

Explorations 1: Grammar for the Experienced Beginner

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Dedication

We would like to dedicate this work to our past, present, and future students. They are the reason we come to work each day. Firstly, we enjoy working with our students, and secondly, we want to create the best possible materials for them. They give our work meaning. Therefore, we look forward to sharing this OER textbook with our students.

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Introduction

Dear honored students,

We wrote this grammar textbook for YOU! We weren't happy with the lower-level grammar textbooks, so we decided to make one ourselves. We sincerely hope you like it and find it helpful for learning English. If you have any suggestions, PLEASE let us know.

The textbook has four chapters. Each chapter covers a **grammatical point/component/element**. Chapter 1 is a review of the BE verb. The BE is special and has its own rules (different from other verbs). Chapter 2 is the Present Progressive tense. This is the tense we use when we are talking about things happening now or near now. Chapter 3 is the Simple Present Tense. We use the Simple Present Tense to talk about facts, routines, and habitual activities. Chapter 4 is a comparison of chapter 3 and 4.

Each chapter has the same **"layout" (arrangement, presentation, design, organization)**. First there is a section to "activate", or prepare your mind for learning. It includes a discussion with your classmates. Next you read a story about some ESOL students whose lives may be similar to yours. Then we break verb learning into many smaller sections for ease of learning, such as;

- affirmative
- negative
- yes/no questions
- information questions
- (other important things to know)

Each section has a table or chart to visually show you how the verb **works or operates**. It is followed by progressively more independent practice activities. Every activity is named by a number (e.g. Activity 3.13), so you can find it easily in this digital format. You can also download this digital book to a PDF (and other forms), and then print it out for yourself.

Each one of these sections has an icon (= a simple picture) that tells you what to expect in the activity. For example, there is a picture of a person reaching the top of a mountain. This icon represents the goals you will reach by the end of the chapter. Another icon is a picture of a person's head and brain. This icon means you need to prepare yourself for learning. When it's time to read a story (featuring the grammatical elements we are learning), you will see an icon of a book. There are also "discover", "explore", "affirmative", "negative", "question", "game", "review", "snapshot", "write", and "self-assessment" icons.

Again, we wrote this textbook for YOU. Please let us know if you have any questions or suggestions to make the book better. We welcome your input.

Susan Caisse, Kristee Emens-Hesslink, and Jennifer Rueda

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Chapter 1: BE Verb in the Simple Present

Where We Live



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Learning Goals

At the end of this chapter you should be able to:

Recognize and use the BE verb

- in the affirmative and negative
- with contractions

- with yes/no questions and short answers
- with information questions

and use parts of speech to construct simple sentences



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from Noun Project

Prepare

Activity 1.1: Prereading



Directions: Ask your partner the following questions. Write down the answers so you can report back to the class.

1. What's your name?

2. How old are you?

3. Where are you from?

4. What language(s) do you speak?

5. What do you miss about your country?

6. Where do you live now (city, town, or rural area)?

7. Do you live in an apartment, house, mobile home, or something else?

8. Please describe where you live. What do you see when you look out the window? Is there a yard, trees, plants, a sidewalk, a street, buildings, or something else?

Now introduce your partner to your group or the whole class. Use the information you learned about your partner. Use the BE verb and other verbs.





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Read

Directions: Read this story out loud with a partner. One person reads a paragraph, then the other person reads the next paragraph. When you are finished, read the story again. This time, read the paragraphs that you did not read.

Ana & Pedro

I am Ana. I am from Guatemala. I am 20 years old. My brother, Pedro is here too. Pedro is 19 years old. We both study English at CCC. We are Spanish-speakers. Pedro and I have black hair and black eyes. We are not tall, and we are not thin. We are average in height and weight.

We live with our aunt and uncle. We live in an apartment near a park. Our apartment is on the ground floor. There is a patio outside our back door. Next to the patio is the park. There are paths for walking and a playground for kids. It is really nice. We are outside on sunny days. However, there are not many trees! On hot days, there is not much shade.

We like Oregon, but we are homesick for Guatemala. We are not really “sick”. We just miss our country and its culture. Our mom is in Guatemala. She is a great “pupusa” cook. Pupusas are a thick corn tortilla filled with beans and meat. We are homesick for her and her cooking. We are also tired of the cold! We prefer a warmer climate. However, we like the green trees and blue skies of Oregon. The people are so nice, too! Oregonians are friendly and helpful people.

Activity 1.2: Comprehension

Directions: Ask and answer the following questions with your partner. Do you or your partner have anything in common with Ana and Pedro? Be prepared to discuss what you learn about Ana and Pedro with the class.

1. Who are Ana and Pedro?

2. Where are they from?

3. Where do they live now?

4. Who do Ana and Pedro live with?

5. Describe Ana and Pedro's living situation. What is near their apartment?

6. What do they miss in their country?

7. What do they like about Oregon?

8. What don't they like about Oregon?



Explore

Activity 1.3: Noticing

Part 1 Directions: Go back to the story about Ana and Pedro. Find all the BE verbs. There are three forms in the present tense: *am*, *is*, and *are*.

Every sentence in English must have a subject AND a verb. A subject is:

- the person, place, or thing doing the action of the verb, or
- the person, place, or thing being described by the verb.

The subject and verb always “go with,” “match,” or “agree with” each other.

Part 2 Directions: Write the form of the BE verb that comes after each subject.

1. What form of the BE verb agrees with (comes after) I?

2. What form of the BE verb agrees with (comes after) he/she/it?

3. What form of the BE verb agrees with (comes after) you/we/they?

Activity 1.4: Try It Out!

Directions: Now that you have read the story about Ana and Pedro, write the correct form of the BE verb on the lines. You will write about yourself in numbers *5 and *8.

1. My name _____ Ana.
2. Ana _____ a student.
3. Pedro _____ from Guatemala.
4. Ana _____ 20 years old.
5. I _____ _____ years old. *
6. It _____ a sunny day.
7. Ana and Pedro _____ Spanish-speakers.
8. I _____ a _____ -speaker. *
9. They _____ in their apartment.
10. We _____ in our classroom.

*Talk about yourself here.



Discover

The BE verb describes, characterizes, defines, and shows time, place, or location. The words after the BE verb give more information about the words before the BE verb (except in “there” sentences).

Uses of the BE Verb

Look at the table for the uses of the BE verb. As you read across, you will find out when to use the BE verb, which parts of speech are important, and example sentences.

BE Verb Uses	Words After BE Verb	Example Sentences
to describe people and things (including age)	Adjective: a describing word good, bad, new, old, young, little, big, tired, married	I am happy. Ana is 20 years old. She is young. The dogs are playful. You are smart.
to characterize or define the subject	Noun: person, place, thing, or idea	I am a student. Pedro is a man. Ana and Pedro are Guatemalans.
to show time, dates, or place	Preposition + noun = Prepositional Phrase	Our school is in Oregon City. Christmas is on December 25th. Our class is at 9:00 am.
to show location	Location words: here, there, near, far, inside, outside, upstairs, downstairs	Ana's apartment is near a park. Pedro is upstairs studying.
to show place of origin	Use the preposition "from"	Ana and Pedro are from Guatemala. I am from Portland. Where are you from?
in "there" sentences	The subject comes after the BE verb. is → singular subjects are → plural subjects.	There is a dog in the park. There are trees near our apartment.

Activity 1.5: Writing

Directions: The table above explains the ways the BE verb is used. Your instructor will give you a worksheet. Write some sentences of your own.

Now that you have written some sentences with the BE verb, think about what the BE verb does in the sentence. It links or connects the subject of the sentence to the rest of the sentence. The BE verb helps the writer say more about the subject.

A subject is the person, place, or thing doing the action or being described by the verb.

- Nouns characterize or define the subject.
- Adjectives describe the subject.
- Prepositions (place-words) show time or location.

Examples

I am a student.	→	I = student
She is a young woman.	→	she = young woman
They are funny.	→	they = funny
She is at school.	→	she = location/at school
Class is at 9:00 am.	→	class = show time/9:00 am

Forms of the BE Verb

How do we form a BE verb sentence? In the Explore section above, you matched the subject pronouns to the BE forms: *am*, *is*, and *are*. Subject pronouns are: *I*, *you*, *he*, *she*, *it*, *we*, *you*, and *they*.



Affirmative Statements with the BE Verb

Subject	BE Verb	Noun, Adjective, or Prepositional Phrase
I	am	a student.
He	is	inside the house.
She		at work.
It		a cat.
You	are	beautiful.
We		in class.
They		smart.

Activity 1.6: Complete the Table

Directions: What did you notice about the verbs you wrote in the Try It Out! activity? Which subject agreed with each verb form? Write the BE verb that agrees with each subject. A subject is the person, place, or thing doing the action or being described by the verb.

Subject	BE Verb
---------	---------

I	1.
---	----

you	2.
-----	----

he, she, it	3.
-------------	----

we	4.
----	----

they	5.
------	----

As you can see, there are three forms of the BE verb.

- *am* agrees with the subject *I*
- *is* agrees with the subjects *he, she, it*
- *are* agrees with the subjects *you, we, they*

Activity 1.7: Fill-in-the-Blank

Directions: Complete the sentences with the correct form of the BE verb.

1. He _____ from China.

2. I _____ a cashier.

3. She _____ late for class.

4. They _____ hungry.

5. You _____ busy.

6. It _____ dark now.

7. We _____ students.

8. Kit _____ a teacher.

Activity 1.8: Writing

Directions: Change the singular to plural or the plural to singular. Use the correct verb form with your new sentence. Use the information above to guide you.

Examples

She is a teacher. → They are teachers.
We are hungry. → He is hungry.
They are from Venezuela. → She is from Venezuela.

1. I am from Portland, Oregon.

We _____

2. I am from Guatemala.

You _____

3. I am 20 years old.

They _____

4. Pedro is here, too.

They _____

5. Mom is a great cook.

You _____

6. Pedro is a student at CCC.

We _____

7. We are not tall.

I _____

8. Our apartment is beautiful.

The apartments _____

9. All of the patios are lovely.

Our patio _____

10. The garden path is in the sun.

The garden paths _____

Activity 1.9: Listening

Directions: Listen as your teacher reads a story about Ana and Pedro. Write the correct form of the BE verb (am, is, are) on the lines below. The verb needs to agree with the subject.

Ana and Pedro live with their aunt and uncle. Their aunt's name (1)_____ Maria Carmen. Everyone calls her Carmen. Their uncle's name (2)_____ Miguel. Carmen (3)_____ 40 years old, and Miguel (4)_____ 41 years old. Carmen (5)_____ a preschool teacher, and Miguel (6)_____ a landscaper. They (7)_____ married, and they have two children. Both children (8)_____ boys. Therefore, Ana and Pedro have two nephews. Their names (9)_____ Luis and Diego. Luis (10)_____ older than Diego. Both boys (11)_____ in high school. Luis (12)_____ in 10th grade. Diego (13)_____ in the 9th grade. Luis plays soccer, but Diego plays basketball. Both boys (14)_____ bilingual. They speak English at school and Spanish at home.

Affirmative Contractions

Here are the BE verb forms with their contractions. Contractions shorten and combine two words. This is very common in English.

Quick pair/share: What contractions do you know? Tell your partner.

Notice that SINGULAR pronouns (except the subject *I*) use *is*, while PLURAL pronouns use *are*.

Full Forms	Contractions	Example Sentences
I am →	I'm	I'm a student.
He is →	He's	He's inside the house.
She is →	She's	She's at work.
It is →	It's	It's a cat.
You are →	You're	You're beautiful.
We are →	We're	We're in class.
They are →	They're	They're smart.

Activity 1.10: Writing

Directions: Change the full forms to contractions.

Example

I am Ana. → I'm Ana.

1. It is really nice in the park.

2. We are average height.

3. I am from Guatemala.

4. We are homesick for Guatemala.

5. He is a student.

6. She is a great cook.

7. We are hungry for Mom's *pupusas*.

8. We are tired of the cold!

9. It is a good playground.

10. We are outside on sunny days.



Negative Statements with the BE Verb

To make sentences negative, we add the negative *not* after the BE verb. Do not use *no*. *No* does not usually appear in the middle of a sentence.

Subject BE + not Nouns, Adjectives, and Prepositional Phrases

I am not in class.

He
She is not hungry.
It

You
We are not at school.
They

Activity 1.11: Writing

Directions: Change the affirmative sentences to negative sentences. Add *not* between the BE verb and the adjective, noun, or prepositional phrase. Use full forms.

1. Tigers are blue and orange.

2. Chicago is a country.

3. The park is downtown.

4. Dogs are quiet.

5. Cats are loud.

6. She is a nurse.

7. He is tall.

8. They are from China.

Negative Contractions with the BE Verb

There are two ways to make negative contractions with the BE verb.

1. contract the subject and verb (**he is** not = **he's** not), or
2. contract the verb and the negative (he **is not** = he **isn't**).

Activity 1.12: Writing

Directions: Change the full forms to contractions.

Example

Tigers are not blue and orange. → Tigers aren't blue and orange.

1. Ana and Pedro are not from France.

2. Ana and Pedro are not tall.

3. Our apartment is not on the third floor.

4. Our mom is not a terrible cook.

5. We are not thin.

6. We are not students at Portland Community College.

7. There is not a patio outside our front door.

8. Ana is not 40 years old.

Using Adjectives with the BE Verb

Activity 1.13: Writing

Directions: Make sentences by choosing a word from each column in the table. Write 5 affirmative sentences and 5 negative sentences. (You will need to add *not*). Use contractions. Use your own lined paper for this activity.

Examples

The United States is big.

English is not easy.

I'm happy.

Subject		Be Verb	Adjective
I	My country		happy small
You	English		difficult smart
He	CCC		single easy
She	We	is	rich big
It	My brother and I		tall powerful
My classmates	They	am	young intelligent
The United States	My friends	are	lonely healthy
Oregon	Our classmates		old friendly
My sister	The students		strong important
My brother	My teacher		beautiful nice

Activity 1.14: Game

Directions: Your instructor will give you a BINGO card. You are trying to get a straight line across, diagonal, or down. First, write the correct form of the BE verb on the line. Second, the teacher will read a sentence. Listen for the sentence. When you hear it, make an X through that square.

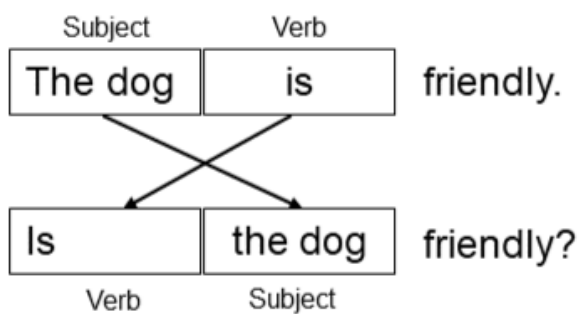


Yes/No Questions & Short Answers

Yes/no questions mean that the answer to the question is either *yes* or *no*. These questions don't use *wh*-question words.

Remember

The subject of a sentence is the person, or thing doing the action or being described by the verb. In a statement, the subject comes first, and the verb comes second. When you make a yes/no question, the subject and verb change places (invert). The verb comes first and then the subject.



Activity 1.15: Interview

Part 1 Directions: Choose (by circling or otherwise marking) the subject of each sentence. Choose (by underlining or otherwise marking) the verb.

1. Cats are soft.
2. She is from Brazil.
3. The dog is cute.
4. We are happy.
5. The computer is broken.
6. He is a smart guy.
7. The truck is big.
8. They are busy.

Part 2 Directions: Now, on your own lined paper, change the sentences from Part 1 into yes/no questions. Turn this in to your teacher. Write your name, date, and Activity 1.15 at the top of your paper.

Part 3 Directions: Sit with a partner. Ask your partner the yes/no questions you just wrote. Your partner can answer any way he or she wants.

Example

A: *Are cats soft?*

B: *Yes, they are. / No, they aren't.*

Short Answers

Study the table below for more information about answering a yes/no question. It includes short answers, which are very common in spoken English. We usually use contractions in negative answers (e.g., *No, I'm not.*), but the full forms in short answers are common, too (e.g., *No, I am not.*). Notice that there are NO contractions for affirmative short answers!

BE Verb	Subject	Noun, Adjective, or Prepositional Phrase	AFFIRMATIVE Short Answers	NEGATIVE Short Answers
Am	I	hungry?	Yes, I am.	No, I'm not.
Is	he she it	hungry?	Yes, he is. Yes, she is. Yes, it is.	No, he's not. No, she's not. No, it's not.
Are	you we they	hungry?	Yes, I am. Yes, we are. Yes, they are.	No, I'm not. No, we're not. No, they're not.

Activity 1.16: Find Someone Who...

Directions: Your teacher will give you a worksheet to use. Walk around the room and ask your classmates questions about the topic in each box. With your partner, ask take turns asking a question. Use short answers to respond.

- If your partner answers, “Yes, *I am*,” write their name in the box. Find a new partner.
- If they answer, “No, *I’m not*,” ask another question until they say yes. Then find a new partner.

Example

A: Are you _____?

B: Yes, *I am*. (or) No, *I’m not*.

Activity 1.17: Interview

Part 1 Directions: Change the following statements to yes/no questions.

Examples

You are from Peru. → Are you from Peru?
He is an immigrant. → Is he an immigrant?

1. The computer is broken.

2. He is lucky.

3. The cats are under the table.

4. Jacques is from Côte d'Ivoire.

5. Pigs are smart.

6. The desk is heavy.

7. I am hungry.

8. The boys are on the bus.

9. You are a mechanic.

10. We are late.

Part 2 Directions: Now ask your partner the questions. Your partner will answer using short answers. Answer using affirmative and negative short answers.

Activity 1.18: Interview

Part 1 Directions: Make statements and questions from the words given. Add a BE verb (am, is, are) to complete the statement. Then, turn the statement into a question.

Example

My friend / at school now

Statement: My friend is at school now.

Question: Is my friend at school now?

1. the old woman / from Moldova

Statement: _____

Question: _____

2. the train / at the station

Statement: _____

Question: _____

3. the men / construction workers

Statement: _____

Question: _____

4. the little girl / 4 years old

Statement: _____

Question: _____

5. the dog and cat / in the yard

Statement: _____

Question: _____

Part 2 Directions: Ask your partner the questions from above. Your partner can answer with affirmative or negative short answers.

Short Answers: An Expanded View

Short answers are very common in spoken English. However, there is only one way to answer in the affirmative. Contractions are not allowed. With negative short answers, there are different ways to answer depending on the amount of emphasis you want to make.

Affirmative Short Answers

Yes/No Questions No Contractions!

Am I hungry? Yes, I am.

Is he/she/it hungry? Yes, he is.

Are you hungry? Yes, I am.
Yes, we are.

Negative Short Answers

Most Common Contraction Alternative Contraction Without Contraction (Full Form)

No, I'm not. No, I am not.

No, he isn't. No, he's not. No, he is not.
No, she isn't. No, she's not. No, she is not.
No, it isn't. No, it's not. No, it is not.

No, you aren't. No, you're not. No, you are not.
No, we aren't. No, we're not. No, we are not.
No, they aren't. No, they're not. No, they are not.

Less emphasis <—————> More emphasis

Activity 1.19: Conversation

Directions: Your instructor will give you a card with a question on it. Walk around the room and ask a classmate the question. Your partner will ask you a question. Use short answers to answer the questions. After you both ask a question, exchange cards and find a new partner.

Information Questions with the BE Verb

We use wh- question words at the beginning of information questions.

Activity 1.20: Brainstorming

Directions: What are the wh- question words? Make a list with your partner:

Study the chart below about wh- question words and their meanings.

Wh- Question Word	Asks About:	Example Questions
What	things names	What is that? What is your name?
Who	people	Who is the teacher? Who is next to you?
Where	places location	Where is your school? Where is the library?
How	manner feelings / emotions form / shape description	How are you? How is your class? How far is it to Seattle?
When	time dates	When is your birthday? When is the last day of class?
Why	reasons	Why are you late? Why is he absent?

The formation of information questions is the same as yes/no questions. Add the wh- question word (who, where, what, why, when, how) to the beginning of the question.

Wh- Question Word	Asks About:	Example Questions
What	things names	What is that? What is your name?
Who	people	Who is the teacher? Who is next to you?
Where	places location	Where is your school? Where is the library?
How	manner feelings / emotions form / shape description	How are you? How is your class? How far is it to Seattle?
When	time dates	When is your birthday? When is the last day of class?
Why	reasons	Why are you late? Why is he absent?

Remember

IS is followed by a singular subject.
ARE is followed by a plural subject.

Activity 1.21: Interview

Part 1 Directions: Unscramble the words to form information questions.

1. the weather / is / how / today?

2. is / where / your child?

3. on the table? / is / what

4. is / the last day of class? / when

5. our teacher? / is / who

6. are / you / late / why

Part 2 Directions: Ask your partner the questions you just unscrambled.

Activity 1.22: Interview

Part 1 Directions: Interview your partner. Ask your partner the questions below and write their answers. Later, you will put the answers into a Venn Diagram.

1. What is your name?

2. What color are your eyes?

3. What color is your hair?

4. How tall are you?

5. Where are you from?

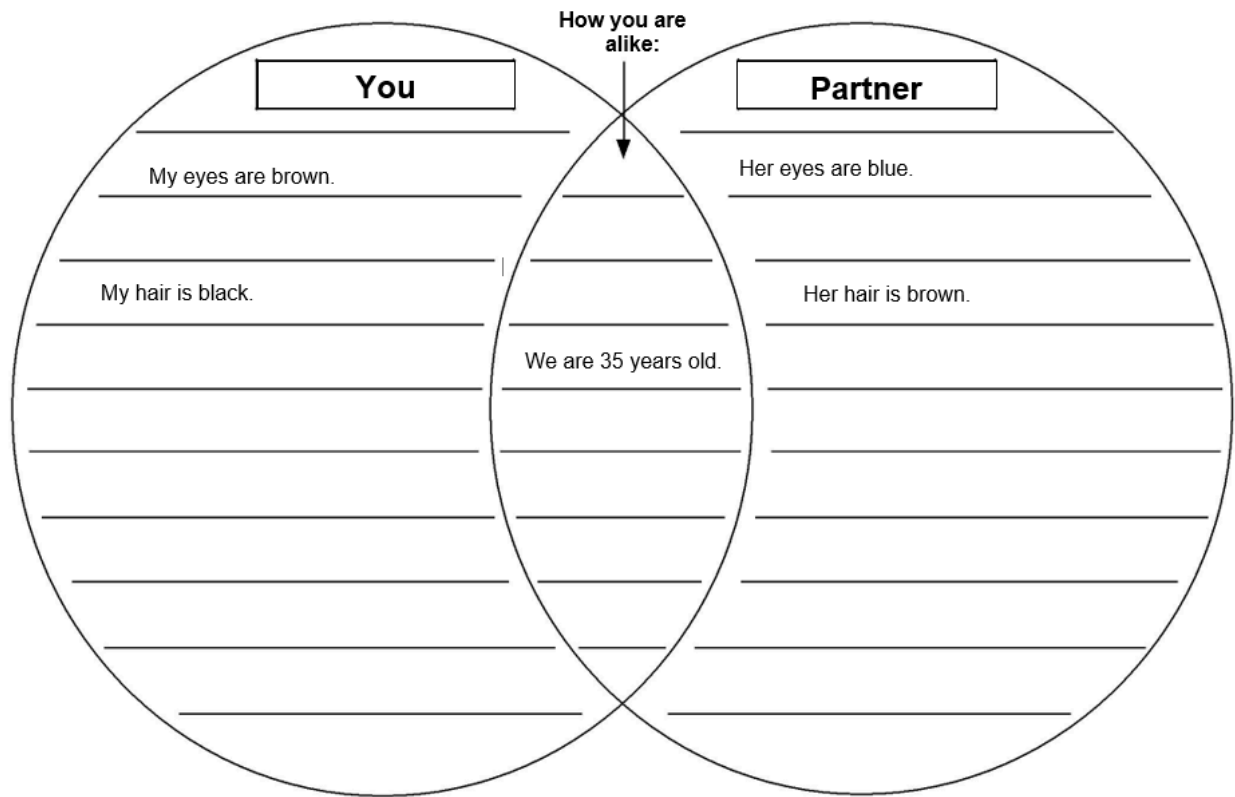
6. Are you single, married, divorced, or widowed?

7. How old are you?

8. What is your job?

Part 2 Directions: Your instructor will give you a Venn Diagram to use. A Venn Diagram is used to organize ideas and take notes. With your partner, fill in the chart to find out what you have in common. In common means what you share or do that's the same.

Venn Diagram



Part 3 Directions: Now write 5 sentences about your partner. Use the BE verb with nouns and adjectives.

1. _____
2. _____
3. _____
4. _____
5. _____



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Review

Activity 1.23: Complete the Table

Directions: Complete the table with the correct forms of the verb.

Subject Pronoun	Affirmative Full Form	Affirmative Contractions	Negative Full Form	Negative Contractions
I	am	I'm	I am not	I'm not
You		You're		
He			He is not	
She				She isn't
It	is			
We		We're		
They				They aren't



Snapshot: Sentence Patterns

The word or words that come before the be verb are called the subject. The subject is the person or thing that does the action of the verb or describes the verb.

Examples

Subject + BE + noun	I am Ana.
Subject + BE + adjective	I am 20 years old.
Subject + BE + place word	I am from Guatemala.

Activity 1.24: Writing

Directions:

- A. Put the words in the correct order to make questions.
- B. Answer yes/no questions with short answers, but answer wh- questions with complete sentences. Answer the questions in the affirmative or negative. It's your decision.

Examples

birds / loud / are	Is / where / the bird
A. Are birds loud?	A. Where is the bird?

B. Yes, they are. OR No, they aren't. B. It is in the tree.

1. he / is / a good teacher

A. _____

B. _____

2. doctor / is / your / friendly

A. _____

B. _____

3. the car parked / where / is

A. _____

B. _____

4. the students / are / busy

A. _____

B. _____

5. Luz / a good cook / is

A. _____

B. _____

6. clean / are / clothes / your

A. _____

B. _____

7. brother / tall / is / your

A. _____

B. _____

8. what / favorite sport / is / your

A. _____

B. _____

Activity 1.25: Conversation

Directions: Your instructor will give you a card. Walk around and ask your classmates the question on the card. When done, exchange cards with your partner, so you have a new card.



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from Noun Project

Write

Directions: Write a paragraph describing your home using the BE verb in the present tense.

Format:

- Use your own 8.5" x 11" lined paper. Do not use other paper sizes, please.
- Heading: Put your full name, the due date, and Ch. 1 Writing Assignment at the top of your paper. Your instructor will tell you where the heading goes (left or right side).
- Indent the first sentence, skip lines (double space), and leave a 1-inch margin on the sides and bottom.

Writing and Grammar:

- First sentence: Begin writing by using this topic sentence: *I like my home for many reasons.*
- Write 5 affirmative sentences using the BE verb in the simple present tense.
- Write 5 negative sentences using the BE verb in the simple present tense.
- Use full forms; do not use contractions.
- Use capital letters and punctuation correctly.
- Use the rubric below to check your work.
- Do not copy the sentences in the model paragraph on the next page. You must write your own original sentences.

Assignment Rubric:

Subject	BE Verb
---------	---------

I	1.
---	----

you	2.
-----	----

he, she, it	3.
-------------	----

we	4.
----	----

they	5.
------	----

Model Paragraph:

My Home

I like my home for many reasons. My home is quiet. It is not noisy. It is near a lake. The lake is not big. There are many trees in the backyard. Squirrels are in the trees. There is a pond with frogs. The frogs are not big. My home is not on a busy street. My neighborhood is not very big. I love my home and neighborhood.

Paragraph Format:

The diagram illustrates the layout of a standard academic paper. It features a header section at the top, followed by a title, and then a series of lines for the body text. The paper is divided into four main margin areas, each with a callout box indicating where not to write. The left margin is marked by three binder holes. The right margin is indicated by a vertical dashed line. The bottom margin is indicated by a horizontal dashed line. The paper is also marked with a vertical dashed line for the right margin and a horizontal dashed line for the bottom margin. The text on the paper includes instructions on indentation, skipping lines, and reaching the right margin.

Holes go on the left.

Firstname Lastname
Due: Date
Assignment Name

Title: top line, centered

Heading

Title

Right margin: don't write here

Indent the first sentence (5 spaces)

Always indent your paragraph five spaces or one inch. The first sentence is usually your topic sentence.

Please skip lines so that others can read your writing easily. Also, your instructor may need to make notes or corrections. Continue writing on one line until you reach the right margin. The "margin" is the white space around the edge of the paper. Use 8 1/2" x 11" paper.

Skipped lines (double spaced)

Left margin: don't write here

Bottom margin: don't write here.



Self-Assessment

These were our goals at the beginning of Chapter 1:

Recognize and use the BE verb in the simple present tense

- in the affirmative and negative
- with contractions
- with *yes/no* questions and short answers

Use parts of speech to construct simple sentences

Subject	BE Verb
---------	---------

- | | |
|-------------|----|
| I | 1. |
| you | 2. |
| he, she, it | 3. |
| we | 4. |
| they | 5. |

Chapter 2: Present Progressive

Shopping for Food





Created by Adrien Coquet
from Noun Project

Learning Goals

At the end of this chapter you should be able to:

Recognize and use the present progressive:

- in the affirmative and negative
- with contractions
- with yes/no questions and short answers
- with information questions using appropriate wh-question words
- with time expressions
- with the correct spelling



Created by Contasia
from Noun Project

Prepare

Activity 2.1: Prereading



Directions: Look at the picture. What do you see? Write the words below.

Activity 2.2: Prereading

Directions: Discuss the following questions with a partner.

1. Where do you go grocery shopping?
2. How often do you go grocery shopping?
3. What do you buy at the grocery store?
4. How do you get to the grocery store? Do you walk, go by car, or by bus?



Created by Candace
from Noun Project

Read



Directions: Read this story out loud with a partner. One person reads a paragraph, then the other person reads the next paragraph. When you are finished, read the story again. This time, read the paragraphs you did not read.

Viktor and Tatiana Are Grocery Shopping

Viktor and Tatiana are from Ukraine. They are married. They are students at Clackamas Community College, and they are taking ESL classes this term. They are studying English, so they can get jobs. They are not working now.

Today, they need* to go to the grocery store. Right now, it is 3:00 pm. They are walking to the grocery store. It is raining hard. Viktor is holding an umbrella, so they are not getting wet.

It is now 3:15 pm. They are shopping for food and talking about their English classes. Tatiana remembers, “Oh! We need* pencils and paper.” Viktor says, “I want* some erasers, too.”

Now, at 3:45 pm, they are waiting in line at checkout. The man at the front of the line is writing a check. He is not paying cash. The baby in the cart behind them is crying.

At 3:55 pm, it is their turn. They are buying food and school supplies. A young man is putting their groceries in paper bags. Tatiana is paying with cash. The cashier is giving them change and the receipt.

It is 4:00 pm now. They are walking home. At this moment, it is not raining, and the sun is shining. They are smiling.



*Some verbs like “need” and “want” are called stative verbs. They show a state of being, not an action. Stative verbs are not used in the progressive tenses. You will learn more about stative verbs in Chapter 4.

Activity 2.3: Comprehension

Directions: Answer the questions about the story.

1. Where are Viktor and Tatiana from? (Use the BE verb)

2. Are they working this term? (choose one)

Yes, they are. No, they aren't.

3. What are they studying?

4. What are they doing at 3:00 pm?

5. What is the weather like?

6. Are they getting wet? (choose one)

Yes, they are. No, they aren't.

7. What does Tatiana remember?

8. What are they doing at 3:45 pm?

9. Is the man paying cash? (choose one)

Yes, he is. No, he isn't.

10. What are Viktor and Tatiana doing at 4:00 pm?



Created by Luis Prado
from Noun Project

Explore

Activity 2.4: Noticing

Directions: Read the story again. choose (by underlining or otherwise marking) all uses of the present progressive. Then, write three of the verbs used in the story below.

Remember

The present progressive tense has TWO parts: the auxiliary verb BE and the main verb plus -ing.

Example

are taking

1. _____
2. _____
3. _____

Activity 2.5: Try It Out!

Directions: Write three sentences using the verbs you found.

1. _____
2. _____
3. _____

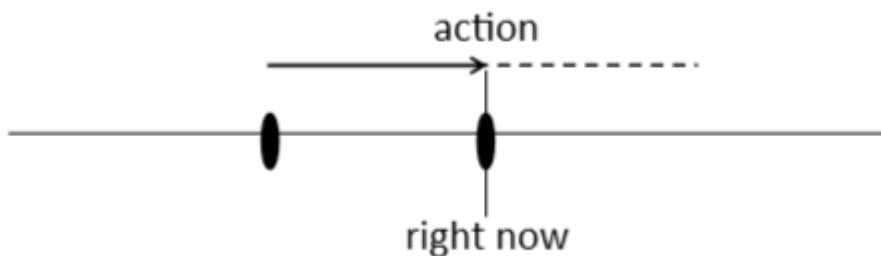


Created by Icon Solid
from Noun Project

Discover

Uses of the Present Progressive

The present progressive is used to talk about an action or situation that is in progress and happening right now. It started in the past and is probably going to continue into the future. We often use time expressions (signal words) to show this: right now, at the/this moment, now.



Example

I am learning grammar right now.

It is happening at this moment.

It also shows an action or situation that is continuing for a long period around the present time. There are many expressions that show this: *this week, this month, this year, this term.*

Example

I am taking English classes this term.
It is happening for an extended period of time.

The present progressive is also used to describe a change or temporary action.

Example

I usually drive to school. This week, I am taking the bus.
Notice that the simple present is used to talk about a habit/routine. The present progressive shows that there is a temporary change.

Time Expressions: Signals Words Used with the Present Progressive

We use time expressions to signal the time that the action is happening. Sometimes we call time expressions *signal words*.

Examples

- at the/this moment
- now
- right now
- this week/term/month

At this moment, I am washing the dishes.

My husband is watching a football game right now.

Notice in the examples above that time expressions used with the present progressive can come at the beginning of a sentence or at the end of a sentence.

Forms of the Present Progressive

The present progressive is formed by an auxiliary (helping) verb and the main verb. The BE verb is the auxiliary for progressive tenses. It agrees with the subject (the person or thing that performs or completes the action of the verb; the “do-er”) and tells us that we are talking about the present time. The main verb changes by adding -ing to it. The -ing form of the main verb is called the present participle.

To form the present progressive tense, you need two parts of the verb:

auxiliary BE (am, is, are) + present participle (verb+ing)

Auxiliary (Helping) Verb (BE)	Present Participle: Main Verb + -ing
-------------------------------	--------------------------------------

am	writing
is	sleeping
are	watching

Activity 2.6: Writing

Directions: Write three 3 sentences using the verbs in the table above and a time expression.

1. _____
2. _____
3. _____

Spelling: Present Participle

Spelling in English can be difficult, but there are some rules to follow when forming the present participle.

Rule 1: If the base verb ends in a consonant + 1 vowel + consonant (CVC), double the consonant before adding -ing: hit → *hitting*. If there are two vowels between the consonants, do NOT double the last consonant: rain → *raining*.

Base Verb Present Participle

hit	hitting
plan	planning
run	running
stop	stopping
swim	swimming

Rule 2: NEVER double the consonants w, x, or y (e.g., playing). The n is usually not doubled when verbs end in *-en* (e.g., happening).

Rule 3: If the base verb ends in an *-e*, remove it before adding *-ing*.

Base Verb Present Participle

come	coming
ride	riding
dance	dancing
write	writing
leave	leaving

Activity 2.7: Complete the Table

Directions: Change the base verbs to the present participle. Use the spelling rules to help you.

Base Verb Present Participle

take	1.
study	2.
get	3.
wait	4.
give	5.
listen	6.
sit	7.
pay	8.
shop	9.
make	10.

Activity 2.8: Fill-in-the-Blank

Part 1 Directions: Complete the sentences with the correct form of the present progressive. Be sure and spell the verbs correctly as described above.

Remember

The present progressive has TWO parts: auxiliary BE and the present participle (the main verb + ing).

Viktor and Tatiana are new to the United States. They are students at Clackamas Community College. They (1. take)_____ ESL classes this term. They (2. study)_____ English, so they can get jobs. They love their classes. Right now, they (3. walk)_____ to the grocery store. It (4. rain) _____ hard, so Viktor (5. hold)_____ the umbrella to keep them dry.

Part 2 Directions: Now go back and choose (by underlining or otherwise marking) the time expressions. There are two.

Activity 2.9: Writing

Directions: Think about what you are doing right now. Work with a partner to write three sentences using the present progressive and time expressions. Every sentence should have a time expression. Check your spelling when you are done.

1. _____
2. _____
3. _____



Affirmative in the Present Progressive

As noted above, we use the present progressive to talk about things happening now or around this time (extended time). The affirmative tense form is the BE verb + the present participle

subject + BE + present participle

Subject	Auxiliary BE	Present Participle
I	am	shopping.
He/She/It	is	shopping.
You/We/They	are	shopping.

Activity 2.10: Complete the Table

Directions: Look at the grammar table above and fill in the table below with the missing parts of the sentence.

Subject	Auxiliary BE	Present Participle
1.	am	learning. (learn)
2. He	is	(work)
3. She		walking. (walk)
4.	is	raining. (rain)
5. You	are	(read)
6. We		sitting. (sit)
7.	are	running. (run)

Affirmative Contractions in the Present Progressive

Contractions in the present progressive are formed just as we learned in Chapter 1. They are very common in spoken English.

Subject Auxiliary BE Present Participle

I'm

He's

She's

It's

shopping.

You're

We're

They're

Activity 2.11: Writing

Directions: Take the sentences you completed in Activity 2.10 and write them on lined notebook paper using contractions. Then, write one (1) sentence of your own. Write your name, the date, and Assignment 2.11 at the top of your paper.

Activity 2.12: Writing

Directions: Look at the pictures. Then, answer the questions using the words given to you. Change the verb to the present progressive. Use full forms for odd numbers and contractions for even numbers.



1. What is the man doing?

he / make a grocery list



2. What is the man doing?

he / buy vegetables



3. What is the woman doing?

she / look at pineapples



4. What is the man doing?

he / compare prices



5. What is the woman doing?

she / wait for customers



6. What is the man doing?

he / pay with a debit card



7. What is the man doing?

he / check his grocery list



8. What are the people doing?

they / shop at the farmer's market



9. What is the cashier doing?

she / smile at customers



10. What is the man doing?

he / walk down the aisle

Activity 2.13: Fill-in-the-Blank

Directions: Complete the sentences with the present progressive form of the verb in parentheses.

1. My son (come) _____ home from school now.

2. Right now, I (write)_____ this sentence.
3. At the moment, my wife (sit)_____ on the sofa.
4. They (buy)_____ groceries at the market now.
5. This term, we (study)_____ the present progressive tense.
6. The girl (do)_____ her homework in the living room.
7. You (think)_____ about grammar as you do this exercise.
8. The people at this party (wear)_____ beautiful clothes.
9. He (sing)_____ a song in the shower now.
10. This year, my son (play)_____ the violin.
11. The woman (feed)_____ her cat.
12. They (give)_____ a reward to the brave man.
13. The boys (draw)_____ pictures in their notebooks.
14. I (carry)_____ my books to class right now.
15. It (rain)_____ very hard at the moment.
16. We (listen)_____ to the radio right now.
17. You (answer)_____ these questions now.
18. The dog (chew)_____ a shoe now.
19. The boy's mother (feel)_____ sick today.
20. The students (buy)_____ paper this week.

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Negative Statements in the Present Progressive

To make a sentence negative with the present progressive, add not between the auxiliary verb (BE) and the present participle (main verb + ing).

subject + auxiliary BE + not + present participle

Subject	Auxiliary BE	Not	Present Participle
---------	--------------	-----	--------------------

I	am		
---	----	--	--

He She (It)	is	not	shopping.
-------------------	----	-----	-----------

You We They	are		
-------------------	-----	--	--

Activity 2.14: Complete the Table

Directions: Complete the table. Write the correct verb form for the negative sentences.

Remember:

The auxiliary verb must agree with the subject of the sentence.

Subject	am not / is not / are not	Rest of Sentence
---------	---------------------------	------------------

I		
---	--	--

You		
-----	--	--

She		watching TV right now.
-----	--	------------------------

We		
----	--	--

They		
------	--	--

Activity 2.15: Writing

Directions: Change the affirmative statements to the negative by adding not.

1. Viktor is working.

2. Tatiana is learning Japanese.

3. It is raining.

4. They are buying a TV.

5. The sun is shining.

6. Tatiana is paying with a debit card.

Negative Contractions in the Present Progressive

Subject	Auxiliary BE	Not	Present Participle
---------	--------------	-----	--------------------

I'm

He's		not	
She's			
(It's)			

He			
She	isn't		
(It)			shopping.

You're			
We're		not	
They're			

You			
We	aren't		
They			

Activity 2.16: Writing

Directions: Answer the following questions in the negative. Use complete sentences. Use contractions.

Example

Is she shopping right now? *No, she isn't shopping right now.*

1. Are you riding the bus right now?

2. Is he taking 5 classes this term?

3. Are they waiting at the restaurant now?

4. Is it snowing in Portland today?

5. Are you biting an apple now?

6. Is class beginning right now?

7. Am I driving my car right now?

8. Are we going to the movies today?

9. Is Chela feeding her cats right now?

10. Is the sun shining in Milwaukie today?

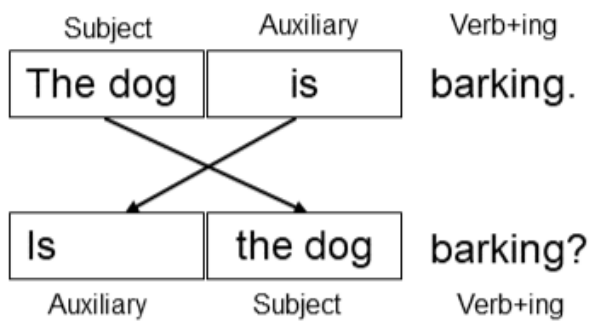
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Yes/No Questions & Short Answers

Remember

The subject and the verb change places in questions. The auxiliary verb comes first!



Auxiliary BE	Subject	Present Participle	Short Answers
Am	I	shopping?	Yes, you are. No, I'm not.
Is	he she (it)	shopping?	Yes, he is. No, he's not.
Are	you we they	shopping?	Yes, they are. No, they're not.

Activity 2.17: Fill-in-the-Blank

Directions: Make yes/no questions in the present progressive. First, choose a subject. Second, put the verb in parentheses in the present progressive form. Then, finish answering the question with a short

answer.

Example

Are you feeling (feel) OK? No, I'm not.

1. _____ (go) to the grocery store? No, _____.
2. _____ (take) English classes? Yes, _____.
3. _____ (feed) the dog? No, _____.
4. _____ (do) homework? Yes, _____.
5. _____ (eat) at home? No, _____.
6. _____ (drive) to the market? Yes, _____.
7. _____ (watch) a movie? No, _____.
8. _____ (make) dinner? Yes, _____.
9. _____ (buy) a ticket? No, _____.
10. _____ (pay) with cash? Yes, _____.



Created by Łukasz M. Pogoda
from Noun Project

Activity 2.18: Game

Directions: Your instructor will give you a card, and put you in groups. Act out what is shown on the card for your team. Your team members will guess what you are doing by asking a question in the present progressive. For example, they will ask, “Are you washing dishes?” If they guess correctly, you will say, “Yes, I am.” If they are incorrect, you will say, “No, I’m not,” and they can guess again.

Information Questions in the Present Progressive

The formation of information questions is the same as yes/no questions. Add the question word (e.g. who, where, what, why, when, how) to the beginning of the question.

wh- + auxiliary BE + subject + present participle

Wh- Question Word	Auxiliary BE	Subject	Present Participle
Why	am	I	shopping?
Where	is	he she (it)	shopping?
When	are	you we they	shopping?

Activity 2.19: Listening

Directions: Your instructor is going to read some questions. Write what you hear on the lines.

1. _____
2. _____
3. _____ a nap?
4. _____ to school?
5. _____ home?
6. _____

Activity 2.20: Fill-in-the-Blank

Directions: Read the phone conversations between Viktor and Tatiana. Look at the answer and the words in parentheses to complete the questions. Don't forget to add a question mark (?) at the end. When you are done, practice the dialogues with your partner.

Conversation 1:

Tatiana: (what / you / do)

Viktor: I'm cutting out coupons.

Tatiana: (why / you / cut out coupons)

Viktor: I want to save money at the grocery store.

Conversation 2:

Viktor: (what / you / do)

Tatiana: I'm making dinner.

Viktor: (what / you / make)

Tatiana: I'm making cabbage soup.

Viktor: Great! I'm hungry!

Conversation 3:

Viktor: (what / you / do)

Tatiana: I'm studying.

Viktor: (where / you / study)

Tatiana: I'm studying at the library right now.



Created by Adrien Coquet
from News Project

Review

Activity 2.21: Listening

Directions: Read the paragraph. Then, listen to your instructor read the paragraph. Listen for the missing words. Write the missing words on the lines.

Ana and Pedro want to have a picnic. They (1)_____ to a nice park by the river. They (2)_____ the warm weather today. Now, they (3)_____ a blanket on the grass to sit on. Also, they (4)_____ the food on the blanket. A few minutes later, Pedro (5)_____ photos with his phone. Ana asks, "Why (6)_____ so many photos?" "I (7)_____ them to Mom. She misses us," he replies. "Yes, I miss her, too," says Ana. They (8)_____ to music, and they (9)_____ about their mom's cooking.

Activity 2.22: Error Correction

Directions: There are 8 mistakes in the paragraph below. Find the mistakes with the present progressive and correct them. The mistakes can be missing verb parts, word order, or verb agreement.

Remember

The present progressive has two parts: the auxiliary BE and the present participle.

My name is Carlos. Right now I sitting in class. I am learn about grammar. The teacher talk about the

present progressive. She is not talk about the simple present. Maria and Lourdes listening. Why Tan's cell phone is ringing? Outside, a few students is playing soccer. Mohammad watch them.

Activity 2.23: Fill-in-the-Blank

Directions: Fill in the present progressive verb form for each sentence or question.

1. We (study)_____ grammar this quarter.
2. My son (not drive)_____ to the supermarket right now.
3. It (rain)_____ now.
4. The boy and his friends (walk)_____ to the store to buy some milk.
5. I (not listen)_____ to the radio at this time.
6. My daughters (not take)_____ guitar lessons today.
7. I (not plant)_____ tomatoes in my garden now.
8. The sun (shine)_____ today.
9. Students (learn)_____ the present progressive tense now.
10. (look)_____ she _____ for her key?
11. How (do)_____ they _____?
12. (cook)_____ we _____ for twelve or fourteen people?
13. What (make)_____ you _____ for dinner tonight?
14. Where (study)_____ the student _____ today?
15. The baseball player (not play)_____ in the game today.
16. The boy and girl (not help)_____ their mom clean today.
17. (watch)_____ you _____ television right now?
18. Why (eat)_____ he _____ right now?
19. (look)_____ the students _____ at them right now?
20. He (work)_____ now.

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Created by Gregor Cresnar
from Noun Project

Write

Directions: Write a paragraph about your morning activities using the present progressive tense.

Format:

- Use your own 8.5" x 11" lined paper. Do not use other paper sizes, please.
- Heading: Put your full name, the due date, and Chapter 2 Writing Assignment at the top of your paper. Your instructor will tell you where the heading goes (left or right side).
- Indent the first sentence, skip lines (double space), and leave a 1-inch margin on the sides and bottom.

Writing and Grammar:

- First sentence: Begin writing by using this topic sentence: It is morning, and I am doing many things.
- Imagine that it is morning time. Write a paragraph about things you are doing **and** things you are not doing in the morning.
- Write 5 affirmative sentences using the present progressive.
- Write 5 negative sentences using the present progressive.
- Use full forms; do not use contractions.
- Use capital letters and punctuation correctly.
- Use the rubric below to check your work.

Assignment Rubric:

Heading: Full Name, Due Date, and Ch. 2 Writing Assignment	1 point
Format: Indent, double space, margins	1 point
Every sentence has a subject and verb & they agree	1 point
There are 5 affirmative sentences using the present progressive	5 points
There are 5 negative sentences using the present progressive	5 points
Correct use of spelling	1 point
Correct use of capital letters	1 point
Correct end punctuation	1 point
Total points	16

Model Paragraph:

My Morning Activities

It is morning and I am doing many things. I am drinking coffee. I am not drinking tea. I am watching the news. I am taking a shower. I am getting dressed. I am not ironing my clothes. I am cooking breakfast. Now I am

washing the breakfast dishes. I am not washing the car. I am leaving for work. I am not going to the gym. I am not taking a vacation.



Self-Assessment

These were our goals at the beginning of Chapter 2:

Recognize and use the present progressive:

- in the affirmative and negative
- with contractions
- with yes/no questions and short answers
- with information questions using appropriate wh-question words
- with time expressions
- with the correct spelling

Directions: Choose “yes” or “no” in the table below if you think you have achieved the goals. Write an example of the goal in the last column.

I can...

write affirmative sentences.

write negative sentences.

use contractions.

write yes/no questions.

answer yes/no questions using short answers.

write information questions using wh- question words.

use time expressions.

use correct spelling.

I achieved this goal: My example:

yes

no

yes

no

yes

no

yes

no

yes

no

yes

no

yes

no

yes

no

I am studying.

Chapter 3: Simple Present

Daily Habits & Routines





Created by Adrien Goulet
from Robot Project

Learning Goals

At the end of this chapter you should be able to:

- Add -s for the third person singular verb
- Write yes/no questions and short answers
- Write information questions using wh- question words
- Add the plural marker -s, -es, and -ies to verbs and nouns

Recognize and use

- the simple present in the affirmative and negative
- adverbs of frequency



Created by Corinna
from Noun Project

Prepare



Activity 3.1: Conversation

Directions: Ask your partner or group the following questions about your morning routines. A “routine” is a habit you usually do or a series of actions you do regularly.

- What do you do before school?
- Do you ever wake up late? Do you usually wake up early?

- Do you drink coffee or tea in the morning?
- Do you do your homework in the morning, in the afternoon, in the evening, or at night?
- How long does it take for you to get ready in the morning?
- How long does it take you to get to campus? Do you live close or far from campus?
- How do you get to campus? Drive? Bike? Bus? Walk? Carpool? Dropped-off?



Created by Corinnia
from Noun Project

Read



Directions: Read this story out loud with a partner. One person reads a paragraph, then the other person reads the next paragraph. When you are finished, read the story again. This time, read the paragraphs, you did not read.

Yuri & Palani

Hi! My name is Yuri. I am from Ukraine. I am a student at Clackamas Community College. I have a roommate. His name is Palani. He is from Laos. We live together, but we are very different.

I wake up early at 6:00 am. Palani pushes the snooze button on his alarm clock many times, so he wakes up very late. He gets up at 7:30 am. I take a shower in the morning, but Palani takes a shower at night. I take a shower at 6:15 am. He takes a shower at 9:00 pm. I eat breakfast at home, but Palani doesn't eat breakfast. I make coffee, and I eat cereal for breakfast. I bike to school, but Palani drives to school. I am never late. I leave at 7:30 am. Palani leaves at 7:50 am. I arrive at school early, but Palani arrives late. I arrive at school at 7:45 am. Palani arrives at 8:05 am. Palani sometimes arrives late because he can't find parking. We are friends, so I always save him a seat next to me. We sit with Jacques and Ana. They arrive early too. Class begins at 8:00 am.

How often do you arrive late to class? Are you similar to me, or are you more similar to Palani?

Activity 3.2: Comprehension

Directions: Please write the answers to the questions in complete sentences.

1. What is the name of the man who is talking?

2. What is the name of his roommate?

3. What is Yuri comparing?

4. Who wakes up early? Who wakes up late?

5. What time does class begin?

6. Who arrives late? Who arrives on time?

7. How about you? Are you an early riser or a late riser?

8. What time does Yuri wake up? What time does Palani wake up?



Created by Luis Prado
from News Project

Explore

Activity 3.3: Noticing

Part 1 Directions: Look at the story about Yuri and Palani. Choose (by underlining or otherwise marking) the verbs you find. Don't choose the BE verb. We are not studying that verb in this chapter.

Part 2 Directions: Complete the table with the verb forms that agree with each subject.

Verb	Subject	Form
1. wake up	I	
	He/Palani	
2. take	I	
	He/Palani	
3. leave	I	
	He/Palani	
4. arrive	I	
	He/Palani	

Activity 3.4: Try It Out!

Directions: Write the correct simple present tense form of the verb (in parentheses) on the line.

1. I (wake up) _____ at 6:00 am.
2. He (wake up) _____ at 7:30 am.

3. You (eat)_____ breakfast on the bus.
4. They (take)_____ a shower before bed.
5. He (take)_____ a shower in the morning.
6. We (go) _____ to a restaurant for lunch.
7. She (have)_____ cereal for breakfast.
8. His class at Oregon City (begin)_____ at 9:00 am.
9. My classes at Harmony (begin)_____ at 6:00 pm.
10. She (wash) _____ the dishes in the morning.



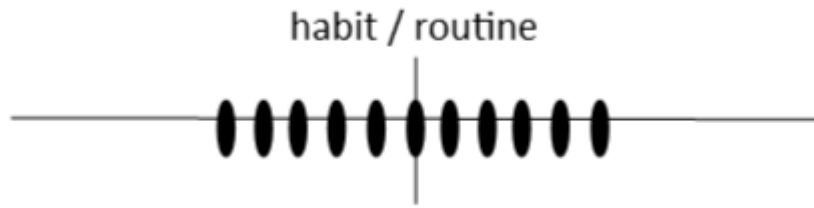
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Discover

Uses of the Simple Present

The simple present is used for talking about routines, habits, and repeated activities in the present time. We use

the simple present to talk about facts, which are always true. Time expressions (e.g., *every day, in the summer*) and adverbs of frequency (e.g., *never, sometimes, always*) signal the simple present tense.



What is a routine? Something you do every morning, every week, every year.

- I brush my teeth two times a day.
- You go to the gym three times a week.
- He makes breakfast for my children every morning.
- She starts work at 7:00 am.
- They do laundry every Saturday.

What is a habit? Something you do regularly.

- My husband reads in bed before he goes to sleep.
- My cat wakes me up on Saturdays because he is hungry.

What is a repeated action? Action that we do more than once.

- I shop at Winco (not every week, but I like to go there).
- She wears shorts in the summer.

What is a fact? Something that is always true.

- The moon revolves around the earth.
- She has two children.
- Vegetables are healthy.
- Water boils at 212 degrees Fahrenheit.

Forms of the Simple Present



Affirmative Statements in the Simple Present

You must add an -s to the verb with the subjects *he*, *she*, and *it*.

subject + verb

Subject	Verb
I	
You	walk.
We	
They	
He	
She	walks.
It	

Activity 3.5: Fill-in-the-Blank

Directions: Write the correct form of the verbs in parentheses.

1. Yuri (wake up)_____ at 6:00 am.
2. Palani (drive)_____ to school.



3. Yuri (bike)_____ to school.
4. Yuri (make)_____ coffee.
5. I (cook)_____ breakfast.
6. She (eat)_____ cereal.
7. Palani (take)_____ a shower in the evening.
8. They (carpool)_____ together.
9. She (ask)_____ for a pencil.
10. Yuri and Palani (attend) _____ Clackamas Community College.
11. We (attend) _____ Clackamas Community College.
12. I (take)_____ a shower in the morning.
13. He (make)_____ and (drink)_____ coffee every morning.
14. She never (arrive)_____ late.
15. Class (begin)_____ at 11:30 am.
16. He usually (find)_____ parking easily.
17. Palani (live)_____ with Yuri.
18. They (brush) _____ their hair in the morning.
19. We (brush)_____ our teeth twice a day.
20. My cats (sleep)_____ all day.

Activity 3.6: Listening

Directions: Read the paragraph. Then, listen to your instructor read the paragraph. Listen for the verbs and write them on the line. Listen closely for the correct form of the verb.

Ana and Pedro's Morning Routine

Ana and Pedro (1)_____ at 6:00 am. Ana (2)_____ coffee. Her brother, Pedro, (3)_____ breakfast. She (4)_____ a shower at 6:30 am. Her brother (5)_____ a shower at 7:00 am. They (6)_____ and (7)_____ their teeth. Ana (8)_____ the cat. Ana (9)_____ her hair and (10)_____ makeup. Pedro (11)_____ his hair. Ana's book bag (12)_____ ready. Pedro (13)_____ his books in his backpack. Ana (14)_____ lunches. Class (15)_____ at 9:00 am. Ana and Pedro (16)_____ the house at 8:30 am. They (17)_____ at school at 8:45 am. Ana (18)_____ out books from the college library before class. She always (19)_____ good books to read. Ana and Pedro (20)_____ to class at 8:55 am. Their first class (21)_____ at 10:50 am.

Activity 3.7: Interview

Part 1 Directions: Interview your partner.

1. Where do you live?

2. What time do you wake up?

3. When do you eat breakfast?

4. What do you eat for breakfast?

5. How do you get to school (walk, bus, car, etc.)?

6. What time do you go to school?

7. What time do you get home?

8. When do you go to bed?

Part 2 Directions: Write 8 sentences about your own daily routine using the same questions.

1. _____

2. _____

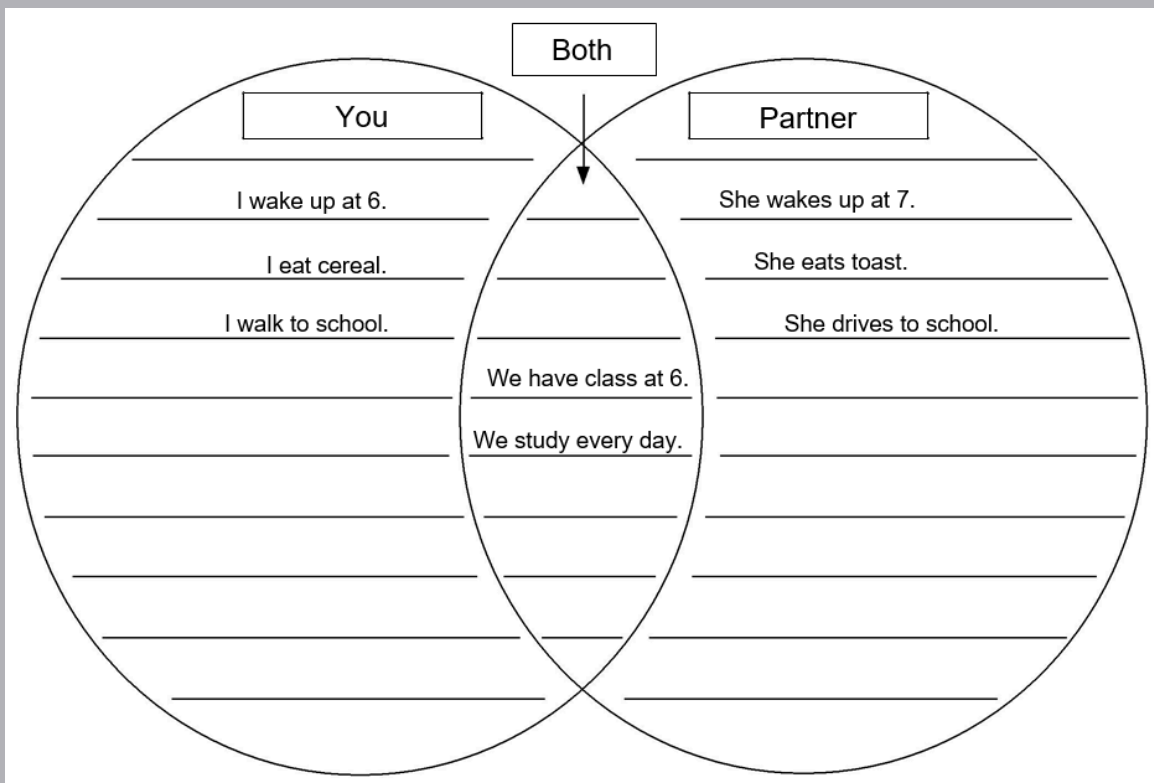
3. _____

4. _____
5. _____
6. _____
7. _____
8. _____

Part 3 Directions: Share and compare your daily activities. Read your sentences to your partner. Your partner reads to you. See if you have the same (or different) daily activities.

Part 4 Directions: Your instructor will give you a Venn Diagram to complete. Write sentences about yourself where it says You. Write sentences about your partner where it says Partner. If you and your partner have any activities that are the same, write them where it says both.

Example



Adverbs of Frequency with the Simple Present

Adverbs of frequency (AoF) let us talk about how often we do something.

Examples

How often do you come to class? I always come to class!

How often do you shop at Fred's? I often shop at Fred's.

Study the chart below to learn the meanings of the following adverbs.

Adverb	Frequency
always	100%
usually	70-90%
often	50-60%
sometimes	30-40%
seldom/rarely	10-20%
never	0%

Adverbs of Frequency (AoF) with the BE Verb

With the BE verb, the AoFs are added between BE and the rest of the sentence. You will see in the next section that this is different with other verbs.

subject + BE + AoF + rest of sentence

Subject	BE	AoF	Rest of Sentence
I	am	never	late.
He	is	always	on time.
She			
It			
You	are	sometimes	early.
We			
They			

Activity 3.8: Fill-in-the-Blank

Directions: Put the correct form of the BE verb followed by the AoF on the line.

Example

The teacher (be/never) is never late to class.

1. I (be/always) _____ late.
2. He (be/never) _____ on time.
3. She (be/often) _____ busy on Saturday.
4. It (be/never) _____ cold in August.
5. You (be/usually) _____ cold in the morning.
6. We (be/never) _____ hungry in the morning.
7. They (be/seldom) _____ tired at 9:00 pm.
8. You (be/rarely) _____ late for school.
9. He (be/sometimes) _____ tired after work.
10. It (be/usually) _____ sunny in Los Angeles.

Activity 3.9: Fill-in-the-Blank

Directions: Complete the sentences with the correct form of the BE verb and the AoF.

Examples

She (always) is always late.

1. Class (usually)_____ interesting.
2. They (often)_____ busy.
3. I (always)_____ friendly.
4. You (never)_____ hungry after lunch.
5. She (always)_____ hungry at 3:00 pm.
6. He (rarely)_____ on time for class.
7. They (sometimes)_____ confused in class.
8. You (often)_____ sleepy.

Adverbs of Frequency with Other Verbs

When we look at the sentences in Activity 3.9, we see that we are saying how often something happens. An adjective follows the adverb of frequency (AoF). AoFs give more information about a person or a situation. For example, they show how often we are hungry, tired, late, busy, or on time.



But, what if we want to say how often we do some activity? In that case, we don't use the BE verb. We use another verb, like eat, sleep, cook, drive, or talk.

Instead of adding the AoF after the verb, like we did with the BE verb, we add it before the verb. We do this because we are saying how often the activity of the verb happens.

subject + AoF + verb + rest of sentence

Subject	AoF	Verb	Rest of Sentence
I	always	eat	breakfast.
He She It	usually	does	his own laundry.
You We They	never	walk	to school.

We use the AoF to talk about how often or how frequently something happens.

How often do you eat breakfast? I **always** eat breakfast.

In the sentence above, we are saying how often we eat breakfast (always).

How often does he cook dinner? He **usually** cooks dinner.

In the sentence above, we are saying how often he cooks dinner. (usually).

How often do they walk to school? They **never** walk to school.

In the sentence above, we are saying how often they walk to school (never).

Activity 3.10: Fill-in-the-Blank

Directions: Write the Adverb of frequency (AoF) and the verb in the correct form on the line.

Remember

When we use any verb except the BE verb, the AoF goes before the verb.

Example

Miho (always/get up) always gets up at 7:00 am.

1. I (never/eat) _____ breakfast.
2. You (often/do) _____ laundry on Saturdays.
3. He (usually/swim) _____ on weekends.
4. She (never/sing) _____ karaoke.
5. It (rarely/rain) _____ in July.
6. They (seldom/watch) _____ movies.
7. We (always/do) _____ our homework.
8. She (sometimes/make) _____ the bed.

Activity 3.11: Fill-in-the-Blank

Directions: Put the AoF and the verb in the correct order.

Example

often Juanita (exercise) often exercises in the evening.

1. usually
Ana and Pedro (wake up) _____ at 6:00 am.
2. always
Our class (start) _____ at 6:00 pm.
3. rarely
The college (cancel) _____ classes because of snow.

4. usually

The teacher (give) _____ us homework.

5. often

Vegetarians (eat) _____ vegetables.

6. never

The students (sleep) _____ during class.

7. sometimes

Ana (make) _____ lunch for Pedro.

8. always

Students (speak) _____ English in class.

Activity 3.12: Classmate Interview

Part 1 Directions: Ask your classmate the questions listed in the first column of the table. Your partner should use an AoF in their answer. Check (✓) the AoF they use.

How often do you...	always	usually	often	sometimes	seldom / rarely	never
---------------------	--------	---------	-------	-----------	-----------------	-------

wake up before 7:00 am?						
-------------------------	--	--	--	--	--	--

eat breakfast?						
----------------	--	--	--	--	--	--

fall asleep before 11:00 pm?						
------------------------------	--	--	--	--	--	--

drive to work?						
----------------	--	--	--	--	--	--

do laundry on the weekend?						
-------------------------------	--	--	--	--	--	--

eat dinner before 6:00 pm?						
-------------------------------	--	--	--	--	--	--

sleep in on Sundays?						
----------------------	--	--	--	--	--	--

go grocery shopping on the weekdays?						
-----------------------------------------	--	--	--	--	--	--

come to class on time?						
------------------------	--	--	--	--	--	--

do your homework before class?						
-----------------------------------	--	--	--	--	--	--

Part 2 Directions: Choose 5 of the questions (and answers) from Part 1. On your own lined paper, use

the answers to write sentences about your classmate's activities. Remember to use adverbs of frequency. Turn this in to your teacher. Write your name, the date, and Activity 3.12 on the top of your paper.

Example

Maria always does her homework before class.



Created by Lukasz M. Pogoda
from Noun Project

Activity 3.13: Game

Directions: The purpose of this game is to practice using adverbs of frequency. Your teacher will give you some AoF game cards (often, sometimes, never).

- Stand up and find a partner.
- Ask your partner a question. Begin the sentence "How often..."
- The partner answers the question using an AoF.
- If your partner answers your question using the AoF that you have in your hand, give your partner the card.
- If your partner answers using an AoF that you don't have, then change to another student and try again.
- You can only ask two questions before you need to change partners.
- You can only talk to the same person after you have talked with all your other classmates.
- Talk to as many partners as you can. When you have no more cards, sit down.

The goal of the game is to give away all of your cards.

Examples

Student 1: *How often do you eat french fries for breakfast?*

Student 2: *I never eat french fries for breakfast.*

(Student 1 gives the card saying “never” to Student 2)

Student 1: *How often do you do your homework?*

Student 2: *I usually do my homework.*

(Student 1 doesn't have a “usually” card. Student 1 changes partners and tries again.)

Ideas for Questions: How often do you...

wash your hair?

buy a car?

eat at a restaurant?

call your brother?

walk to school?

Pronunciation and Spelling: Adding -s and -es

We add -s and -es for two reasons:

1. The word is a noun, and we are making it plural.

Examples

table → tables

chair → chairs

2. The word is a verb, and it agrees with the subject (he, she, or it-3rd person singular)

Examples

I wait → she waits

they cook → he cooks

Pronunciation

In English the same letters can have different sounds. For example, the letter “c” can sound like /k/ in *cat*, but it can also sound like /s/ in *ice*.

For words that end in -s or -es, there are three different sounds: /s/, /z/, and /ɪz/. We can predict how the -s or -es ending will sound by the last sound of the word before we add the -s or -es ending.

Remember

When you see the two slashes // it means that we are talking about sound. For example, the word *laugh* is shown as /læf/. This symbol // shows the sounds of the word and not the spelling.

If the word ends with these sounds:

/f/ /k/ /p/ /θ/ or /t/

/b/ /d/ /g/ /l/ /m/ /n/ /ŋ/ /r/ /v/ /ð/

and all vowel sounds

/dʒ/ /z/ /ks/ /s/ /tʃ/ or /ʃ/

This is the sound made by adding -s or -es:

→ /s/

→ /z/

→ /ɪz/

Examples

laughs, drinks, sleeps, births, writes, gets

grabs, rides, hugs, comes, runs, sings, lives, sees, goes, plays, buys, studies

changes, quizzes, fixes, kisses, uses, teaches, pushes

/θ/=th as in bath /ð/=th as in that /dʒ/=j as in judge /tʃ/=ch as in church /ʃ/=sh as in wash

Activity 3.14: Pronunciation

Directions: Look at the words and sentences below. Follow the rules above and choose the final sound of the word.

Target Word**Ending Sound
(Circle your choice)**

1. teaches

/s/
/z/
/ɪz/

2. teachers

/s/
/z/
/ɪz/

3. asks

/s/
/z/
/ɪz/

4. kicks

/s/
/z/
/ɪz/

5. does

/s/
/z/
/ɪz/

6. reads

/s/
/z/
/ɪz/

7. watches

/s/
/z/
/ɪz/

8. begins

/s/
/z/
/ɪz/

9. pushes

/s/
/z/
/ɪz/

10. listens

/s/
/z/
/ɪz/

11. She works at a hospital.

/s/
/z/
/ɪz/

12. He lives with his sister.

/s/
/z/
/ɪz/

13. He puts the book on the table.

/s/
/z/
/ɪz/

14. She goes to school four nights a week.

/s/
/z/
/ɪz/

15. He cooks for her in the evening.

/s/
/z/
/ɪz/

16. We need boxes to move house.

/s/
/z/
/ɪz/

17. The mom buys groceries after class.

/s/
/z/
/ɪz/

Target Word**Ending Sound
(Circle your choice)**

18. The mom buys groceries after class.

/s/
/z/
/ɪz/

19. I sweep up the leaves on the sidewalk.

/s/
/z/
/ɪz/

20. The boys play soccer in the park.

/s/
/z/
/ɪz/

Activity 3.15: Listening

Directions: Listen to the teacher say a list of words and then sentences. You will hear each word or sentence two times. Decide if the ending sound is /s/, /z/, or /ɪz/ and choose (by circling or otherwise marking) your choice.

1. /s/ /z/ /ɪz/

2. /s/ /z/ /ɪz/

3. /s/ /z/ /ɪz/

4. /s/ /z/ /ɪz/

5. /s/ /z/ /ɪz/

6. /s/ /z/ /ɪz/

7. /s/ /z/ /ɪz/

8. /s/ /z/ /ɪz/

9. /s/ /z/ /ɪz/

10. /s/ /z/ /ɪz/

11. /s/ /z/ /ɪz/

12. /s/ /z/ /ɪz/

13. /s/ /z/ /ɪz/

14. /s/ /z/ /ɪz/

15. /s/ /z/ /ɪz/

Activity 3.16: Listening & Speaking

Part 1 Directions: Identify which of the three ending sounds (/s/, /z/, or /ɪz/) is at the end of each of the target words. Write the sound symbol on the line.

Remember

Two slashes // mean sound. Use the two lines // in your answer.

/s/ /z/ /ɪz/

1. changes _____
2. crabs _____
3. dishes _____
4. touches _____
5. helps _____
6. books _____
7. pencils _____
8. sleeps _____
9. mixes _____
10. kisses _____
11. The students eat breakfast. _____
12. My sister walks her dog. _____
13. The dogs eat peanut butter. _____
14. The student catches the bus. _____
15. I have three cats. _____
16. Most teachers have pets. _____
17. She writes a book. _____
18. Natasha buys food. _____
19. Yuri wakes up on time. _____
20. She sees her daughter. _____

Part 2 Directions: With a partner, say the word or sentence. Your partner will point to the sound they hear.

Spelling

Rule 1:

If a word ends in /s/, /z/, /ch/, /sh/ or /x/ sound → add -es

Only add -es for the *he/she/it* form of the verb (third person singular).

Examples

watch → watches

wash → washes

kiss → kisses

I pass out papers. → She passes out papers.

I wash the dishes. → He washes the dishes.

Activity 3.17: Fill-in-the-Blank

Directions: Write the correct form of the verb in parentheses on the lines.

Remember

Add -es if the verb ends in /s/, /z/, /ch/, /sh/ or /x/ sounds.

1. (watch) I _____ TV in the morning, but she _____ TV at night.
2. (wash) They _____ dishes together after dinner. He _____ dishes on weekends.
3. (fix) My father and I _____ cars together. My husband _____ the bicycle.
4. (teach) They _____ their daughter Ukrainian. Eva _____ her son Amharic.
5. (brush) I _____ my teeth twice a day. He _____ three times a day.
6. (kiss) She _____ her husband in the morning. I _____ my children before bed.
7. (stretch) I always _____ before exercise. Viktor _____ after exercise.
8. (guess) I never _____ the answer, but Tatiana often _____ the answer.
9. (mix) She _____ Spanish and English. They _____ English and Ukrainian.
10. (splash) The kids _____ in the bathtub. My daughter always _____, too.
11. (cash) I _____ my check at the bank. He _____ his check too.
12. (latch) I _____ my screen door. She _____ her screen door.
13. (notice) I always _____ mistakes. She never _____ mistakes when she writes.
14. (touch) He _____ the door. We _____ the window.
15. (brush) They _____ their hair once a day. He _____ his hair three times a day.
16. (pass) She _____ all her classes. They _____ their ESL classes.
17. (ask) I _____ for vegetarian food. Natasha _____ for Ukrainian food.
18. (ask) He _____ a question. We _____ to play a game.
19. (watch) She _____ Jackie Chan movies. They _____ Jet Li movies.
20. (dance) I _____ twice a week. He _____ once a week.

Activity 3.18: Listening

Directions: Read the story. Then listen to your teacher read the story. Listen for the missing words and write them on the line. Remember that the subject and the verb of a sentence have to agree. If they don't agree, you should listen again. Some verbs end in -s and some verbs end in -es.

Viktor and Tatiana

Viktor and Tatiana (1)_____ married. They (2)_____ English at Clackamas Community College. They (3)_____ from Ukraine. Tatiana sometimes (4)_____ angry with Viktor because he doesn't help around the house. Tatiana (5)_____ dinner and Viktor (6)_____ TV. Tatiana (7)_____ the house, and Viktor (8)_____ English.

Then Tatiana remembers that Viktor (9)_____ the car while she (10)_____ books. In the grocery store, he always (11)_____ the shopping cart. He (12)_____ for her when she is sick. He also (13)_____ the socks when they (14)_____ movies at home. On school nights, Viktor (15)_____ the dishes after Tatiana cooks. He (16)_____ her every day when they leave the house, and he (17)_____ her every night before they (18)_____ asleep. Then Tatiana isn't angry anymore.

Rule 2:

If a word ends in a consonant plus -y, change -y to i and add -es. If the word ends in a vowel plus -y, just add -s.

Examples

Consonant + -y

Change -y to i and add -es

cry → cries

study → studies

Vowel + -y

Add -s

pay → pays

buy → buys

Activity 3.19: Fill-in-the-Blank

Directions: Write the correct form of the verb on the line in the sentences below.

1. (study) I _____ in the morning, but he _____ at night.
2. (worry) He _____ about money. I _____ about him.
3. (cry) The cat _____ when I leave. The babies _____ all the time.
4. (play) She _____ piano. We _____ violin.
5. (pay) I _____ for groceries with a credit card. Tatiana _____ with cash.
6. (stay) He _____ after class for help. They _____ after class to talk.

7. (stay) She _____ at a hotel. I _____ with my mom.
8. (worry) My husband _____ about school. I _____ about our health.
9. (enjoy) We _____ playing board games. He _____ online games.
10. (say) They _____ they are busy Friday, but she _____ Friday is ok.
11. (fly) A bird _____ south in winter. Birds _____ north for the summer.
12. (buy) They _____ paper online. She _____ supplies at the store..
13. (fly) He _____ to Paris today. I _____ to Denver tomorrow.
14. (study) We _____ before vocabulary tests. She _____ for grammar.
15. (pay) He _____ for 2 classes. I _____ for 3 classes.
16. (try) I _____ to study 3 times a week. She _____ to study every day.

Activity 3.20: Listening

Directions: Your instructor will give one paragraph to you and another paragraph to your partner. Listen to your partner read their paragraph and write the word you hear on the line. Then read your paragraph and your partner will write. This will help you practice adding -s and -es to verbs in the he/she/it form. Make sure one partner has a paper that says Student A at the top and the other partner has a paper that says Student B.

Using Infinitives with Like, Want, & Need

Some verbs can be combined with an infinitive (to + verb) to express a different meaning or opinion about the activity.

Verb	Meaning
like + to ski (Infinitive)	This shows an activity that is pleasurable or fun. Example: I like to ski.
want + to go (Infinitive)	This shows an activity that I have a desire to do. Example: I want to go to a movie.
need + to finish (Infinitive)	This shows an activity that I have to do. Example: I need to finish my homework.

Activity 3.21: Fill-in-the-Blank

Part 1 Directions: Complete the sentences by writing like, want, or need on the line.

1. I _____ to pay my rent.
2. She _____ to study for the test.
3. They _____ to buy a diamond necklace.
4. You _____ to have an expensive new car.
5. I _____ to read a book before bed to help me sleep.
6. You _____ to do your homework.
7. We _____ to eat dessert first.
8. I _____ to sleep until 10:00 am, but I _____ to get up because work starts at 7:00 am.

Part 2 Directions: On lined paper, write one (1) sentence for each verb (like, want, need) using “I” as the subject. Then write one (1) sentence for each verb using “he” or “she” as the subject. Turn this in to your teacher. Don’t forget to write your name, the date and Activity 3.21 at the top of your paper.



Negative Statements in the Simple Present

Negatives with the BE Verb

Remember

When we make negative sentences using the BE verb, all we need to do is add *not* after the form of the BE verb.

Examples

She is *not* the teacher.

He is *not* the cashier.

They are *not* busy.

Activity 3.22: Writing

Directions: Make these sentences negative by adding *not* after the verb.

Example

He is the teacher. → He is *not* the teacher.

1. She is a hairdresser.

2. He is busy today.

3. They are from Colombia.

4. He is a contractor.

5. It is sunny.

6. They are students.

7. He is a teacher.

8. The dog is in the garden.

Negatives with All Other Verbs

Using Auxiliary Verbs

There are three auxiliary verbs in English: BE, DO, and HAVE. We will learn about BE and DO in this class. We will learn about using HAVE as an auxiliary in the next level. You have already seen the first of our three auxiliary verbs, BE, in Chapter 2. We combine the BE verb with the *-ing* form of the verb to create the present progressive (an action happening now).

When we make negative sentences with other verbs, we use the auxiliary verb, DO. It has two forms: *do* and *does*. The negative *not* comes after *do* or *does* and is followed by the base form of the main verb.

Now that we know what an infinitive form is (e.g., to walk, to sing, to eat), we can learn about the base form. The base form is the form of the verb when we remove the *to* from the infinitive (e.g., walk, sing, eat, etc).

The base form is the infinitive without the *to*. Instead of “to sing” (infinitive), the base form is *sing*. Do not add -s to the base verb. Let’s look at an example sentence.

subj	do/does	neg.	base verb	rest of sentence
He	does	not	sing	in the shower.

- *He* is the subject
- *Does* is the auxiliary verb. Do/Does agrees with the subject (3rd person singular: add -es).
- *Sing* is the main verb in the base form. Do not add -s to the main verb.

subject + auxiliary DO + not + base form + rest of sentence

Subject	Auxiliary DO	Negative	Base Form of Main Verb	Rest of Sentence
I You We They	do			
		not	drink	coffee after 5:00 pm.
He She It	does			

Negative Contractions

To make negative contractions, we contract the auxiliary verb and the negative.

Subject Auxiliary DO + not

I You We They	do not = don't
He She It	does not = doesn't

Activity 3.23: Choose the Correct Form

Directions: Choose the correct form, and then write the contraction on the line. Remember that the auxiliary DO (do/does) has to agree with the subject.

- The teacher **do not / does** not eat meat. _____
- I am a homemaker. I **do not / does not** work outside my home. _____
- She is a driver. She **do not / does not** work in an office. _____
- He is a vegetarian. He **do not / does not** eat meat. _____
- They **do not / does not** drink coffee in the evening. _____
- Palani **do not / does not** like to wake up early. _____
- Yuri **do not / does not** want to come to school late. _____
- Yuri **do not / does not** press snooze on his alarm clock. _____
- They **do not / does not** have the same habits. _____
- It **do not / does not** look like a good book. _____
- The students **do not / does not** do their homework. _____

12. He **do not / does not** get good grades on tests. _____

Activity 3.24: Fill-in-the-Blank

Directions: Write the correct form of *do* or *does* on the line.

Remember

The negative has two parts: the auxiliary DO (do/does) + the main verb.

Example

(do/walk) I do not walk to school.

1. (do/sing) She _____ not _____ in public.
2. (do/write) They _____ not _____ on the wall.
3. (do/drive) He _____ not _____ for a job.
4. (do/ask) You _____ not _____ for a diamond ring.
5. (do/play) We _____ not _____ guitar.
6. (do/like) The dog _____ not _____ my cat.
7. (do/type) She _____ not _____ fast.
8. (do/read) He _____ not _____ online.

Activity 3.25: Writing

Directions: Make these sentences negative. Use full forms for numbers 1-5 and contractions for numbers 6-10.

1. I go to work at 3:00 pm.

2. She wants to eat Chinese food.

3. They have two children.

4. He has a dog and two cats.

5. You need to stand in line.

6. She finishes her homework.

7. I eat breakfast.

8. You drink coffee.

9. He drinks diet soda.

10. My car has red seats.

Activity 3.26: Interview

Part 1 Directions: Use the sentences below to interview your partner. Take notes on your own lined paper.

Example

Student A: Tell me a food you don't like.

Student B: I don't like eggs.



1. Tell me a food you don't like.
2. Tell me a movie you don't like.
3. Tell me a place you don't like.
4. Tell me a sport you don't like.
5. Tell me a color you don't like.
6. Tell me a singer or band you don't like.
7. Tell me a type of music you don't like.
8. Tell me a book you don't like.

Part 2 Directions: Now, write 5 sentences about your partner. Use your notes to help you. Write your partner's answers in FULL sentences.

Example

She doesn't like eggs.

1. _____
2. _____
3. _____
4. _____
5. _____



Yes/No Questions & Short Answers

Yes/No questions mean that the answer to the question is either *yes* or *no*. These questions don't use *wh*-question words. Remember, when we use an auxiliary verb, the main verb is in the base form. The auxiliary verb goes before the subject and the main verb goes after the subject.

auxiliary DO + subject + base verb + rest of sentence

Auxiliary DO	Subject	Base Form of Main Verb	Rest of Sentence
Do	I you we they	eat	breakfast?
Does	he she it		

Short Answers

Short answers are quick answers to yes/no questions. Remember that if the question uses the BE verb, use the BE verb in your answer. If the auxiliary DO is used in the question, then use DO in the answer.

Examples

Do you have cats? Yes, I do.

Are you a teacher? Yes, I am.

Affirmative

I
you do.
we
they
Yes,
he
she does.
it

Negative

I
you do not.
we OR
they don't.
No,
he does not.
she OR
it doesn't.

Examples

Do you drink coffee in the morning? Yes, I do.

Does he drink coffee in the morning? No, he doesn't.

Activity 3.27: Fill-in-the-Blank

Directions: Complete the questions with the missing auxiliary verb and subject.

Example

A: Does she wake up early?

B: No, she doesn't.

1. A: _____ do her homework every day?

B: Yes, she does.

2. A: _____ wash the dishes after dinner?

B: Yes, he does.

3. A: _____ eat dinner together?

B: Yes, they do.

4. A: _____ work late every day?

B: No, she doesn't.

5. A: _____ drive to school?

B: Yes, he does.

6. A: _____ study vocabulary?

B: Yes, I do.

7. A: _____ eat lunch at home?

B: No, we don't.

8. A: _____ ask questions?

B: Yes, she does.

9. A: _____ practice English at the grocery store?

B: Yes, I do.

10. A: _____ do laundry on Saturdays?

B: Yes, he does.



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Activity 3.28: Game

Directions: The goal of this game is to get rid of all your cards. Your instructor will give you a set of “yes” cards and “no” cards. You will ask your classmate a yes/no question. If your classmate says no to the question, give them a card that says no. If your classmate says yes, give them a card that says yes. After you ask a question, your partner asks you a question. Then change partners and ask more questions. The first person to give away all of their cards is the winner.

Information Questions in the Simple Present

We have seen several lists of wh-question words in previous chapters. Here is a bigger list. You can practice making questions with the new words and review the ones you have seen in Chapters 1 and 2.

Wh- Question Word	Asks about...	Example Question
Who	a person	Who is your teacher?
What	information	What is your name?
Where	location	Where are you from?
When	Time	When is your birthday?
What time	*(specific and general)	What time is your class?
Why	a reason	Why are you late?
How	directions, process, or means	How do you get home?
How many	a number	How many children do you have?
How often	frequency	How often do you drink coffee?
How much	an amount or money	How much is our textbook?
What kind	one from a group	What kind of fruit do you like?

**What time* asks about specific time. *When* asks about general time.

Examples

What time does class start? Class starts at 9:00 am.

When is your birthday? My birthday is in August.

We form information questions (sometimes called *wh-* questions) the same as *yes/no* questions. Add the question word (*who, what, where, when, what time, etcetera*) to the beginning of the question.

wh- + auxiliary DO + subject + main verb

Wh- Question Word	Auxiliary DO	Subject	Base Form Main Verb
Who	do	I	see?
What		you	eat?
Where		we	drive?
When		they	write?
What time			
Why	does	he	
How		she	
How many		it	
How often			
How much			

Activity 3.29: Choose the Correct Form

Directions: Choose the correct question word.

- | | |
|--------------------------------------------|--------------------------------------------|
| 1. <u>Who/What</u> is your teacher? | My teacher is Susan. |
| 2. <u>Where/What</u> is your address? | My address is 19 Molalla Ave, Oregon City. |
| 3. <u>Where/When</u> do you wake up? | I wake up at 7:30 am. |
| 4. <u>Why/Who</u> do you have an umbrella? | Because it's raining. |
| 5. <u>How/Where</u> do you take ESL? | I take ESL classes at CCC. |
| 6. <u>When/What</u> do you work? | I work at 5:00 pm. |
| 7. <u>Why/How</u> do you get to school? | I take the bus. |

8. What/How do you cook hotdogs? I boil them, but some people grill them.
9. How much/How often milk do you want? I want 1 cup.
10. How many/Why cookies do you want? I want 2 dozen.

Activity 3.30: Fill-in-the-Blank

Directions: Fill in the blank with the correct question word.

1. A: _____ do you go to work?
B: I go to work at 5:00 am.
2. A: _____ is he wearing a sweater?
B: He's cold.
3. A: _____ do you study vocabulary?
B: I use vocabulary cards.
4. A: _____ are they from?
B: They're from Italy.
5. A: _____ are you doing?
B: I'm doing my homework.
6. A: _____ often do you sleep in?
B: I sleep in on Saturdays.
7. A: _____ time does class start?
B: Class starts at 6:00 pm.
8. A: _____ do you study?
B: I study at the library.
9. A: _____ is your favorite actor?
B: My favorite actor is Brad Pitt.
10. A: _____ many classes do you take?
B: I take three classes each term.

Activity 3.31: Interview

Directions: Your instructor will give you a worksheet that you can use to interview a classmate.

- Match the wh-question word with the question. You can only use a word one time.
- When you finish matching you will have 10 questions and 10 answers. Choose 5 questions to ask your classmate.
- Write the answers to the 5 questions below.

1. _____
2. _____
3. _____
4. _____
5. _____



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Review

Activity 3.32: Error Correction

Directions: There are 10 mistakes in the paragraph below. Find the mistakes with the simple present, adverbs of frequency, negative sentences, or -s / -es endings and correct them.

My name is Jacques. I lives next to Yuri and Palani. I am a student at CCC also. I arrive always early to class. My brother drive me to school. I do not drives. I eat lunch with my friends. We eat often at Ana

and Pedro's house. I doesn't cook. After class, always I study in the library. I finishes my homework in the afternoon. I study with my friend. My friend Palani finish his homework at night. I live with my family. My mother cook dinner for the family. She wash the dishes after dinner. I dry them.



Activity 3.33: Writing

Directions: Rewrite these sentences to include the adverb of frequency (AoF) in parentheses.

1. (usually) We eat dinner outside in summer.

2. (always) I wear slippers in the house.

3. (never) My family wakes up early.

4. (sometimes) My friends and I watch movies on Fridays.

5. (rarely) We eat uncooked food.

6. (often) They are late to class.

7. (never) I finish my homework on the computer.

8. (seldom) She takes her dog to the dog park.

9. (usually) You are on time.

10. (rarely) She eats fast food.

11. (never) It snows in August.

12. (always) It rains in October.

13. (often) We have homework.

14. (never) They forget books at home.

Activity 3.34: Writing

Directions: Write the question on the line below. Use the answer for extra information. Some questions are wh-questions, and some are yes/no questions.

Remember

Yes/No questions usually have short answers.

1. A: _____

B: I wake up at 8:00 am.

2. A: _____

B: Yes, I do (I have a dog.)

3. A: _____

B: My birthday is in August.

4. A: _____

B: No, I don't. (I don't do my homework in the morning.)

5. A: _____

B: I take a shower in the morning.

6. A: _____

B: I arrive early for class.

7. A: _____

B: He drives to school.

8. A: _____

B: He washes the dishes every day.

9. A: _____

B: Yes, I do. (I exercise 3 times a week.)

10. A: _____

B: I eat fast food once a month.



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Write

Directions: Write a paragraph comparing your daily schedule with a partner's daily schedule. Use the simple present tense, adverbs of frequency, and time expressions.

Pre-writing:

- Write 6 questions to ask your partner. Use 6 different wh-question words. There is a place to write each question in the chart that follows.
- Answer the 6 questions for yourself.

- Choose a partner, ask your questions, and then write down your partner's answers.

Examples

What time do you eat breakfast?

When do you go grocery shopping?

Question My Answer Partner's Answer

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Format:

- Use your own 8.5" x 11" lined paper. Do not use other paper sizes, please.
- Heading: Put your full name, the due date, and Ch. 3 Writing Assignment at the top of your paper. Your instructor will tell you where the heading goes (left or right side).
- Indent the first sentence, skip lines (double space), and leave a 1-inch margin on the sides and bottom.

Writing and Grammar:

- First sentence: begin writing by using this topic sentence: [Partner's name] and I are classmates, but we are very different.
- In your sentences, write your answer and your partner's answer.

Examples

I always wake up at 6:00 am. My partner wakes up at 8:00 am.

- Use 3 adverbs of frequency.
- Write 2 negative sentences.
- Use full forms; do not use contractions.
- Use capital letters and punctuation correctly.
- Use the rubric below to check your work.

Model Paragraph:

My partner and I are classmates, but we are very different. I get up very early at 5:00am. My partner doesn't get up early. She often gets up at 9:00am. I usually drink coffee in the morning, but my partner doesn't like coffee. She likes tea instead. I have two children, so I am busy with them. My partner is married, but she doesn't have any children. I leave for school at 8:30am. My partners never goes straight to school. She goes to her parents house first. She always helps them because they are very old. My parents are still young at age 50 and 55.

Assignment Rubric:

Heading: Full Name, Due Date, Ch. 3 Writing Assignment 1 point

Format: Indent, double space, margins	1 point
Your paragraph has at least 10 sentences	1 point
Every sentence has a subject and verb, & they agree	1 point
There are 3 adverbs of frequency	3 points
There are 2 negative sentences	4 points
Correct use of spelling	1 point
Correct use of capital letters	1 point
Correct end punctuation	1 point
Total	14 points



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Self-Assessment

These were our goals at the beginning of Chapter 3:

At the end of this chapter you will be able to:

- Add -s for the third person singular verb
- Write yes/no questions and short answers
- Write information questions using wh- question words
- Add -s , -es, and -ies to verbs and nouns

Recognize and use

- the simple present in the affirmative and negative
- adverbs of frequency

Directions: Choose yes if you think you achieved the goals or no in the table below if you think you did not achieve the goals. Then, write an example of the goal in the last column.

I can...	I achieved this goal:	My example:
add -s for 3rd person singular	yes	He walks.
	no	
write an affirmative sentence in the simple present	yes	
	no	
write a negative sentence in the simple present	yes	
	no	
write yes/no questions using the simple present	yes	
	no	
answer yes/no questions using short answers	yes	
	no	
make information questions using wh- question words	yes	
	no	
use AoF with the simple present	yes	
	no	

Chapter 4: Simple Present & Present Progressive

Holidays & Special Occasions



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Learning Goals

At the end of this chapter you should be able to:

- Identify the difference in form between the simple present and present progressive by recognizing -s, -ing, and the auxiliary BE verb.
- Recognize the difference in use and meaning between the simple present and present progressive.
- Recognize and use signal words to determine which tense is being used.
- Recognize and use stative verbs in the simple present tense.



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Prepare

Activity 4.1: Prereading

Part 1 Directions: Sit with a partner or a group. Describe a typical celebration for yourself or a family member. Use the simple present tense. What activities do you usually do for birthday celebrations?

- Do you have a party?
- What activities do you usually do?
- Who is invited to the celebration?
- Where is the celebration?

- Do you go out to lunch or dinner?
- Do you get presents?

Part 2 Directions: Look at the picture of the woman celebrating her birthday. Now IMAGINE that TODAY is your birthday or a family member's birthday. Use the present progressive tense because the activities are happening now.

- What are you doing for your celebration? Describe the celebration.
- Are you having a party?
- What kind of cake are you eating?
- What presents are you opening?
- Where are you having your celebration?
- Who is coming to your party?
- What food are you having?



Read



Directions: Read this story out loud with a partner. One person reads a paragraph, then the other person reads the next paragraph. When you are finished, read the story again. This time, read the paragraphs you did not read.

Celebrating Together During Winter Break

Right now, it is winter break. It is too expensive for Yuri and Palani to fly home to their countries. Palani doesn't usually celebrate the Christmas holiday. Ana and Pedro miss their family in Guatemala. Their grandmother usually cooks delicious food for the whole family. Tatiana and Viktor usually celebrate Orthodox Christmas. They exchange presents and gifts on January 7th instead of December 25th.

This year, the six friends want to do something different for the holidays. They are celebrating together at Ana

and Pedro's house. Today is Christmas day. Everyone is making some traditional American dishes to try. Ana and Pedro are preparing a turkey with stuffing. Palani and Yuri are bringing mashed potatoes with gravy and carrots. Tatiana and Viktor are bringing dinner rolls and pumpkin pie for dessert.

Everyone is so happy to be together this holiday season. They are excited to try out new foods and learn about new traditions. It is hard coming to a new country and starting a new life, but friends make it much easier.

Activity 4.2: Comprehension

Directions: Verb tenses tell us about time. Decide if a sentence is talking about a routine or repeated activity, or if the activity is happening right now. Write *Routine* or *Right Now* on the blank line.

1. For Christmas, Yuri, Palani, Ana, Marco, Tatiana, and Viktor are spending the holiday together.

2. Palani doesn't usually celebrate Christmas.

3. Ana and Pedro are thinking about their family back home in Guatemala.

4. Their grandmother usually cooks delicious food for the whole family.

5. Tatiana and Viktor usually celebrate Orthodox Christmas.

6. They usually exchange presents and gifts on January 7th instead of December 25th.

7. They are celebrating together at Ana and Pedro's house.

8. Tatiana and Viktor are preparing a turkey with stuffing.

9. Palani and Yuri are bringing mashed potatoes with gravy and carrots.

10. Tatiana and Viktor are bringing dinner rolls and pumpkin pie for dessert.

Activity 4.3: Complete the Table

Directions: Read the sentence in column one. Determine whether or not the action of the sentence is happening now or routinely. Choose the correct word: *now* or *routine*. Then determine if the verb tense in the sentence is present progressive (PP) or simple present (SP). Use signal words to help you. Write PP or SP in the third column to indicate the tense.

Remember

The present progressive has two parts: the BE verb + the present participle.

Sentence**Now or Routine SP or PP**

Example:

We like to eat out on the weekends.

now



SP

1. We usually eat at restaurants.

now

routine

2. We are eating at a restaurant.

now

routine

3. I am ordering a sandwich.

now

routine

4. I often order a chicken sandwich.

now

routine

5. He always drinks lemonade.

now

routine

6. Today, he is drinking coffee instead.

now

routine

7. She often pays with a credit card.

now

routine

8. She is paying with cash today.

now

routine



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Explore

Activity 4.4: Try It Out!

Directions: On the line below, write the simple present or present progressive form of the verb in parentheses.

1. Yuri (cook) _____ Maa Po for dinner tonight.
2. The friends (celebrate) _____ at Ana and Pedro's apartment this year.
3. I (like) _____ to cook Chinese food at home because it's healthy.
4. Ana and Pedro (decorate) _____ their apartment for Christmas this year.
5. Tatiana usually (open) _____ presents on January 7th.
6. This year, Tatiana (open) _____ presents on December 25th.
7. Yuri (cook) _____ Chinese dishes, like Maa Po all the time.
8. Pedro (prepare) _____ tamales for Christmas dinner every year.
9. Right now, Ana and Pedro (drink) _____ horchata, a Mexican drink.
10. Everyone (want) _____ to sing Christmas songs.



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Discover

Uses of the Simple Present Compared to the Present Progressive

Look at the table below to see when to use the simple present or the present progressive.

Simple Present

Facts, general truths, & information:
Birthdays occur every year.
Everyone gets older.

Usual activities, habits, routines, & repeated actions (sometimes, every day):

Juan has a big birthday party every year.
Ahmed always eats cake at his birthday party.
Suzie doesn't eat cake for her birthday anymore.
Jim blows up balloons for all the parties.

Present Progressive

Happening now, right now, or at this moment:
You are reading this sentence.
You are getting older right now.

Extended time: recent past through near future:
You are studying grammar this term.
We are buying gifts for Grandpa this week.

A temporary arrangement:
Jose is working the night shift this week only.
Olena is living in Portland for one year while she goes to college.

Activity 4.5: Choose the Best Option

Directions: Work with a partner. Try to identify why the simple present or present progressive is used. Use the words from the table above to identify the use.

Examples

It is Christmas break.

fact, general truth, information

John is dancing at the party.

happening now

Suzanne is studying ESL this term.

extended time

Ahmed's party is always held at a hotel.

repeated action

1. The classmates are spending the holiday together.

2. It is too expensive for Yuri and Palani to fly home.

3. Their grandmother usually cooks delicious food.

4. This year, they are celebrating together at Ana and Pedro's house.

5. They are preparing an American-style dinner.

6. They are inviting all their classmates.

7. Yuri, Palani, Tatiana, and Viktor are spending the night.

8. They want to sing Christmas carols on Christmas eve.

9. At this time, Tatiana and Viktor are making breakfast.

10. It takes a long time to prepare a Ukrainian breakfast.

Signal Words

The signal words below help us to understand whether something is happening now or it is routine. We can look for these words when we're reading, and we can use these words when we are writing. We can also hear them when we are listening and use them when we are speaking.

Simple Present

Adverbs of frequency (AoF) are used with the simple present to show how often something happens.

always, often,
sometimes, usually,
seldom / rarely, never

These words tell us how often an event or action is repeated or routine.

every day, every week, every year,
on Mondays, each Sunday,
on the weekend

Present Progressive

These words signal that the event is happening now and should be in the present progressive.

at the moment, now,
right now, Listen!,
Look!

These words show extended time that starts in the recent past and continues into the near future.

today, soon / very soon,
this / next week, this / next year,
this / next summer

Activity 4.6: Writing

Directions: Now that you know some good signal words for simple present and present progressive,



write some sentences using signal words.

Imagine that it's New Year's Eve. Describe a typical New Year's Eve celebration for you in your country. Then describe the celebration as if it were happening right now in the United States.

Write 3 sentences in the simple present using the appropriate signal words.

Examples

Alex always has a party at his parent's house.

Alex's parties are never boring!

Write 3 sentences in the present progressive using the appropriate signal words.

Examples

We are planning John's party right now.

My dad is shopping for balloons, streamers, food, and gifts this week.

Simple present sentences:

1. _____
2. _____
3. _____

Present progressive sentences:

1. _____
2. _____
3. _____

Now, share your sentences with a partner or group.

Activity 4.7: Listening

Directions: Listen for the simple present or present progressive. Write the correct form of the verb on the line.

This year, my husband and I (1)_____ to England in November for two weeks. It (2)_____ strange to celebrate Thanksgiving in England where they do not (3)_____ this holiday. We usually (4)_____ our family to eat dinner at our house. At home, our family (5)_____ early on Thanksgiving morning. We play football outside before dinner. We (6)_____ a big turkey. We (7)_____ stuffing. We (8)_____ spaghetti squash, bread rolls, fruit salad, and green beans. For dessert, I usually (9)_____ apple pie, but my sister (10)_____ pumpkin pie topped with whipped cream. In England, everyone (11)_____. Nobody (12)_____ the day off. Right now, we

(13)_____ fish and chips in a pub*. After dinner we (14)_____ to visit the Christmas market along the river Thames. We (15)_____ souvenirs for our family and friends. We (16)_____ to look at all the important places lit up at night.

*A pub is like a small cafe or bar. It serves beer, wine, and hard alcohol, but it also sells soft drinks and tea. Families come to the pub together to talk and laugh and listen to music or eat a meal.

Stative (Non-Action) Verbs

As you know from studying verbs in Chapter 1, most verbs show an action; for example, *walk*, *talk*, *study*, and *go*. However, some verbs don't show action. The BE verb, for example, does not show action.

Instead, stative verbs show an INTERNAL or MENTAL state. These internal states happen in our minds and are not seen by others. Because these verbs do not show external or physical action, they are rarely used in the present progressive.

As you can see from the list below, these verbs usually show INTERNAL or MENTAL actions.



- Attitudes: *want, like, hate*
- Beliefs: *believe, know, think, understand*
- Senses: *see, hear, feel*
- Possession: *have, own, belong*
- Emotions: *doubt, wish, care*
- Thinking / cognitive: *understand, remember, forget*



Snapshot

Think:

The verb *think* can be an active or stative verb. It depends on how it is being used.

If you are expressing opinions, then it is a stative verb because it is a mental or internal activity.

If it is used to describe the act of keeping someone or something in your mind, then it is an active verb.

Example

Stative: I think that Thai food is too spicy.

Active: I'm thinking about my sister today.

Activity 4.8: Multiple Choice

Directions: Decide if the following sentences use an action or stative (non-action) verbs. Choose *active* or *stative*.

Example

My name is Yuri. active stative

1. I am from Ukraine.

active stative

2. Palani doesn't usually celebrate Christmas

active stative

3. Tatiana wants to make blini "pancakes."

active stative

4. Grandma cooks delicious food.

active stative

5. Can you hear the music?

active stative

6. Do you know my brother, Palani?

active stative

7. They exchange presents every year.

active stative

8. She likes Caravan tea from Russia.

active stative

9. Ana and Pedro love their aunt and uncle.

active stative

10. Ana and Pedro make tamales from scratch.

active stative

11. Viktor prefers to celebrate Christmas on Jan 7th.

active stative

12. Do you understand non-action verbs?

active stative

Activity 4.9: Choose the Best Option

Directions:

- Decide if each sentence is in the simple present tense or the present progressive. Write *SP* (for Simple Present) or *PP* (for Present Progressive) on the first line.
- Then decide if the verb used is an active verb or a stative verb. Write *active* or *stative* on the second line.

Example

PP Right now, she is drinking "horchata," a rice and cinnamon drink.

active

1. ____ They want to have a Christmas party.

2. ____ He has new shoes for his birthday.

3. ____ Today, they are having a birthday party for their daughter.

4. ____ Some people prefer to celebrate New Year's Eve all night!

5. ____ Javier is listening to Christmas music at this moment.

6. ____ The food tastes delicious.

Activity 4.10: Conversation

Have some short conversations using the simple present and the present progressive. If you notice your partner using the wrong verb form, talk about it.

Part 1 Directions: Use the present progressive to tell your partner about the following:

- a subject you are studying this term (e.g., grammar, reading, pronunciation)
- an activity that you are doing this term (e.g., dancing, swimming, walking, playing cards)

Part 2 Directions: Use the simple present to tell your partner about the following:

- something that regularly happens in your daily life (take child to school, go to the gym)
- something you do every morning, every night, or every weekend.

Part 3 Directions: Use the simple present with stative verbs to tell your partner about:

- something you have (e.g., carry and use) in your backpack, purse, or wallet (e.g., money, books, cell phone)
- something that you currently want or need (e.g., eggs, toothpaste, pencils)

Activity 4.11: Noticing

Directions: Read the story. Choose (by underlining or otherwise marking) the simple present verbs. Choose (by circling or otherwise marking) the present progressive verbs.

Writing in My Journal

I am a student. I study English. I write in a journal every day for my writing class. I often write about my feelings. Sometimes I draw pictures. I don't worry about spelling or punctuation in my journal. Right now, I'm sitting in a restaurant. I'm looking at people and writing about them. The woman across from me is not drinking her coffee. She's typing on her laptop. Maybe she's writing a journal, too.

Activity 4.12: Writing

Directions: Write an answer to each question. Write short answers using contractions if the answer is negative.

Remember

If the question uses the BE verb, then you use the BE verb in the short answer. If the question uses the auxiliary DO, then use DO in the answer.

Examples

Are you a student? No, I'm not.

Do you have cats? Yes, I do.

1. Are you married?

2. Do you drive to work?

3. Do you have children?

4. Are you hungry?

5. Does the teacher have a pet?

6. Are you writing in your book right now?

7. Are you washing dishes right now?

8. Do you want to buy a new car?

9. Are you a student?

10. Do you live in an apartment?

11. Are you cleaning your house now?

12. Do you know the alphabet?

13. Are you busy?

14. Are you an office assistant?

Activity 4.13: Conversation

Directions: Ask and answer questions about the picture of kids celebrating Halloween. Use both the

simple present and the present progressive.



Remember

If you hear a question with the BE verb, use the BE verb to answer.

If you hear a question with the DO/DOES auxiliary, use DO/DOES to answer.

Short Answers: Simple Present vs. Present Progressive

Subject	Short Answer Simple Present	Short Answer Present Progressive
I	Yes, I do. No, I don't.	Yes, I am. No, I'm not.
you	Yes, you do. No, you don't.	Yes, you are. No, you aren't.
he she it	Yes, he does. No, he doesn't.	Yes, he is. No, he isn't.
we	Yes, we do. No, we don't.	Yes, we are. No, we aren't.
they	Yes, they do. No, they don't.	Yes, they are. No, they aren't.

Examples

Are the kids having fun?	Yes, they are.
Do you like to celebrate Halloween?	Yes, I do.

Activity 4.14: Writing

Part 1 Directions: Think about your friends or family. What do they do every day? What are they doing right now? Pick ONE person, and write some sentences about their daily activities. Use BOTH the simple present and the present progressive. If you use a stative verb, use it ONLY in the simple present.

Examples

My husband is at home.

He likes to cook.

He is cooking dinner.

He knows how to cook many things.

1. _____
2. _____
3. _____
4. _____

Part 2 Directions: Tell your partner about your friend or family member. Use both the simple present and the present progressive. Your partner should ask some questions. You can answer using short answers. Have fun!

Present Progressive: Temporary State

Review the uses of the simple present and present progressive. Sometimes the present progressive tense tells us that an activity is temporary, and the simple present tells us that an activity is more permanent. So the verb tense we choose says something more about the sentence than we realize.

Examples

I live in Happy Valley. (I live there all the time.)

I am living in Happy Valley. (I live there now, but I plan to move to another place soon.)

I work as a cashier. (This is my career.)

I am working as a cashier. (Right now, I am a cashier, but I want to have a different job).

Activity 4.15: Choose the Best Option

Directions: Decide if you should use the simple present or the present progressive in the following sentences.

1. (I am going to school for only 1 term.)
 - a. I attend Clackamas Community College.
 - b. I am attending Clackamas Community College.
2. (I live there all the time.)
 - a. I live with my sister.
 - b. I am living with my sister.
3. (I am vegetarian on Fridays during Lent.)
 - a. I don't eat meat on Fridays.
 - b. I am not eating meat on Fridays.
4. (temporary job)
 - a. I work at a department store.
 - b. I am working at a department store during the holidays.
5. (A temporary way to get to work because my car is broken down.)
 - a. I take the bus to work.
 - b. I am taking the bus to work this week.
6. (I don't eat before sundown during Ramadan.)
 - a. I don't eat during the day.
 - b. I'm not eating during the day.



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Review

Activity 4.16: Fill-in-the-Blank

Part 1 Directions: Gloria and Esperanza are in the library (right now). Complete the dialogue with the correct form of the verb in parentheses.

Remember

Look for signal words to help you decide the right tense.

Put stative verbs in the simple present (not present progressive).

Esperanza: Hi, Gloria. What are you doing here?

Gloria: I _____ (look) for a book about U.S. presidents. How about you?

Esperanza: I _____ (return) a book.

_____ (you/want) to go for a cup of coffee?

Gloria: Sorry, I can't right now. I _____ (wait) for my friend.

Today, we _____ (work) on a project for history class together.

We _____ (need) to finish it by next week.

Esperanza: _____ (you/like) your history class?

Gloria: Yes. I really _____ (like) the teacher.

He always _____ (wear) jeans to class, and he _____ (have) an earring in one ear.

Part 2 Directions: Take turns reading the dialogue. One person takes the role of Gloria. The other person takes the role of Esperanza. Help each other pronounce the words. You can even give a performance of your reading to the class.

Activity 4.17: Error Correction

Directions: Read each sentence and think about the verb form. If there is a mistake, correct it.

1. I want to learn English.
2. Every morning, I like to drink coffee.
3. Two days a week, I am going to the gym.
4. I am loving to exercise at the gym.
5. I want to practice English with native speakers.
6. Now, I study English and look for a job.
7. I work Monday through Friday.
8. I am happy because I understand English.
9. I am study English this term.
10. I often practice English.

Activity 4.18: Fill-in-the-Blank

Directions: Write the correct verb forms on the lines. Use either the simple present or the present progressive.

Remember

Use signal words to help you determine the correct tense.

Use stative verbs in the simple present (not in the present progressive).

Don't forget that "think" can be active or stative depending on how it is used.

Right now I (1. write) _____ in my journal. It (2. snow) _____ outside. I (3. think) _____ about my family. I (4. think) _____ about my family every day. I (5. speak) _____ with my family every weekend. My mother _____ (6. send) me letters every week, but I still miss them. Oh! The phone (7. ring) _____. Maybe my father (8. call) _____. He always (9. call) _____ on Sunday.



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Self-Assessment

These were our goals at the beginning of Chapter 4:

- Identify the difference in form between the simple present and present progressive by recognizing the grammatical markers (e.g., -s, -ing, auxiliary BE verb).
- Recognize the difference in use and meaning between the simple present and present progressive.
- Recognize and use signal words to determine which tense is being used.
- Recognize and use stative verbs in the simple present tense.

Directions: Choose *yes* or *no* in the table below if you think you have achieved the goals. Write an example of the goal in the last column.

I can...	I achieved this goal:	My example:
recognize the simple present form	yes no	I walk, you walk, he walks, we walk, they walk
recognize the present progressive form	yes no	
use spelling rules to write the third person singular -s	yes no	
recognize and use signal words	yes no	
recognize stative verbs	yes no	