

Student's Name _____ **Date** _____

Read these 4 short conversations and answer the true or false questions at the end. When you've finished compare your answer with a partner.

Conversation 1.

(Tom and his wife Nora are sitting on the sofa. There is a football match on the TV).

Nora: "Darling do you really love me?"

Tom: " Of course I love you. Now can you be quiet? I'm watching the football"

Nora: " But do you really, really love me?"

Tom: " Yes, I really, really love you. Now for heaven's sake, hush please and let me watch the game!"

Nora: " You love that football more than you love me"

Tom: " Right! That's it. I've had enough . I'm going to the pub"

Conversation 2

(In the classroom)

Student : "Sorry I wasn't in class yesterday. I'm looking for a new place to live and I had appointments to view two apartments".

Teacher: "That's okay. What were they like?"

Student: "Awful. But we're viewing a place this evening that sounds very nice"

Teacher: "Best of luck. It's not easy to find a decent place these days"

Student: "You can say that again"

Conversation 3

(Husband arrives home from work).

Wife: "Hello darling . How was your day?."

Husband: " Not bad, the usual. It's very quiet here. Where are the kids?"

Wife: "Well Billy's upstairs doing his homework. Or at least he says he's doing his homework. He's probably playing computers. And Jane is over in Mary's house. She's having dinner there this evening. Mary's Mum's taking them to the cinema afterwards. I think Lucy's taking the dog for a walk and it's Tom's football evening. They're playing a team from Clontarf."

Conversation 4

(Conversation on a mobile phone)

John: "Hello?"

Mary: " Hi. It's me"

John: " Oh, hi Mary"

Mary: " Bad time?"

John: " No not at all. I'm just sitting here in Grogan's doing my crossword and having a quiet pint."

Mary: "It's well for some! Listen. I'm going to the Abbey tonight and I've got a spare ticket. Would you like to come?"

John: Thanks Mary, but you know me and the theatre."

Mary: " OK. Just thought I'd ask."

Comprehension check

Are these statements true (T) or false (F)?

Conversation 1

1. The wife really loves football.
2. The husband goes to the pub because the football game is over.

Conversation 2

3. The student has found a new place to live.
4. The teacher is angry that the student wasn't in class yesterday
5. The student agrees with the teacher that it is hard to find accommodation.

Conversation 3

6. Only one of the couple's children is in the house.
7. The wife doesn't really believe Billy is doing his home work

Conversation 4

8. John knows Mary very well
9. Mary would like to be in a pub having a drink
10. John agrees to go to the Abbey

1	2	3	4	5	6	7	8	9	10

Language Focus

Read the conversations again and underline all the examples of verbs that end in **ing**. Examples sitting, watching

Look at the words that come immediately before these verbs. Make a list with the verbs. There are 16 in total. What is this tense called?

Examples

1. *Tom and his wife Nora are sitting*

2. *I'm watching*

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Pronoun	Present tense - be	Verb + ing
I	am	running
You		learning
He		waiting
She		working
It	is	raining
.....We		going
They		having

Complete the chart with the correct part of the verb **be**.

When we speak we usually use the contracted forms. Complete the chart

I am	
You are	You're
He is	
She is	
It is	
We are	
You are	You're

Now use the verbs to make sentences. Use the contracted forms

- My daughter _____ her 7 times tables at school at the moment

2. I _____ to see the director. Do you know where she is?
3. My girlfriend _____ in the women's mini marathon on Sunday.
4. My friend _____ a party on Friday. Do you want to go?
5. Oh dear! It _____ and I haven't got my umbrella.
6. I _____ to the shop. Do you want anything?

To make the negative we just add not

Example: Mary's not working today. She's off

We can write and say this as a contraction in two ways

Mary isn't working/ Mary's not working today. She's off

I am not	I'm not	
You are not	You're not	You aren't
He is not	He's not	He isn't
She is not	She's not	She isn't
It is not	It's not	It isn't
We are not	We're not	We aren't
They are not	They 're not	They aren't

Asking Questions.

Read these two conversations. How do you ask a question in the present continuous?

Conversation 1

(Mary is on her hands and knees on the floor)

John: "What are you looking for?"

Mary: "One of my earrings. It fell out during the class"

Conversation 2

Tina: "Are you doing anything after class ?"

Jane: "No. Why?"

Tina: "I'm going to the cinema. Would you like to come?"

Question wordbeperson	Verb +ing	Question mark
What	are	you	looking for	?
Where	is	Mary	going	?
	Is	it	raining?

Make questions from the following prompts

Example

You / do / anything / weekend ?

Are you doing anything at the weekend?

1. What/ your son / study /at college?

2. It / rain / still ?

3. Who/ you / write /to?

4.You/ go/ Linda's/ party?

5. What/ you/ say? Speak up! I can't hear you.

6. **Jack:** "What / you watch?" **Vera:** "Rubbish. You can change if you like"

When do we use the present continuous?

Read the four conversations again and decide if these statements are true (T) or false (F)

1. We use the present continuous to talk about things we do regularly
2. We use the present continuous to talk about what we are doing at the moment
3. We use the present continuous to talk about permanent situations.
4. We use the present continuous to talk about things we have arranged to do in the future.
5. We use the present continuous to talk about what we are doing now
6. We use the present continuous to talk about temporary situations

1		2		3		4		5	T	6	
---	--	---	--	---	--	---	--	---	---	---	--

Circle the correct form - present simple or present continuous

1. Oh look! It rains/ it is raining again.
2. People say it rains/ it is raining a lot in Ireland but actually it rains/ it is raining more in Paris than in Dublin
3. **Mother:** "Where's your Dad?"
Son: "I think he works/ he is working in the garden."

Mother: "And what do you do/ are you doing sitting on your backside?"

Get out there and help him you lazy lump."

4. I always read/ I am always reading for a while before I go / I am going to sleep
5. What do people do / are people doing in your country at the weekends?
6. What do you do/ are you doing for the weekend?
7. Ernesto is coming from/ comes from Portugal.
8. (In the luggage collection hall in Arrivals at Dublin airport)

Bill: "Hi there Jane. Where do you come from/ are you coming from?"

Jane: "Greece. And you?"

9. **Student:** " I'm sorry I don't understand / I'm not understanding this exercise. I don't know/ I'm not knowing what I have to do."
10. "Listen. The neighbours fight/ are fighting again."
11. (In a letter applying for a job) I write / I am writing in reply to your advertisement for the position of sales assistant
12. I write/ am writing to my family back home at least once a week
13. "My sister has/ is having a party on Sunday. She said I could bring a friend. Do you want/ are you wanting to come?"
14. People drive/ are driving on the left in Ireland
15. **Passenger in a car:** "Slow down. You drive/ you are driving too fast."

Uses of the Present Continuous

MODULE: Structures

LEVEL: R1 Transition

Time: 3 hours divided over two days

Focus: Uses of the present continuous

For this activity you need...

1 worksheet per student

N.B.

In Class Procedure at a Glance

1. Students read the four conversations and answer the true or false questions. Allow them to use a dictionary if necessary. There is no need to make any reference to the grammar focus for the moment. The first conversation is obviously sexually stereotyped but it does usually raise a few smiles

1	2	3	4	5	6	7	8	9	10
F	F	F	F	T	T	T	T	T	F

2. Students compare answers in pairs.
3. Check answers with the whole group. Let one student answer each time and then ask for a show of hands as to who agrees and who disagrees with the answer.
4. Before confirming the correct answer encourage students to justify their choices by referring back to the conversations. In particular focus attention on the use of "You can say that again" in conversation 2 and "It's me" in conversation 4.
5. Check that there are no problems with vocabulary. See if anybody in the class knows what the Abbey is (the national theatre founded in 1905) and where Clontarf is. (large suburb on the Northside of Dublin 3, site of famous battle on Good Friday 1014 when Brian Boru defeated the Vikings)
6. Students underline all the present participles in the conversations. If the layout of the classroom permits - as students finish encourage them to find another person who is also finished to compare the verbs they have underlined.
7. In pairs students list the 16 examples of the present continuous including the subject in each case. Check that they know the name of

- the tense. As some grammar books refer to it as the present progressive this may also be worth pointing out
8. Students focus on how the tense is formed by completing the chart. This should pose no problem. None the less let them compare answers (quickly) in pairs.
 9. Check students understand what is meant by "contracted form" before the complete the second chart.
 10. Focus attention on the spelling of the participles – the doubling of the last consonant in "running" and dropping the "e" in "having". See if students can think of other common examples for each pattern – stopping, putting..... taking, making, *etc*
 11. Students complete the sentences with the verbs from the first chart.
 12. Students compare answers in pairs
 13. Check answers as a whole class
 14. Insist on the contracted forms and if necessary drill the pronunciation
 15. Check the answers as a whole class.
 16. Give students a few minutes to look at the negative forms. You may want to point out that many Irish people use "Amn't"
 17. Focus attention on the word order for the question form in the conversations and the graph.
 18. Once everybody is clear on the word order get students to write the questions from the prompts. If you think some students will struggle correct each question as you go along.
 19. It may help to put the graph on the board.

Lesson 2

1. Folders closed see if students can remember what the focus of the previous lesson was.
2. Remind them of the four conversations. In pairs see how much they can remember about each one. (Who was speaking , where they took place, and any other details.
3. Ask students to read the four conversations again and then answer the true or false questions. These focus on the usages of the present continuous.- in particular the present cont. used for temporary activities, actions happening at the moment or around now and personal arrangements. There are no examples of the present continuous used with "always", "constantly" and "forever" to talk about annoying habits and surprising situations (You're always taking my things. I'm forever bumping into my students around town. In the very unlikely event that a student may have heard and noted this usage, explain that it is a different case. Although it's more common than grammar books would suggest it would be an complicating factor at this level.
4. Alternatively, or in addition you could photocopy the explanations from a grammar exercise book like Raymond Murphy's *English Grammar in Use* and let students read that before answering the questions. This would be in line the ELP descriptor(A2 use a grammar book to find the

correct structures. On the other hand if students can deduce the rules from the examples it may help their overall understanding.

5. Students do the exercise individually choosing the correct form
6. As soon as the first two students have finished let them compare their answers in pairs. Encourage debate and discussion. As other students finish let them form new pairs.
7. if pairs cannot reach agreement encourage them to join another pair and again compare and discuss.
8. Check answers as a whole class