



Chapter 4

Using the Present Progressive

CHAPTER 4 SUMMARY

OBJECTIVE: In this chapter, students learn to use the present progressive to describe actions that are currently in progress. Students gain practice using the negative and interrogative forms of the present progressive. The simple present tense and its use in describing habits and scheduled events is then contrasted with the present progressive and its use in describing actions in progress. The chapter presents non-action verbs that do not normally occur in the present progressive and the difference between *think about* + present progressive and *think that* + simple present as an example of how certain non-action verbs are used.

APPROACH: The chapter introduces the present progressive by focusing on its form: *be* + *-ing*. Students are given opportunities to practice in response to visual and written cues, and spelling changes required for present progressive are reviewed. Students are asked about their daily habits as a means of focusing on usage differences between the simple present and present progressive.

TERMINOLOGY: The term *present progressive*, rather than *present continuous*, is used for the *be* + *-ing* form of verbs. The term *non-action verb*, rather than *stative verb*, is used to talk about verbs that express physical or emotional need, mental awareness, and sensory experience. The term *non-action* is more descriptive than *stative* and reminds students of the function of these verbs.

□ EXERCISE 1. Warm-up. Page 96

Time: 5 minutes

Some beginners may already be familiar with the present progressive. Explain that present progressive verb forms are used to describe temporary situations at the moment of speaking.

- Ask students to look at the two pictures and complete items 1 and 2.
- Ask students to talk about any other conditions and / or actions they see in the illustrations. Write these on the board. For example:

David is not sad.

David is not unhappy.

David is singing.

David is smiling.

Nancy is tired.

Nancy is unhappy.

Nancy is rubbing her eye.

Nancy is not smiling.

CHART 4-1. *Be* + *-ing*: the Present Progressive. Page 96

Time: 10–15 minutes

Though the present progressive may be review for some beginners, they may not recognize the term. Explain that the term *present continuous* is used in some texts and that it describes an action that is in progress at the moment of speaking.

- Write the chart title on the board.
- Ask students what they are doing right now and write this question on the board.
- Underline the important elements of the question—that is, the elements of the present progressive:

What are you doing right now?

- Write all answers that students give on the board, and explain as you reformulate them into the correct present progressive form, if incorrect when given. For example:

Maya: I listen to my teacher.

*You: For present progressive, we need the verb *be* + *-ing* form, as in the question. So, Maya is listening to her teacher.*

Han: I am reading my book.

You: Very good. We can say, Han is reading his book.

- Ask students to read example sentences (a)–(c) aloud, in turn.
- Write these sentences on the board and underline the *be* and *-ing* forms.
- Read or review the notes in the chart and stress that we use this tense to describe something that is happening right now, and we can observe.
- Because forms of the verb *be* will occur as helping verbs in most tenses, reiterate that these forms are called helping verbs and that they will appear as helping verbs in both past and future tenses.

□ EXERCISE 2. Looking at grammar.

Page 97

Time: 5–10 minutes

- Have students respond to these items on sight, without prior preparation.
- Ask students to take turns reading their completions,

using the correct form of the verb *be* for the subject pronoun used.

- Stress that only the helping verb changes and not the *-ing* form and provide immediate and overt correction of target grammar and pronunciation.
- Remind students that the actions and events in these items are happening right now. Tell them that observations of actions in progress must be described by the present progressive.

□ EXERCISE 3. Looking at grammar.

Page 97

Time: 5–10 minutes

- Give students a few minutes to prepare these answers as seatwork.
- Correct by having students take turns reading their completions aloud.

□ EXERCISE 4. Let's talk: class activity.

Page 97

Time: 10–15 minutes

- Instruct students to close their books.
- Tell them that you will act out verbs and that they will tell you what you are doing.
- Write the following prompt on the board to support students as they respond spontaneously to your actions:

Teacher: What am I doing?

Class: You are xxxing.

- Act out items 1–6 and write students' correct responses on the board.

Expansion: Put students into pairs. Ask the first student to begin by miming or acting out a verb of his or her choice while his or her partner says what the verb is, using the correct present progressive form. The first student then instructs his or her partner by saying, *You are combing your hair* until the partner acts out that instruction. Then tell the second student to give an instruction. This back-and-forth gives both students a chance to direct the action and practice the target grammar in an engaged fashion. Circulate, assisting students who need help getting going, and taking notes on any mistakes made during this exercise. Review the errors before moving on.

□ EXERCISE 5. Let's talk: pairwork. Page 98

Time: 10 minutes

- Put students into pairs.
- Review the direction line.
- Walk around the room helping those pairs who need it and taking notes on any repeated errors that should be the focus of later review.
- Assign one item to each pair.
- Correct the exercise by having one member of each pair go to the board and write a complete sentence for the item.
- The rest of the class will determine whether the sentence is correct.

□ EXERCISE 6. Let's talk: class activity.

Page 99

Time: 10–15 minutes

- Instruct students to close their books.
- Explain to students that you will be giving them instructions that they will then carry out and describe using the present progressive.
- To demonstrate this expectation, go to the board.
- Begin writing *I am writing on the board* on the board.
- Say, *I am writing on the board* while you are still doing so.
- Next turn to one student in the class and give him or her an instruction, either from the examples modeled in the book or of your own invention. For example:

You: Please stand on one foot.

Student: (stands on one foot)

You: What are you doing?

Student: I am standing on one foot.

- Continue with the models and directions given in the book.

Expansion: The activity above can be expanded into the children's game Simon Says, which you can play with the entire class. However, before going ahead, you should first assess whether your students may find it too juvenile.

Tell students they will play a game called Simon Says, but in this case it is called (Your Name) Says. Have students stand up as you explain the rules. Tell them they should do whatever you tell them to do when you start by saying, for example, *Martha Says*. However, if your instructions do not start with those words, students should not follow the instructions. As an example, tell the class *Martha says, look out the window*. Then ask them what they are doing. As a group, they need to respond by using the first person plural (*we*) and the present progressive: *We are looking out the window*. After five to eight Martha Says-style instructions, give an instruction without this initial statement. Tell any student who follows the instruction that does not start with *Martha Says* to sit down. The winner is the only student who does not follow the non-*Martha Says* instructions.

This game has the following goals: (1) to expand students' abilities to respond to context cues and directions in English, (2) to provide an opportunity for students to describe what they are doing by using the present progressive, (3) to permit students to expand their understandings of random vocabulary, and (4) to allow students to feel more autonomous as they acquire more vocabulary.

Before you begin the game, perform or have students perform the actions in the suggested instructions.

Suggested instructions:

hop on one foot

close your eyes

turn around repeatedly

hum your favorite song

count silently to fifty, in English

sit in someone else's desk or chair

clear your throat
wink
march in place
dance around your desk
blink
wave to an imaginary friend

□ **EXERCISE 7.** Listening. Page 99

Time: 10–15 minutes

- Make sure that the CD player is ready and you have the correct CD track number.
- Read the direction lines to the class.
- Have students take turns reading the brief paragraph describing Tony. Ask students what guesses they can make about Tony's behavior.
- Review any unfamiliar vocabulary from the paragraph before starting the CD track.
- Play the CD track.
- Pause the CD if necessary to give students time to finalize their answers.
- After students have completed all ten items, correct as a group and write any particularly challenging items on the board.

Optional Vocabulary

helping verbs	fix (a computer)
snowing	kick (a ball)
counting	clap
waving	lazy
ceiling	

□ **EXERCISE 8.** Warm-up. Page 100

Time: 5 minutes

- Review the direction line with your students.
- Review the following: consonants, vowels.
- Have students respond to items 1–4 and ask them to explain what the verbs mean.

CHART 4-2. Spelling of *-ing*. Page 100

Time: 10–15 minutes

Though beginners are likely to be somewhat familiar with the present progressive, it is unlikely that they are very familiar with the spelling rules, which are important to know for writing. Tell students that their energies are best spent memorizing spelling rules and exceptions rather than trying to understand how each rule came about.

- Write the chart title on the board.
- Tell students that it is best to learn spelling rules in a rote fashion.
- Have a student read Rule 1 aloud while you write the accompanying example, the conditions for each rule, and the spelling change on the board. For example:

Rule 1
smile → smiling
consonant + -e → drop the -e and add -ing

- Repeat this presentation of the remaining rules, presenting each one slowly and clearly so that students can become familiar with the pattern for each rule.
- After you have completed the chart, review the exceptions and tell students that they will now practice the rules.

□ **EXERCISE 9.** Looking at spelling.

Page 100

Time: 5–10 minutes

- For this exercise have individual students go to the board to write the *-ing* form of the items given.
- You can likely fit five students at a time at the board.
- Have students who do not go to the board check if the items written on the board are correct.

□ **EXERCISE 10.** Looking at spelling.

Page 101

Time: 5–10 minutes

- Read the direction line.
- Explain that students will write the actions you do, in the present progressive form, as you are doing the actions.
- Remind students to follow the spelling rules as they change each verb to the *-ing* form.
- Correct students' work immediately and overtly.

□ **EXERCISE 11.** Looking at grammar.

Page 101

Time: 10 minutes

- Give students time to complete these items first as seatwork.
- Correct by reviewing as a class.
- Make sure to ask students how to spell the *-ing* form and provide immediate and precise correction.

Optional Vocabulary

double	staff
plan	manager
bake	battery
lobby	

□ **EXERCISE 12.** Warm-up. Page 101

Time: 5 minutes

- Ask students to look at the illustration and choose the affirmative or negative form of the verb for each item.
- Correct and review. Correct pronunciation as well.

CHART 4-3. Present Progressive: Negatives.

Page 102

Time: 10–15 minutes

In presenting this chart, emphasize the placement of *not* and the formation of contractions. Remind

students that the word *not* comes after the helping verb and that contractions are made with the helping verb, not with the *-ing* participle. Some beginners will probably be familiar with the negative forms of the present progressive.

- Write the chart title on the board.
- Ask your students what they are *not* doing at the moment, and write this question on the board. For example:
What are you not doing right now?
- Encourage students to be as imaginative in their responses as possible and provide them with a creative example of your own. For example:
What are you not doing right now?
I am not skiing right now.
- Write as many student-generated examples as you can on the board and try to use a variety of persons and numbers.
We are not dancing in the streets of Paris.
Mika is not flying in an airplane.
Carlos and Ahmad are not rock climbing.
You are not sleeping . . . or are you?
- Have students read example sentences (a)–(c) aloud. Write these examples on the board along with the formulaic conjugation shown on the right of the chart.

□ EXERCISE 13. Looking at grammar.

Page 102

Time: 10 minutes

- Model the example given in the book with one or two of the stronger students.
- Give students time to complete the sentences in each situation as seatwork.
- Remind students that one student should write a negative sentence and one should write an affirmative sentence.
- Have students take turns reading their completions aloud and provide immediate correction of the target grammar and its pronunciation.

□ EXERCISE 14. Looking at grammar.

Page 104

Time: 10 minutes

Part I

- Write the sentences about Jamal on the board and establish his occupation, his work situation, and his personal qualities as a way of preparing students to describe the activities he is doing at the moment.
- Have students check the sentences that make sense and discuss any unfamiliar vocabulary.

Part II

- Give students time to create their own sentences based on Part I.
- Have students write their completed sentences on the board and read them aloud.

- Call on students who haven't written their sentences on the board to correct the board work. Tell them to focus on the spelling of the *-ing* words as well as the placement of the negatives (contractions with *not*).

□ EXERCISE 15. Let's talk. Page 105

Time: 10–15 minutes

- Put students into groups of three or four.
- Read the direction line to students and explain that they must use their imaginations to describe what various people are doing right now, as, of course, they cannot know.
- Circulate around the room and assist students as they generate sentences describing what various people are doing.
- Have students read their sentences aloud and correct for accuracy, spelling, and pronunciation.

Expansion: For each group, prepare index cards stating the name of a person not included in the list in Exercise 15. The groups have to generate sentences describing what that person is doing right now. Each group then reads its unique sentences aloud, and the other groups must guess about whom the sentences have been written.

Suggested people (use actual names if you sense your students share enough of a cultural frame of reference to do so; if not, use descriptions and titles):

the head of Apple or Microsoft (or Bill Gates)
a famous pop star (Katy Perry, Madonna, Usher, or Psy)
the head of the United Nations
the president of the United States (or the leader of another country)
an Olympic athlete (Michael Phelps or Kim Yuna)
a wealthy businessperson (Donald Trump)
the pope
the Dalai Lama
an Oscar-winning actress (Lupita Nyong'o)
an Oscar-winning actor (Matthew McConaughey)
a new mother / father
a new infant
the originator of Facebook (Mark Zuckerberg)

Optional Vocabulary

drive by
daydream
change the oil
a bill
repair an engine
neighbor
garden

□ EXERCISE 16. Warm-up. Page 105

Time: 5 minutes

- Have students take turns reading an item aloud and giving the correct answer.
- Ask students what they notice about the possible answers given.

CHART 4-4. Present Progressive: Questions.

Page 105

Time: 10–15 minutes

Remind students of what they learned about this topic in earlier chapters. Be prepared to stress the placement of the helping verb in yes / no questions.

- Write the chart title on the board.
- Ask students yes / no questions in the present progressive and write both the questions and the answers on the board.
- If students answer incorrectly, correct them right away and explain that short answers contain only *yes* or *no*, the subject and the helping verb, and a negative word, if needed. For example:

Marta, are you studying Italian right now?

No, I'm not.

Ali, are you learning English right now?

Yes, I am.

- Have students take turns reading the example sentences (a) and (b) to you aloud. Write these on the board.
- Underline the important elements of the short answers. Also ask students to supply the long (complete) answer that each short answer represents.
- Tell students that, as they learned before, information questions (those that begin with *wh*-question words) require responses that include additional, specific information, not just an affirmation or negation.
- Have students read example sentences (c)–(e). Write the questions on the board and ask students what the expected answers are.
- Stress that with information questions, the *wh*-question word is placed before the helping verb.

□ EXERCISE 17. Looking at grammar.

Page 106

Time: 10 minutes

- Make sure that students understand the task at hand: They must make questions from the sentences that are in parentheses.
- Give students time to complete these items as seatwork.
- Review and correct by having students read their completions aloud.

□ EXERCISE 18. Vocabulary and speaking: pairwork. Page 106

Time: 10–15 minutes

- Put students into pairs.

Part I

- Tell students to discuss the phrases in Part I with their partner and put a check mark next to the phrases they know.

- Circulate around the room and help students by eliciting their explanations of the phrases they know and carefully leading them toward understanding the phrases they don't know (or don't think they know).

Part II

- Read the direction line carefully, making sure that students understand what is required.
- Stress that Partner A must ask questions about the activities that are represented in the pictures on page 107, thus giving Partner B a chance to respond with *No*, and then use the appropriate vocabulary to describe the actions in the pictures on page 501 in the present progressive.
- Review Parts I and II by asking pairs to read aloud the exchanges they prepared and correcting as needed.

Expansion: Make this a lively speaking opportunity in your class. Ask students questions for which the answer will be *No*. Tell them to answer and then make a correct statement as in this exercise. For example:

Are we speaking French?

Are you driving to school?

Is your classmate eating an ice-cream cone?

Is your dinner cooking now?

Continue with students asking the questions.

□ EXERCISE 19. Looking at grammar.

Page 108

Time: 10 minutes

- Read the direction line and explain that students must read the sentence in parentheses carefully in order to have the correct information to make a question.
- Review the completed example sentence.
- Have students respond to each item on sight and ask associated questions for each item, without prior preparation.
- Correct immediately and overtly and put any particularly challenging exercises on the board for further discussion.

□ EXERCISE 20. Looking at grammar.

Page 108

Time: 10 minutes

- Review the two completed example items and restate the direction line.
- Remind students that they need to do two things: make questions and also provide the short answers.
- Give students time to complete the exercise as seatwork.
- Have students take turns reading their questions and short answers aloud and correct as needed.

Optional Vocabulary

lie

dance

do, make, take (phrases from page 106)

take a break

do an exercise

why? . . . because

□ **EXERCISE 21.** Warm-up. Page 109

Time: 5–10 minutes

- Have students think about their daily habits and remind them of what they have already learned regarding simple present tense and daily habits.
- Ask students to add to the daily activities and create questions in addition to those in items 1–3 in this Warm-up.
- Write any additional questions students generate on the board. For example:

Do you use your computer every day?

Do you exercise every day?

Do you send e-mails every day?

Do you watch TV every day?

- Next, have students use the simple present questions they generated above to create questions in the present progressive, like those in items 4–6 of the Warm-up exercise. Write these questions on the board. For example:

Do you use your computer every day?

Are you using your computer now?

Do you exercise every day?

Are you exercising now?

Do you send e-mails every day?

Are you sending e-mails now?

Do you watch TV every day?

Are you watching TV now?

- Review the items on the board along with those in the Warm-up. From this work, have students articulate their own rules for how these two tenses are used.

CHART 4-5. Simple Present Tense vs. the Present Progressive. Page 110

Time: 10–15 minutes

The Warm-up has prepared students to articulate the differences between the simple present and the present progressive. As much as possible, use the information students have provided to present the information in the chart.

- Write the chart title on the board.
- Write two columns on the board. For example:
Simple Present *Present Progressive*
- Write the rules for the use of both tenses in students' own words (as given during the Warm-up) on the board, under the appropriate heading.
- Ask a student to read the notes about the simple present (in the first box on the left) aloud. This should expand upon the usage rules generated by students, which you will have already put on the board. Add to the student-generated rules in the *Simple Present* column.
- Ask another student to read the notes about the present progressive (in the first box on the right) aloud and write additions to student-generated rules in the *Present Progressive* column.

- Ask students to read the simple present conjugation of *talk* aloud as you write the Statement, Negative, and Question simple present conjugations of *talk* on the board.
- Then ask students to read the present progressive conjugation of *talk* aloud as you write the complete Statement, Negative, and Question present progressive conjugations of *talk* on the board.
- Involve as many students as you can in presenting the conjugations above.
- Ask students to ask additional questions about daily activities.
- Write any questions students generate on the board. For example:

Do you drink coffee for breakfast every day?

Do you walk to school every day?

Do you send a text message every day?

Do you eat lunch at noon every day?

- Next, have students use the simple present questions they have just generated to create questions in the present progressive. Write these questions on the board. For example:

Do you drink coffee for breakfast every day?

Are you drinking coffee now?

Do you walk to school every day?

Are you walking to school now?

Do you send a text message every day?

Are you sending a text message now?

Do you eat lunch at school every day?

Are you eating lunch at school now?

- Ask students to answer the sets of questions on the board and have students articulate the rules for how these two tenses are used.

□ **EXERCISE 22.** Looking at grammar.

Page 110

Time: 5–10 minutes

- Review the completed example item with students.
- Have students read the items in the exercise on sight, without prior preparation.
- Have students select, on sight, the correct completion and be prepared to explain and justify their completions.

□ **EXERCISE 23.** Looking at grammar.

Page 111

Time: 10 minutes

- Read the direction line with students and review the completed examples in item 1.
- Give students time to complete the exercise as seatwork.
- Circulate around the room and assist students as needed.
- Correct for accuracy and pronunciation and ask students to define and discuss any vocabulary that will provide an opportunity to speak in class. For example: *hometown, cook, vegetarian*.

□ **EXERCISE 24.** Listening. Page 111

Time: 10 minutes

- Make sure the CD player is ready and you have the correct track number.
- Read the direction line and review the completed example in the book with students.
- Tell students to listen to the sentences and then decide whether each sentence describes an action that is happening right now or an action that happens every day.
- Play the track through once and have students select the correct completion for each sentence they hear.
- Correct and review by playing the track again and stopping after each item to allow students to correct and discuss. Alternatively, read the script aloud, taking as much time as needed between each item.

□ **EXERCISE 25.** Let's talk: pairwork.

Page 112

Time: 10–15 minutes

- Put students into pairs.
- Read the direction line to students.
- Explain that students will first ask a question using the present progressive and then ask a question using the simple present. Then model the example with one student.
- Emphasize that when giving a short answer, students need to use the helping verb *is* for a question in the present progressive and *does* for a question in the simple present.

Expansion: Give an index card containing one of the phrases in the box to each student. Ask students to write a question using their phrase. Have volunteers choose someone, ask their question, and then ask a follow-up question:

Do you drink tea in the morning?

No, I don't.

What do you drink?

I drink coffee.

□ **EXERCISE 26.** Looking at grammar.

Page 113

Time: 10 minutes

- Explain the directions carefully. Make sure students understand that each question may be completed with more than one of the words listed in the box.
- Tell students that for each item they will need to make a question with all the words from the box that can be combined with the initial question words.
- Have students review the completed example carefully so they understand the task fully. For example, call on different students to read, separately, each possible question in item 1.
- Give students time to complete this exercise independently as seatwork.
- Review as a class by having different students read different possible questions.
- Have students tell you which of the words in the boxes *cannot* be combined with the initial question words.

□ **EXERCISE 27.** Looking at grammar.

Page 113

Time: 10 minutes

- Explain that students need to choose the correct helping verb for each question.
- Guide students to state the two questions they must answer for each item: *Which tense is being used (to determine whether the helping verb do or be is needed)?* and *Which person and number is needed (to determine the correct form of the helping verb)?*
- Have students complete the exercise on sight by having various students take turns reading the completion aloud.

□ **EXERCISE 28.** Listening. Page 114

Time: 10 minutes

- Make sure the CD player is ready and you have the correct track number.
- Review the completed example with students.
- Read the direction line with students. Make sure they understand that they must complete each blank with all the words they hear on the CD that do not appear on the page.
- Tell students they will need to listen very carefully as they read each sentence, because sometimes the printed sentence includes the subject and sometimes it does not. Sometimes both the subject and verb are missing, and sometimes only the verb is missing.
- Play the track through once as students listen. Then play each exchange again, pausing for students to write the missing words for each sentence they hear.
- Review by reading the script, pausing at each blank to allow students to read their completions aloud. Correct for accuracy and pronunciation.

□ **EXERCISE 29.** Looking at grammar.

Page 114

Time: 10 minutes

- Read the direction line to students.
- Have two students read the completed Student A–Student B dialogue in item 1.
- Give students time to complete the remaining five items on their own.
- Review by having students read their completions aloud in turn.
- Provide immediate and complete correction.

□ **EXERCISE 30.** Reading and grammar.

Page 115

Time: 15–25 minutes

Part I

- Have students read the paragraph silently.
- Have students take turns reading the sentences in the paragraph aloud.
- Review the new vocabulary items listed in the yellow flag as well as familiar vocabulary in the paragraph. Ask students to paraphrase parts of the text in their own words.

Part II

- Give students time to read through and complete the questions.
- Tell students to try to refrain from referring back to the paragraph above unless they really need to.
- Have students take turns providing the helping verbs required, asking the newly completed questions, and answering the questions based on the paragraph.
- Encourage discussion of the parts of the paragraph that contain the answers to the questions students have read aloud.

Part III

- Have students check the important qualities for a server in item 1. Ask students whether they are getting their ideas only from the text or also from their own experiences (either eating in a restaurant or working in one or both).
- Review any words in item 1 that may require clarification (for example, *formal*) by asking students to try to define or explain them.
- Lead discussions about the questions in items 2–4 and encourage as many diverse and complementary points of view as possible.
- Write ideas, responses, and associated vocabulary (especially vocabulary generated by students) on the board and encourage students to take notes. Focus on facilitating a lively and engaging discussion by asking additional unscripted questions that will stimulate conversation.

Optional Vocabulary

rain	conductor
shine	hallway
hometown	online
help	hang
rice and beans	closet
meat	minimum wage
vegetables	server
vegetarian	tips
check phone for messages	formal
text	talkative
ticket	workday
wallet	workweek

□ EXERCISE 31. Warm-up. Page 116

Time: 5 minutes

- Have students take turns reading the sentences in the Warm-up.
- Following the direction line, ask students what they notice about the verbs in red.
- Ask students if they can guess why *see* and *hear* are not in the progressive form.
- Ask students to describe what happens when they *see*, *hear*, *think*, and so on, and lead them to discuss how these verbs do not express visible action.

CHART 4-6. Non-Action Verbs Not Used in the Present Progressive. Page 116

Time: 10–15 minutes

Building on the Warm-up, continue your discussion of other verbs that are considered non-action. These verbs describe conditions or sensory experiences rather than actions. Because many beginners already have some familiarity with these verbs, encourage students to contribute to the discussion of this topic. As noted earlier in the chapter, this text refers to these verbs as non-action verbs, but other grammar books call the same category of verbs *stative*. Because some students may know the term *stative*, it may be useful to mention this term.

- Write the chart title on the board.
- Have two different students read example sentences (a) and (b), in turn. Write these sentences on the board.
- Review the notes on the right with students and discuss the fact that these non-action verbs describe certain types of experiences—such as physical needs, emotions, mental states, and sensory experiences—rather than actions.
- Ask students to list other non-action verbs, without looking further at the chart.
- For each additional non-action verb that students provide, generate a sentence using a present progressive verb. Then ask students to build upon your sentence with a sentence containing a non-action verb. For example:

hate I am changing the TV channel. I hate violence.
like I am now watching a comedy. I like it.

□ EXERCISE 32. Looking at grammar.

Page 116

Time: 10 minutes

- Read the direction line to students.
- Explain to students that they will be using the present progressive or simple present, according to the context.
- Tell students to be prepared to explain each use of a non-action verb.
- Have students complete the items in the exercise as seatwork.
- Review as a class by having students read the completed items aloud.
- Correct target grammar and pronunciation while also checking on nontarget vocabulary.
- Have students explain each use of a non-action verb.

□ EXERCISE 33. Let's talk: interview.

Page 117

Time: 10–15 minutes

- Have students stand up with their books and move around the classroom to conduct their interviews.
- Encourage students to get detailed information from the classmates they interview.

- After most students have completed their interviews, have them return to their seats.
- Ask students to say aloud the complete question they asked for each item in the interview. Write these questions on the board, leaving space below each question to write answers.
- Ask students to share the information they learned by writing complete sentences on the board, below the appropriate question.
- Have the class compare and contrast the information students discovered in their interviews by calling on different students to read their responses for each question.

□ EXERCISE 34. Warm-up. Page 118
Time: 5 minutes

- Give students time to complete the items.
- Ask students if they can explain the difference between *look at* and *watch*.
- Ask students if they can explain the difference between *hear* and *listen to*.
- Write on the board and discuss any ideas students give about the differences between these verbs.

CHART 4-7. *See, Look At, Watch, Hear, and Listen To.* Page 118
Time: 10–15 minutes

The basic differences among these verbs have to do with the level of active attention on the part of the subject. Some beginners may be able to articulate these differences. Making an effort to explain these differences will help students activate their passive language and gain confidence.

- Write the chart title on the board.
- Write the following verbs on the board:

<i>See</i>	<i>Look At</i>	<i>Watch</i>
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- Also on the board, make a list of items that a person normally *sees*, *looks at*, or *watches*. For example:

<i>a movie</i>	<i>Exercise 35</i>
<i>a baseball game</i>	<i>a boat</i>
<i>my watch</i>	<i>snowflakes</i>
- Have students decide which items they normally *see*, *look at*, or *watch*, and write each item below the appropriate verb on the board.
- You will use this information to demonstrate whether each verb is an action or non-action verb.

<u><i>See</i></u>	<u><i>Look At</i></u>	<u><i>Watch</i></u>
<i>a boat</i>	<i>my watch</i>	<i>a movie</i>
<i>snowflakes</i>	<i>Exercise 35</i>	<i>a baseball game</i>
- Using the list above, discuss the differences between the three verbs and explain the notes in the right column of the chart.
- Have students read example sentences (a)–(c) aloud. Write them on the board.

- Explain that *see* is used when you have your eyes open and notice what is in front of you. It describes a sensory experience and not an action you actively take.
- Explain that *look at* means to actively direct the sense of sight in a particular direction.
- Explain that *watch* means to actively direct the sense of sight to something that is in motion rather than still.
- Write *Hear* and *Listen To* on the board along with a list of items that we normally hear or listen to. For example:

music on my MP3 player
a train in the distance
birds
a voice mail message

- Ask students to decide which items a person normally *listens to* and which ones a person *hears*.

<u><i>Hear</i></u>	<u><i>Listen To</i></u>
<i>a train in the distance</i>	<i>music on my MP3 player</i>
<i>birds</i>	<i>a voice mail message</i>
	<i>birds</i>
- Explain that we hear birds, and we also listen to the birds singing.
- Ask one student to read the example sentences in (d) and one to read the example sentences in (e) aloud.
- Write these sentences on the board.
- Review the notes to the right with students.
- Emphasize that *hear* is used for a sensory experience that happens if you are not deaf and have healthy ears. It describes an activity that is passive, that happens whether you want it to or not. Therefore, *hear* is a non-action verb.
- Explain that *listen to* is used when the subject directs the sense of hearing to something specific. The subject is actively engaged in the activity. Therefore, *listen to* is an action verb.

□ EXERCISE 35. Let's talk: class activity.
Page 118
Time: 10 minutes

- Ask students to close their books.
- Remind students that *see* and *hear* are physical senses that happen involuntarily.
- Tell students that you will ask questions. They should answer each question using the verb you use in that question.
- Ask different students items 1–9. Ask the same item more than once to give as many students as possible the chance to participate.
- Write student responses on the board to illustrate both content and the target grammar.

□ EXERCISE 36. Looking at grammar.
Page 119
Time: 15 minutes

- Give students time to read through and complete the sentences as seatwork.
- Walk around the room helping students who need additional support. As this is a lengthy exercise, keep students on track and focused if needed.

- Stop students after they have completed Situation 1 and review it by having students take turns reading their completions aloud.
- Correct immediately and make sure you explain why certain verbs need the simple present and others require the present progressive.
- Have students continue and complete the remainder of the exercise.
- Correct and review Situation 2 as you did Situation 1. Write challenging items on the board for further illustration.

Expansion: Game. Bring in a big picture or a photo that shows a lot of activities going on. It could be a picture of a playground, a zoo, or a beach. Put students into groups of three or four with one student writing down sentences that the group creates about the activities going on. Go around to each group and check the sentences. The group with the most correct sentences wins.

Optional Vocabulary

podcast	gum
weather	bench
taste	accountant
smell	joggers
believe	squirrels
sniff-sniff	ground
teenagers	nut
elderly	ducks
corner	park
chew	picnic

EXERCISE 37. Warm-up. Page 120 Time: 5 minutes

Warm-up exercises like this one get students talking because they are interested in the topic. It is critical to students' whole language acquisition as well as their mastery of accurate grammar that they gain the ability to speak comfortably about a wide range of topics. Therefore, get students speaking as often as possible by using topics of personal interest that they are likely to have something to say about. Students' need to speak kindles their interest in learning the grammatical structures they need to express themselves. If you can present grammar when students have just "exercised" their speaking, they are more primed to attend with enthusiasm.

- Ask different students to read items 1–3 aloud.
- Discuss the items and put student-generated vocabulary on the board.
- Ask students to explain the difference between item 1 and item 2 in terms of the tense used in each sentence.
- If possible, encourage students to say why they think it is difficult to be a parent and help them expand their vocabulary in doing so.

- Write any words that may come up on the board while facilitating a dynamic minidiscussion. For example:

<i>parenting</i>	<i>joy</i>
<i>responsibility</i>	<i>expense</i>
<i>love</i>	<i>education</i>
<i>fear</i>	<i>freedom</i>

CHART 4-8. Think About and Think That.

Page 121

Time: 10–15 minutes

The target grammar, *think about* and *think that*, allows students to express their opinions and feelings. For the first time, they can talk about something other than what is actually happening right here and now. This is an important leap for beginners. The grammatical structure that follows *think that* is a noun clause. Although students have not yet encountered sentences with more than one clause, teaching them to express their thoughts is extremely valuable to their growth as English language learners and users. The book presents this more sophisticated grammar formulaically, as a simple pattern students can follow. The instructor should anticipate questions and concerns accordingly. However, the focus should be on the ability students gain to speak more meaningfully at an earlier stage of their language acquisition rather than on the somewhat-advanced nature of the pattern itself. Although students are not yet ready to manipulate the elements involved, they can readily express themselves by using the *think that* + *statement* formula.

- Write the chart title on the board.
- Ask students a variety of *think about* and *think that* questions and write these on the board. For example:
 - Do you often think about your family?*
 - Do you often think about your future?*
 - Do you think that English is an important language?*
 - Do you think that English is an easy language?*
 - Do you think that education is more important than experience?*
 - Do you think that the world has too many people?*
 - Do you think that laughter is the best medicine?*
- Elicit answers and show students, step-by-step, how to put their answers in the correct form. For example:
 - Ricardo: I think my future every moment.*
 - You: Okay, Ricardo. You are missing the preposition about but let's get your sentence on the board.*
 - Ricardo thinks about his future every moment.*
 - Xian: Yes, English is an important language.*
 - You: Okay, Xian, you think that English is important. Let's write that on the board:*
 - Xian thinks that English is an important language.*
- Using this interactive approach, try to get as many student thoughts into correct sentences on the board as possible.

- As you correct and write students' ideas on the board, be very explicit about what you are correcting and make sure that students recognize each correction you are making by asking them leading questions.
- Now turn to the chart and ask students to take turns reading example sentences (a) and (b) aloud.
- Write these sentences on the board and review the notes in the right column of the chart.
- Ask other students to take turns reading example sentences (c)–(e) aloud.
- Stress that *think that* + statement expresses an opinion and that as we all like talking about our opinions, this is very important grammar to learn.
- Read the notes in the right column of the chart and emphasize that the present progressive is used with *think about* and not with *think that*.
- Ask other students to read example sentences (f) and (g).
- Explain that when giving an opinion, *that* is often omitted. Demonstrate this by reading sentences (f) and (g) again, omitting *that*.
- Finally, read the note in the right column of the chart aloud.

EXERCISE 38. Grammar and speaking.
Page 121
Time: 10 minutes

- Have students create sentences with the adjectives given, without prior preparation.
- Review the completed example item with them.
- Ask a strong student to complete item 2 and write on the board as he or she is speaking, using the proper sentence format.
- Review and correct the sentence so that what is on the board is completely accurate.
- Invite other students to make sentences using the other adjectives provided. Discuss these opinions.
- Repeat the process above with the final two items so that items 2–4 are written correctly on the board.
- If students don't seem confident about the grammar, ask them to find the subject and verb and also the opinion in each sentence, and mark these on the board.
- Try to get students to discuss item 2 and item 4 actively. Encourage their disagreement while you correct their grammar and pronunciation.

EXERCISE 39. Writing and speaking.
Page 121
Time: 10–15 minutes

- Give students time to complete the sentences by using their own words.
- Encourage them to express real opinions, albeit ones they are willing to discuss with the class.
- Once students have completed all the sentences, have them read their completions aloud.
- Write the completions that contain grammatical errors on the board. Correct these as a class as visually and clearly as possible.

- Discuss the opinions expressed in the completed sentences. Encourage students to express related opinions using the target grammar.

EXERCISE 40. Let's talk: game. Page 122
Time: 10 minutes

- Explain to students that this game resembles 20 Questions, a well-known guessing game.
- Put students into small groups and make sure they understand the way the game works. One student first names the general category of the animal or food item he or she is thinking about, and then others in the group ask and get answers to yes / no questions until they guess what the student is thinking about.
- Move around the room and assist students to participate as actively as possible.
- Be ready to supply vocabulary as needed.

EXERCISE 41. Reading. Page 122
Time: 10–15 minutes

- Give students time to read through the passage once.
- Instruct them to circle *T* or *F* for true or false and to be ready to justify their answers by referring to the paragraph.
- Have students take turns reading aloud. Ask questions about nontarget words.

EXERCISE 42. Looking at grammar.
Page 123
Time: 10 minutes

- Conduct as a whole-class exercise whereby students respond to each item on sight.
- Read the direction line aloud and review the completed example with the class.
- Have students take turns reading and completing items on sight.
- If a student doesn't get an item correct, invite others to respond and explain why his or her answer is correct.

EXERCISE 43. Check your knowledge.
Page 123
Time: 10 minutes

- Review the corrected example item with students and explain that they will have to identify the errors and write the corrections.
- Give students time to complete this exercise as seatwork.
- Correct as a class, and have students explain why they made each correction.
- Put particularly challenging items on the board for the entire class to work on.

□ **EXERCISE 44.** Reading and writing.

Page 124

Time: 10–15 minutes

Part I

- Give students time to read through the paragraph independently.
- Have students take turns reading the sentences in the paragraph aloud.

Part II

- Explain that students' task is to imagine themselves awake and unable to sleep.
- Explain that students should write what they are thinking about. Encourage students to use a combination of both simple present and present progressive verbs in their paragraphs.

- Assign the paragraph for homework or have students do it in class and exchange with a partner to complete Part III.

Part III

- Tell students to exchange paragraphs.
- Have six students take turns reading aloud the six items listed. Remind them that these items are required in their paragraphs.
- Write the items on the board.
- Have students check each item in the list to indicate that it is included in their paragraph.
- Return to the original paragraph, "A Sleepless Night," and have students point out the location of each required item.