

高级

GRAMMAR

IN
CONTEXT

美国英语语法

SANDRA N. ELBAUM (美)



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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美国英语语法 高级

主编: (美) SANDRA N. ELBAUM

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责任编辑: 周海鹏

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In memory of Meyer Shisler Teacher, Scholar, Inspiration

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And many thanks to my students at Truman College, who have increased my understanding of my own language and taught me to see life from another point of view. By sharing their observations, questions, and life stories, they have enriched my life enormously.

A word from the author

It seems to me that I was born to be an ESL teacher. My parents immigrated to the U.S. from Poland as adults and were confused not only by the English language but by American culture as well. Born in the U.S., I often had the task as a child to explain the intricacies of the language and allay my parents' fears about the culture. It is no wonder to me that I became an ESL teacher, and later, an ESL writer who focuses on explanations of American culture in order to illustrate grammar. My life growing up in an immigrant neighborhood was very similar to the lives of my students, so I have a feel for what confuses them and what they need to know about American life.



ESL teachers often find themselves explaining confusing customs and providing practical information about life in the U.S. Often, teachers are a student's only source of information about American life. With *Grammar in Context*, I enjoy sharing my experiences with you.

Grammar in Context, connects grammar with American cultural context, providing learners of English with a useful and meaningful skill and knowledge base. Students learn the grammar necessary to communicate verbally and in writing, and learn how American culture plays a role in language, beliefs, and everyday situations.

Enjoy Grammar in Context!

Sandra N. Elbaum

作者的话

我觉得,我生来就是要当一名 ESL(English as a second language 英语作为第二语言)教师。我父母成年后从波兰移居美国,他们不仅对英语这门语言感到困惑,而且不适应美国的文化。我出生在美国,在孩提时就承担起为我父母讲解英语的难解之处,消除他们对美国文化之恐惧的任务。就这样,我很自然地成了一名 ESL 教师,后来又成为 ESL 相关读物的作者,着重解释美国文化,以达到讲解语法知识的目的。我在移民区长大的生活跟我的学生们的生活很相似,所以我能感觉到是什么让他们困惑,对于美国生活他们需要了解什么。

ESL 教师经常不得不向学生解释令人迷惑的习俗,提供在美国生活所需的实用信息。老师往往是学生在美国生活信息的惟一源泉。通过《美国英语语法》,我愿意把我的经验与你分享。

《美国英语语法》把语法和美国文化语境结合起来,为英语学习者提供了实用而有针对性的技巧和知识基础。学生学习口头和笔头交际所必需的语法,同时也就学习了美国文化在语言、信仰以及日常生活中所起的作用。

现在就开始享受《美国英语语法》带给你的乐趣吧!

Sandra N. Elbaum

***Grammar in Context* Unites Learners and Language**

Students learn language in context, increasing their understanding and ability to use new structures.

Learning a language through meaningful themes and practicing in a contextualized setting promotes both linguistic and cognitive development. In *Grammar in Context*, grammar is presented in interesting and informative readings, and the language is subsequently practiced throughout the chapter. Students learn more, remember more and can use language more effectively when they learn grammar in context.

Students expand their knowledge of American topics and culture.

American themes add a historical and cultural dimension to students' learning. The readings in *Grammar in Context* help students gain insight into American culture and the way many Americans think and feel about various topics. Students gain ample exposure to and practice in dealing with situations such as finding an apartment, holiday traditions, and shopping, as well as practicing the language that goes with these situations. They can experience real life in the U.S. through this book while learning new knowledge.

Students are prepared for academic assignments and everyday language tasks.

Discussions, readings, compositions and exercises involving higher level critical thinking skills develop overall language and communication skills. In addition to the numerous exercises in the student text and workbook, teachers will find a wealth of ideas in *Grammar in Context*. Students will have interesting, fulfilling, and successful experiences that they will take with them as they complete their ESL classes.

Students learn to use their new skills to communicate.

The exercises and Expansion Activities in *Grammar in Context* help students learn English while practicing their writing and speaking skills. Students work together in pairs and groups to find more information about topics, to make presentations, to play games, and to role-play. Their confidence to use English increases, as does their ability to communicate effectively.

Students enjoy learning.

If learning is meaningful, it is motivational and fun. Places, famous people, trends, customs, and everyday American activities all have an impact on our students' lives, and having a better understanding of these things helps them function successfully in the society. By combining rich, cultural content with clear grammar presentation and practice, *Grammar in Context* engages the student's attention and provides guidance in grammar usage and writing. And whatever is enjoyable will be more readily learned and retained.

《美国英语语法》带领学生进入英语的自由境界

学生在一定的语境中学习语言,可增强他们的理解能力和运用新结构的能力。

通过真实的情景学习语言,在有上、下文的背景中做练习,有利于语言和认知能力的发展。在《美国英语语法》中,先将语法寓于有趣的、信息广博的阅读之中,而后在整课中得到练习和巩固。当学生在语境中学习语法时,他们会学得更好,记得更好,运用语言更得心应手。

可加深学生对美国话题和美国文化的认识

美国主题给学生的学习增加了一个历史的、文化的因素。《美国英语语法》中的阅读可以帮助学生透视美国文化,了解很多美国人对众多焦点问题的所想所感。学生可以身临其境地充分接触诸如找房子、节日习俗和逛商场等情景,并练习使用在这些情景下的惯用语。他们可以在学习这些新知识的同时,在书中体验真实的美国生活。

为学生准备了课堂作业和日常用语练习。

通过讨论、阅读、作文和涉及高级思维的练习,学生可以全面地学习英语及交际技能。除了本书中大量的练习,老师还会发现书中富含思想哲理。这样的课堂会给学生带来有趣的、满意的、成功的感受。

学生学习用新的交际技能。

《美国英语语法》中的练习和扩展活动在帮助学生学习英语的同时,还练习他们的读写技能。学生两人或更多人一组,一起查找相关主题的更多信息,或做演讲,或做游戏,或扮演角色。随着他们有效交流能力的增强,他们运用英语的信心也会增加。

学生学习乐在其中。

如果学习有效,它就会激发学生的积极性,就会有趣味。城市乡村、知名人士、流行趋势、风俗习惯,以及美国的日常生活活动都对学生生活有一定的影响,对这些事物更好的了解有助于他们社会交往的成功。将丰富的文化内容与清晰的语法知识和练习结合起来,《美国英语语法》会吸引学生的注意力,并给他们在语法和写作方面予以指导。学生在学习时乐在其中,自然会学得轻松自如且印象深刻。

Welcome to

Grammar in Context

Spanning language and culture

Students learn more, remember more and can use grammar more effectively when they learn language in context. *Grammar in Context* connects grammar with rich, American cultural context, providing learners of English with a useful and meaningful skill and knowledge base.

- ① Grammar charts use simple and clear language taken from the readings to explain structures in context.

- ② Language Notes refine students' understanding of the target structure.

2.1 Simple Present Tense—Forms

Subject	Base Form	Complement
I		
You		
We	work	in Washington.
They		
My friends		

Subject	-s Form	Complement
He		
She	works	in Washington.
It		
The President		

LANGUAGE NOTES

1. We use the base form when the subject is *I, you, we, they*, or a plural noun.
2. We use the *-s* form when the subject is *he, she, it*, or a singular noun.
3. Three verbs have an irregular *-s* form:
have → has (pronunciation /hæz/)
go → goes
do → does (pronunciation /dʌz/)
4. After *family* use a singular verb.
My family *lives* in Korea.

EXERCISE 1 Fill in the blanks with the correct form of the verb.

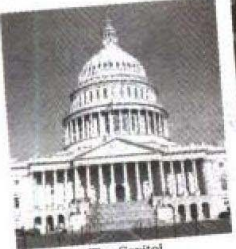
EXAMPLE: Visitors like the museums.
(like/likes)

1. The President lives in the White House.
(live/lives)
2. Many people in Washington work for the government.
(work/works)
3. Washington has many beautiful museums.
(have/has)
4. Millions of tourists visit Washington every year.
(visit/visits)
5. Tour guides show visitors the White House.
(show/shows)
6. The Vietnam War Memorial has the names of men and women who died in the war.
(have/has)
7. "D.C." is District of Columbia.
(be/is/are)

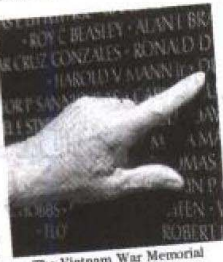
Simple Present Tense 45

Before You Read

1. What capital cities do you know?
2. What do you know about Washington, D.C.?



The Capitol



The Vietnam War Memorial

Washington, D.C.

Washington, D.C., is the capital of the United States. D.C. means District of Columbia. It is not a state; it is a special government district. More than half a million people live in Washington. Many residents work for the government.

Tourists from all over the United States and many other countries visit Washington. They come to see the Capitol, the building where Congress meets. Another popular tourist attraction is the White House, the President's home. Eight to ten thousand tourists visit the White House every day. Tour guides show visitors many rooms, but they don't show them the President's private family rooms or private offices.

Besides government buildings, Washington also has many important monuments and museums. The Smithsonian Institution has 16 museums, galleries, and a zoo. The Smithsonian includes the Air and Space Museum. This very popular museum shows visitors real spaceships, such as the Apollo 11, which landed on the moon in 1969.

Did you know...?

Many visitors want to see the Vietnam War Memorial. This wall of dark stone has all the names of American soldiers who died in the war in Vietnam. Tourists don't pay to see government buildings and museums. However, tourists need tickets to see many places because these places are crowded. A trip to Washington is an enjoyable and educational experience.

44 Lesson Two

- ③ New readings on American people and topics such as Michael Jordan, Rosa Parks, and Telemarketing present and illustrate the target grammatical structure in an intriguing, informative, and meaningful context.

- ④ A wide array of exercises keeps the classroom lively and targets a variety of learning styles.

Exercise 5 Fill in the blanks with an appropriate verb to complete the conversation.

A: I need to cash a check.
B: We need to get some groceries. Let's go to the supermarket.
A: Do you want to drive there?
B: The supermarket is not so far. Let's go.
A: It looks like rain.
B: No problem. Let's take an umbrella.
A: Let's go. It's late and the store will close soon.
B: Don't worry. This store is open 24 hours a day.
A: We're almost out of dog food. Let's buy a 20-pound bag.
B: Let's go, then. I don't want to carry a 20-pound bag.
Let's go instead.

Exercise 6 Work with a partner. Write a few suggestions for the teacher or other students in this class. Read your suggestions to the class.

EXAMPLES Let's review verb tenses.
Let's not speak our native languages in class.

1. _____
2. _____
3. _____

Before You Read 1. Do you like to shop for new things such as TVs, VCRs, computers, microwave ovens?
2. Do you try to compare prices in different stores before you buy an expensive item?

250 Lesson Nine

EDITING ADVICE

- Don't use a comparison word when there is no comparison.
California is a bigger state.
- Don't use more and *er* together.
My new car is more better than my old one.
- Use *than* before the second item in a comparison.
He is younger ~~than~~ his wife.
- Use the before a superlative form.
China has ~~the~~ biggest population in the world.
- Use a plural noun after the phrase "one of the".
Jim is one of the tallest boy in the class.
- Use the correct word order.
She ~~has~~ faster ~~than~~ her husband.
I have ~~more~~ responsibilities more than you.
It is the ~~country~~ most powerful in the world.
- Don't use *the* with a possessive form.
My ~~the~~ best friend lives in London.
- Use correct spelling.
She is ~~happier~~ than her friend.

LESSON 12 TEST / REVIEW

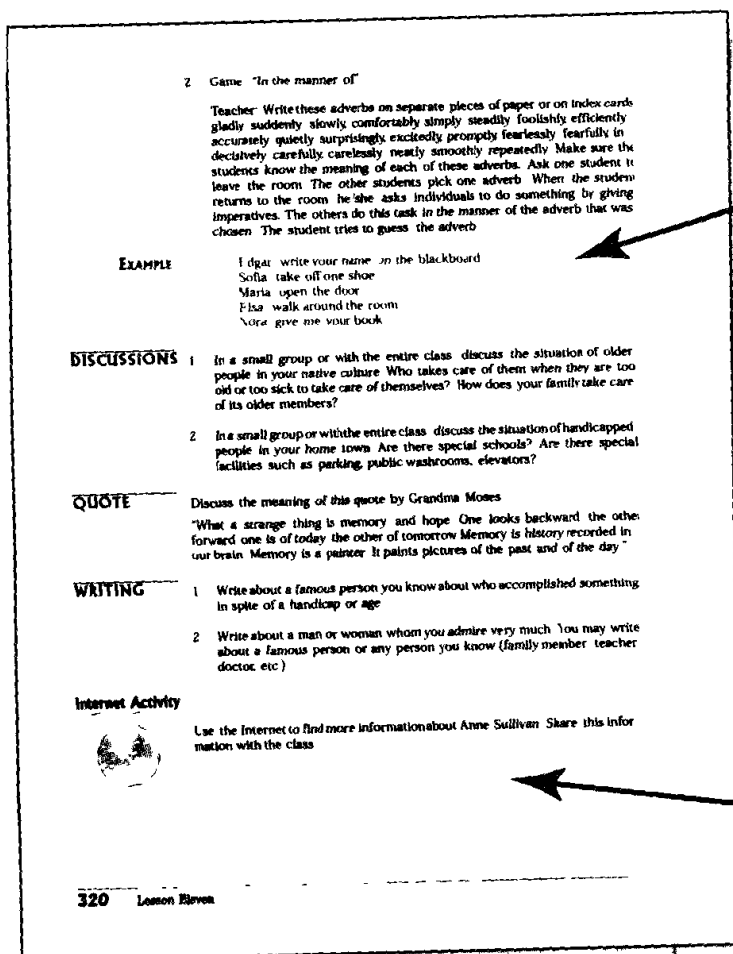
PART 1 Find the mistakes with the underlined words, and correct them. Not every sentence has a mistake. If the sentence is correct, write C.

EXAMPLES I am taller my father.
I am tall but my father is taller.

Comparative Superlatives 337

- ⑤ Editing Advice gives students writing practice by alerting the common errors.

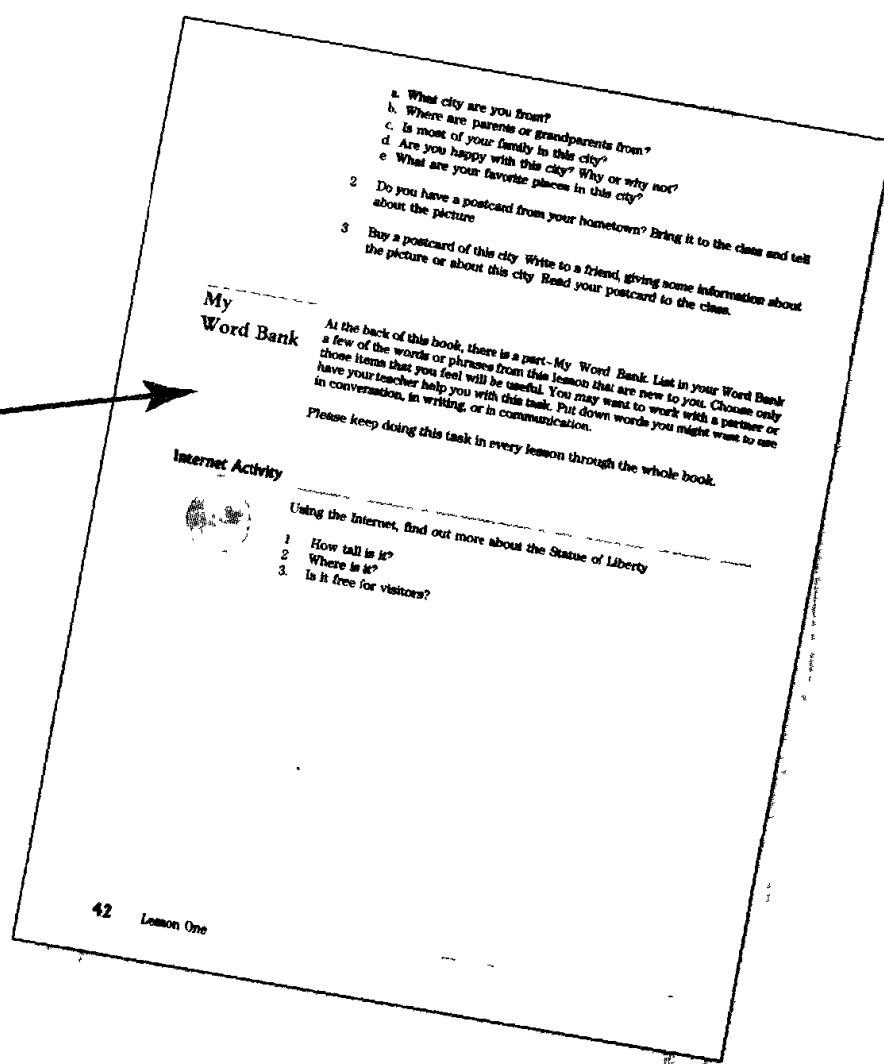
- ⑥ Tests and a Summary at the end of each chapter review all of the learned.



⑦ **Expansion Activities** provide many fun opportunities for students to interact with one another and further develop their skills in speaking and writing.

⑧ **New Internet activities** encourage students to use technology to explore a wealth of online resources.

⑨ **My Word Bank** encourages students to use dictionaries and look up new words by themselves, thus achieving larger and larger vocabulary through independent learning.



学习

《美国英语语法》

涵盖语言和文化

当学生在语境中学习语法时，他们会学得更多，记得更好，运用语言更得心应手。《美国英语语法》将语法同丰富的美国文化背景结合起来，使语法知识也变得生动有趣，为英语学习者提供了实用的语言技能和扎实的知识基础。

语法图表从阅读文章中选取了简单明了的语言，在语境中解释语法结构。

语言注解强化学生对所讲结构的理解。

2.1 Simple Present Tense—Forms

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I	work	in Washington.
You		
We		
They		
My friends		

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go → goes (pronunciation /gəʊz/)
do → does (pronunciation /dʌz/)
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My family *lives* in Korea.

EXERCISE 1 Fill in the blanks with the correct form of the verb.


EXAMPLE: Visitors like the museums.
(like/likes)

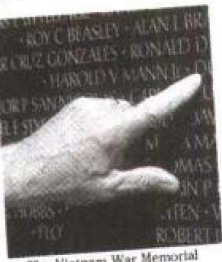
1. The President _____ in the White House.
(live/lives)
2. Many people in Washington _____ for the government.
(work/works)
3. Washington _____ many beautiful museums.
(have/has)
4. Millions of tourists _____ Washington every year.
(visit/visits)
5. Tour guides _____ visitors the White House.
(show/shows)
6. The Vietnam War Memorial _____ the names of men and women who died in the war.
(have/has)
7. "D.C." _____ District of Columbia.
(mean/means)

Simple Present Tense 45

Before You Read

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 The Capitol

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Tourists from all over the United States and many other countries visit Washington. They come to see the Capitol, the building where Congress meets. Another popular tourist attraction is the White House, the President's home. Eight to ten thousand tourists visit the White House every day. Tour guides show visitors many rooms, but they don't show them the President's private family rooms or private offices.

Besides government buildings, Washington also has many important monuments and museums. The Smithsonian Institution has 16 museums, galleries, and a zoo. The Smithsonian includes the Air and Space Museum. This very popular museum shows visitors real spaceships, such as the Apollo 11, which landed on the moon in 1969.

Did you know...?

The first location of the U.S. capital was in New York City.

Many visitors want to see the Vietnam War Memorial. This wall of dark stone has all the names of American soldiers who died in the war in Vietnam. Tourists don't pay to see government buildings and museums. However, tourists need tickets to see many places because these places are crowded. A trip to Washington is an enjoyable and educational experience.

44 Lesson Two

新阅读材料涉及美国人和美国主题，如迈克尔·乔丹、罗莎·帕克斯和电话推销，在有趣的、大信息量的、贴切的语境中对目标语法结构举例说明。

大量的习题使课堂生动，并适用于多种学习方式。

Exercise 5 Fill in the blanks with an appropriate verb to complete this conversation.

A: I need to cash a check.
B: We need to get some groceries. Let's go to the supermarket.
A: Do you want to drive the car?
B: The supermarket is not so far. Let's go.
A: It looks like rain.
B: No problem. Let's take an umbrella.
A: Let's go. It's late and the store will close soon.
B: Don't worry. This store is open 24 hours a day.
A: We're almost out of dog food. Let's buy a 20-pound bag.
B: Let's go then. I don't want to carry a 20-pound bag home.
Let's go instead.

Exercise 6 Work with a partner. Write a few suggestions for the teacher or other students in this class. Read your suggestions to the class.

EXAMPLES

1. I suggest we have a class pet.
2. I suggest we have a class garden.
3. I suggest we have a class library.

Before You Read

1. Do you like to shop for new things such as TVs, VCRs, computers, microwave ovens?
2. Do you try to compare prices in different stores before you buy an expensive item?

250 Lesson Nine

EDITING ADVICE

- Don't use a comparison word when there is no comparison.
California is a bigger state.
- Don't use *more* and *er* together.
My new car is more better than my old one.
- Use *than* before the second item in a comparison.
He is younger than his wife.
- Use *the* before a superlative form.
China has the biggest population in the world.
- Use a plural noun after the phrase "one of the".
Jim is one of the tallest boys in the class.
- Use the correct word order.
She drives faster than her husband.
I have more responsibilities than you.
It is the country most powerful in the world.
- Don't use *the* with a possessive form.
My best friend lives in London.
- Use correct spelling.
She is happier than her friend.

LESSON 12 TEST / REVIEW

PART 1 Find the mistakes with the underlined words, and correct them. Not every sentence has a mistake. If the sentence is correct, write C.

EXAMPLES I am taller my father.
I am tall but my father is taller.

Comparatives, Superlatives 337

编辑的建议指出学生常见的错误，提供他们写作前的实践。

试题和总结在每课的最后，复习每课学习的所有语法点。

2. Game In the manner of

Teacher Write these adverbs on separate pieces of paper or on index cards: gladly suddenly slowly comfortably simply steadily foolishly efficiently accurately quietly surprisingly excitedly promptly fearlessly fearfully in decisively carefully carelessly neatly smoothly repeatedly Make sure the students know the meaning of each of these adverbs Ask one student to leave the room The other students pick one adverb When the student returns to the room he/she asks individuals to do something by giving imperatives The others do this task in the manner of the adverb that was chosen The student tries to guess the adverb

EXAMPLE

Edgar write your name in the blackboard
Nolla take off one shoe
Marka open the door
Lisa walk around the room
Nou give me your book

DISCUSSIONS

1 In a small group or with the entire class discuss the situation of older people in your native culture Who takes care of them when they are too old or too sick to take care of themselves? How does your family take care of its older members?

2 In a small group or with the entire class discuss the situation of handicapped people in your home town Are there special schools? Are there special facilities such as parking public washrooms elevators?

QUOTE

Discuss the meaning of this quote by Grandma Moses
What a strange thing is memory and hope One looks backward the other forward one is of today the other of tomorrow Memory is history recorded in our brain Memory is a painter It paints pictures of the past and of the day

WRITING

1 Write about a famous person you know about who accomplished something in spite of a handicap or age

2 Write about a man or woman whom you admire very much You may write about a famous person or any person you know (family member teacher doctor etc)

Internet Activity

Use the Internet to find more information about Anne Sullivan Share this information with the class

320 Lesson Eleven

扩展活动提供给学生更多有趣的机会，让他们相互合作，进一步提高他们的说与写的能力。

新网络活动鼓励学生用新科技来发掘丰富的网上资源。

我的词库鼓励学生自己动手，查字典学生词，培养他们的自学能力。

a. What city are you from?
b. Where are parents or grandparents from?
c. Is most of your family in this city?
d. Are you happy with this city? Why or why not?
e. What are your favorite places in this city?

2. Do you have a postcard from your hometown? Bring it to the class and tell about the picture.

3. Buy a postcard of this city Write to a friend, giving some information about the picture or about this city Read your postcard to the class.

My Word Bank

At the back of this book, there is a part-My Word Bank List in your Word Bank a few of the words or phrases from this lesson that are new to you. Choose only those words that you feel will be useful. You may want to work with a partner or have your teacher help you with this task. Put down words you might want to use in conversation, in writing, or in communication.

Please keep doing this task in every lesson through the whole book.

Internet Activity

Using the Internet, find out more about the Statue of Liberty

1 How tall is it?
2 Where is it?
3 Is it free for visitors?

42 Lesson One

总目录

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