

# CONTENTS

Introduction

ix

## PART 1

### Chapter 1

#### **Parts of Speech, Numbers, Nouns, and Pronouns 1**

|  |    |
|--|----|
| Overview   | 1  |
| Parts of Speech                                      | 2  |
| Numbers  | 4  |
| Nouns: Countable and Non-countable Nouns and Plurals | 8  |
| Articles and Determiners                             | 13 |
| <i>There Is, There Are</i>                           | 16 |
| Bringing It All Together                             | 18 |
| Chapter Review                                       | 20 |

### Chapter 2

#### **Personal Pronouns, Demonstratives, the Imperative, and Prepositions 23**

|   |    |
|---|----|
| Overview  | 23 |
| Personal Pronouns                                   | 24 |
| Demonstrative Adjectives and Demonstrative Pronouns | 28 |
| The Imperative                                      | 30 |
| Prepositions of Place                               | 32 |
| Bringing It All Together                            | 34 |
| Chapter Review                                      | 37 |

### Chapter 3

#### **Simple Present 39**

|                              |    |
|------------------------------|----|
| Overview                     | 39 |
| Simple Present—Regular Verbs | 40 |

|                                     |    |
|-------------------------------------|----|
| Simple Present—The Verb <i>Be</i>   | 45 |
| Simple Present—The Verb <i>Have</i> | 48 |
| Bringing It All Together            | 50 |
| Chapter Review                      | 54 |

## Chapter 4

### Present Progressive 57

|   |    |
|---|----|
| Overview                                  | 57 |
| Present Progressive—Regular Verbs         | 58 |
| Present Progressive versus Simple Present | 61 |
| Bringing It All Together                  | 64 |
| Chapter Review                            | 68 |

## Part 1 Review 71

# PART 2

## Chapter 5

### Simple Past 75

|                                |    |
|--------------------------------|----|
| Overview                       | 75 |
| Simple Past—Regular Verbs      | 76 |
| Simple Past—Irrregular Verbs   | 80 |
| Simple Past—The Verb <i>Be</i> | 82 |
| Bringing It All Together       | 84 |
| Chapter Review                 | 88 |

## Chapter 6

### Past Progressive 91

|                                     |     |
|-------------------------------------|-----|
| Overview                            | 91  |
| Past Progressive                    | 92  |
| Past Progressive versus Simple Past | 95  |
| Bringing It All Together            | 98  |
| Chapter Review                      | 101 |

## Chapter 7

### Adjectives and Adverbs 105

|            |     |
|------------|-----|
| Overview   | 105 |
| Adjectives | 106 |

|                                     |     |
|-------------------------------------|-----|
| Adverbs                             | 108 |
| Comparative Adjectives              | 109 |
| Superlative Adjectives              | 111 |
| Comparative and Superlative Adverbs | 113 |
| Equatives                           | 115 |
| Bringing It All Together            | 117 |
| Chapter Review                      | 122 |

## Chapter 8

### Word Choice, Word Pairs 125

|                                       |     |
|---------------------------------------|-----|
| Overview                              | 125 |
| Homonyms and Commonly Confused Words  | 126 |
| Word Pairs                            | 132 |
| <i>Listen, Hear, Look, See, Watch</i> | 134 |
| Bringing It All Together              | 136 |
| Chapter Review                        | 139 |

## Part 2 Review 141

# PART 3

## Chapter 9

### Simple Future—*Will* and *Be Going To* 147

|                          |     |
|--------------------------|-----|
| Overview                 | 147 |
| <i>Will</i>              | 148 |
| <i>Be Going To</i>       | 152 |
| Time Markers             | 154 |
| Bringing It All Together | 156 |
| Chapter Review           | 160 |

## Chapter 10

### Modals 163

|  |     |
|--|-----|
| Overview   | 163 |
| Modals of Ability  | 164 |
| Modals of Necessity and Lack of Permission                 | 166 |
| Modals of Advice   | 169 |
| Modals for Polite Requests, Permission, Offers, and Desire | 170 |
| Bringing It All Together                                   | 173 |
| Chapter Review   | 176 |

## Chapter 11

### Questions, Negatives, and Short Answers 179

|                                   |     |
|-----------------------------------|-----|
| Overview                          | 179 |
| Questions with Simple Tenses      | 181 |
| Questions with Progressive Tenses | 183 |
| Questions with Future Tenses      | 184 |
| Questions Using Modals            | 185 |
| Wh- Questions                     | 187 |
| Negative Sentences                | 190 |
| Short Answers                     | 195 |
| Bringing It All Together          | 197 |
| Chapter Review                    | 199 |

## Chapter 12

### Sentence Structure 201

|                          |     |
|--------------------------|-----|
| Overview                 | 201 |
| Sentence Structure       | 202 |
| Sentence Types           | 204 |
| Sentence Problems        | 206 |
| Bringing It All Together | 208 |
| Chapter Review           | 212 |

### Part 3 Review 215

## Appendices

|                                    |     |
|------------------------------------|-----|
| Appendix A: Common Irregular Verbs | 221 |
| Appendix B: Contractions           | 222 |
| Appendix C: Modals                 | 225 |

### Glossary 226

# INTRODUCTION

## Welcome to Communicating with Grammar!

*Communicating with Grammar: Skills for Life* is a Canadian series for ESL and EFL students looking to improve their understanding of English grammar. Offering grammar instruction through the use of the four skills—reading, writing, listening, and speaking—the series helps students internalize concepts for better use in all their communication. Students improve their command of English grammar through a broad spectrum of activities that set them up for further study or work in an English-speaking environment.

The *Communicating with Grammar* series employs a task-based and communicative methodology. Using a “learn–practise–use in context” approach, the books deliver the essential grammar concepts via practical exercises and activities, helping learners become functional in English as quickly and efficiently as possible. The communicative activities then help students internalize the grammar in context.

## Series Features

This Canadian series guides student learning by combining a communicative task-based approach with discrete grammar instruction using traditional exercises. It provides warm-up activities, explicit grammar teaching, considerable use of practical example sentences, and a combination of mechanical and interactive exercises. The more traditional exercises allow students to practise each concept, while engaging communicative activities further reinforce the grammar being studied. Moreover, the target grammar is embedded in the reading, listening, and writing sections that follow, facilitating further grammar use in context. Additionally, review units provide, at regular intervals, an opportunity for students to practise the material and solidify the key aspects of their learning. The books have the additional advantage of providing flexibility for those learners who thrive on extra challenge while maintaining the intended level of the target material.

## Chapter Structure

Chapters are logically organized into an overview, a series of grammar topics with practice, a cumulative section incorporating all four skill areas, and a summary. Grammar is treated as a necessary component of all four skill areas, and students are encouraged to use the focal grammar topic with each of these skills in every chapter.

## Overview

Each chapter opens with a very brief explanation of the chapter's grammar topic, followed by a **Warm-up** activity that engages students and provides an opportunity to start thinking about and using the target grammar in context. Given a real-life task, students are encouraged to use the new grammar concept to communicate with their classmates.

## Grammar

The chapter's target grammar is divided into logical and manageable parts, each of which uses a learn–practice–use in context approach.

The grammar instruction starts with a **Formation** (learn) section that offers a clear explanation of the grammar topic, often by using tables and charts, and illustrates the mechanics in context.

**Exercises** (practice) follow the grammar explanation. A series of traditional drills gives students controlled exposure to the language structures and deals with common difficulties faced by most learners. The exercises are varied and include sentence completion, sentence construction, matching, ordering, error correction, transformation, multiple choice, fill in the blanks, and more.

Further practice through interactive **Communicative Activities** (use in context) allows students to apply the new grammar topic in a practical manner. These engaging tasks, which include class, pair, and group activities, enable learners to communicate in an authentic way by using the grammar they have learned.

## Bringing It All Together

This key section at the heart of the chapter provides an opportunity for students to bring together all the chapter's grammar parts and apply them in a more authentic context. It includes a number of additional **Communicative Activities** that challenge students to incorporate all aspects of the chapter's grammar. The **Reading** section contains both a reading passage and comprehension questions, requiring students to apply the chapter's grammar points. The audio clips and comprehension questions in the **Listening** section again facilitate input and output of the target grammatical structures. In the **Writing** section, students are provided with another productive opportunity to apply the grammar, this time in a longer piece of writing.

## Chapter Review

Each chapter's review section opens with a helpful **Summary** of all aspects of the grammar taught in the chapter; students can check their learning through a complete and convenient chapter grammar reference. The traditional **Exercises** that follow are designed to give additional straightforward practice for students to work on independently in class or for homework.

## Appendices and Glossary

To supplement and support the learning, each book ends with quick-reference appendices, with additional information on grammar points or usage, and a glossary of all key vocabulary from the chapters' Readings.

## Three Levels

Level 1 is designed for students with basic English who still need to build a solid foundation of the major verb tenses and sentence structure. Students learn to formulate more accurate sentences and questions through the grammar lessons and exercises. They expand their English vocabulary through the Reading and Listening components. This level also focuses on targeting the common basic grammatical errors students may still need to learn how to correct.

Level 2 is designed for students who have completed Level 1 or who have enough grammar and a basic understanding of the four skills to formulate questions in English and construct more-complex sentences. At the entry into this level, students can usually clearly communicate their intentions to others but still make frequent errors in structure, tense, and usage that may slow comprehension. Level 2 focuses on improving grammar in the four skills areas to an exit level at which students will have more fluency, a larger vocabulary, and the ability to express themselves by using more complicated sentence structures.

Level 3 is the bridging level to fluency in English usage. This level completes all the perfect verb tenses and has chapters on the active and passive voice and reported speech. It further develops students' ability to construct more-complex sentences with the study of clauses. Reading and Listening components are from authentic sources, preparing students for real-world communication. At the completion of this level, students will have the confidence to communicate with native speakers academically or professionally.

## Additional Series Components

- **Audio CDs** are available for each level in the series. They contain either authentic or constructed listening clips, depending on the level and grammar topic.
- The **online Teacher Resource** contains teaching notes and aids, additional communicative activities and exercises to be used as practice or in a test setting, audio transcripts, and an answer key for the exercises and the reading and listening comprehension questions.

# 6

## Past Progressive

### PART 2

5 SIMPLE PAST

6 PAST PROGRESSIVE

7 ADJECTIVES AND ADVERBS

8 WORD CHOICE, WORD PAIRS

### OVERVIEW

- Remember, the simple past expresses an action that ended in the past.
- The past progressive expresses
  - actions that were happening during a limited time in the past.
  - temporary actions in the past.
  - actions in progress in the past when another action happened or interrupted.
  - actions each in progress at the same time in the past.

| Use   | Form  | Keywords   | Example Sentences   |
|---|---|--|---|
| limited time                                    | <i>was / were + base form of a verb + -ing (present participle)</i> | last month<br>last week<br>last night<br>on Friday<br>on the weekend | I was studying last night.<br>I was visiting my family on the weekend.                          |
| temporary actions                               |   | at that moment<br>right then   | She was eating an apple right then.   |
| actions in progress when another action happens |   | while, as<br><br>when (used with the simple past)                    | While we were walking in the park, we met Henry.<br>He was taking a shower when she telephoned. |
| actions in progress at the same time            |   | while, as  | While you were sleeping, I was studying.  |



Warm-up

Work in pairs. Read the first paragraph below. Together, underline all the verbs. List them in order in the first row of the chart below.

Right now, Sergei and Kumar are sitting on the patio at the café. It is a beautiful day. They are waiting for their friends, Shanda and Meisha. They want to make plans for Saturday night. They are planning a surprise party for Martine’s birthday.

Read the second version of the paragraph. Together, underline all the verbs. List them in order in the second row of the chart.

Yesterday, Sergei and Kumar were sitting on the patio at the café. It was a beautiful day. They were waiting for their friends, Shanda and Meisha. They wanted to make plans for Saturday night. They were planning a surprise party for Martine’s birthday.

|             |  |  |  |  |  |
|-------------|--|--|--|--|--|
| Paragraph 1 |  |  |  |  |  |
| Paragraph 2 |  |  |  |  |  |

Compare the verbs in the first row with the verbs in the second row. What do you notice about their forms? Can you see any patterns?

PAST PROGRESSIVE

We form the past progressive of regular verbs by combining the past tense of *be* with the present participle (or *-ing* form) of the verb.



Warm-up

Work in pairs. Read the following conversation aloud.

**Partner A:** Hi, Sandra. I thought I saw you late last night at the college. What were you doing?

**Partner B:** I was studying in the library, but I fell asleep.

**Partner A:** It was quite late. How did you get home?

**Partner B:** I missed the last bus, so I was waiting for my friend to come to get me in his car. He was working when I called him. What were you doing there so late?

**Partner A:** I was walking by the college on my way home from work.

Read the conversation again. Underline all the verbs. Write them in the correct column in a chart on a separate piece of paper.

| Simple Past | Past Progressive |
|-------------|------------------|
| thought     | were doing       |
|             |                  |

Read the conversation a third time. Can you guess why the simple past is used for some actions and the past progressive is used for others?

## Formation

| Positive  | Negative  | Question  | Wh- Question   |
|---|---|---|--|
| Subject + <i>be</i> + Verb <i>-ing</i><br>(+ object / complement) | Subject + <i>be</i> + Negative<br>+ Verb <i>-ing</i> (+ object /<br>complement) | <i>Be</i> + Subject + Verb <i>-ing</i><br>(+ object / complement) | Question Word + <i>be</i> +<br>Subject + Verb <i>-ing</i><br>(+ object / complement) |
| I <b>was</b> studying yesterday.                                  | I <b>was not</b> studying<br>yesterday.   | <b>Were</b> you studying<br>yesterday?                            | <b>When</b> were you studying?   |
| You <b>were</b> eating supper.                                    | You <b>were not</b> eating<br>supper.   | <b>Were</b> you eating supper?                                    | <b>What</b> were you eating?   |
| He <b>was</b> sleeping on the<br>sofa.                            | He <b>was not</b> sleeping on<br>the sofa.                                      | <b>Was</b> he sleeping on the<br>sofa?                            | <b>Where</b> was he sleeping?  |
| She <b>was</b> playing a video<br>game.                           | She <b>was not</b> playing a<br>video game.                                     | <b>Was</b> she playing a video<br>game?                           | <b>What</b> was she playing?   |
| It <b>was</b> snowing.  | It <b>was not</b> snowing.  | <b>Was</b> it snowing?  | <b>What</b> was it doing?  |
| We <b>were</b> sitting in the<br>front row.                       | We <b>were not</b> sitting in<br>the front row.                                 | <b>Were</b> you sitting in the<br>front row?                      | <b>Where</b> were you sitting?   |
| They <b>were</b> talking on the<br>phone.                         | They <b>were not</b> talking<br>on the phone.                                   | <b>Were</b> they talking on the<br>phone?                         | <b>How</b> were they talking?  |

Note:

- Remember that wh- questions have the same structure as yes / no questions. The question word replaces specific information in the yes / no question. Write the question word and add the rest of the question.
- Follow the formation rules for *be* for questions and negatives in the past progressive.

- For a detailed explanation of how to form and use questions and negatives, refer to Chapter 11.
- To review the spelling rules for verbs with the *-ing* ending, see Chapter 4, page 59.

We often join the verb *be* and *not*, and the auxiliary verb and *not*, to form contractions or shorter forms. We join the two words together and use an apostrophe ( ' ) to replace the letter *o*.

| <i>Be + not</i>    | <i>Auxiliary + not</i> |
|--------------------|------------------------|
| is not → isn't     | does not → doesn't     |
| are not → aren't   | do not → don't         |
| was not → wasn't   | did not → didn't       |
| were not → weren't |                        |

- *I am not* is the exception. We make a contraction only with the pronoun *I* because a contraction with *not* is too difficult to pronounce.

**I am not → I'm not**

Refer to Appendix B for a complete chart of the contractions used with the verb tenses presented in this book.

## EXERCISE 1

Fill in the blanks with the past progressive form of the verbs in parentheses.

**While I \_\_\_\_\_ (make) supper, my friend called.**

**While I was making supper, my friend called.**

1. Last Sunday, we \_\_\_\_\_ (**come**) home on the bus.
2. Paul \_\_\_\_\_ (**talk, not**) to his friend.
3. They \_\_\_\_\_ (**begin**) to do their homework.
4. Marie-Josée \_\_\_\_\_ (**hum**) a song.
5. \_\_\_\_\_ it \_\_\_\_\_ (**rain**)?



## EXERCISE 2

Answer these questions. Use complete sentences.

**Were you listening to the songs on your MP3 player? → Yes, I was listening to the songs on my MP3 player.**

**Was she dancing? → No, she was not dancing.**

1. Was Maria chatting with her friend on the phone?

Yes, \_\_\_\_\_

2. Were you doing your homework?

No, \_\_\_\_\_

3. Were John and Isabel playing cards in the cafeteria?

Yes, \_\_\_\_\_

4. Were you and your friend walking downtown on Saturday afternoon?

Yes, \_\_\_\_\_

5. Was Malek playing soccer with his friends?

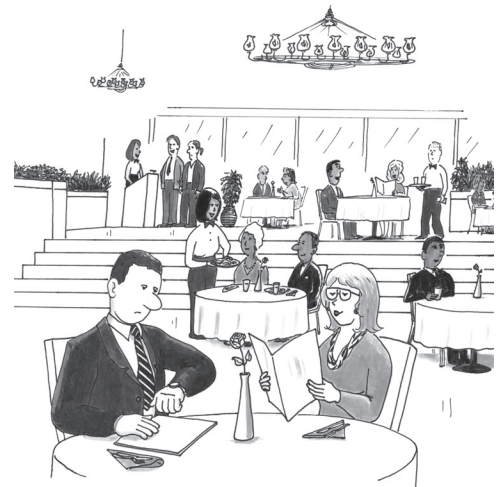
No, \_\_\_\_\_

## COMMUNICATIVE ACTIVITY 1

### *Describing a Picture*

Work in pairs. Look at the picture of people in a restaurant. First, write your own sentences to describe what was happening in the restaurant at noon yesterday. Use the past progressive. After three to five minutes, share your sentences with your partner. Then share your sentences with other pairs. Below are some verbs to help you get started.

|          |       |       |
|----------|-------|-------|
| talk     | order | sit   |
| wait for | serve | stand |
| look at  | carry | walk  |



## PAST PROGRESSIVE VERSUS SIMPLE PAST

### Warm-up

Walk around the class and interview three students. Ask the following questions, and record your answers in the chart. Share your findings with the rest of the class.

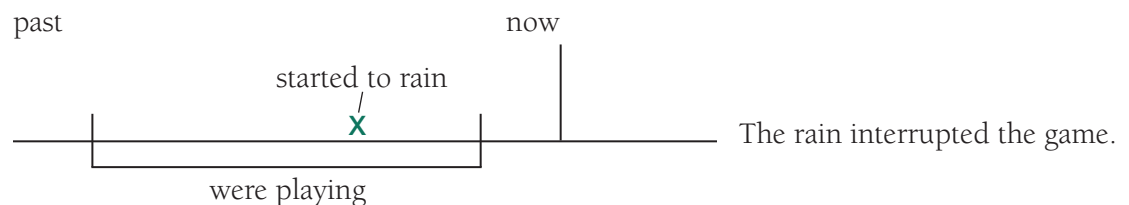
Look at the example to help you.

**Henrik stayed home last night. At 6:00 PM, he was taking a nap. While he was taking a nap, the phone rang.**

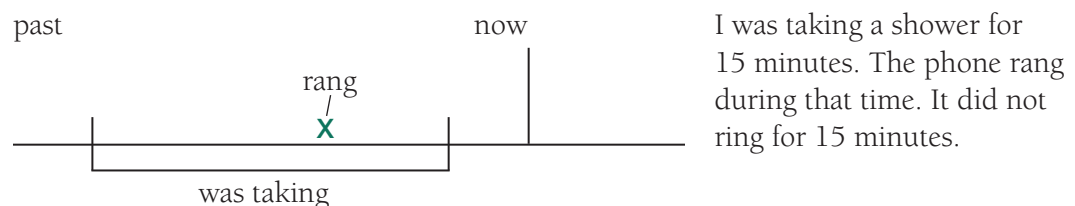
| Questions   | Student 1 | Student 2 | Student 3 |
|---|-----------|-----------|-----------|
| 1. What did you do last night?  |           |           |           |
| 2. What were you doing at 6:00 last night?<br>Did anything happen while you were doing that?  |           |           |           |
| 3. What were you doing at 8:30 last night?<br>Did anything happen while you were doing that?  |           |           |           |
| 4. What were you doing at 11:00 last night?<br>Did anything happen while you were doing that? |           |           |           |

## Formation

**They were playing soccer when it started to rain.**



**While I was taking a shower, the phone rang.**



Both actions are in the past. The past progressive action happened over a limited time in the past. The simple past action interrupted or happened during the other action. Remember that *while* and *as* are usually the keywords or the signals to use the past progressive. *When* is usually the keyword for the simple past.

Remember that certain verbs cannot be used in the present progressive tense. The same rule applies to the past progressive tense. The non-progressive verbs include verbs that express the senses, emotions, mental actions, possession, and existence. Review the non-progressive verb chart on pages 61–62 in Chapter 4.

## EXERCISE 3

Fill in the blanks with the correct form of the verbs in parentheses. Use the past progressive or the simple past.

While I \_\_\_\_\_ (wash) the dishes, someone \_\_\_\_\_ (ring) the doorbell.

While I was washing the dishes, someone rang the doorbell.

1. Yan \_\_\_\_\_ (meet) his wife while they \_\_\_\_\_ (go) to university.
2. Susan \_\_\_\_\_ (fix) her bicycle when her friend \_\_\_\_\_ (drop) by.
3. When she \_\_\_\_\_ (hear) the noise, she \_\_\_\_\_ (look) out the window to see what \_\_\_\_\_ (happen).
4. While we \_\_\_\_\_ (fly) to Vancouver, there \_\_\_\_\_ (be) a terrible thunderstorm.
5. I \_\_\_\_\_ (walk) down the street when I \_\_\_\_\_ (find) a wallet.



## EXERCISE 4

Change each of the following statements into a wh- question. The information you want to ask about is **in bold**. Refer to the formation chart on page 93 and the question word list on page 42 in Chapter 3 if you need to. Note: For a detailed explanation of how to form and use questions, refer to Chapter 11. Look at the examples to help you.

The student was doing his homework in the library. → What was the student doing in the library?

We cooked the chicken while she was cleaning the house. → When did you cook chicken?

They were sleeping at midnight. → What were they doing at midnight?

1. Juan **was playing basketball** when I saw him.  
\_\_\_\_\_?
2. Angelica came to visit us **while we were packing for our trip**.  
\_\_\_\_\_?
3. I was driving **to the store** when I saw the accident.  
\_\_\_\_\_?
4. The students were checking **their emails** before the teacher arrived.  
\_\_\_\_\_?
5. **Seven** students were still writing the exam when the fire alarm rang.  
\_\_\_\_\_?

## COMMUNICATIVE ACTIVITY 2

### *Scrambled Parts*

Work in small groups. Your teacher will give each group four piles of cards with words on them. Arrange the cards from each pile to form complete sentences. The group that finishes first and has the most correct answers wins.

## BRINGING IT ALL TOGETHER

## COMMUNICATIVE ACTIVITY 3

### *Freeze Frame*



Work in teams. Write down action verbs to act out, such as “scratching your head” or “yawning.” Write one or two action verbs for each person in your group, depending on the time allowed by your teacher. You can act them out alone or as a group. Your teacher will ask a team to act out an action. After 10 seconds, your teacher will say “stop” or “freeze.” Hold your positions. The teacher will ask another team to answer the question, “What was he or she doing?” or “What were they doing?” If the team doesn’t guess correctly, the teacher will ask the student, “What were you doing?” The teams take turns acting out the actions. The team with the most correct answers wins.

## COMMUNICATIVE ACTIVITY 4

### *Video Summary*

Work in pairs. Your teacher will show a short video clip. Pay attention to what is happening in the video. When your teacher stops the video, write as many sentences as you can describing the action in the video. Use the past progressive and the simple past. Compare your sentences with your partner’s. Did you miss any actions? Read your sentences aloud to another pair of students.

A fable is a very short story with a moral or lesson. Fables often have animals or things as the characters, such as in “The Tortoise and the Hare.”

## Reading

Read the fable and answer the questions that follow.

### ANDROCLES

A very long time ago, a slave named Androcles escaped from his master and ran away to the forest. While he was wandering in the forest, he saw a lion. The lion was lying down; he was moaning in pain. At first, Androcles turned to run away, but when the

lion did not chase him, Androcles turned back and went up to the lion. As he was coming near, the lion put out his paw; it was swollen and it was bleeding. Androcles found a huge thorn in it, and that thorn was causing all the pain. He pulled out the thorn and bandaged the paw of the lion. The lion was grateful and was soon able to rise and lick the hand of Androcles. Then the lion took Androcles to his cave. Every day, the lion brought him meat to eat. However, a short time later, the Emperor's men found both Androcles and the lion and took them back to the Emperor. To punish Androcles for escaping, the Emperor ordered the soldiers to put him into an arena with the lion. The lion was very hungry. The Emperor and all his Court came to see the slave and the lion fight. The soldiers led Androcles into the middle of the arena. Then they opened the lion's cage. When the lion rushed out, he was roaring and racing toward his victim. But as he was approaching Androcles, he recognized his friend. The lion knelt down to Androcles, and licked his hands like a friendly dog. The Emperor was very surprised at this. He called Androcles to come to him. Androcles told the Emperor the whole story. As a result, the Emperor pardoned and freed Androcles. He also set the lion free to live in his native forest. The moral is that "gratitude is the sign of noble souls," which means we should be thankful when someone helps us and repay that kindness.

Adapted from three versions of *Aesop's Fables*: [www.aesopfables.com/cgi/aesop1.cgi?1&Androcles](http://www.aesopfables.com/cgi/aesop1.cgi?1&Androcles) and [www.taleswithmorals.com/aesop-fable-androcles.htm](http://www.taleswithmorals.com/aesop-fable-androcles.htm) and [www.pagebypagebooks.com/Aesop/Aesops\\_Fables/Androcles\\_p1.html](http://www.pagebypagebooks.com/Aesop/Aesops_Fables/Androcles_p1.html).

## COMPREHENSION

Answer the questions. Use complete sentences.

1. Who did Androcles meet in the forest?

---

2. Why was the lion moaning in pain?

---

3. What did the Emperor do to punish Androcles for escaping?

---

4. When did the lion recognize his friend?

---

5. What did the Emperor decide to do in the end?

---

## ANALYZING THE READING PASSAGE

Read the fable again. Underline all the simple past tense verbs with a single line. Then underline all the past progressive tense verbs with a double line.



## DISCUSSION

Stories, such as fables and legends, are passed on from one generation to another in all cultures. Can you think of any stories you heard as a child? Do you think this kind of story still provides us with good lessons today?

## Listening

 Track 12

## MYTHS AND LEGENDS

Listen to the audio and answer the questions that follow.

## COMPREHENSION

Circle the letter of the correct answer.

1. What was the man doing when he heard about the new radio series?
  - a) He was working.
  - b) He was listening to the radio at home.
  - c) He was driving home.
2. What is the subject of the new radio series?
  - a) First Nations and Inuit storytelling and legends
  - b) legends and myths
  - c) fairy tales and fables
3. What were the people on the radio saying?
  - a) They were telling a First Nations legend.
  - b) They were listening to a First Nations legend.
  - c) They were explaining the differences between legends, myths, and fables.
4. What do fables always have?
  - a) historical facts
  - b) a lesson
  - c) animals and people
5. What are myths?
  - a) They are stories based on historical facts.
  - b) They are stories created long ago to explain things.
  - c) They are stories with animals and things that speak and act like people.
6. According to the audio, what story is an example of a myth?
  - a) *Hercules*
  - b) *Cinderella*
  - c) *Robin Hood*



7. Why did the speaker say that *Robin Hood* is a legend?
  - a) All of the people and places are real.
  - b) None of the people and places are real.
  - c) Some of the people and places are real.
8. According to the audio, what story is an example of a fairy tale?
  - a) *Hercules*
  - b) *Cinderella*
  - c) *Robin Hood*
9. What does the speaker think the First Nations stories are?
  - a) legends
  - b) myths
  - c) both legends and myths
10. When does the new radio series begin?
  - a) today
  - b) next week
  - c) next month

## Writing

The following is the beginning of a story. On a separate piece of paper, write approximately 10 sentences to finish the story. It can be a serious or a silly story. Use the past progressive and the simple past.

As I was walking down the street the other day, I saw a young man. He was sitting on the steps in front of an apartment building. He was singing and playing the guitar. In front of the next building, there were two boys. They were . . .

## CHAPTER REVIEW

### Summary

- The past progressive expresses
  - actions that were happening during a limited time in the past.
  - temporary actions in the past.
  - actions in progress in the past when another action happened or interrupted.
  - actions each in progress at the same time in the past.

- The simple past expresses an action that is finished or completed in the past.
- *While* and *as* are usually the keywords or the signals to use the past progressive.
- *When* is usually the keyword for the simple past.
- Remember that we cannot use non-progressive verbs in the past progressive tense. The non-progressive verbs include verbs that express the senses, emotions, mental actions, possession, and existence. Review the non-progressive verb chart on pages 61–62 in Chapter 4.

## EXERCISE 1

Change the verbs in the following paragraph from the present to the past. Change the simple present tense verbs to the simple past. Change the present progressive tense verbs to the past progressive.

When I arrive home from work, my roommate is preparing supper. While I am changing my clothes, he says we need to study for an exam. While we are eating our meal, we start to ask each other questions about the exam. We are studying while we are having our supper. We continue to ask questions while we are doing the dishes. By the time we finish the dishes, we know what things we need to review. I like to study that way.

## EXERCISE 2

There are five errors in the use of the past progressive or the simple past in the following paragraph. Find and correct them.

I was hearing a story on the radio about why the Native people began to make dream catchers. One day, an old woman was watch a spider. The spider was spinning its web. The woman's grandson wanted to kill the spider, but she was stopping him. The spider was so grateful that he showed the woman how to make a web. While it showed her how to do it, the spider explained that only good dreams passed through the web. The web was trapping all the bad dreams.

## EXERCISE 3

Use the words provided to write sentences or questions in the past progressive. You need to change the verb into the past progressive. Review the formation chart in this chapter on page 93 if you need to.

**Where / he / go? → Where was he going?**

1. The singer / sing / my favourite song.

---

2. Frank and his friends / play / soccer?

---

3. Samantha / take / the bus to work.

---

4. the children / feed / some animals at the zoo?

---

5. my friend / cut / my hair.

---

## EXERCISE 4

Change each of the following sentences into a yes / no question. Review the formation chart in this chapter on page 93 if you need to.

**My dog was barking at that moment. → Was my dog barking at that moment?**

1. It was raining at 10:00 last night.

---

2. We were trying to find the answer to the question.

---

3. I was sewing a button on my shirt.

---

4. The players were waiting for the game to begin.

---

5. Guillermo was taking a nap.

---

## EXERCISE 5

Circle the letter of the correct word or phrase to complete the sentences.

1. George was talking on the phone \_\_\_\_\_ I got home.  
a) when  
b) while
2. It \_\_\_\_\_ when I left work.  
a) rained  
b) was raining
3. The man \_\_\_\_\_ to catch the bus when I saw him.  
a) ran  
b) was running
4. While you were sleeping, I \_\_\_\_\_ to the store.  
a) went  
b) was going
5. When the teacher explained the lesson, I \_\_\_\_\_ it.  
a) understood  
b) was understanding

## EXERCISE 6

Change each of the following positive sentences into the negative. Review the formation chart in this chapter on page 93 if you need to. Look at the example to help you.

**Elizabeth was teaching yesterday. → Elizabeth was not (wasn't) teaching yesterday.**

1. I was speaking to my boss about the problem at work.

---

2. Yesterday, we were studying for the test.

---

3. She was walking the dog at that time.

---

4. They were watching the movie on TV.

---

5. We were celebrating our anniversary at the restaurant.

---