



Chapter 1

Present Time

CHAPTER SUMMARY

OBJECTIVE: This chapter includes some of the most fundamental and useful structures in everyday English. Students learn to ask and answer questions that are useful in getting and giving information, describing current circumstances, and keeping a conversation moving along. In learning to do so, students distinguish between situations requiring use of either simple present or present progressive and also learn when either form is acceptable.

APPROACH: The book, in general, emphasizes everyday English, a style and register acceptable and even preferred in most situations. The first exercise models a simple dialogue for an interview to help classmates get better acquainted. The charts and exercises then focus on the structure and uses of basic present tenses. The text emphasizes the accurate use of frequency adverbs to help students understand present tense as used for usual activities and/or general statement of facts. Finally, the chapter introduces short answers to yes/no questions and gives students ample opportunities to practice using them.

TERMINOLOGY: The text does not differentiate between “tenses” and “aspects.” The assumed understanding of the term “tense” is a verb form that expresses time relationships; most students are comfortable with the term, and the idea of tense as related to time has meaning in many other languages. The text seeks to present and explain structures with a minimum of technical terminology and a maximum of practical usage. The hope is that students will leave their formal study of English one day with good control of its structures; terminology can and probably will soon be forgotten.

The present progressive is also called the present continuous in some texts and students are likely to have met both tenses at some stage. The text refers to stative verbs as “non-action” and to the auxiliary verb forms required to form reduced answers to yes/no questions simply as “short answers.”

□ EXERCISE 1. Listening and reading.

Page 1

Time: 10–15 minutes

Part I

- Tell the class that they are going to hear a conversation between two people meeting one another for the first time.
- Ask students what kinds of questions they may hear and write their responses on the board. For example:

Where are you from?

How old are you?

What do you like to do?

- If appropriate, you can discuss what kinds of introductory questions are typical to ask when you first meet someone, as these may vary from country to country or depending on gender.
- Have a student read the directions to Part I aloud. Write and define the term *resident assistant* on the board.
- Have students close their books. Play the audio through once without stopping.
- Tell students to open their books and follow along as you play the audio again.

Part II

- Give students time to read through conversation on their own and answer any questions they may have.
- Now ask students to turn to Part II on Page 2. Explain that Part II is Sam’s introduction of Lisa to the class.
- Ask students to complete Sam’s introduction, using information from Part I.
- Review this introduction on the board, calling on students to help you fill in the answers.

Part III

- Now ask students to imagine Lisa’s introduction of Sam and to tell you what Lisa would say about Sam. Let students know they can turn back to look at the conversation between Sam and Lisa on page 1.
- Write the imagined introduction of Sam on the board. For example:

Sam is from Quebec.

He is studying Italian.

His last name is S-A-N-C-H-E-Z.

Optional Vocabulary

jet lag	hike
hobby	surf the Internet
free time	time is up

□ EXERCISE 2. Let’s talk: interview. Page 2

Time: 20–25 minutes

- First, explain to students that they will interview and introduce one another in the same way they heard in Exercise 1. Explain that they will first get information from their classmates and then use that information to introduce their partners to the class.
- If students are not too shy or reluctant to do so, have them pick their own partner. If this process takes too long or students seem hesitant, pick a partner for them. It is always fine to have one or two groups of three if needed.

- Instruct students to write their partner's name on their paper and to write their partner's answers in note form.
- Circulate while students are interviewing one another. Answer any questions and make sure that they can understand each other.
- Conclude the exercise by having students introduce their partner to the class. If helpful, use yourself or a student as a model.

Expansion: Take notes as students introduce each other. Then review information at the end of the class. Once students have shared their partner's information, ask one "repeat" question for each student and allow anyone but the interviewee or his/her partner to answer. While completing this quick review, you can write one short sentence for each student. You can also easily turn this review into a quick competition that you score on the board.

If students do know each other well, you could give them new "identities" such as those of famous people, and students could use commonly known information to describe "themselves" to their partners. For example:

Teacher: So, who is this person?

Class: David Beckham.

Teacher: Right, and what is David Beckham's favorite sport?

Class: Soccer.

□ EXERCISE 4. Warm-up. Page 3

Time: 10 minutes

This Warm-up is intended to show the difference between the two present tenses. The book assumes that students have some familiarity with both.

- Have students read through each question and circle *yes* or *no*.
- Ask individual students to read each sentence aloud by first introducing the sentence with *Yes* or *No* and making any necessary changes in structure (negatives, contractions, etc.).
- Ask related questions in order to emphasize the difference between *usual activities* and *actions in progress*. For example:

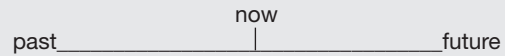
Student: 1. Yes, Min uses a computer every day.
Teacher: What else does Min do every day?
Student: She does homework every day.
Student: 2. No, Paco is not sitting in front of a computer right now.
Teacher: Okay. What is Paco doing right now?
Student: He is studying English right now.
- Give students time to work with a partner, and then report their information to the class.

CHART 1-1. Simple Present and Present Progressive. Page 3

Time: 10–15 minutes

It is assumed that students are already familiar with these two present tenses, their negative and question forms, and contractions with *our*, *are*, *is*, and *not*. It is not assumed that students have full control of these forms and their uses, however.

The time line diagrams in the chart are used to illustrate verb tenses throughout the text, with the vertical crossbar representing "now" or "the moment of speaking." Students will see this basic time line again and again throughout the text, and teachers should become adept at replicating it on the board.



- Write the chart heading (*Simple Present and Present Progressive*) on the board.
- Underneath the main heading write *Simple Present* on the left-hand side of the board and draw the time line from the book.
- Read and write the simple present sentences (a)–(e) beneath the time line or create sentences of your own. For example:

Class begins at 9 A.M. each morning.
Megan and Lily play board games every weekend.
The temperature rises each July.
The sun doesn't shine at 9 P.M.
Does the weather get cold in January?
- Ask students what the verb in each sentence is. Underline it. Do the same for the time words.
- Explain (and write) that simple present is used for situations that are true all the time, for habits, or usual activities. For example:

Simple Present—Usual activities
Habits
Situations that are always true
- Write how to form the simple present on the board.

Form:
Statement: Subject + base form of verb
(Remember final -s for third person singular.)
Negative: Subject + doesn't + base form
Question: Does + subject + base form
- Now write *Present Progressive* on the right-hand side of the board and draw the time line from the book.
- Explain that present progressive is used to express that an action is happening right now, at this very moment. Repeat that this is different than an action that is true in general or is a usual action or habit. For example:

Present Progressive—Actions that are happening right now
At this moment

- Ask students what they are doing right now and write their responses on the board. For example:

Teacher: *What are you doing right now?*

Student: *I am listening to you.*

Teacher: *Yukiko is listening to her teacher right now.*

- Go through the example sentences in the chart (f) – (j) with students and write the sentences on the board, underlining the verb form and the time cues.
- Explain (and write) that present progressive is used for actions that are happening right now, at this very moment.
- Write how to form present progressive on the board.

Form:

Statement: *Subject + verb to be in present + -ing form of verb*

Negative: *Subject + verb to be in negative + -ing form of verb*

Question: *Verb to be + subject + -ing form of verb*

CHART 1-2. Forms of the Simple Present and the Present Progressive. Page 4

Time: 10–15 minutes

This chart should be used to emphasize and practice the forms presented in Chart 1-1. The chart provides a chance for both you and students to reiterate the uses and formation of both tenses. Students will benefit from reading sentences from the chart aloud and having you ask pointed questions and provide reminders. Thus, even though it can be time-consuming, replicating the chart with students' input can prove very useful. It can give students confidence in accessing the newly learned grammar, and it can also pinpoint areas where students will need additional practice.

- Ask students to give you examples of their daily habits (in simple present) and be prepared to contrast these with actions that are happening right now (in present progressive).
- On the board, write the sentences generated as well as your questions to show contrast with present progressive. For example:

Pilar brushes her teeth every day.

Is she brushing her teeth right now?

Bertrand talks on the phone with his girlfriend every evening.

Is he talking on the phone with his girlfriend right now?

- Look at the *Simple Present* chart on the left-hand side of Chart 1-2 and ask students to give you an alternative to the verb **to work**.
- Tell students that because they are practicing with simple present, they should provide you with a verb that is an everyday action.
- Using the verb selected, have students conjugate the verb in the same way the simple present of *work* is shown in the chart.
- Write the conjugation on the board under the heading *Simple Present* and have students give you all the

subjects and verb forms required to complete the conjugation. For example:

Simple Present: Study

Statement	Negative	Question
<i>I study.</i>	<i>I don't study.</i>	<i>Do I study?</i>
<i>You study.</i>	<i>You don't study.</i>	<i>Do you study?</i>
<i>He / She / It studies.</i>	<i>He / She / It doesn't study.</i>	<i>Does he / she / it study?</i>
<i>We study.</i>	<i>We don't study.</i>	<i>Do we study?</i>
<i>You study.</i>	<i>You don't study.</i>	<i>Do you study?</i>
<i>They study.</i>	<i>They don't study.</i>	<i>Do they study?</i>

- Using the same verb, conjugate the verb in present progressive by having students provide you with the correct subjects and verb forms.
- Write these forms on the board below the heading *Present Progressive*. For example:

Present Progressive: Study

Statement	Negative	Question
<i>I am studying.</i>	<i>I am not studying.</i>	<i>Am I studying?</i>
<i>You are studying.</i>	<i>You are not studying.</i>	<i>Are you studying?</i>
<i>He / She / It is studying.</i>	<i>He / She / It is not studying.</i>	<i>Is he / she / it studying?</i>
<i>We are studying.</i>	<i>We are not studying.</i>	<i>Are we studying?</i>
<i>You are studying.</i>	<i>You are not studying.</i>	<i>Are you studying?</i>
<i>They are studying.</i>	<i>They are not studying.</i>	<i>Are they studying?</i>

- Discuss and review how to form contractions with students.
- Then have students provide you with the correct contracted forms for:
pronoun + be, do + not, and be + not.
- Write these contraction forms on the board.

□ EXERCISE 5. Listening and grammar. Page 4

Time: 5–10 minutes

- Ask students to study the picture while you play the audio through once without stopping.
- Then have students look at the reading and follow along as you play the audio again.
- Line by line, have the class look at each verb in italics and ask students why each tense is used. They should answer either because the action is happening right now or because it is a usual activity.

Optional Vocabulary

lunch break	spicy
fire station	skips
co-worker	

□ EXERCISE 8. Let's talk. Page 6

Time: 10–15 minutes

- Explain the directions to students and make sure they understand why you are asking them to "perform."

- Model the example with one student.
- Next, go through the entire exercise calling on different students to do/perform each request.
- Ask what each student is doing and encourage the rest of the class to call out descriptive answers in present progressive, as in the example.
- Write the sentences generated on the board and correct pronunciation, grammar, vocabulary, and usage as needed.

Optional Vocabulary

whistle
erase
scratch

Expansion 1: Bring in a set of blank index cards. After you have completed Exercise 8, ask students to write new actions to be performed on their cards. Tell students to write just the verb. Tell students not to copy any of the verbs used in Exercise 8. Collect the cards, shuffle them, and redistribute them so that no student gets his/her original card. Have the first student come to the front of the room, give you his/her card, and perform the verb or verb phrase listed on it. Other students then have to guess what the student is doing, using present progressive appropriately.

Suggested actions (if students can't come up with enough on their own):

hum a popular song
skip around the room
hop on one foot
walk backwards
wave at an imaginary friend
rub palms together
wink at a classmate
clear your throat
leave the classroom
stomp your feet
kneel on the floor

Expansion 2: Encourage students to bring this expansion activity into their everyday life by silently narrating what they and others are doing, using present progressive. For example, if a student is entering his/her apartment, the student can say, *I'm turning the doorknob. I'm opening the door. I'm walking into the apartment. I'm closing the door.* Tell students that they can gain a lot of valuable practice by speaking to themselves in English as they go through their day. You can ask them if they ever talk to themselves in their own language and assure them that most people do. By choosing to talk to themselves in English, they will gain valuable practice.

Expansion 3: Ask a student to pretend to be a television news reporter covering a live event: a dynamic ESL or EFL class at (*name of your school*). Because the television audience doesn't know much about this kind of class, the reporter needs to describe the action as it is happening. After one student has had the chance to describe the class minute-by-minute, give another student a chance to do so. In order to make sure students understand this task, it is best to demonstrate it before asking them to play the role of reporter.

Expansion 4: Show a DVD or video of a scene in a movie but mute the sound. As the action unfolds, have students describe it in writing using the present progressive tense. They can also be asked to discuss what is going on in the movie in terms of plot as well as moment-by-moment physical action.

□ **EXERCISE 10.** Game: trivia. Page 7
Time: 5–10 minutes

Optional Vocabulary

Eiffel Tower spoil
honey common

Expansion: Ask students to come up with one true/false question based on a fact or statistic about their country, city, or language background. They can write their questions on a piece of paper or index card, and then either you or each student can read it aloud.

□ **EXERCISE 11.** Let's talk. Page 7
Time: 10–15 minutes

- Model the activity with one student. Make sure students understand that each partner needs to keep his/her partner's version of the pictures covered.
- Remind students that they are looking at a still illustration of a moment caught in time (right now). Because of this, they need present progressive to accurately describe their picture to their partner.
- You may want to have students sit back-to-back in pairs while you circulate, assisting students with vocabulary and tense use.
- Take mental or actual notes on mistakes that you hear in use or pronunciation for later correction on the board.
- Review by having both partners look at both sets of pictures and have the class come up with comparison statements using both pictures and the appropriate tense.
- Write the comparison statements on the board if time. For example:

In Partner A's picture the baby is crying, but in Partner B's picture the baby is smiling and playing.

Optional Vocabulary

Though students will be creating their own descriptions, you may want to introduce the following terms:

approaching curling
landing gear handing
crib/playpen purchasing
blocks recliner/reclining
doorstep footstool
overhead relaxing

EXERCISE 12. Let's read and write.

Page 9

Time: 15–20 minutes

This reading gives students a chance to experience the use of simple present to describe general facts. By asking students to research and report on another part of the body, students will gain practice in this particular use of simple present.

Part I

- Give students ample time to read the paragraph and complete the questions that follow.
- Have students take turns reading the paragraph aloud. Pay special attention to how students pronounce the final -s of verbs and provide encouraging but immediate correction.
- Correct the follow-up questions as a class.

Part II

- Assign Part II for homework and encourage students to use every resource at their disposal, including the Internet.
- Collect and discuss these brief reports when students hand them in.
- Correct verb forms, if necessary.

Optional Vocabulary

scalp organize
strands topic
rests

Expansion: After the class has learned other interesting facts about other parts of the body (by sharing these reports), make a brief true/false quiz based on the facts presented by each student. Include at least one fact per student report or body part and be sure to use the actual verbs students used, in simple present.

CHART 1-3. Frequency Adverbs. Page 10

Time: 10–15 minutes

The charts are more meaningful to students when you present and even replicate them on the board. In order to activate students' knowledge and engage them in this presentation, ask them for as much information as they can give. You will end up with a close copy of the chart as it is presented in the book, but because you will have explained each step and called on students to contribute to and expand upon your explanation, they will learn more from your active explanation of the material than from simply reading it on their own.

It may work best to present the frequency of some activity and ask students which adverbs work best. For example:

I drink coffee every morning of the week. = always

I drink coffee six mornings a week. = usually

I drink coffee four mornings a week. = often

I drink coffee two or three mornings a week.
= sometimes

I drink coffee once every two or three weeks. = seldom

I drink coffee once or twice a year. = rarely

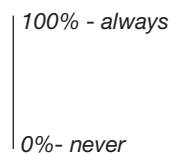
Other points to consider and discuss, depending on the needs of your class:

1) *Usually* and *often* are close in meaning. If any students want to pursue a distinction, you might say that *usually* = 95% of the time and *often* = 90% of the time. Or, you might say that *usually* means "most of the time, regularly" while *often* means "many times, repeated times, frequently." At this level these subtle differences are not very important, and unless a student brings this up, you may not want to raise such nuances.

2) *Often* can be pronounced *often* or *of-ten*.

3) In discussing the difference between *seldom* and *rarely*, you might describe *seldom* as 5% of the time and *rarely* as only 1% of the time.

- Write the heading *Frequency Adverbs* on the board.
- Elicit from students which frequency adverb can best be described as 100% of the time and which one can best be described as 0% of the time.
- Students should be able to answer *always* and *never* in response.
- Draw a vertical line and at the top write 100% - *always*.
- At the bottom of the vertical line, write 0% - *never*. For example:



- With students, discuss the meanings of the other frequency adverbs included in Chart 1-3, and assign each one a percentage and place on the chart.
- One way to engage students is to ask each student to tell you something he/she does *always*, *almost always*, *usually*, *often*, *frequently*, *generally*, *sometimes*, *occasionally*, *seldom*, *rarely*, *hardly ever*, *almost never*, *not ever*, and *never*.
- As students describe the frequency of their habits, write the frequency adverb and percentage in the appropriate place on the vertical line.
- Make sure students tell you the frequency of their habits using simple present.
- Explain the placement of frequency adverbs and go over question forms and negatives with students.
- Have students take turns reading points (a)–(h) aloud. Discuss each one with them. You can also generate a new example for each point with the students in your class and write this on the board.

□ EXERCISE 14. Grammar and speaking.

Page 10

Time: 10–15 minutes

Part I

Expansion: Ask students to write a sentence describing an activity that they think they may do much more or less often than other people do.

For example:

I seldom check my email.

Part II

Expansion: After students have shared their information with one another, ask the class who does a certain activity most frequently and who does a certain activity least frequently. Encourage students to simply shout out their answers, which will be the names of their classmates, and then ask students to give you complete sentences to write on the board.

For example:

Teacher: *Who never cooks their own dinner?*

Student(s): *Mario.*

Teacher (while preparing to write on board): *Okay, give me a complete sentence about Mario.*

Student(s): *Mario never cooks his own dinner.*

□ EXERCISE 15. Let's talk. Page 11

Time: 10–20 minutes

- Have students answer the questions independently.
- Ask students to walk around and compare their answers with other students while you circulate and facilitate meaningful discussion.
- As a class, review the questions one by one, discussing the meaning of each frequency adverb as well as individual students' responses.

Expansion: If you have a class of many nationalities, your students may well have a wide range of responses to questions 2 and 3, about what a polite person does or does not do. If students seem comfortable, spend extra time on 2 and 3, asking students to compare their cultures in terms of politeness. The topic of politeness should give students many opportunities to form simple present sentences while describing polite norms.

□ EXERCISE 18. Let's talk: pairwork.

Page 12

Time: 10–20 minutes

The “Let's Talk: pairwork” exercises included in this series are a great way for you to facilitate free production of the structures students are acquiring. However, in order to ensure their success, you, the facilitator, need to participate actively. Help students make the most of what could be a stilted question-answer exchange by circulating and participating in as many conversations as you can. Asking leading questions or those that require the student to elaborate. You can also provide vocabulary that students may be reaching for. Whenever natural and possible, encourage student interactions to go beyond

what has been scripted in the book so that each “Let's Talk” exercise becomes an opportunity not only for practicing English, but also for getting to know one's classmates better. This is also an ideal opportunity for you to make a list of common errors that you overhear, which you can explicitly bring to everyone's attention when you summarize the content of the exercise.

- If students can find partners quickly, have them do so. Otherwise, assign partners by having students count off a-b or 1-2. Be prepared to have a group of three.
- Model the example with one student so that students completely understand the task at hand before beginning.
- Circulate and help students as needed.
- When students have had time to take turns at both roles, regroup and go over mistakes you have heard with the class. Write the mistakes on the board and encourage students to correct them.
- Choose a couple of the questions to discuss as a class by way of summary and follow-up. Questions 5, 7, and 9 are most likely to spur general discussion.

CHART 1-4. Singular/Plural. Page 13

Time: 10–15 minutes

You might mention to students that final -s causes ESL/EFL students a lot of trouble. Students most often omit it erroneously, but sometimes they add a final -s when it is not needed. Students need to pay special attention to their usage of final -s from beginning to advanced levels of study because it often becomes a fossilized error early on.

It is important for students to understand that when added to a noun, final -s indicates plural number. Added to a verb, it indicates singular. (You may want to review the terms *noun* and *verb* with students.) Draw students' attention to this contrasting use of final -s, with verbs and nouns respectively, and correct their usage frequently and encouragingly.

- Write the heading *Singular / Plural* on the board.
- Using either the noun presented in the chart or a countable noun of a student's choosing, write the following:
Singular: one bird (fish, skier, student, etc.)
- Ask students to give you the plural form of whatever noun was chosen. Replicate point (b) on the board. For example:
Plural: two, three, four, four thousand birds, books, skiers, students
- Ask students to give you a simple present sentence for a third person singular noun as in (c). Write the sentence on the board.
- Ask students to come up with a simple present sentence for a third person plural subject noun as in (d). Write this sentence beneath (c).
- Discuss the rest of the chart and highlight the many forms a third person singular subject noun can take, as in (e).

□ **EXERCISE 21.** Listening. Page 14
Time: 5–10 minutes

Optional Vocabulary

natural disaster	damage
create	financial
flood	

□ **EXERCISE 22.** Warm-up. Page 14
Time: 5 minutes

The endings of third person verbs will be review for most students. Enlist students in discussing this, and encourage them to show you and their classmates what they already know.

- Give students time to complete the exercise individually.
- While students are working, write the three headings on the board.
- Assign each word to a different student, and have students write their answers on the board in the correct column.
- As a class, try to figure what the spelling rules are.

CHART 1-5. Spelling of Final *-s/-es*. Page 14
Time: 15 minutes

You may want to review what vowels and consonants are before starting this chart.

A common error is adding *-es* when only *-s* is needed (INCORRECT: *visites; growes*). Emphasize when *-es* is not added.

You may want to explain that adding *-s* to *pay* does not change the pronunciation of the vowel sound. However, adding *-s* to *say* does; i.e., *says* rhymes with *sez* but not with *pays*. You can also take this opportunity to explain that the pronunciations of *goes* and *does* are different and that many common short words in English have similarly odd pronunciation (*their, says, was, has*).

In conjunction with discussing spelling, you may want to present the pronunciation of final *-s* and *-es*, which is also presented later in this text. A summary of the pronunciation of final *-s/-es* follows:

It is pronounced /s/ after voiceless sounds: *meets*.

It is pronounced /z/ after voiced sounds: *needs*.

It is pronounced /əz/ after *-sh, -ch, -s, -x, -z* and *-ge/-dge* sounds: *wishes, watches, passes, mixes, sizes, judges*.

- Write the heading of the chart on the board.
- Write student-generated examples of (a)–(f) on the board. If students are not able to give you ready examples, you can simply rewrite the verbs you find in the chart and add more of your own. Ask students to supply the endings.

- Suggestions of additional verbs to use: (a) *begin-begins* (b) *come-comes* (c) *watch-watches; push-pushes; guess-guesses; mix-mixes; fizz-fizzes* (d) *worry-worries* (e) *play-plays*.
- Using the rules that students wrote in the Warm-up, write rules for adding *-s* and *-es* on the right-hand side of the board, to correspond with the verbs on the left.
- Tell students that they will meet other irregular verbs such as those presented in (f) and let them know that they will need to learn these irregular verbs by rote as there is no way of predicting their endings.

□ **EXERCISE 23.** Looking at grammar.
Page 15
Time: 10 minutes

Make sure students understand the roles of subjects and verbs. If necessary refer to the related chart in Chapter 6 of this text first.

- Give students time to complete this exercise on their own.
- Encourage students to refer back to Chart 1-5 when spelling the verb endings.
- Review as a group either by writing the sentences on the board or calling on students to read their answers aloud.

Optional Vocabulary

float	freeze
flow	boil
term	block
game shows	

□ **EXERCISE 24.** Grammar and listening.
Page 15
Time: 5–10 minutes

Expansion 1: Have students use each third-person singular verb in a sentence as they give the correct form and pronunciation.

Expansion 2: Give a spelling test. Give the simple form of the verb and ask students to give the third-person singular *-s/-es* form and write it on their quiz. Students can then grade each other's papers or correct each other's boardwork. Possible verbs to use (some of which students will be unfamiliar with but should still be able to spell the final *-s/-es* form of): *stay, supply, hiss, flash, taste, disappear, break, match, cry, enter, explain, finish, exist, marry, occur, rely, relay*.

Expansion 3: Prepare index cards with the names of animals, professions or world-famous people on them, one for each student. The object of this expansion is to have students describe the name on their index card by using only third person verb sentences. Students take a few minutes to prepare such sentences to describe the word on their card and then circulate around the room, explaining the sentences to other students until the name is correctly guessed. At this level, it is very important to describe how to carry

out the expansion activity, model it, and reiterate why students are doing it (to gain practice using third person -s/-es).

Example: Students have cards with names of animals on them.

One student's card says monkey.

He/She prepares the following sentences and says them to classmates until someone guesses "monkey."

This animal swings from trees in the jungle.

This animal acts like a human being.

This animal eats bananas.

This animal holds things the way people do.

□ EXERCISE 26. Game. Page 16

Time: 10–20 minutes

The principle purpose of this exercise is to get students up, moving, and talking to each other while they are focusing on the correct use of the target structures.

The vocabulary in this practice may prove difficult for many of the students, and you can reassure students that vocabulary development is one of the goals of the exercise. You can ask for and answer questions about the meaning of words before students begin. You can also encourage students to work on the meanings of words together. In any case, a list of optional vocabulary is included.

- Explain to the students that they will each copy down half of a sentence and find the student with the other half (the correct match).
- Tell students that they should say the words on their slip of paper to others in the class rather than allow others to read them.
- Remind students that the two halves must make complete sense as one sentence.
- Tell the students to decide with their newly found "partner" who will write the completed sentence on the board.
- Review the sentences on the board as a class by asking students to identify the subject and verb in each sentence.
- Then ask a volunteer to read the sentence aloud.

Optional Vocabulary

air pollution	improves
stretch	hurricane
support	produce
variety	trunk
marine life	supply
destruction	

CHART 1-6. Non-Action Verbs. Page 17

Time: 15 minutes

The key point to emphasize with students is the difference between "states of being" (or condition) and actual, observable "activities." No verb is inherently non-progressive. The intention of this chart and its terminology is to inform students that certain common verbs are usually not used in the progressive form.

The list of non-action (i.e., stative or non-progressive) verbs is by no means complete. It presents only a few common verbs.

Remind students about negative verb forms:

Progressive: *I'm studying English now.*
*I'm **not** studying French.*

Non-progressive: *I like tea.*
*I **don't** like coffee.*

- Write the chart heading *Non-Action Verbs* on one side of the board and write *Action Verbs* on the other so that you have two columns.
- Explain that in order to understand when to use progressive or non-progressive, students need to be able to picture the verbs in their minds.
- Explain that if they can picture or "see" the verb happening (using their imagination), it can be considered an activity. If they can't clearly see a physical expression of the verb, it could be non-progressive.
- Pick a non-progressive verb such as *know* and contrast it with an action verb such as *hit* and write both verbs on the board.
- Ask a student to demonstrate the meaning of *hit*. The student will likely pretend to hit someone or thing.
- Now ask the same student to demonstrate *know*. As there is no easy way to "show" this verb (as it has no action per se), the difference should be obvious.
- Have students give you a sample sentence for each verb and write these on the board, under each column heading. For example:

<i>Progressive</i>	<i>Non-progressive</i>
<i>Marc is <u>hitting</u> his brother.</i>	<i>John <u>knows</u> Sam.</i>
- Review the chart point-by-point, (a)–(c), and write additional sentence examples on the board, showing the correct form clearly.
- Review the list of verbs included in the chart.
- Draw special attention to the comparison points (d)–(g) and have students help you generate more examples for the board.

□ EXERCISE 28. Looking at grammar.

Page 17

Time: 5–10 minutes

This exercise emphasizes non-action (i.e., non-progressive, stative) verbs, which describe a state that exists now (rather than an activity that is happening now).

- Have students spend a few minutes completing the exercise individually.
- Look at the example sentence. Ask students what information can help them.
- Prompt students to consider whether the verb in the first sentence, *like*, describes a state of being or an observable activity in progress.
- Write the example on the board in such a way that the non-action nature of the verb in sentence (A) is noted. For example:

1. A: What do you like better: coffee or tea? *like* = condition or state; not action

B: I prefer tea. *prefer* = condition or state; not action

- Review each sentence, asking students to take the time to justify their answers as above.
- Write examples on the board to clarify and emphasize the meaning of the verbs used.

Optional Vocabulary

prefer report
set the table several

□ EXERCISE 31. Warm-up. Page 19

Time: 5 minutes

- Call on students to complete the Warm-up by sight reading each question and choosing the correct short answer.
- Write the term *Short Answer* on the board and ask students what is true of each short answer.
- Ask questions that lead students to arrive at the elements of a short answer: **yes / no + verb to be** in either affirmative or negative.

Optional Vocabulary

vegetarian

CHART 1-7. Present Verbs: Short Answers to Yes / No Questions. Page 20

Time: 15 minutes

Students will need to understand that auxiliary verbs can take the place of complete verb phrases in these sentences. They have probably heard this use of auxiliary verbs many times but may not know the grammar practices controlling it.

- On the board, write *Short Answers*.
- Under the *Short Answers* heading, write *Do / Does* on the left-hand side of the board and *Be* on the right.
- Now, with the involvement of students, write a simple present question featuring a regular verb under *Do / Does*.
- Then do the same with *Be*.
- Next, just as presented in the text, write first the short answer(s) for *yes* and *no*, and then long answers for each verb. For example:

Short Answers

Do / Does

Question: Does Bob play tennis?

Short Answers: Yes, he does.

No, he doesn't.

Long Answers: Yes, he plays tennis.

No, he doesn't play tennis.

Be

Question: Is Jill angry?

Short Answers: Yes, she is.

No, she isn't.

Long Answers: Yes, she is angry.

No, she isn't angry.

- Replicate the above on the board with student-generated verbs.
- Draw students' attention to the note on contractions below the chart.
- Explain that in many cases, using only a short answer can seem somewhat abrupt in a conversation. What is more typical is for a short answer to then be followed by more detailed information.

□ EXERCISE 32. Looking at grammar. Page 20

Time: 10 minutes

You may want to have students work in pairs, with one student taking the part of A and one of B.

Encourage students to try to not only read the answer (as a cloze) in the book, but also, if possible, to listen to the question and respond based on the initial *Yes* or *No*.

Optional Vocabulary

mood
grumpy
table tennis

□ EXERCISE 33. Listening. Page 21

Time: 10–15 minutes

- Explain that the way we write **do/does** + *subject pronouns* often differs from the way we say these combinations.
- Explain that the way we usually say such combinations in real, everyday speech is called "reduced pronunciation."
- Write this term on the board.

Part I

- Read the examples for the students so that they can hear and identify the corresponding sentences.
- Answer any questions that may come up.

Part II

- Play the audio through once without stopping.
- Then play again and stop after each item.
- Model correct reduced pronunciation while correcting each question.
- Write particularly challenging items on the board.

Optional Vocabulary

pain appointment
cough waiting room
sore throat

Expansion: Students may enjoy reenacting the questions above but perhaps using a different setting or ailment. With your class, rewrite the questions using a dentist's office or a different problem brought to the attention of a doctor. You can begin this by changing the first sentence to *Do you have pain in your mouth?* From there, have students brainstorm all related questions and act them out if inclined.

□ EXERCISE 34. Let's talk: interview.

Page 22

Time: 10–15 minutes

Make sure you have read through this exercise and are knowledgeable of content beforehand. You may want to review/pre-teach the Optional Vocabulary first.

- You can assign one question to each student or a number of students depending on the size and dynamics of your class.
- Tell students to prepare their question and then ask it rather than read it.
- Instruct students to collect information in response to the question for later reporting to the class.
- Circulate and assist students, taking notes on errors that you overhear for later review.
- Ask students what all these verbs have in common.
- Review the exercise by choosing one student to ask and respond to each question.

Optional Vocabulary

revolve the wild
planets mosquitoes
whales carry
lay malaria
gorillas

□ EXERCISE 37. Reading, grammar, and listening. Page 24

Time: 15 minutes

Optional Vocabulary

aerobic exercise oxygen
increases lively
heart rate type
beats

□ EXERCISE 38. Check your knowledge.

Page 25

Time: 10–15 minutes

- Have students complete this as seatwork first while you walk around the classroom, making yourself available to students and encouraging them.
- Have students read corrected sentences aloud in turn so students can all correct their own.
- Ask students to also explain what is wrong and how, mechanically, they “fixed” the sentence. Doing so gives students a chance to speak spontaneously and firm up their own understanding of the target grammar.

Optional Vocabulary

brand new considerate
aunt nephew
favorite head back
elderly

Expansion: For homework, have students write a simple story or description that incorporates both simple present and present progressive. Direct them to include mistakes in verbs so that their classmates can correct them. Students can exchange work at the next class meeting and correct one another's intentional errors as well as unintentional ones. Use these descriptions to complete the above steps and the creative error correction as a summary of the entire chapter.