

UNDERSTANDING
AND USING

English Grammar



FIFTH EDITION

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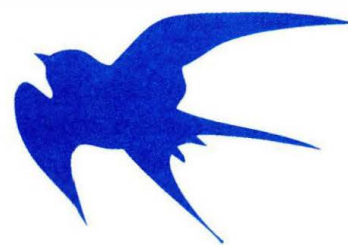
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Pearson

Betty S. Azar
Stacy A. Hagen

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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.

We are grateful to the Pearson design team of Tracey Cataldo, Warren Fischbach, and Stephanie Bullard for their creativity and patience.

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

CHAPTER

1

Present and Past; Simple and Progressive

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 drewed 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 consists of hydrogen and oxygen.</p> <p>(b) The average person breathes* 21,600 times a day.</p> <p>(c) The world is round.</p> <p>(d) I get up at seven <i>every morning</i>.</p> <p>(e) I always eat a salad for lunch.</p>	<p>The simple present says that something was 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 are sitting at their desks right now.</p> <p>(g) I need an umbrella because it is raining.</p> <p>(h) I am taking 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.

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

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

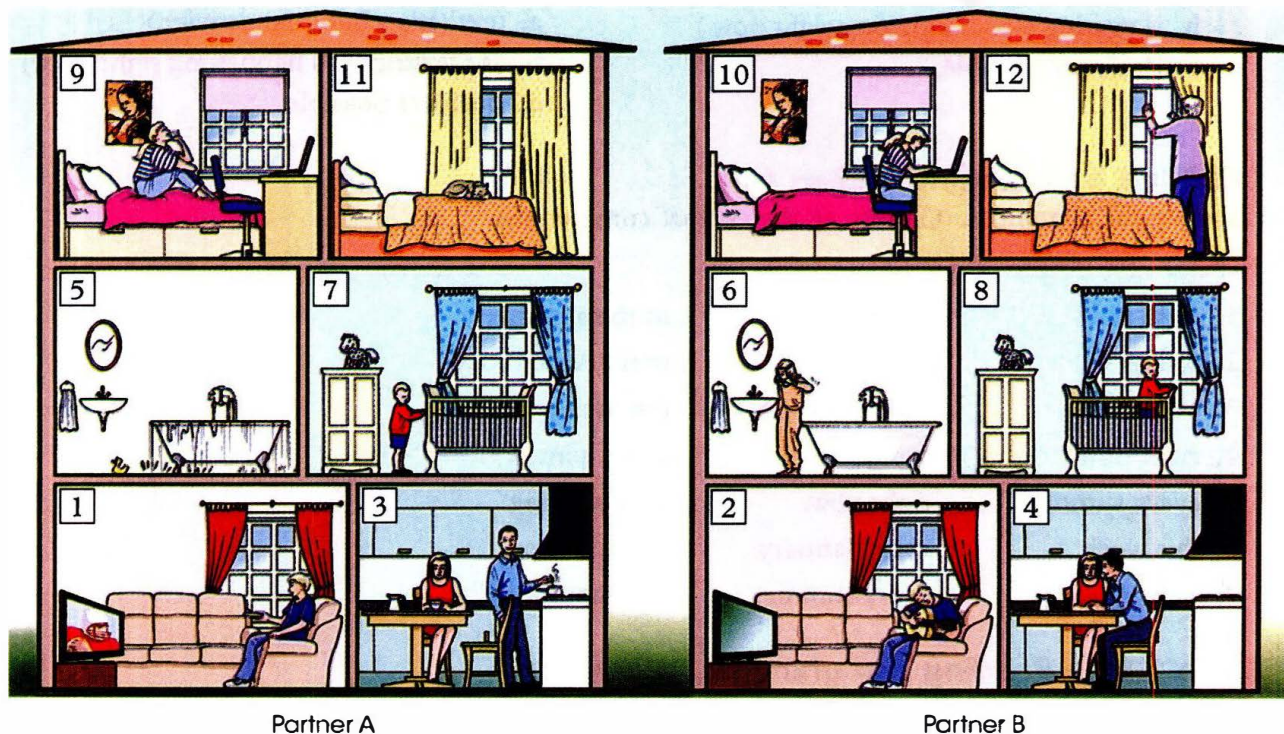
Complete the sentences. Use the simple present or the present progressive of the verbs in parentheses.

1. a. Kristin is in the shower. She (*wash*) is washing her hair.
b. Kristin (*wash*) _____ her hair every other day or so.
2. a. Tony usually (*sit*) _____ in the front row during class.
b. Today he (*sit*) _____ in the last row.
3. a. Lars (*work*) _____ the night shift on weekends.
b. He's not home now. He (*work*) _____ a double shift.
4. a. After six days of rain, I'm glad that the sun (*shine*) _____.
b. 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 **Ø** for no ending.

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.

Do you know these words?

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



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

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

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

¹⁶ *Are you / Do you* familiar with tornadoes?
¹⁷ *Are you / Do you* 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 _____.
a. cooks b. is cooking
- He _____ some soup.
a. tastes b. is tasting
- It _____ too salty.
a. tastes b. is tasting
- He _____ it.
a. doesn't like b. 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.

CHAPTER 2

Perfect and Perfect Progressive Tenses

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. ____ How long have you know my sister? (2-1 and 2-2)
2. ____ We have been in this meeting since 7:00 A.M. (2-3)
3. ____ Did you ever seen a ghost? (2-4)
4. ____ How you been? I haven't seen you for a while. (2-5)
5. ____ Jonas owned his home since last year, but his parents helped him buy it. (2-6)
6. ____ How long you have been waiting for me? (2-7)
7. ____ I am watching TV since I got home. (2-7)
8. ____ I had felt sick after dinner, so I went to bed. (2-8)
9. ____ We'd wanted to go out to breakfast, but we overslept. (2-9)
10. ____ Toni's eyes were itchy and red because she had been working in a dusty room. (2-10)

Incorrect sentences: 1, 3, 4, 5, 6, 7

EXERCISE 1 ► Warm-up. (Charts 2-1 and 2-2)

Read the conversations. The verbs in blue are in the past participle form. Complete the chart.

1. A: How long have you **lived** in London?
B: I've **lived** in London all my life.
2. A: How long have you **spoken** English?
B: I've **spoken** English for more than a year.
3. A: How long have you **done** extreme sports?
B: I've **done** extreme sports since I was a teenager.



SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
1. live	lived	
2. speak	spoke	
3. do	did	

2-1 Regular and Irregular Verbs

Regular Verbs: The simple past and past participle end in -ed.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
hope	hoped	hoped	hoping
stop	stopped	stopped	stopping
listen	listened	listened	listening
study	studied	studied	studying
start	started	started	starting

English verbs have four principal parts:

- (1) simple form
- (2) simple past
- (3) past participle
- (4) present participle

Irregular Verbs: The simple past and past participle do not end in -ed.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
hit	hit	hit	hitting
find	found	found	finding
swim	swam	swum	swimming
break	broke	broken	breaking
wear	wore	worn	wearing

Some verbs have irregular past forms.

Most of the irregular verbs in English are given in the alphabetical list in Appendix Chart E-9.

2-2 Irregular Verb List

Group 1: All three forms are the same.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
bet	bet	bet	let	let	let
burst	burst	burst	put	put	put
cost	cost	cost	quit*	quit	quit
cut	cut	cut	shut	shut	shut
fit	fit/fitted	fit/fitted	spread	spread	spread
hit	hit	hit	split	split	split
hurt	hurt	hurt	upset	upset	upset

*Also possible in BrE: *quit-quitted-quitted*.

Group 2: Past participle ends in -en.

bite	bit	bitten	hide	hid	hidden
break	broke	broken	mistake	mistook	mistaken
choose	chose	chosen	ride	rode	ridden
drive	drove	driven	rise	rose	risen
eat	ate	eaten	shake	shook	shaken
fall	fell	fallen	speak	spoke	spoken
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	swell	swelled	swollen / swelled
freeze	froze	frozen	take	took	taken
get	got	gotten/got*	wake	woke	woken
give	gave	given	write	wrote	written

*In BrE: *get-got-got*. In AmE: *get-got-gotten/got*.

Group 3: Vowel changes from a in the simple past to u in the past participle.

begin	began	begun	sing	sang	sung
drink	drank	drunk	sink	sank	sunk
ring	rang	rung	stink	stank/stunk	stunk
run	ran	run	swim	swam	swum
shrink	shrank	shrunk			

7. A: Jason, you need to eat better and get more exercise. You should take better care of _____. Your dad takes care of _____, and I take care of _____. Your dad and I are healthy because we take good care of _____. People who take care of _____ have a better chance of staying healthy than those who don't.

B: OK, Mom. Are you done with your speech?

Part II. Work with a partner. Write a short conversation that has one or more reflexive pronouns. Use one of the conversations in Part I as a model. Perform it for the class.

EXERCISE 19 ▶ Reading, grammar, and speaking. (Chart 8-4)

Part I. Read the web article about Amy Cuddy's research on body language. Then underline the reflexive pronouns. Draw an arrow to each antecedent.

Do you know these words?
 - stance - hormone
 - hunch over - dominant
 - expand - measurable



Power Stances

Body language has a powerful influence on how other people see us. But did you know it also affects the way we see ourselves? Amy Cuddy, a Business School professor at Harvard, gave a TED* talk on power stances titled, "Your Body Language Shapes Who You Are." It was so popular that the video has since gone viral.

Cuddy said that when people feel weak, they close up their bodies. They may hunch over or close their arms around themselves. They are trying to avoid taking up space. This is a low-power position.

People who feel strong do the opposite. They try to expand their space. They raise their arms the way runners do when they win a race. They lean back in their chairs and put their hands behind their heads. These are high-power stances. High-power stances project confidence. With these postures, people send the message that they have confidence in themselves.

According to Cuddy, high-power stances affect the chemicals in our bodies. Just holding a power stance for two minutes increases testosterone, a hormone that makes us feel dominant, and decreases cortisol, a hormone that causes stress. It's not just that we appear stronger to others; there are measurable changes in our body chemistry, and we feel differently about ourselves.



*TED = Technology, Education, and Design

Part II. Discuss these questions in small groups.

1. What basic power stances are discussed in the reading?
2. Are these power stances acceptable in your culture?
3. What do people in your culture do to show power?
4. Find Cuddy's TED talk online, and watch it. What do you think of her findings?

EXERCISE 20 ▶ Looking at grammar. (Chart 8-4)

Complete each sentence with a word or expression in the box and an appropriate reflexive pronoun. Use each word/expression only one time.

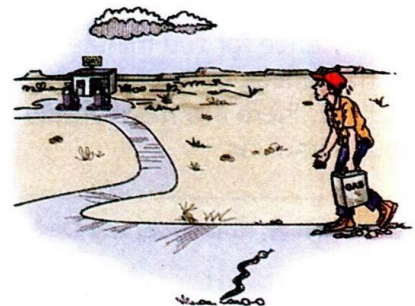
angry at
enjoy
entertained

feeling sorry for
introduced
killed

laugh at
pat
promised

proud of
talking to
✓ taught

1. Karen Williams never took piano lessons. She taught herself how to play.
2. Did Roberto have a good time at the party? Did he _____?
3. All of you did a good job. You should be _____.
4. You did a good job, Barbara. You should _____ on the back.
5. A man down the street committed suicide. We were shocked that he had _____.
6. The children played very well without adult supervision. They _____ by playing school.
7. I had always wanted to meet Hong Tran. When I saw her at a party last night, I walked over and _____ to her.
8. Nothing good ever comes from self-pity. You should stop _____, George, and start doing something to solve your problems.
9. People might think you're a little crazy, but _____ is one way to practice using English.
10. Humor can ease the problems we encounter in life. Sometimes we have to be able to _____.
11. Carol made several careless mistakes at work last week, and her boss is getting impatient with her. Carol has _____ to do better work in the future.
12. Yesterday Fred's car ran out of gas. He had to walk a long way to a gas station. He is still _____ for forgetting to fill the tank.



EXERCISE 34 ► Reading and grammar. (Chart 20-4 → 20-6)

Read the passage. Then choose the correct completions in the sentences that follow.

Why Did Dinosaurs Become Extinct?

There are several scientific theories as to why dinosaurs became extinct. One theory has to do with asteroids. Asteroids are rocky objects that orbit the sun. According to this theory, an asteroid collided with the earth millions of years ago, causing disastrous changes in the earth's climate, such as tsunamis, high winds, and dust in the atmosphere that blocked the sun. As a result, dinosaurs could no longer survive. Some scientists believe that if this asteroid had not collided with the earth, dinosaurs would not have become extinct.

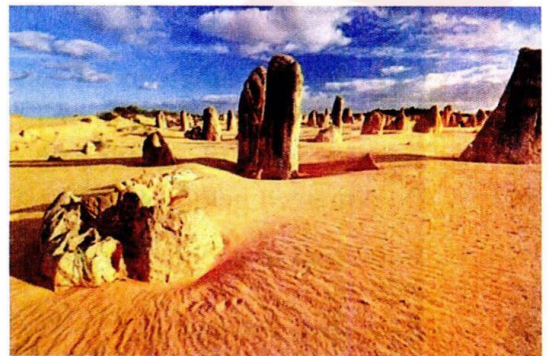


1. According to one theory, if an asteroid **had collided / hadn't collided** with the earth, several disastrous changes in the earth's climate would not have taken place.
2. If an asteroid **had hit / hadn't hit** the earth, there wouldn't have been catastrophic changes in the earth's climate.
3. If dust **had blocked / hadn't blocked** the sun, the earth would have been warmer.
4. If an asteroid **had collided / hadn't collided** with the earth, dinosaurs might still exist.
5. If dinosaurs **had survived / hadn't survived**, the earth would be a very different place.

EXERCISE 35 ► Warm-up. (Chart 20-7)

Check (✓) all the correct sentences.

1. a. ____ Were I more adventurous, I would hike in the Australian Outback.
b. ____ If I were more adventurous, I would hike in the Australian Outback.
2. a. ____ If my friends had known about my trip, they would have told me to go there.
b. ____ Had my friends known about my trip, they would have told me to go there.
3. a. ____ Should anyone ask, I'll be gone for another month.
b. ____ If anyone should ask, I'll be gone for another month.



Pinnacles Desert, Australian Outback

20-7 Omitting *If*

- (a) **Were I** you, I wouldn't do that.
(b) **Had I known**, I would have told you.
(c) **Should anyone call**, please take a message.

With **were**, **had** (past perfect), and **should**, sometimes *if* is omitted, and the subject and verb are inverted.

In (a): **Were I you** = *if I were you*

In (b): **Had I known** = *if I had known*

In (c): **Should anyone call** = *if anyone should call*

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