

INTERNATIONAL EDITION—Not for Sale in the U.S.A.—

UNDERSTANDING  
AND USING

**E**   
**ENGLISH**  
**GRAMMAR**

Third Edition

*with ANSWER KEY*



**Betty Schramper Azar**

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AND USING**

  
**E  
ENGLISH  
GRAMMAR**

Third Edition

*with Answer Key*



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**Betty Schramper Azar**

**Understanding and Using English Grammar, Third Edition  
with Answer Key**

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*In memoriam*

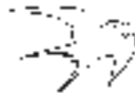
To my wonderful parents,

*Frances Nies Schramper*

and

*William H. Schramper,*

who set me on my path.





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## Preface to the Third Edition

*Understanding and Using English Grammar* is a developmental skills text for intermediate to advanced students of English as a second or foreign language. While focusing on grammar, it promotes the development of all language skills in a variety of ways. It functions principally as a classroom teaching text but also serves as a comprehensive reference text for students.

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:

- The communicative aspects of *Understanding and Using English Grammar* are more fully developed and explicit in the third edition. There are numerous “real communication” opportunities for the teacher to exploit. 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. The text supports the view of many experienced teachers that grammar-based and communicative approaches are not mutually exclusive, but rather mutually supportive, and can advantageously co-exist in the same language program, even in the same class, even in the same lesson.
- Similarly, the interactive aspects of the text receive greater emphasis in the third edition. Many of the exercises formerly designated ORAL or ORAL (BOOKS CLOSED) are now reformatted to be more clearly available for pair work or group work, in addition to still being viable as class work led by a teacher. This edition encourages interactivity but leaves it open for the users to decide what degree of interactivity best suits their needs.
- There is now an even wider variety of exercise types. This edition has a larger number of free-response exercises and open-ended communicative tasks, while still providing ample controlled-response exercises to aid initial understanding of the form, meaning, and usage of the target structures. It also includes more writing topics, more speaking activities, expanded error analysis exercises, and additional extended-context exercises.
- Long chapters have been broken into shorter units, and certain grammar units have been reorganized.

The bird soaring upward and forward on the cover of this new edition is a swallow. Found throughout the world, swallows are joyful, playful, energetic birds whose comings and goings announce changes in the seasons. Like the butterfly on the second edition, the swallow on this edition signals new beginnings—as student, teacher, and text writer come together in our shared journey toward the learning of a new language.

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*Understanding and Using English Grammar* is accompanied by

- a *Workbook*, consisting principally of self-study exercises for independent work.
- a *Chartbook*, a reference book consisting of only the grammar charts.
- an *Answer Key*, with the answers to the exercises.
- a *Teacher's Guide*, with teaching suggestions and additional notes on grammar, as well as the answers to the exercises.

The *Azar 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.

Supplementary works by other authors

- *Focus with Grammar*, a teacher resource text by Suzanne Woodward
- *Azar Interactive*, a CD-ROM program by Howard Beckerman



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UNDERSTANDING  
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**ENGLISH**  
**GRAMMAR**

Third Edition

*with Answer Key*



# CHAPTER 1

## Overview of Verb Tenses

### CONTENTS

1-1	The simple tenses	1-4	The perfect progressive tenses
1-2	The progressive tenses	1-5	Summary chart of verb tenses
1-3	The perfect tenses	1-6	Spelling of <i>-ing</i> and <i>-ed</i> forms

Note: Chapter 1 presents an overview of English verb tenses. The tenses will be studied in more detail in Chapters 2, 3, 4, and 5.

### I EXERCISE 1. Introductions and interviews.

*Directions:* Do one or more of the following activities.

**ACTIVITY A.** Interview another student in your class. Take notes during the interview, and then introduce this student to the rest of the class or to a small group of classmates. Possible topics for the interview follow. What questions might you ask to elicit this information?

1. name
2. spelling of name
3. country of origin
4. present residence
5. length of time in *(this city or country)*, both past and future
6. reason for coming here
7. field of study or work
8. activities in free time
9. general well-being and adjustment to living here
10. comments on living here

**ACTIVITY B.** Write a brief autobiographical paragraph telling who you are, what you have done in the past two years, and what your plans are for the next two years. Then exchange your paper with a classmate. Ask each other questions to clarify your understanding and elicit further information.

Next, join two other students to form a group of four. Tell the others in the group about the classmate whose paragraph you read.

**ACTIVITY C.** Interview a classmate outside of class and write a biography of his/her life.

**ACTIVITY D.** Interview a native speaker of English and write a biography of his/her life.

**ACTIVITY E.** With a classmate, take a trip to a particular place, such as a museum, a theater, or a restaurant. Write a report of your excursion, or give an oral report to your classmates.



□ EXERCISE 2. Overview of verb tenses. (Chapters 1 → 5)

*Directions:* Pair up with a classmate.

**Speaker A:** Your book is open. Ask a classmate a question using **what + a form of do** (e.g., *What are you doing? What did you do? What have you done?*). Use the given time expressions.

**Speaker B:** Your book is closed. Answer Speaker A's questions in complete sentences.

*Example:* every morning

**SPEAKER A (book open):** What do you do every morning?

**SPEAKER B (book closed):** I go to classes / eat breakfast / etc.) every morning.

*Switch roles.*

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1. every day before you leave home | 6. for the past five minutes          |
| 2. last night                      | 7. tomorrow                           |
| 3. at (this exact time) yesterday  | 8. at (this exact time) tomorrow      |
| 4. right now                       | 9. by the time you got here today     |
| 5. since you got up this morning   | 10. by the time you go to bed tonight |

The diagram shown below will be used in the tense descriptions:



## 1-1 THE SIMPLE TENSES

TENSE	EXAMPLES	MEANING
<b>SIMPLE PRESENT</b> 	(a) It <i>snows</i> in Alaska. (b) Tom <i>watches</i> television 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.
<b>SIMPLE PAST</b> 	(c) It <i>snowed</i> yesterday. (d) Tom <i>watched</i> television last night.	At one particular time in the past, this happened. It began and ended in the past.
<b>SIMPLE FUTURE</b> 	(e) It <i>will snow</i> tomorrow. It <i>is going to snow</i> tomorrow. (f) Tom <i>will watch</i> television tonight. Tom <i>is going to watch</i> television tonight.	At one particular time in the future, this will happen.

## LI EXERCISE 3. The simple tenses. (Chart 1-1)


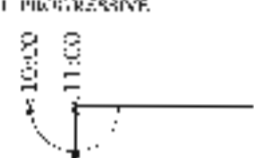
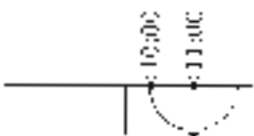
*Directions:* Answer the questions.

1. Can you think of a "general truth"? What are some other general truths?
2. What are some of the things you do every day or almost every day? Name three activities.
3. What did you do yesterday? Name three separate activities.
4. What are you going to do tomorrow?

## 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><b>PRESENT PROGRESSIVE</b></p> 	<p>(a) Tom <i>is sleeping</i> 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, is in progress at the present time, and probably will continue.</p>
<p><b>PAST PROGRESSIVE</b></p> 	<p>(b) Tom <i>was sleeping</i> 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 was in progress at a particular time in the past. It continued after I arrived.</p>
<p><b>FUTURE PROGRESSIVE</b></p> 	<p>(c) Tom <i>will be sleeping</i> 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 will be in progress at a particular time in the future. Probably his sleep will continue.</p>

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

## LI EXERCISE 4. The progressive tenses. (Chart 1-2)

*Directions:* Answer the questions.

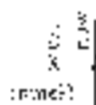
1. What are you doing right now? What are your classmates doing right now? What is happening outside the classroom right now?
2. Where were you at two o'clock this morning? What were you doing?
3. Where will you be at two o'clock tomorrow morning? What will you be doing?

## 1-3 THE PERFECT TENSES

Form: *have + past participle*

Meaning: The perfect tenses all give the idea that one thing happens *before* another time or event.

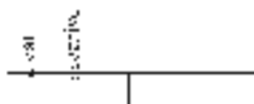
PRESENT PERFECT



(a) Tom *has* already eaten.

Tom *finished* eating something *before* now. The exact time is not important.

PAST PERFECT



(b) Tom *had* already eaten when his friend arrived.

First Tom finished eating. Then his friend arrived. Tom's eating was completely *finished* before another time in the past.

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 *finished* before another time in the future.



Tom has already eaten.

### EXERCISE 5. The perfect tenses. (Chart 1-3)

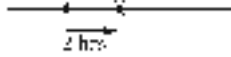
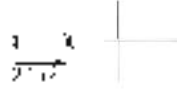

Directions: Answer the questions.

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?

## 1-4 THE PERFECT PROGRESSIVE TENSES

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

Meaning: The perfect progressive tenses give the idea that one event is or *progresses* *uninterruptedly before, up to, and another one or more*. The tenses are used to express the *duration* of the first event.

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

### EXERCISE 6. The perfect progressive tenses, (Chart 1-4)

*Directions:* Answer the questions.

1. What are you doing right now? How long have you been *(doing that)*?
2. What were you doing last night at nine o'clock? What time did you stop *(doing that)*? Why did you stop *(doing that)*? How long had you been *(doing that)* 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 that)*? Why? How long will you have been *(doing that)* before you stop?

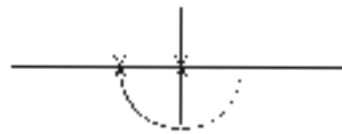
# 1-5 SUMMARY CHART OF VERB TENSES

SIMPLE PRESENT

X X X X X X X X X X X X

Tom *studies* every day.

PRESENT PROGRESSIVE



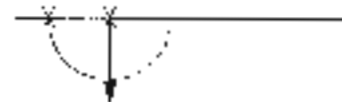
Tom *is studying* right now.

SIMPLE PAST



Tom *studied* last night.

PAST PROGRESSIVE



Tom *was studying* when they came.

SIMPLE FUTURE



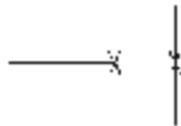
Tom *will study* tomorrow.

FUTURE PROGRESSIVE



Tom *will be studying* when you come.

PRESENT PERFECT



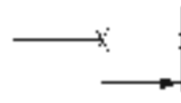
Tom *has already studied* Chapter One.

PAST PERFECT



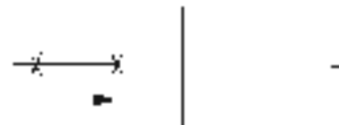
Tom *had already studied* Chapter One before he began studying Chapter Two.

PRESENT PERFECT PROGRESSIVE



Tom *has been studying* for two hours.

PAST PERFECT PROGRESSIVE



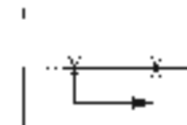
Tom *had been studying* for two hours before his friends came.

FUTURE PERFECT



Tom *will already have studied* Chapter Four before he studies Chapter Five.

FUTURE PERFECT PROGRESSIVE



Tom *will have been studying* for two hours by the time his roommate gets home.

□ EXERCISE 7. Overview of verb tenses. (Charts 1-1 → 1-5)

*Directions:* In the following dialogues, many of the verbs are in *italics*\*. In pairs, in small groups, or as a class, discuss the meanings of the *italicized* verbs. Name the tenses of these verbs. If you wish, draw diagrams like the ones in Chart 1-2.

1. A: What *do* you *do* every morning?  
B: I *take* a bus to school.

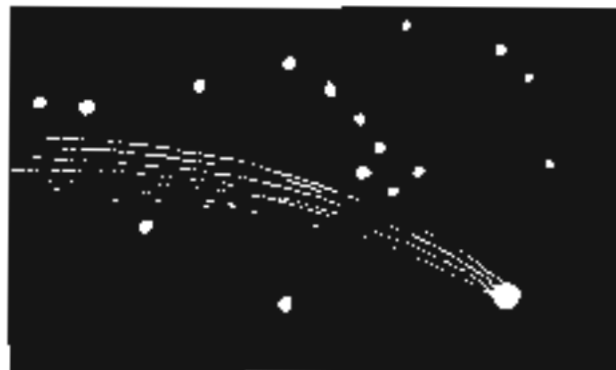
→ *The speakers are talking about habitual activities. The name of the tense is the simple present.*

2. A: What *did* you *do* last night?  
B: I *watched* a movie on television.

3. A: What *are* you *doing* right now?  
B: I *am working* on English grammar.

4. A: What *were* you *doing* at this time yesterday?  
B: At this exact time yesterday, I *was walking* from the bookstore to the classroom building.

5. A: *Have* you ever *seen* a comet?  
B: I've *seen* shooting stars, but I've never *seen* a comet.



6. A: What *will* you *do* if you miss the bus tomorrow morning?  
B: I *will walk* to school.

7. A: What *will you be doing* at this exact moment tomorrow?  
B: At this exact time tomorrow, I *will be attending* my English class.

8. A: How long *have* you *been working* on this grammar exercise?  
B: I *have been working* on this grammar exercise for ten minutes.

9. A: How long *will you have been working* on this exercise by the time you finish it?  
B: By the time I finish this exercise, I *will have been working* on it for fifteen minutes.

10. A: What *had* you *done* by the time you got to class today?  
B: I *had eaten* lunch.

11. A: What *will you have done* by the time you go to bed tonight?  
B: I *will have finished* my homework.

12. A: Were you asleep when your friend called last night?  
B: Yes, I was sleeping when he called. I *had been sleeping* for almost an hour when the phone rang.

\*Words that are "italicized" or "in italics" have a slanted print. Regular print looks like this. *Italic print looks like this.*



□ EXERCISE 8. Overview of verb tenses. (Charts 1-1 → 1-5)

*Directions:* Practice using tenses by answering the questions in complete sentences, either orally (in pairs, in groups, or as a class) or in writing.

1. What do you do every day?
2. What did you do yesterday?
3. What will you do tomorrow?
4. What are you doing right now?
5. What were you doing at this time yesterday?
6. What will you be doing at this time tomorrow?
7. What have you done since you got up this morning?
8. What had you done before you went to bed last night?
9. What will you have done by the time you go to bed tonight?
10. What are you doing? How long have you been doing that?
11. What were you doing before (*name of the teacher*) walked into the classroom today? How long had you been doing that?
12. What will you be doing before (*name of the teacher*) walks into the classroom tomorrow? How long will you have been doing that?

□ EXERCISE 9. Error analysis: questions and negative verb forms.  
(Appendix Charts B-1, B-2, and D-1)

*Directions:* This exercise covers question and negative verb forms you will be using in the following chapters. Check your understanding of these forms by finding and correcting the errors in the sentences below.\*

1. Does Pedro walks to work every morning?
2. What you are talking about? I'm not understand you.
3. Did you finished your work?
4. My friend doesn't liking her apartment.
5. Do you are working for this company?
6. What time your plane did it arrive?
7. How long have you are living in this city?
8. My brother don't have the job right now.
9. Ah want to be in class tomorrow.
10. I hadn't never saw snow before I moved to Canada last year.

\*For information about learning questions and negatives, see the Appendix, Unit B-1 (Forms of Yes/No and Information Questions), B-2 (Question Words), and D-1 (Using Not and Other Negative Words).

□ EXERCISE 10. Spelling pretest. (Chart 1-6)

*Directions:* You will be using many verbs in their *-ing* and *-ed* forms in the following chapters. Use this pretest to check yourself on spelling rules. Close your book. On another piece of paper, write the words that your teacher says.

*Example:* (cry + *ed*)

TEACHER: Child. I cried because I was sad. Cried.

WRITTEN RESPONSE: cried

- |                          |                            |                            |
|--------------------------|----------------------------|----------------------------|
| 1. (hope + <i>-ed</i> )  | 7. (listen + <i>-ing</i> ) | 13. (enjoy + <i>-ed</i> )  |
| 2. (dine + <i>-ing</i> ) | 8. (happen + <i>-ed</i> )  | 14. (play + <i>-ing</i> )  |
| 3. (stop + <i>-ed</i> )  | 9. (begin + <i>-ing</i> )  | 15. (study + <i>-ing</i> ) |
| 4. (plan + <i>-ing</i> ) | 10. (occur + <i>-ed</i> )  | 16. (win + <i>-ed</i> )    |
| 5. (rain + <i>-ed</i> )  | 11. (start + <i>-ing</i> ) | 17. (die + <i>-ed</i> )    |
| 6. (wait + <i>-ing</i> ) | 12. (warn + <i>-ed</i> )   | 18. (lie + <i>-ing</i> )   |

### 1-6 SPELLING OF *-ING* AND *-ED* FORMS

(1) VERBS THAT END IN A CONSONANT AND <i>-E</i>	(a) hope date injure	hoping dating injuring	hoped dated injured	<i>-ING</i> FORM: If the word ends in <i>-e</i> , drop the <i>-e</i> and add <i>-ing</i> . <i>-ED</i> FORM: If the word ends in a consonant and <i>-e</i> , just add <i>-ed</i> .
(2) VERBS THAT END IN A VOWEL AND A CONSONANT	UNIL-SYLLABLE VERBS			1 vowel + 2 consonants**  2 vowels + 1 consonant
	(b) stop rob beg	stopping robbing begging	stopped robbed begged	
	BIL-SYLLABLE VERBS			1st syllable stressed + 1 consonant  2nd syllable stressed + 2 consonants
	(c) rain fool dream	raining fooling dreaming	rained fooled dreamed	
	TWO-SYLLABLE VERBS			1st syllable stressed + 1 consonant  2nd syllable stressed + 2 consonants
	(d) listen offer open	listening offering opening	listened offered opened	
	(e) begin prefer control	beginning preferring controlling	(began) preferred controlled	
(3) VERBS THAT END IN TWO CONSONANTS	(f) start fold demand	starting folding demanding	started folded demanded	If the word ends in two consonants, just add the ending.
(4) VERBS THAT END IN <i>-Y</i>	(g) enjoy pray buy	enjoying praying buying	enjoyed prayed bought	If <i>-y</i> is preceded by a vowel, keep the <i>-y</i> .  If <i>-y</i> is preceded by a consonant: <i>-ED</i> FORM: keep the <i>-y</i> , add <i>-ing</i> . <i>-ED</i> FORM: change <i>-y</i> to <i>-i</i> , add <i>-ed</i> .
(5) VERBS THAT END IN <i>-IE</i>	(i) die lie	dying lying	died lied	<i>-ED</i> FORM: Change <i>-ie</i> to <i>-y</i> , add <i>-ing</i> . <i>-ED</i> FORM: Add <i>-ed</i> .

\*EX. 10: If a verb ends in *-ee*, the final *-e* is not dropped. seeing, agreeing, fleeing

\*\*EX. 10: *-e* and *-x* are not doubled: *peace* → *peaceful*, *fix* → *fixed*.

- [\*Landscapes of the Jihad for free\*](#)
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