for storm updates.

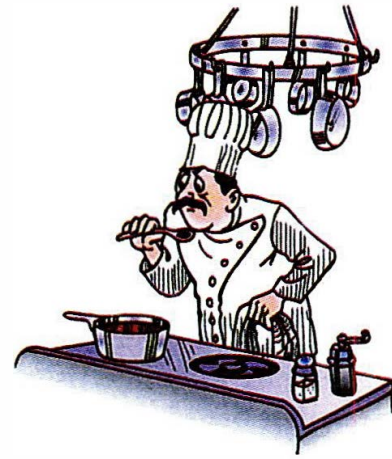
Are you / Do you¹⁶ familiar with tornadoes?
Are you / Do you¹⁷ have tornadoes in your area?



EXERCISE 12 ▶ Warm-up. (Chart 1-3)

Choose the correct completions.

- The chef is in his kitchen right now. He _____.
 - cooks
 - is cooking
- He ____ some soup.
 - tastes
 - is tasting
- It ____ too salty.
 - tastes
 - is tasting
- He ____ it.
 - doesn't like
 - isn't liking



1-3 Verbs Not Usually Used in the Progressive (Stative Verbs)

- (a) I **know** your cousin.
 (b) **INCORRECT:** I ~~am knowing~~ your cousin.

Some verbs, like **know**, are *stative* or *non-progressive*. They describe states, not actions, and are rarely used in progressive tenses. ("States" are conditions or situations that exist.)

Common Verbs That Are Usually Non-Progressive (like **know**)

know	like	dislike	belong	consist of	hear	agree
believe	appreciate	fear	possess	contain	sound	disagree
doubt	care about	hate	own			mean
recognize	please	mind		exist	seem	promise
remember	prefer		desire	matter	look like	amaze
suppose			need		resemble	surprise
understand			want			
			wish			

- (c) I **think** that your cousin is very nice.
 (d) I'**m thinking** about my trip to Rome.

Some verbs, like **think**, have both *non-progressive* meanings and *progressive* meanings.

In (c): **think** means "believe."

In (d): **am thinking** means "thoughts are going around in my mind right now."

Common Verbs with Both Non-Progressive and Progressive Meanings (like **think**)

	NON-PROGRESSIVE	PROGRESSIVE
look	It looks cold outside.	Olga is looking out the window.
appear	Jack appears to be tired today.	She's appearing on a TV show today.
think	I think that Mr. Liu is a good teacher.	I' m thinking about my family right now.
feel	I feel that Mr. Liu is a good teacher.	I' m feeling a little tired today.
have	I have a bike.	I' m having a good time.
see	Do you see that bird?	The doctor is seeing a patient right now.
taste	The soup tastes salty.	The chef is tasting the soup.
smell	Something smells bad. What is it?	Ann is smelling the perfume to see if she wants to buy it.
love	Ken loves his baby daughter.	Ken is enjoying parenthood. In fact, he's loving it!
be	Mary is old and wise.	Al is ill but won't see a doctor. He is being foolish .*

***Am/is/are being** + an adjective describes temporary behavior. In the example, Al is usually not foolish, but right now he is acting that way.

EXERCISE 13 ▶ Reading, grammar, and speaking. (Charts 1-1 → 1-3)

Part I. Read the paragraph. Underline the verbs that are generally non-progressive. Then write the correct verb endings in the list of benefits: **-s**, **-es**, or **-ies**. Write **Ø** for no ending.

A Summer Internship

Lilly wants to get a job as a restaurant chef. Her culinary arts instructor believes a summer internship at a major restaurant is a good idea. Interns work for free or for a low wage, but they understand that they are receiving valuable experience in return. Some schools offer credit for an internship, and some companies hire their interns when the internship is over. Following are other benefits:



1. An internship apply_____ classroom knowledge to real-world work experience.
2. It provide_____ on-the-job training.
3. It teach_____ important workplace habits (e.g., being on time) and workplace etiquette (how to behave at a company).
4. Interns learn_____ about various jobs and opportunities within a company.
5. It give_____ students the chance to network with employees.
6. The job experience look_____ good on a résumé.

Part II. Find information about a volunteer organization that interests you. It could be a club at your school, a group in your community, a world organization, etc. Make a list of the ways it is helpful. Write 5–7 sentences and present them to the class. Title your list:

Benefits of _____

EXERCISE 14 ▶ Let's talk. (Chart 1-3)

Discuss the differences in meaning of the *italicized* verbs in each group of sentences. Work in pairs, in small groups, or as a class.

At the Park

1. a. These flowers *smell* good.
b. Jane *is smelling* the flowers.
2. a. I *think* this park is beautiful.
b. I need to relax. I *am thinking* about all the homework I have.
3. a. You *look* cold. I'll lend you my coat.
b. I'm *looking* at the sky. A storm is coming.
4. a. I *see* a colorful kite. It's over there.
b. Alex is coming later. He *is seeing* a doctor about his headaches.
c. Jack and Ann come here every weekend. They *are seeing* each other.
5. a. I *remember* my first time here. Do you *remember* yours?
b. I'm *remembering* a family picnic here with my cousins. It's a happy memory.
6. a. The children want a snack. They're hungry.
b. The children *are being* awfully quiet. What are they doing?



7. a. Every weekend there is an outdoor play here. Some of my friends *are appearing* in it.
b. There is a man coming toward us. He's smiling. He *appears* to know us.
8. a. Gabriel *is being* rude. He's just sitting there, not talking to anyone.
b. No, he *isn't* rude. He's just shy.
9. a. The baby *is feeling* the grass.
b. The grass *feels* soft.
c. I need to sit down. *I'm not feeling* well right now.
d. I *feel* that it is important to take care of our parks.

EXERCISE 15 ▶ Looking at grammar. (Chart 1-3)

Choose the correct completions.

1. This isn't my book. It _____ to Mai.
a. belongs b. is belonging
2. Ask Ahmed for your book. He _____ it.
a. has b. is having
3. Your book is over there. Ahmed _____ it.
a. holds b. is holding
4. Olga is smiling. She _____ a good time.
a. has b. is having
5. Relax. Everything is OK. I _____ you.
a. believe b. am believing
6. My computer says my file no longer _____.
a. exists b. is existing

EXERCISE 16 ▶ Let's talk. (Charts 1-1 → 1-3)

With a partner, choose one of the pictures and complete the related conversation. Then practice your conversation and perform it for the class. You can look at your book before you speak. When you speak, look at your partner.



1. A: Mmmm. That looks _____.
B: Thanks. It's fresh out of the oven.
A: Is it _____?
B: Yes. And it's my own recipe. Would you like to _____?
A: Wow! It tastes _____.
B: _____.
2. A: You look _____.
B: I am.
A: What's _____?
B: I _____.
A: You need to _____.
B: I know, but I have too much/many _____.

EXERCISE 17 ▶ Looking at grammar. (Charts 1-1 → 1-3)

Choose the correct completions.

- A: What are you looking / do you look at?
B: You! You look / are looking like your father.
A: Are you thinking / Do you think so? Many people tell me I am resembling / resemble my mother.
B: I see / am seeing your father's face when I look at you.
- A: Why are mosquitos existing / do mosquitos exist?
B: I know / am knowing one reason: they are a food source for other animals.
- Right now I sit / am sitting in the cafeteria. Yoko texts / is texting. Ming is opening / opens his lunch. Jae is taking / takes a bite of his sandwich. Ali is staring / stares off into space. He seems / is seeming to be daydreaming, but perhaps he thinks / is thinking about the test next hour. What do you think / are you thinking Ali is doing / does?



EXERCISE 18 ▶ Grammar and listening. (Charts 1-1 → 1-3)

Complete the sentences with the given verbs. Then listen to the forecast and check your answers.

Weather Report

Hello, this is Gayle Givens, your WWKK weather reporter. Well, it certainly (be) _____ a beautiful day today. I (stand) _____ here at City Park and boy,* the sun sure (shine) _____. Hundreds of people (enjoy) _____ the warmer temperatures today. There (be) _____ not a cloud in the sky. We (look) _____ at a perfect day right now, but it (look) _____ like some clouds (form) _____ over the ocean and colder air (move) _____ in. We (forecast) _____ cooler temperatures for tomorrow. I (think) _____ rain (be) _____ unlikely, however. Stay tuned for the three-day forecast right after this message.

EXERCISE 19 ▶ Looking at grammar. (Charts 1-1 → 1-3)

Complete the sentences. Use the simple present or the present progressive of the verbs in parentheses.

- Look! It (begin) _____ to rain. Unfortunately, I (have, not**) _____ an umbrella with me. I (own, not) _____ an umbrella. Spiro is lucky. He (wear) _____ a raincoat. I (wear) _____ a waterproof hat on rainy days.

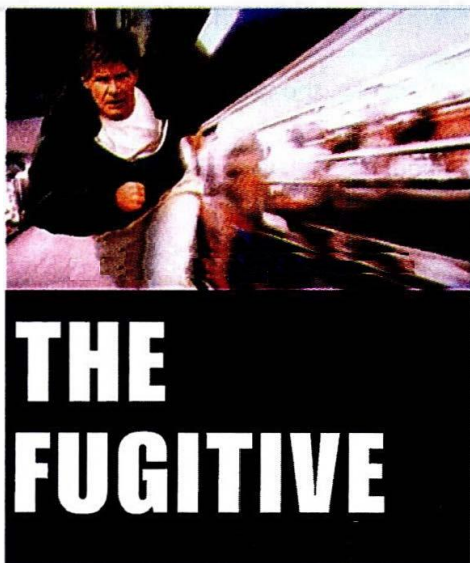
*Boy is an exclamation to express a strong feeling; similar to wow.

**A form of do is usually used in the negative when the main verb is have, especially in American English (AmE) but also commonly in British English (BrE): I don't have a car. Using have without a form of do is also possible but less common: I haven't a car.

2. Martha is in science class. The chemistry experiment she (*do*) _____ is dangerous, so right now she (*be*) _____ very careful. She (*want, not*) _____ to spill any of the chemical. She (*be, always*) _____ careful when she does a chemistry experiment.
3. Right now I (*look*) _____ at Nicole. She (*look*) _____ angry. I wonder what's the matter. She (*have*) _____ a frown on her face. She certainly (*have, not*) _____ any fun right now.
4. A: How (*you, like*) _____ the soup? (*it, need*) _____ more garlic?
 B: No, it (*taste*) _____ delicious. It (*remind*) _____ me of my mom's soup.

EXERCISE 20 ▶ Reading and writing. (Charts 1-1 → 1-3)

Part I. Read the review of the movie. Underline the verbs. What verb tense is used to describe the action?



The Fugitive

The Fugitive is an action-packed, edge-of-your-seat movie. The police unjustly accuse Dr. Richard Kimball, the main character, of his wife's murder. A court finds him guilty and sentences him to death.

On the way to jail, the prison bus crashes and Kimball escapes. A U.S. marshall, Samuel Gerard, vows to catch Kimball. Several times he almost succeeds, but Kimball stays one step ahead of Gerard. In one incredible scene, Kimball jumps from the top of a dam into a river to escape.

Kimball doesn't want Gerard to catch him, but he also wants to solve the murder of his wife. His search for answers takes him to Chicago. He finds upsetting information about a friend and the friend's work with a pharmaceutical company. After many suspenseful scenes, Kimball finds the real killers and leads Gerard to them.

Do you know these words?

- unjustly
- accuse
- marshall
- vow
- dam
- pharmaceutical
- suspenseful

Part II. Action in stories (books, movies, TV shows, etc.) is often told in the simple present tense. Find a movie you like. In simple English, tell what happens, give details about the movie, and tell how it ends. Here are some possible ways to begin:

- _____ is an inspiring/exciting/funny/etc., movie. (*The main character*) ...
- A dramatic/suspenseful/exciting movie is _____. In this movie, ...
- (*The name of the movie*) is about _____. In this movie, ...

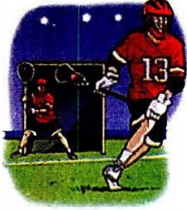
Part III. Edit your paragraph. Underline the verbs. Did you use present tense? Check for the correct use of the third person *-s/-es/-ies* endings.

EXERCISE 21 ▶ Warm-up. (Chart 1-4)

Ask another classmate these questions. Share your answers with the class. Find out the most common answers.

1. In what century did your great-grandparents live? They lived in the _____ century.
2. Where did they grow up? They grew up in (*city/country*) _____.

1-4 Simple Past Tense

(a) It <i>snowed</i> * yesterday. (b) Tom <i>watched</i> TV last night.	<i>At one particular time in the past</i> , this happened. It began and ended in the past. Most simple past verbs add -ed , as in (a) and (b).
(c) Jack <i>went</i> to work early. (d) I <i>came</i> to work late. (e) We <i>saw</i> a great movie last night.	Some verbs have irregular past tense forms, as in (c), (d), and (e). NOTE: See Appendix Chart E-9 for a list of irregular verb forms.
(f) Emily <i>was</i> at the office this morning. (g) You <i>were</i> tired yesterday.	The simple past forms of be are was and were , as in (f) and (g).
(h) Andrew <i>caught</i> the ball, <i>ran</i> down the field, and <i>scored</i> a point. 	Note that in a series of actions, the verbs are the same tense, as in (h). <i>INCORRECT:</i> Andrew caught the ball, is running down the field, and score a point.

Regular Verb Forms

AFFIRMATIVE	NEGATIVE	QUESTION
I You He, She, It We They } <i>helped.</i>	I You He, She, It We They } <i>did not help.</i>	<i>Did</i> <i>Did</i> <i>Did</i> <i>Did</i> <i>Did</i> } I you he, she, it we they } <i>help?</i>

Irregular Verb Forms

AFFIRMATIVE	NEGATIVE	QUESTION
I You He, She, It We They } <i>ate.</i>	I You He, She, It We They } <i>did not eat.</i>	<i>Did</i> <i>Did</i> <i>Did</i> <i>Did</i> <i>Did</i> } I you he, she, it we they } <i>eat?</i>

Be Verb Forms

AFFIRMATIVE	NEGATIVE	QUESTION
I, He, She, It <i>was</i> here. You, We, They <i>were</i> here.	I, He, She, It <i>was not</i> here. You, We, They <i>were not</i> here.	<i>Was</i> I, he, she, it here? <i>Were</i> you, we, they here?

*See Appendix Chart E-5 for information about final **-ed** pronunciation.

EXERCISE 22 ▶ Looking at grammar. (Chart 1-4)

Complete the sentences with the correct simple past form of the verb.

An Online Order

- Anders (*order*) _____ printer ink online last Monday.
- The next morning he (*realize*) _____ he (*need*) _____ colored ink too.
- He (*try*) _____ to call the company to add more, but no one (*answer*) _____, and there (*be*) _____ no voicemail.
- Anders (*worry*) _____ that the website (*be*) _____ fake.
- He (*email*) _____ the company and (*explain*) _____ his situation.
- The manager (*respond*) _____ a few hours later and (*fix*) _____ the order quickly.
- Anders (*relax*) _____ when he (*receive*) _____ a confirmation email from the company.

EXERCISE 23 ▶ Let's talk: pairwork. (Chart 1-4)

Take turns asking and answering questions. You can answer *yes* or *no*.

SITUATION: You just came back from a vacation in Greece. Your friend is asking you questions.

Examples: *fly back last night?*

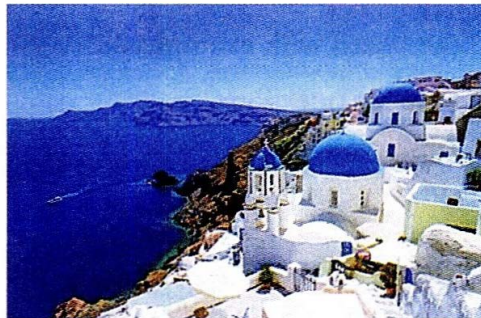
PARTNER A: Did you fly back last night?

PARTNER B: Yes, I flew back last night.

happy to see your cousins?

PARTNER A: Were you happy to see your cousins?

PARTNER B: Yes, I was happy to see my cousins.



PARTNER A: (<i>book open</i>) PARTNER B: (<i>book closed</i>)	PARTNER A: (<i>book closed</i>) PARTNER B: (<i>book open</i>)
<ol style="list-style-type: none"> have a great trip? come back feeling rested? meet all your cousins? hang out with* local people? do a lot of tourist activities? excited to be there? spend time in museums? 	<ol style="list-style-type: none"> 8. speak a little Greek? 9. eat in typical Greek restaurants? 10. lie on the beach? 11. buy some Greek sandals? 12. bring me a souvenir? 13. take a lot of photos? 14. sad to leave Greece?

**hang out with* = spend time with

EXERCISE 24 ▶ Looking at grammar. (Chart 1-4)

Complete the sentences with the correct forms of verbs that make sense. More than one verb may be appropriate. Some answers are negative.

SITUATION 1: Maria visited a friend at the hospital. A woman in the elevator had a cold and sneezed several times. The next day, ...

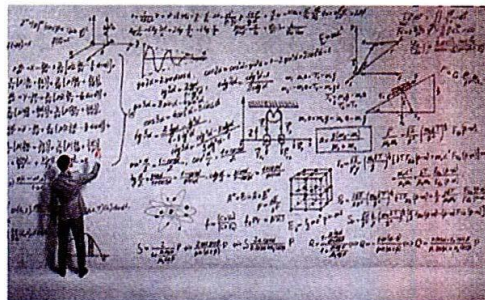
ache feel leave schedule take
eat have make speak to wake up

1. Maria _____ in the morning with a fever and headache.
2. She _____ well.
3. Her entire* body _____.
4. She _____ her temperature with a thermometer.
5. She _____ a high fever.
6. She _____ the house all day.
7. She _____ a few spoonfuls of chicken soup.
8. She _____ the nurse at the doctor's office.
9. She _____ an appointment for the following day.

SITUATION 2: Professor Moore is our new math teacher. He is very hard to follow. Yesterday, he ...

confuse fill introduce leave speak

10. _____ too fast.
11. _____ the material to us quickly.
12. _____ the board with examples.
13. _____ time for questions, unfortunately.
14. _____ everyone in the class.



EXERCISE 25 ▶ Listening. (Chart 1-4)

Listen to the beginning of each sentence. Circle the correct completion(s). More than one completion may be possible.

- | | | |
|--------------------------|-------------------------|--------------------|
| 1. happy. | good about my decision. | on some ice. |
| 2. two classes. | about his wife. | at night. |
| 3. the car with gas? | sick? | OK? |
| 4. with colored pencils. | several faces. | for several hours. |
| 5. in the woods. | some money. | the rain. |

*entire = whole

- | | | |
|-------------------------|------------------|---------------------------|
| 6. a picture. | from math class. | some money from the bank. |
| 7. my hand. | some rice. | was cooking. |
| 8. the washing machine? | these jeans? | my shirt? |
| 9. at the sad ending. | the actors. | when the play finished. |
| 10. over the fence. | very quickly. | in a sunny spot. |

EXERCISE 26 ▶ Reading and grammar. (Chart 1-4)

Part I. Read the passage. Underline the past tense verbs.

Do you know these words?

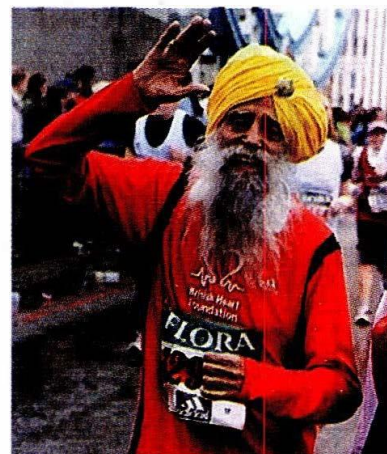
- feat	- show up
- marathon	- session
- compete	- retire
- training	

AN INCREDIBLE FEAT

In 2011, at the age of 100, Fauja Singh did something incredible: he ran a 26-mile (42 km.) marathon! He was the first 100-year-old to ever run a marathon. Singh decided he wanted to compete in races when he saw a marathon race on TV. He was 89! He didn't know much about training and showed up for his first session in a suit and tie.

Originally from India, Singh moved to England in the 1990s after his wife and son died. At the time, he said he felt more dead than alive. He was very depressed and later believed that long-distance running saved him.

He competed in his first marathon in London at the age of 89. He prepared for it in only ten weeks. His best time was at the 2003 Toronto Waterfront Marathon. He ran it in five hours and 40 minutes. Singh became world-famous and even carried the Olympic torch in 2012. In 2013, he decided to retire from long-distance running and completed his last marathon in Hong Kong.



Running in the London Marathon, 2004

Part II. Complete the sentences with the verbs in the box. Cover the reading.

be	carry	leave	run
✓ become	feel	retire	wear

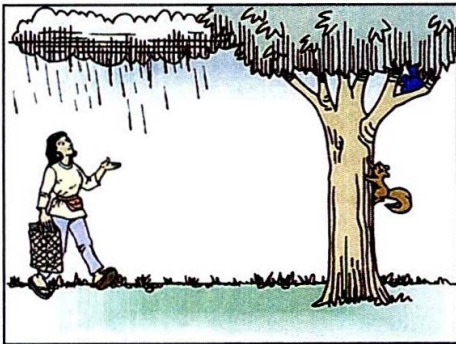
- Fauja Singh became a marathon runner when he was depressed.
- He _____ a suit and tie to his first training.
- He _____ India after the death of his wife and son.
- At the age of 89, he _____ his first marathon.
- Before he began training, he said he _____ more dead than alive.
- His best running time _____ five hours and 40 minutes.

7. He _____ the Olympic torch in 2012.
 8. He _____ from marathon running in 2013.

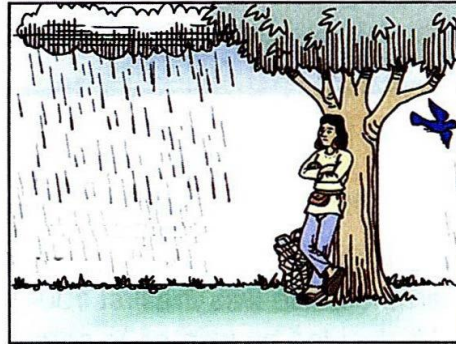
EXERCISE 27 ▶ Warm-up. (Chart 1-5)

Write the sentence (a. or b.) that correctly describes each scene.

- a. Rita was standing under a tree when it began to rain.
 b. Rita stood under a tree when it began to rain.

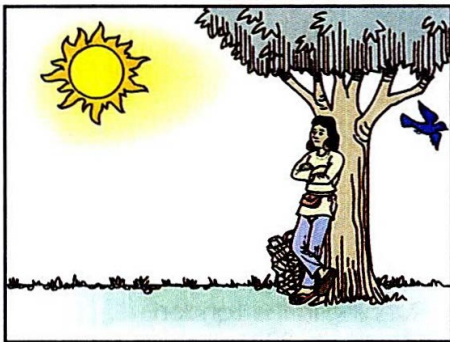


1st: It began to rain.

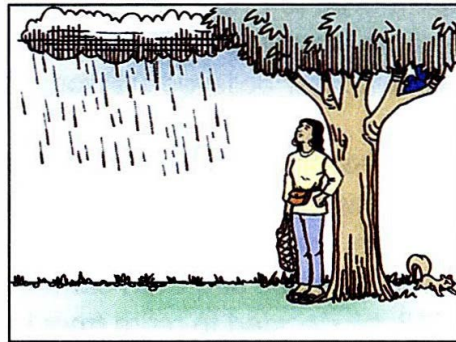


2nd: Rita stood under a tree.

1. _____



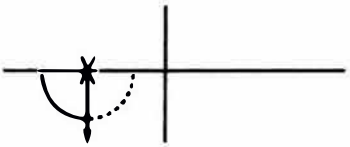
1st: Rita stood under a tree.



2nd: It began to rain.

2. _____

1-5 Simple Past vs. Past Progressive		
<p>SIMPLE PAST</p>	<p>(a) I <i>walked</i> to school yesterday.</p> <p>(b) John <i>lived</i> in Paris for ten years, but now he lives in Rome.</p> <p>(c) I <i>bought</i> a new car three days ago.</p>	<p>The simple past indicates that an activity or situation <i>began and ended at a particular time in the past.</i></p>
	<p>(d) Rita <i>stood</i> under a tree <i>when it began</i> to rain.</p> <p>(e) <i>When Mrs. Chu heard</i> a strange noise, she <i>got</i> up to investigate.</p> <p>(f) <i>When I dropped</i> my cup, the coffee <i>spilled</i> on my lap.</p>	<p>If a sentence contains when and has the simple past in both clauses, the action in the <i>when</i>-clause happens first.</p> <p>In (d): 1st: The rain began. 2nd: Rita stood under a tree.</p>

PAST PROGRESSIVE		
	<p>(g) I was walking down the street when it began to rain.</p> <p>(h) While I was walking down the street, it began to rain.</p> <p>(i) Rita was standing under a tree when it began to rain.</p> <p>(j) At eight o'clock last night, I was studying.</p>	<p>In (g): 1st: I was walking down the street. 2nd: It began to rain.</p> <p>Both actions occurred at the same time, but <i>one action began earlier and was in progress when the other action occurred</i>.</p> <p>In (j): My studying began before 8:00, was in progress at that time, and probably continued.</p>
	<p>(k) While I was studying in one room of our apartment, my roommate was having a party in the other room.</p>	<p>Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously.</p>

EXERCISE 28 ▶ Looking at grammar. (Chart 1-5)

Write "1" before the action that started first. Write "2" before the action that started second.

A Stormy Walk Home

- Hi Mom. I was leaving you a voicemail when you picked up.*
 - 1 I was leaving you a voicemail.
 - 2 You picked up.
- I had a terrible walk home. When the storm started, I was coming home from work.
 - ___ The storm started.
 - ___ I was coming home.
- A painter next door was climbing a ladder when lightning hit the house.
 - ___ A painter was climbing a ladder.
 - ___ Lightning hit the house.
- I heard him yell while I was running for cover.
 - ___ I heard him yell.
 - ___ I was running for cover.
- He fell off the ladder when he saw the flash. Fortunately he's OK.
 - ___ He fell off the ladder.
 - ___ He saw the flash.



*pick up (the phone) = answer the phone

EXERCISE 29 ▶ Looking at grammar. (Chart 1-5)

Complete the sentences. Use the simple past or the past progressive of the verbs in parentheses.

Last Night

1. Between 5:00 and 7:00 P.M., I (*sit*) was sitting in class. I had a lot of things on my mind. I (*think*) _____ about some family issues. I (*listen, not*) _____ to the teacher.
2. It was a beautiful evening when I walked home. The moon (*shine*) _____ over the water, and a warm breeze (*blow*) _____.
3. I (*stop*) _____ by a friend's apartment, but he (*be, not*) _____ home. He (*sit*) _____ in heavy traffic. He (*get, not*) _____ home until 10:00.
4. My neighbors (*argue*) _____ about something when I (*walk*) _____ by them outside my apartment building.
5. A package (*wait*) _____ for me at home. I (*open*) _____ it and (*find*) _____ an early birthday present.
6. While I (*read*) _____ to my nephew, he (*fall*) _____ asleep, so I (*cover*) _____ him up and (*sneak*) _____ out of the room.

EXERCISE 30 ▶ Let's talk. (Chart 1-5)

Choose the question or statement you would expect the speaker to say. Discuss your answers. Work in pairs, in small groups, or as a class.

1. When I went to bed late last night, I noticed that the light was on in your bedroom.
 - a. Were you reading?
 - b. Did you read?
2. Jane's cousin was at the party last night.
 - a. Were you meeting him?
 - b. Did you meet him?
3. A small airplane flew over our house several times last night.
 - a. We were sitting out on the patio, and it made us nervous.
 - b. We sat out on the patio, and it made us nervous.
4. I'm not sure if I met Carol Jones at the party last night. Describe her for me.
 - a. What was she wearing?
 - b. What did she wear?

EXERCISE 31 ▶ Looking at grammar. (Chart 1-5)

With a partner, take turns asking and answering the questions. Choose all the expected answers.

1. What were you doing at 5:00 A.M.?	1. <input checked="" type="radio"/> a. I was sleeping. <input type="radio"/> b. I dreamed. <input checked="" type="radio"/> c. I was lying in bed.
2. What did you do when you got home last night?	2. a. I was cooking dinner. b. I made dinner. c. I fixed dinner.