



CHAPTER 4

Using the Present Progressive

Overview

Chapter 4 introduces the present progressive (or present continuous). This verb form is used mainly to describe temporary situations at the moment of speaking. Because it adds *-ing* to the verb, some attention is given to spelling. Questions and negative forms are introduced, and the difference between the meanings and uses of simple and progressive present verbs is pointed out and practiced. Next, students are introduced to common uses of the simple present to express needs, wants, likes, and thoughts.

CHART 4-1: *BE* + *-ING*: THE PRESENT PROGRESSIVE TENSE

- The progressive tense (or aspect) expresses an activity that is in progress at the moment of speaking. This activity is usually of short duration: it began in the recent past, is continuing at present, and will probably end at some point in the near future.

COMPARE: *Mr. Jones usually wears a jacket, but today he's wearing a sweater.* The best way to make this meaning clear to students is through a lot of practice that makes use of meaningful contexts. Use yourself to demonstrate the meaning by performing actions and describing them at the same time: "I am standing. I am sitting. I am walking. I am talking. I am writing on the board. I am opening the door. I am looking at the ceiling." Perhaps have students perform the same actions and say the same sentences. You stand and say, "I am standing." Then the class mimics you by standing and saying, "I am standing."

- Suggest to students that they describe their own actions silently to themselves as they go through their days: *I'm walking to class. I'm opening the door. I'm sitting down. I'm eating lunch. I'm listening to music.* Etc.

- WORKBOOK: For additional exercises based on Chart 4-1, see *Workbook Practice 1*.

EXERCISE 1, p. 92. Let's talk: class activity. (Chart 4-1)

It's important that you model the present progressive for students: perform the action while you explain that action to them.

EXERCISE 2, p. 92. Let's talk: pairwork. (Chart 4-1)

One use of the present progressive is to describe activities in progress in pictures. This exercise shows some typical activities. Some of the vocabulary may be unfamiliar. Write new words on the board.

EXPANSION: Write the activities shown in this exercise on 3" × 5" cards or slips of paper: *eat a carrot, paint a picture, read a newspaper*, etc. Pass out the cards. Then ask students, in turn, to pantomime the activities on their cards so that other students can describe the activity in progress.

ANSWERS: 1. The rabbit is eating a carrot. 2. The monkey is painting a picture (of a clown). 3. The elephant is reading a newspaper/wearing glasses. 4. The tiger is talking on the telephone/making a telephone call. 5. The horse is sleeping/snoring. 6. The cat is drinking a cup of coffee/tea. 7. The dog is playing the piano. The mouse is singing. 8. The bird is taking a bath. 9. The giraffe is driving a car.

EXERCISE 3, p. 94. Let's talk: class activity. (Chart 4-1)

This exercise uses the verb *wear* and familiar vocabulary to practice the basic form and meaning of the present progressive. Lead students through the questions. Keep the pace lively, but be patient as your learners struggle to understand your questions and formulate their own answers.

NOTE: The word *else* in *What else is Jin Won wearing?* means "additional." *What else* is a common phrase to invite more information.

Sneakers are also called "running shoes," "gym shoes," "jogging shoes" or "tennis shoes."

EXERCISE 4, p. 94. Let's talk: pairwork. (Chart 4-1)

Point out that *no one* is followed by *is*.

EXERCISE 5, p. 94. Let's talk: class activity. (Chart 4-1)

TEACHING SUGGESTIONS: Lead students through the example, using their names. Then continue with other actions in the list. The example shows sentences beginning with *I, we, they,* and *he/she*. It's not necessary to include all of those subjects for each item. It is also not necessary to include all 18 items if time is short or if your students have few problems with their answers. Adapt the material to your class.

Anticipate that some of the vocabulary in this exercise is new for at least some students (e.g., *ceiling, shake hands, hold up, clap*). Unfamiliar vocabulary, of course, makes following the cues in a books-closed exercise impossible for students, so take time to write new words on the board and discuss them. The definitions of the new words can come from actions you demonstrate.

If any students are visibly uncomfortable or distressed, tell them they may open their books (but not their dictionaries — they can more profitably get the meanings of the new words by paying attention to what's going on in the classroom).

EXERCISE 6, p. 95. Let's talk: pairwork. (Chart 4-1)

First, go over any unfamiliar vocabulary in the list. After students complete the task, ask for volunteers to share some of their sentences with the class.

EXERCISE 7, p. 96. Listening. (Chart 4-1)

TEACHING SUGGESTION: Read the story aloud first or ask a student to read it to the class. Make sure students understand the story and discuss the example before playing the audio.

ANSWERS: 1. yes 2. yes 3. no 4. no 5. no 6. no 7. no
8. yes 9. no 10. no

□ EXERCISE 8, p. 96. Pretest. (Chart 4-2)

This pretest contains examples of all four rules found in Chart 4-2. When you introduce the chart in the next section, you may want to refer to words in the pretest (and not already in the chart) which further illustrate the rules. The *-ing* forms of many of the words in this and the following exercise are common sources of spelling errors for many learners.

SUGGESTIONS: Give students time in class to complete the exercise prior to class discussion. If you wish, students can work in pairs.

The correct spellings should be written on the board, and students should check their answers carefully. It would be helpful for students to exchange papers and check each other's answers. Some students cannot see their own spelling errors, especially beginning students whose native languages do not use the same alphabet as English.

ANSWERS: 2. riding 3. running 4. stopping 5. raining 6. sleeping
7. pushing 8. counting 9. fixing 10. writing 11. growing
12. waiting

CHART 4-2: SPELLING OF *-ING*

- The spelling of *-ing* forms has clear rules. Understanding these rules right from the beginning of their study of English can help students avoid lots of writing errors down the road. (If correctness of written English is not important to your students' needs, this and similar charts can be handled briefly or omitted.)
- *SUGGESTION:* Demonstrate the points made in the chart by writing the wrong spelling (e.g., **writting, siting, raining*) on the board and explaining the underlying rules for correct spelling. Clearly label the wrong spellings on the board by also writing something such as **WRONG** or **NO**. Perhaps draw a circle around the misspelled word and then draw a slash through the circle.
- The unstated part of Rule 1 is that the consonant is **NOT** doubled. Emphasize that when we drop final *-e*, we do **NOT** double the consonant.
- Explain the meaning of the verb *double*.
- **WORKBOOK:** For additional exercises based on Chart 4-2, see *Workbook* Practices 2–4.

□ EXERCISE 9, p. 97. Spelling practice. (Chart 4-2)

EXPANSION: You could make four columns on the board with one rule written at the top of each column. Ask students to put the answers from the exercise in the correct columns.

ANSWERS: 2. coming 3. dreaming 4. biting 5. hitting 6. joining
7. hurting 8. planning 9. dining 10. snowing 11. studying
12. warning

□ EXERCISE 10, p. 98. Spelling practice. (Chart 4-2)

Call out the item number, pantomime the action, and ask: “What am I doing?” Students write only one word for each item. To check, their answers, they can exchange papers and mark any mistakes they see. You might sample a few items by having students spell their answers aloud as you write them on the board.

ANSWERS: 1. smiling 2. flying 3. laughing 4. sitting 5. standing
6. sleeping 7. clapping 8. writing 9. eating 10. running
11. singing 12. reading 13. drinking 14. sneezing 15. crying
16. cutting

□ EXERCISE 11, p. 98. Let’s talk: class activity. (Chart 4-1)

This exercise is meant to be fun. Books should be open because some of the vocabulary is unfamiliar.

You could also have students write the answers.

NOTE: The description must be given while the action is continuing so that the present progressive is appropriate. The short actions in items 7, 9, 16, 17, and 20 might have to be repeated until the answer is spoken.

CHART 4-3: THE PRESENT PROGRESSIVE: NEGATIVES

- Point out that *not* is added after the verb *be*.
- Some students may be accustomed to putting *no* in front of the verb and omitting *be*: **I no going*. If you have heard this error from your students, you may want to write a couple of these incorrect sentences on the board and have students supply the corrected version.
- You may want to give both contracted and non-contracted forms for (a)–(c).
- **WORKBOOK:** For additional exercises based on Chart 4-3, see *Workbook* Practices 5 and 6.

□ EXERCISE 12, p. 99. Sentence practice. (Chart 4-3)

Students can complete the exercise orally with a partner in class, and then write the answers for homework.

ANSWERS: 1. watching the news . . . talking on the phone. 2. is listening to music . . . not playing the piano. 3. is reading a magazine . . . not reading a book.
4. aren’t flying . . . sitting on a telephone wire.

□ EXERCISE 13, p. 101. Let’s talk: pairwork. (Chart 4-3)

Ask students to share some of their answers with the class after they have completed the task.

□ EXERCISE 14, p. 101. Sentence practice. (Chart 4-3)

For items 2 and 3, you may want to help students by eliciting names of leaders of the students’ countries, as well as names of famous actors, writers, and sports stars.

CHART 4-4: THE PRESENT PROGRESSIVE: QUESTIONS

- Short answers are quite natural, even preferred, in conversation. So are contractions, which some learners try to avoid.
- NOTE: When *be* is the main verb in an affirmative short answer (e.g., “Yes, she is. Yes, I am.”), no contraction is possible, as noted in Chart 2-2, p. 25, of the student book.
- Long answers normally do not occur in conversational English. The inclusion of the long answer here is for teaching-learning reasons, so that students can understand what underlies the short answer.
- Point out again that subject-verb word order is the same in yes/no and information questions:
BE (HELPING VERB) + SUBJECT + MAIN VERB.
- You might model the spoken contractions of *is* and *are* with *where* and *why* in examples (c) and (e): “Where’s” and “Why’re.”
- WORKBOOK: For additional exercises based on Chart 4-4, see *Workbook* Practices 7 and 8.

EXERCISE 15, p. 102. Question practice. (Chart 4-4)

This controlled exercise provides practice with the sentence structure of present progressive questions. It can be done quickly in class. Review Chart 4-4 as necessary.

ANSWERS: 2. Is John riding a bicycle? 3. Are you sleeping? 4. Are the students watching TV? 5. Is it raining outside?

EXERCISE 16, p. 103. Let’s talk: pairwork. (Chart 4-4)

Make sure that partners are clear about which pages they’re working from before they begin the exercise. Assign two students Partner A and B roles to model the example for the class.

EXERCISE 17, p. 104. Let’s talk: small groups. (Chart 4-4)

You can turn this into a teacher-led class activity if students are having trouble asking questions.

EXERCISE 18, p. 104. Question practice. (Chart 4-4)

This can be assigned for homework, but be sure the answers are discussed in class.

NOTE: The name *Seung* sounds like “sung.”

ANSWERS: 2. Why are you reading your grammar book? 3. What are you writing in your grammar book? 4. Where is Seung sitting? 5. Where are you living? 6. What is Roberto wearing today? 7. Why are you smiling?

EXERCISE 19, p. 105. Question practice. (Chart 4-4)

Students could work in pairs to complete these exchanges; then ask for volunteers to perform them. The words in parentheses are for information only and need not be read.

ANSWERS:

- | | |
|--|--|
| 3. A: Is Anna eating lunch?
B: she is. | 6. is he drinking? |
| 4. is she eating? | 7. A: Are the girls playing
in the street?
B: they aren't. |
| 5. A: Is Mike drinking a cup
of coffee?
B: he isn't. | 8. are they playing?
9. are they playing in the park? |

CHART 4-5: THE SIMPLE PRESENT vs. THE PRESENT PROGRESSIVE

- Another way to explain the difference in meaning between the simple present and the present progressive is to point out (using terms beginners can understand) that the simple present expresses more permanent or unchanging situations whereas the present progressive expresses more temporary or unique situations.
- In examples (e)–(h), point out that the subject-verb word order in the questions is the same:
BE/DO (HELPING VERB) + SUBJECT + MAIN VERB.
- **WORKBOOK:** For additional exercises based on Chart 4-5, see *Workbook* Practices 9–12.

EXERCISE 20, p. 107. Sentence practice. (Chart 4-5)

TEACHING SUGGESTION: If possible, assign this exercise as homework to be discussed in class the next day. Your students need time to think this one through. It is a summary exercise that includes the affirmative, negative, and question forms of both the simple present and the present progressive. If you can't give students time to prepare out of class, go slowly as they decide which form is required.

ANSWERS: 1. . . . is talking . . . isn't talking 2. rains . . . isn't raining . . . is shining . . . Does it rain 3. sit . . . help . . . is helping 4. cooks . . . is cooking . . . Is he cooking . . . doesn't eat . . . Do you eat . . . Are you

EXERCISE 21, p. 107. Listening. (Chart 4-5)

ANSWERS: 1. every day 2. now 3. now 4. every day 5. every day
6. now 7. every day 8. now

EXERCISE 22, p. 108. Let's talk: pairwork. (Chart 4-5)

EXPANSION: After students have completed the task, you can also use the illustrations to review *what*-questions: "What is Anna doing?"

ANSWERS: Anna is . . . 1. riding her bicycle. 2. listening to music.
3. swimming. 4. watching TV. 5. talking on the phone. 6. taking a walk.
7. drinking tea. 8. playing tennis. 9. playing the guitar. 10. saying "hello"
to her neighbor.

□ EXERCISE 23, p. 108. Sentence practice. (Chart 4-5)

This is harder than it looks. Students must know the difference between the present and the present progressive tenses, as well as question structures and forms of the verb *be*.

TEACHING SUGGESTION: This might be assigned as homework so your students have time to review past charts as they work through the exercise. The answers should be discussed in class.

ANSWERS: 1. Are . . . is 2. Do 3. is . . . Does 4. do 5. Am
6. am . . . Do 7. does 8. is 9. do 10. Do

□ EXERCISE 24, p. 109. Question practice. (Chart 4-5)

ANSWERS: 2. A: walk . . . don't take . . . Do you take 3. B: is she talking
A: is running 4. A: read B: Do you read A: don't read 5. A: are you reading
B: am reading 6. A: Do you want . . . Is this B: is hanging

□ EXERCISE 25, p. 110. Listening. (Chart 4-5)

Exercises 25 and 26 are the first listening exercises in which students have to supply long portions of a sentence. It's important that students learn to group words or form thought groups as they listen rather than hear the discourse as individual, separate words. This is very challenging for beginning learners.

In Exercise 25, you may want to play item 1 in its entirety before having students write. Do the same for item 2. In fact, it might be necessary to play all the sentences several times. Don't be surprised if you find the verbs *be* and *do* frequently mixed up or absent. Your students will become much more proficient with this type of listening as they progress through the text.

In Exercise 25, answers that appear in parentheses are answers that are already supplied in the student book.

ANSWERS:

1. A: Does . . . have
B: (Yes.)
A: Does he wear
B: (No.)
A: Is he wearing
B: don't know
A: think

2. A: Do . . . dream
B: aren't
A: is sleeping . . . are . . . is barking
. . . moving . . . am . . . is dreaming
. . . dream

□ EXERCISE 26, p. 111. Listening. (Chart 4-5)

You may want to play the entire conversation one time, then play it a second time while students write the words they hear.

EXPANSION: If your class is advanced, two students can read this dialogue from the listening script provided in the back of the student book.

ANSWERS:

- A: Are you working
B: I'm not . . . I'm writing
A: Do you write
B: don't write
A: Does she write
B: get . . . Do you get
A: like

CHART 4-6: NONACTION VERBS NOT USED IN THE PRESENT PROGRESSIVE

- “Nonaction” verbs are called “stative” verbs: they describe “states” rather than actions.
- In example (a), the verb *be* in *I'm hungry* is also an example of this rule.
INCORRECT: **I am being hungry*.
- WORKBOOK: For additional exercises based on Chart 4-6, see *Workbook* Practices 13 and 14.

EXERCISE 27, p. 112. Sentence practice. (Chart 4-6)

You could work through a few of these with your class and assign the rest as homework.

ANSWERS: 2. is snowing . . . like 3. know 4. is talking . . . understand
5. is eating . . . likes . . . tastes 6. smell . . . Do you smell 7. is telling . . . believe
. . . think 8. is smoking . . . smells . . . hate 9. is holding . . . loves . . . is smiling

EXERCISE 28, p. 113. Let's talk: interview. (Chart 4-6)

You may want to point out to students before they begin that all questions will be in the simple present.

QUESTIONS: 1. What do you like? 2. What do babies around the world like?
3. What do you want? 4. What do children around the world want? 5. What do you love?
6. What do teenagers around the world love? 7. What do you dislike or hate?
8. What do people around the world dislike or hate? 9. What do you need?
10. What do elderly people around the world need?

CHART 4-7: SEE, LOOK AT, WATCH, HEAR, AND LISTEN TO

- As “stative” (or “nonaction”) verbs, *see* and *hear* are not used in the progressive. The other verbs in this chart have more active meanings, so they can have progressive forms. This is sometimes difficult for learners to understand. The text uses these five verbs to try to convey the concept of “nonaction” vs. “action” verbs, as well as simply to give students usage information about these very common words.
- WORKBOOK: For additional exercises based on Chart 4-7, see *Workbook* Practices 15–18.

□ EXERCISE 29, p. 114. Let's talk: class activity. (Chart 4-7)

This is a teacher-led activity. Students will need their books open for item 2; otherwise, their books should be closed for this exercise.

□ EXERCISE 30, p. 115. Verb review. (Chart 4-7)

This exercise can be done in class or assigned as homework. As students answer, check their spelling of words that have double consonants.

ANSWERS: 2. speaks . . . is speaking 3. are doing . . . do 4. am looking . . . is writing . . . is looking . . . is biting . . . is smiling . . . is sleeping . . . is chewing
5. works . . . has . . . often eats . . . usually brings . . . usually sits . . . sits . . . watches . . . watches . . . relaxes 6. am looking . . . isn't . . . is . . . is sitting . . . is eating . . . is running . . . is sitting . . . is eating . . . is watching . . . always watches . . . are swimming . . . are flying . . . is riding . . . rides . . . is having . . . go

CHART 4-8: THINK ABOUT AND THINK THAT

- *Think about* [examples (a) and (b)] has both simple present and present progressive forms. In *think about*, *think* is a sort of “action” verb with thoughts actively going through one’s mind. In *think that*, *think* is a “nonaction” verb, as introduced in Chart 4-7, p. 114, of the student book. Exercises 31–33 focus on these two different uses of the verb *think*.
- A common mistake is the use of *think that* in the present progressive: **I’m thinking that this is a nice city*. This chart tries to clarify when *think* can be used in the progressive and when it cannot.
- NOTE: On occasion, native speakers may use the progressive for *think*: “I’m thinking I want to leave now.” But this use is infrequent and does not need to be explained at this level.
- WORKBOOK: For additional exercises based on Chart 4-8, see *Workbook* Practices 19 and 20.

□ EXERCISE 31, p. 117. Sentence practice. (Chart 4-8)

This exercise can be done in class.

TEACHING SUGGESTION: Students should read an item and each decide his/her opinion about it. Then each student should write a statement based on examples (c)–(g) in Chart 4-8, p. 117, of the student book. You might want to expand the number of items, seeking opinions about movies, other sports, other school subjects, etc. To avoid controversy, you might wish to stay away from matters of religion or politics.

□ EXERCISE 32, p. 118. Sentence practice. (Chart 4-8)

TEACHING SUGGESTIONS: Give students a few minutes to use their imaginations and come up with good answers, or assign the exercise as homework. The sentences can be either written or spoken, depending on your preference. During class discussion, elicit responses from several students for each item and encourage incidental conversation in which the students state (and perhaps defend) their opinions.

□ EXERCISE 33, p. 118. Let's talk: small groups. (Chart 4-8)

Students can work in small groups, comparing their opinions. This is less threatening than having to state them in front of the whole class. Encourage students to help each other with corrections.

The purpose of this exercise is to encourage spontaneous conversation as the students gain experience expressing their opinions in English. Grammar classes should routinely contain short periods of time devoted to spontaneous oral interaction. It's important for the teacher to give students opportunities to speak freely.

□ EXERCISE 34, p. 119. Chapter review. (Chapter 4)

This is not a difficult or tricky multiple-choice test. Students should score 100% with little effort. Errors probably result from inattention, not lack of understanding.

ANSWERS: 2. B 3. C 4. C 5. B 6. C 7. B 8. A 9. A
10. B

□ EXERCISE 35, p. 119. Chapter review: error analysis. (Chapter 4)

Errors in this exercise include spelling, verb forms, and words added or omitted. Finding the errors is a good way to review the grammar in this chapter, and it forces learners to pay close attention to details as they develop their self-monitoring skills.

ANSWERS: 1. It's raining today. I don't like the rain. 2. I like New York City. I think that it is a wonderful city. 3. Is Abdul sleeping right now? 4. Why are you going downtown today? 5. I'm listening to you. 6. Do you hear a noise outside the window? 7. Kunio is at a restaurant right now. He usually eats at home, but today he is eating dinner at a restaurant. 8. I like flowers. They smell good. 9. Alex is sitting at his desk. He is/He's writing a letter. 10. Where are they sitting today?