

BASIC
**English
Grammar**

FOURTH EDITION

*Betty S. Azar
Stacy A. Hagen*



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WITH ANSWER KEY



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Preface to the Fourth Edition

Basic English Grammar is a developmental skills text for beginning English language learners. It uses a grammar-based approach integrated with communicative methodologies to promote the development of all language skills in a variety of ways. Starting from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their own lives in the classroom context. Grammar tasks are designed to encourage both fluency and accuracy.

The eclectic approach and abundant variety of exercise material remain the same as in the earlier editions, but this fourth edition incorporates new ways and means. In particular:

- **CORPUS-INFORMED CONTENT**

Based on corpus research, grammar content has been added, deleted, or modified to reflect discourse patterns. New information highlighting differences between spoken and written English has been added to the charts, and students practice more frequently used structures. We have been careful to keep the information manageable for beginning students.

- **PRESENTATION OF KEY GRAMMAR**

Chapter 15 (in earlier editions of *BEG*) has been moved to Chapter 6 of this edition in order to teach possessive forms earlier and present all pronouns together.

- **WARM-UP EXERCISES FOR THE GRAMMAR CHARTS**

Newly created for the fourth edition, these innovative exercises precede the grammar charts and introduce the point(s) to be taught. They have been carefully crafted to help students *discover* the target grammar as they progress through each warm-up exercise. The warm-up exercises can help the teacher assess how much explanation and practice students will need.

- **MICRO-PRACTICE**

At the beginning level, a single grammar structure (e.g. basic pronouns and possessives) sometimes needs to be presented in several steps. Additional exercises have been created to give students more incremental practice.

- **LISTENING PRACTICE**

Recent research highlights the importance of helping students at all levels understand authentic spoken English. New as well as revised exercises help introduce students to relaxed, reduced speech. In this richer linguistic environment, input becomes more comprehensible for students. An audio CD accompanies the student text, and a full audio script can be found in the back of the book.

- **READINGS**

This fourth edition now has a wide selection of readings for students to read and respond to. The content is carefully controlled so that the vocabulary is accessible to beginning students and the grammar structures appropriate to the chapter(s) studied.

- **WRITING TASKS**

New writing tasks help students naturally produce the target grammar structures in extended discourse. These end-of-chapter activities include writing models for students to follow. Editing checklists draw students' attention to the grammar focus and help them develop proofreading skills.

Basic English Grammar is accompanied by

- A comprehensive **Workbook**, consisting of self-study exercises for independent work.
- An all-new **Teacher's Guide**, with step-by-step teaching suggestions for each chart, notes to the teacher on key grammar structures, vocabulary lists, and expansion activities.
- An expanded **Test Bank**, with additional quizzes, chapter tests, mid-terms, and final exams.
- **ExamView** software that allows teachers to customize their own tests using quizzes and tests from the **Test Bank**.
- **AzarGrammar.com**, a website that provides a variety of supplementary classroom materials, *PowerPoint* presentations for all chapters, and a place where teachers can support each other by sharing their knowledge and experience.

The Student Book is available with or without an answer key in the back. Homework can be corrected as a class or, if appropriate, students can correct it at home with the answer key and bring questions to class. In some cases, the teacher may want to collect the assignments written on a separate piece of paper, correct them, and then highlight common problems in class.

The Azar-Hagen Grammar Series consists of

- *Understanding and Using English Grammar* (blue cover), for upper-level students.
- *Fundamentals of English Grammar* (black cover), for mid-level students.
- *Basic English Grammar* (red cover), for lower or beginning levels.

Tips for Using the New Features in this Text

WARM-UP

The **Warm-Up** exercises are a brief pre-teaching tool for the charts. They highlight the key point(s) that will be introduced in the chart directly following the **Warm-Up** exercise. Before beginning the task, teachers will want to familiarize themselves with the material in the chart. Then, with the teacher's guidance, students can discover many or all of the new patterns while completing the **Warm-Up** activity. After students finish the exercise, teachers may find that no further explanation is necessary, and the charts can then serve as a useful reference.

LISTENING

The **Listening** exercises have been designed to help students understand American English as it is actually spoken. As such, they include reductions and other phenomena that are part of the natural, relaxed speech of everyday English. Because the pace of speech in the audio may be faster than what students are used to, they may need to hear sentences two or three times as they complete a task.

The **Listening** exercises do not encourage immediate pronunciation (unless they are linked to a specific pronunciation task). Receptive skills precede productive ones, and it is essential that students gain receptive familiarity with the speech patterns before they begin using them in their own speech.

Students are encouraged to listen to conversations the first time without looking at their text. Teachers can explain any vocabulary that has not already been clarified. During the second listening, students complete the assigned task. Teachers will want to pause the audio appropriately. Depending on the level of the class, pauses may be needed after every sentence, or even within a sentence.

It is inevitable that sound representations in the text will at times differ from the instructor's speech, whether due to register or regional variation. A general guideline is that if the instructor expects students will *hear* a variation, or if students themselves raise questions, alternate representations can be presented.

A **Listening Script** is included in the back of the book.

READING

The **Readings** give students an opportunity to work with the grammar structures in extended contexts. Vocabulary that may be new to students is presented on yellow notes for teachers to introduce. One approach to the reading is to have students read the passage independently the first time through. Then they work in small groups or as a class to clarify vocabulary questions that didn't come up in the notes. A second reading may be necessary. Varied reading tasks allow students to check their comprehension, use the target structures, and expand upon the topic in speaking or writing.

WRITING

As students gain confidence in using the target structures, they are encouraged to express their ideas in longer writing tasks. Model paragraphs accompany assignments, and question-prompts help students develop their ideas.

Editing checklists provide guidance for self- or peer-editing. One suggested technique is to pair students, have them exchange papers, and then have the *partner* read the paragraph aloud. The writer can *hear* if the content is what he or she intended. This also keeps the writer from automatically self-correcting while reading aloud. The partner can then offer comments and complete the checklist.

For classes that have not had much experience with writing, the teacher may want students to complete the task in small groups. The group composes a paragraph together, which the teacher then collects and marks by calling attention to beginning-level errors, but not correcting them. The teacher makes a copy for each group member, and each student makes the corrections *individually*.

LET'S TALK

Each *Let's Talk* activity is set up as one of the following: **Pairwork**, **Small Group**, **Class Activity**, **Interview**, or **Game**. Language learning is a social activity, and these tasks encourage students to speak with others about their ideas, their everyday lives, and the world around them. Students speak more easily and freely when they can connect language to their own knowledge and experiences.

CHECK YOUR KNOWLEDGE

Toward the end of the chapter, students can practice sentence-level editing skills by correcting errors common to this level. They can work on the sentences for homework or in small groups in class.

This task can easily be set up as a game. The teacher calls out an item number at random. Students work in teams to correct the sentence, and the first team to correctly edit it wins a point.

Please see the *Teacher's Guide* for detailed information about teaching from this book, including expansion activities and step-by-step instructions.



Chapter 4

Using the Present Progressive

Exercise 1. Warm-up. (Chart 4-1)

Complete the sentences with the given words.



David



Nancy

happy/sad

laughing/crying

1. David is _____.

He is _____.

2. Nancy is _____.

She is _____.

4-1 Be + -ing: the Present Progressive

- | | |
|--------------------------|--|
| am + -ing | (a) I am sitting in class right now. |
| is + -ing | (b) Rita is sitting in class right now. |
| are + -ing | (c) You are sitting in class right now. |

In (a): When I say this sentence, I am in class. I am sitting. I am not standing. The action (sitting) is happening right now, and I am saying the sentence at the same time.

am, is, are = helping verbs
sitting = the main verb

am, is, are + **-ing** = the present progressive*

* The present progressive is also called the "present continuous."

□ **Exercise 2. Looking at grammar. (Chart 4-1)**

Complete the sentences with the correct form of **be** (*am, is, or are*).

Right now, . . .

1. it is raining outside.
2. we _____ sitting in the college library.
3. you _____ writing.
4. some students _____ studying.
5. I _____ looking out the window.
6. two women _____ waiting for a bus.
7. they _____ talking.
8. a bus _____ coming.

□ **Exercise 3. Looking at grammar. (Chart 4-1)**

Complete each sentence with the present progressive of the verb in *italics*.

1. *stand* She is standing.
2. *sleep* You _____.
3. *read* He _____.
4. *eat* I _____.
5. *help* We _____.
6. *play* They _____.
7. *snow* It _____.

□ **Exercise 4. Let's talk: class activity. (Chart 4-1)**

Your teacher will act out some verbs. Answer questions about these actions. Close your book for this activity.

Example: read

TEACHER: (*acts out reading*) I am reading. What am I doing?

STUDENT: You are reading.

1. write
2. sit
3. stand
4. count
5. wave
6. look at the ceiling

❑ **Exercise 5. Let's talk: pairwork. (Chart 4-1)**

Work with a partner. Take turns describing the pictures. Use the present progressive form of the verbs in the box.

Example:

PARTNER A: The woman is driving a car.

PARTNER B: (*points to the picture*)

PARTNER A: Your turn.



fish
fix (a computer)

get on (a bus)
kick (a soccer ball)

laugh
read

sing
sleep

swim
walk

1



2



3



4



5



6



7



8



9



10



❑ **Exercise 6. Let's talk: class activity. (Chart 4-1)**

Act out the directions your teacher gives you. Describe the actions using the present progressive. Continue the action during the description. Close your book for this activity.

Example:

TEACHER TO STUDENT A: Please smile. What are you doing?

STUDENT A: I'm smiling.

TEACHER TO STUDENTS A + B: Please smile. (*Student A*), what are you and (*Student B*) doing?

STUDENT A: We're smiling.

TEACHER TO STUDENT B: What are you and (*Student A*) doing?

STUDENT B: We're smiling.

TEACHER TO STUDENT C: What are (*Student A* and *Student B*) doing?

STUDENT C: They're smiling.

TEACHER TO STUDENT B: What is (*Student A*) doing?

STUDENT B: He/She is smiling.

- | | |
|---|-----------------------------|
| 1. Stand up. | 6. Touch your desk. |
| 2. Sit down. | 7. Look at the ceiling. |
| 3. Sit in the middle of the room. | 8. Hold up your right hand. |
| 4. Stand in the back of the room. | 9. Hold up your left hand. |
| 5. Stand between (____) and (____). | 10. Clap your hands. |

❑ **Exercise 7. Listening. (Chart 4-1)**



Read the story. Then listen to each sentence and look at the picture of Tony. Circle the correct answer. Compare your answers with your classmates' answers.

Tony is not a serious student. He is lazy. He doesn't go to class much. He likes to sit in the cafeteria. Sometimes he sits alone, and sometimes he visits with friends from his country. He is in the cafeteria right now. What is he doing?

Example: Tony is talking on his cell phone. yes no

- | | | | |
|--------|----|---------|----|
| 1. yes | no | 6. yes | no |
| 2. yes | no | 7. yes | no |
| 3. yes | no | 8. yes | no |
| 4. yes | no | 9. yes | no |
| 5. yes | no | 10. yes | no |



Exercise 8. Warm-up. (Chart 4-2)

Answer the questions.

count ride sleep stop

- Which verb ends in a consonant + *-e*? _____
- Which verb ends in two consonants? _____
- Which verb ends in two vowels + one consonant? _____
- Which verb ends in one vowel + one consonant? _____

4-2 Spelling of *-ing*

	END OF VERB	→	-ING FORM
RULE 1	A CONSONANT* + <i>-e</i>	→	DROP THE <i>-e</i> AND ADD <i>-ing</i>
	smile	→	smiling
	write	→	writing
RULE 2	ONE VOWEL* + ONE CONSONANT	→	DOUBLE THE CONSONANT AND ADD <i>-ing</i> **
	sit	→	sitting
	run	→	running
RULE 3	TWO VOWELS + ONE CONSONANT	→	ADD <i>-ing</i> ; DO NOT DOUBLE THE CONSONANT
	read	→	reading
	rain	→	raining
RULE 4	TWO CONSONANTS	→	ADD <i>-ing</i> ; DO NOT DOUBLE THE CONSONANT
	stand	→	standing
	push	→	pushing

*Vowels = a, e, i, o, u. Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

**Exception to Rule 2: Do not double w, x, and y. snow → snowing; fix → fixing; say → saying

Exercise 9. Looking at spelling. (Chart 4-2)

Write the *-ing* form of the given verbs.

- | | | | |
|----------|---------------|-----------|-------|
| 1. take | <u>taking</u> | 7. hurt | _____ |
| 2. come | _____ | 8. plan | _____ |
| 3. dream | _____ | 9. bake | _____ |
| 4. bite | _____ | 10. snow | _____ |
| 5. hit | _____ | 11. study | _____ |
| 6. rain | _____ | 12. stop | _____ |

❑ **Exercise 10. Looking at spelling. (Chart 4-2)**

Your teacher will act out a sentence. On a separate piece of paper, write the word that ends in **-ing**. Close your book for this activity.

Example: wave

TEACHER: (*waves*) I'm waving.

STUDENT: (*writes*) waving

- | | | | |
|----------|---------|----------|--------------------------|
| 1. smile | 4. sit | 7. write | 10. sneeze |
| 2. read | 5. eat | 8. fly | 11. cut a piece of paper |
| 3. drink | 6. clap | 9. sleep | 12. cry |

❑ **Exercise 11. Looking at grammar. (Chart 4-2)**

Complete the sentences. Use the present progressive form of the verbs from the box.

call charge eat search send wait

At work

1. People are standing in the lobby. They are waiting for the elevator.
2. A secretary _____ an email to the staff.
3. A customer is using an office phone. He _____ his office.
4. Several people are in the lunchroom. They _____ lunch.
5. A manager has his cell phone on his desk. He _____ his battery.
6. An employee needs information. She _____ the Internet.

❑ **Exercise 12. Warm-up. (Chart 4-3)**

Choose the correct completion.



1. The birds **are / aren't** flying.
2. They **are / aren't** sitting on a telephone wire.
3. A car **is / isn't** driving by.

4-3 The Present Progressive: Negatives

- (a) I **am not sleeping**. I am awake.
 (b) Ben **isn't listening**. He's daydreaming.
 (c) Mr. and Mrs. Silva **aren't watching** TV. They're reading.

Present progressive negative:

am
is
are } + **not** + **-ing**



Ben



Mr. and Mrs. Silva

Exercise 13. Looking at grammar. (Chart 4-3)

Make two sentences about each situation, one negative and one affirmative. Use the present progressive.

Example: Sandra: standing up / sitting down

Sandra isn't standing up.

She 's sitting down.



SITUATION 1:

Otto: watching TV / talking on the phone

Otto _____

He _____



SITUATION 2:

Anita: listening to music / playing soccer

Anita _____

She _____



SITUATION 3:

Sofia and Bruno: reading / eating lunch

Sofia and Bruno _____

They _____



SITUATION 4:

Ted: making photocopies / fixing the photocopy machine

Ted _____

He _____



□ **Exercise 14. Looking at grammar. (Chart 4-3)**

Part I. Read the paragraph.

Jamal is a car mechanic. He owns a car repair business. He is very serious and works very hard.

Right now Jamal is at work. What is he doing? Check (✓) the phrases that make sense.

- | | |
|--|---|
| 1. <input checked="" type="checkbox"/> talk to customers | 6. <input type="checkbox"/> answer the office phone |
| 2. <input type="checkbox"/> play soccer in a park | 7. <input type="checkbox"/> give a customer a bill |
| 3. <input type="checkbox"/> change the oil in a car | 8. <input type="checkbox"/> repair an engine |
| 4. <input type="checkbox"/> watch a movie in a theater | 9. <input type="checkbox"/> eat at a restaurant |
| 5. <input type="checkbox"/> put on a new tire | 10. <input type="checkbox"/> replace a windshield wiper |

windshield wipers



Part II. Make true sentences about Jamal.

1. He is talking to customers.
2. He isn't playing soccer in a park.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

❑ **Exercise 15. Let's talk. (Chart 4-3)**

Work in small groups. Take turns making sentences about the people in the list. Say what they are doing right now and what they are not doing right now.

Example: a neighbor

- Mrs. Martinez is working in her office right now.
- She is not working in her garden.

- | | |
|--|-------------------------------|
| 1. someone in your family | 4. a classmate |
| 2. your favorite actor, writer, or sports star | 5. the leader of your country |
| 3. a friend from childhood | |

❑ **Exercise 16. Warm-up. (Chart 4-4)**

Choose the correct answer.

1. Are you lying on a bed?

a. Yes, I am.	b. No, I'm not.
---------------	-----------------
2. Is your teacher dancing?

a. Yes, he/she is.	b. No, he/she isn't.
--------------------	----------------------
3. Are the students in your class singing?

a. Yes, they are.	b. No they aren't.
-------------------	--------------------

4-4 The Present Progressive: Questions

QUESTION	SHORT ANSWER (LONG ANSWER)
BE + SUBJECT + <i>-ING</i> (a) Is Marta sleeping ?	→ Yes, she is . (She's sleeping.) → No, she's not . (She's not sleeping.) → No, she isn't . (She isn't sleeping.)
(b) Are you watching TV?	→ Yes, I am . (I'm watching TV.) → No, I'm not . (I'm not watching TV.)

QUESTION WORD + BE + SUBJECT + <i>-ING</i>	SHORT ANSWER (LONG ANSWER)
(c) Where is Marta sleeping ?	→ In bed . (She's sleeping in bed.)
(d) What is Ted watching ?	→ A movie . (Ted is watching a movie.)
(e) Why are you watching TV?	→ Because I like this program . (I'm watching TV because I like this program.)



□ **Exercise 17. Looking at grammar. (Chart 4-4)**

Make questions.

1. A: Is the teacher helping students?
B: Yes, she is. (The teacher is helping students.)
2. A: _____?
B: Yes, he is. (Ivan is talking on his phone.)
3. A: _____?
B: No, I'm not. (I'm not sleeping.)
4. A: _____ TV?
B: No, they aren't. (The students aren't watching TV.)
5. A: _____ outside?
B: No, it isn't. (It isn't raining outside.)
6. A: _____?
B: Yes, he is. (John is riding a bike.)



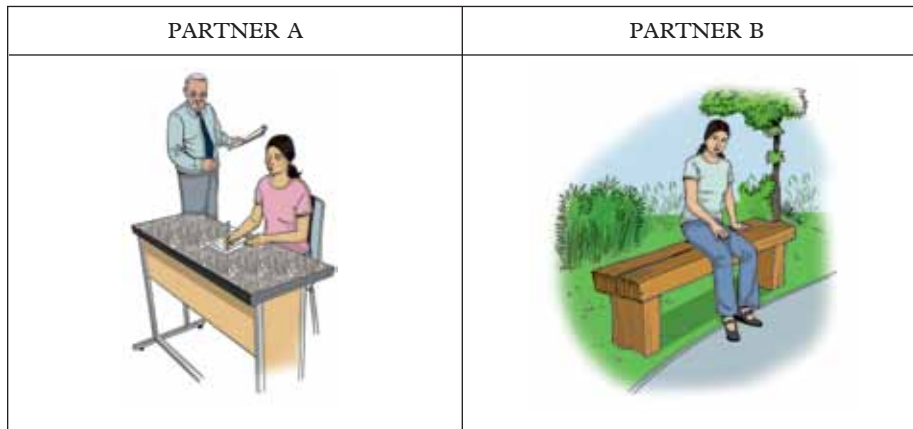
□ **Exercise 18. Vocabulary and speaking: pairwork. (Chart 4-4)**

Part I. Work with a partner. Check the expressions you know. Your teacher will explain the ones you don't know.

do	make	take
___ do the dishes	___ make breakfast	___ take a nap
___ do the laundry	___ make a bed	___ take a shower
___ do homework	___ make a phone call	___ take a bath
___ do the ironing	___ make a mess	___ take a test
		___ take a break
		___ take medicine

Part II. With your partner, take turns asking and answering questions about the pictures. Find the differences. You can look at your book before you speak. When you speak, look at your partner. Partner A: Use the pictures on p. 107. Partner B: Use the pictures in Appendix 00, p. 00.

Example:

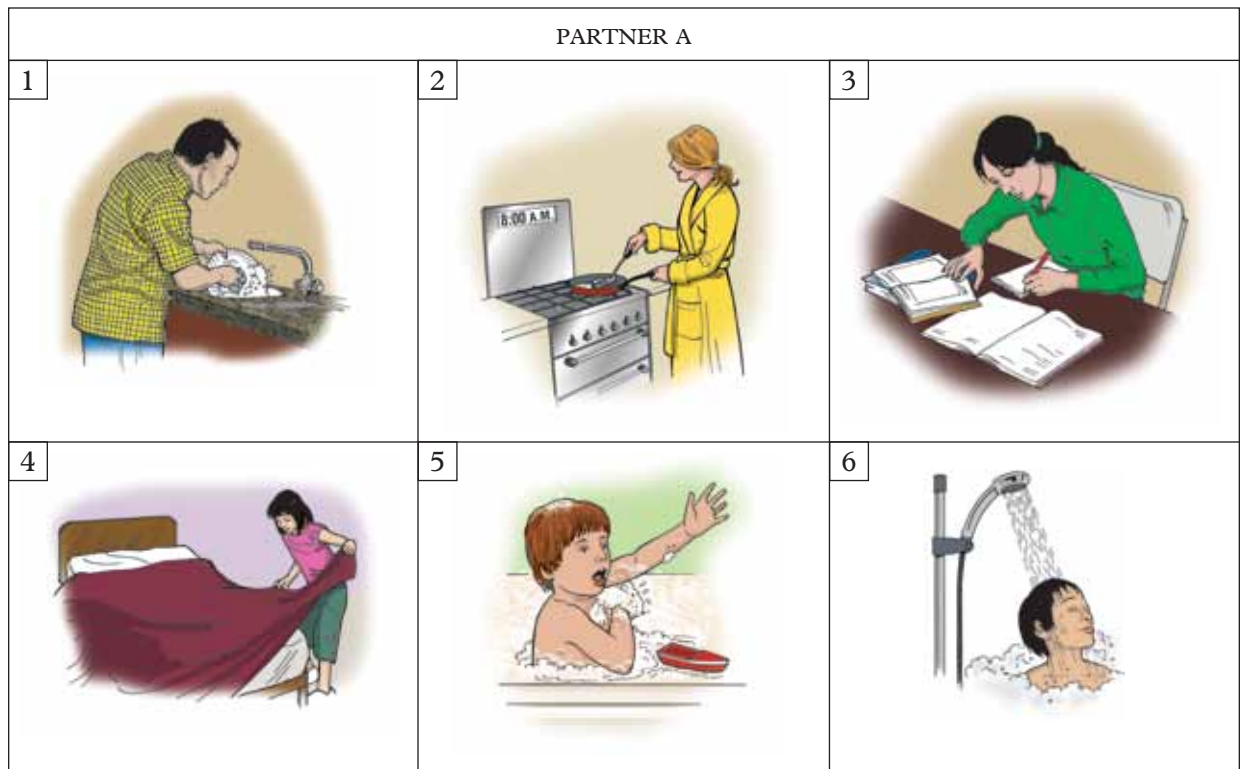


PARTNER A: Is the girl in your picture taking a test?

PARTNER B: No, she isn't.

PARTNER A: What is she doing?

PARTNER B: She's taking a break.



□ **Exercise 19. Looking at grammar. (Chart 4-4)**

Make questions with *where*, *why*, and *what*.

1. A: What are you reading?
B: My grammar book. (I'm reading my grammar book.)
2. A: _____
B: Because we're doing an exercise. (I'm reading my grammar book because we're doing an exercise.)
3. A: _____
B: A sentence. (I'm writing a sentence.)
4. A: _____
B: In the back of the room. (Yoshi is sitting in the back of the room.)
5. A: _____
B: In a hotel. (I'm staying in a hotel.)
6. A: _____
B: Jeans and a sweatshirt. (Jonas is wearing jeans and a sweatshirt today.)
7. A: _____
B: Because I'm happy. (I'm smiling because I'm happy.)

□ **Exercise 20. Looking at grammar. (Chart 4-4)**

Make questions. Give short answers to yes/no questions.

1. A: What are you writing?
B: A thank-you note. (I'm writing a thank-you note.)
2. A: Is Ali reading a book?
B: No, he isn't / he's not. (Ali isn't reading a book.)
3. A: _____
B: Yes, _____ (Magda is eating lunch.)



4. A: Where _____
 B: At the Sunrise Café. (She's eating lunch at the Sunrise Café.)
5. A: _____
 B: No, _____ (Sam isn't drinking a cup of coffee.)
6. A: What _____
 B: A glass of lemonade. (He's drinking a glass of lemonade.)
7. A: _____
 B: No, _____ (The girls aren't playing in the street.)
8. A: Where _____
 B: In the park. (They're playing in the park.)
9. A: Why _____
 B: Because they don't have school today. (They're playing in the park because they don't have school today.)
10. A: _____
 B: Yes. (The girls are playing together.)
11. A: _____?
 B: No. (A parent isn't watching them.)



Exercise 21. Warm-up. (Chart 4-5)

Answer the questions with *yes* or *no*.

1. Do you eat breakfast every day?
2. Do you talk on the phone every day?
3. Do you study English every day?
4. Are you eating breakfast right now?
5. Are you talking on the phone right now?
6. Are you studying English right now?

4-5 The Simple Present vs. the Present Progressive

	SIMPLE PRESENT	PRESENT PROGRESSIVE
	The simple present expresses habits or usual activities. Common time words are every day, every year, every month, often, sometimes, and never . The simple present uses do and does in negatives and questions.	The present progressive expresses actions that are happening right now, while the speaker is speaking. Common time words are now, right now, and today . The present progressive uses am, is, and are in negatives and questions.
STATEMENT	I talk You talk He, She, It talks We talk They talk	I am talking You are talking He, She, It is talking We are talking They are talking
NEGATIVE	I don't talk. You don't talk. He, She, It doesn't talk. We don't talk. They don't talk.	I am not talking. You are not talking. He, She, It is not talking. We are not talking. They are not talking.
QUESTION	Do I talk? Do you talk? Does he, she, it talk? Do we talk? Do they talk?	Am I talking? Are you talking? Is he, she it talking? Are we talking? Are they talking?

□ Exercise 22. Looking at grammar. (Chart 4-5)

Choose the correct completion.

- | | | |
|-----------------------------|-------------|------------|
| 1. Mari is working | now. | every day. |
| 2. Mari works at a pharmacy | now. | every day. |
| 3. I am working | today. | every day. |
| 4. It's snowing | now. | every day. |
| 5. You are making breakfast | today. | every day. |
| 6. You make breakfast | right now. | every day. |
| 7. We eat vegetables | right now. | every day. |
| 8. We are eating outside | right now. | every day. |

□ **Exercise 23. Looking at grammar. (Chart 4-5)**

Complete the sentences with the correct form of the words in parentheses.

1. Ahmed (*talk*) _____ *talks* _____ to his classmates every day in class.
Right now he (*talk*) _____ *is talking* _____ to Yoko. He (*talk, not*) _____
_____ to his friend Omar right now.
2. It (*rain*) _____ a lot in this city, but it (*rain, not*) _____
right now. The sun (*shine*) _____. (*it, rain*) _____
a lot in your hometown?
3. Hans and Anna (*sit*) _____ next to each other in class every day, so they often
(*help*) _____ each other with their grammar exercises. Right now Anna (*help*)
_____ Hans with an exercise on verbs.
4. Roberto (*cook*) _____ his own dinner every evening. Right now he
is in his kitchen. He (*cook*) _____ rice and beans.
(*he, cook*) _____ meat for his dinner tonight too? No,
he is a vegetarian. He (*eat, never*) _____ meat. (*you, eat*)
_____ meat? (*you, be*) _____ a vegetarian?

□ **Exercise 24. Listening. (Chart 4-5)**



Listen to each sentence. Choose the correct completion.

Examples: You will hear: Pedro is sleeping late

You will choose: now every day

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

❑ **Exercise 25. Let's talk: pairwork. (Chart 4-5)**

Work with a partner. Take turns asking and answering questions about Isabel's activities. Use the present progressive and the simple present.

Example: check her phone for messages

PARTNER A: Is Isabel checking her phone for messages?

PARTNER B: Yes, she is.

PARTNER A: Does she check her phone for messages every day?

PARTNER B: Yes, she does.

PARTNER A: Your turn now.



drink tea
listen to music
play her guitar
play tennis

ride her bike
say "hi" to her neighbor
write a report
swim

take a walk
talk on her phone
text
watch TV

1



2



3



4



5



6



7



8



9



10



11



12



□ **Exercise 26. Looking at grammar. (Chart 4-5)**

Complete each question with all the correct answers.

a teacher at school early sick study studying work

1. a. Are you a teacher / early / studying / at school / sick ?
b. Do you work / study ?

angry a dancer cook dance driving ready understand

2. a. Do you _____ ?
b. Are you _____ ?

a problem help here new raining ready true work

3. a. Is it _____ ?
b. Does it _____ ?

□ **Exercise 27. Looking at grammar. (Chart 4-5)**

Complete the sentences with **Do**, **Does**, **Is**, or **Are**.

On the subway

1. Do you have your ticket?
2. Is your ticket in your wallet?
3. _____ the train usually leave on time?
4. _____ the train on time?
5. _____ the tickets cheap?
6. _____ you looking at a map?
7. _____ you have enough money?
8. _____ the train here?
9. _____ we have extra time?
10. _____ the train leaving?
11. _____ the conductor check for tickets?

□ **Exercise 28. Listening. (Chart 4-5)**



CD 1
Track 00

Listen to the conversation. Complete the sentences with the words you hear.

Example: You will hear: Are you doing an exercise?

You will write: Are you doing an exercise?

A: What are you doing? _____ on your English paper?
1

B: No. _____ an email to my sister.
2 3

A: _____ to her often?
4

B: Yes, but I _____ a lot of emails to anyone else.
5

A: _____ to you often?
6

B: No, but she _____ me a lot.
7

□ **Exercise 29. Looking at grammar. (Chart 4-5)**

Complete the sentences with the correct form of the words in parentheses.

1. A: Tom is on the phone.

B: (*he, talk*) Is he talking to his wife?

A: Yes.

B: (*he, talk*) Does he talk to her often?

A: Yes, he (*talk*) talks to her every day during his lunch break.

2. A: I (*walk*) _____ to school every day. I (*take, not*) _____
_____ the bus. (*you, take*) _____ the bus?

B: No, I don't.

3. A: Selena is in the hallway.

B: (*she, talk*) _____ to her friends?

A: No, she isn't. She (*run*) _____ to her next class.

4. A: I (*read*) _____ the newspaper every day.

B: (*you, read*) _____ it online?

A: No, I don't. I (*read, not*) _____ it online.

5. A: What (*you, read*) _____ right now?

B: I (*read*) _____ my grammar book.

6. A: (*you, want*) _____ your coat?

B: Yes.

A: (*be, this*) _____ your coat?

B: No, my coat (*hang*) _____ in the closet right now.



□ **Exercise 30. Reading and grammar. (Chart 4-5)**

Part I. Read the paragraph. Look at new vocabulary with your teacher first.

Reni's Job

Reni is a server at a restaurant. She works long hours, and the restaurant pay is minimum wage. She earns extra money from tips. Reni is an excellent server. She is friendly and fast. Customers leave her good tips. Fifteen percent is average, but often she gets twenty percent. Today Reni is working an extra shift. A co-worker is sick, so Reni is taking her hours. Reni is feeling tired at the moment, but she is also happy because the tips are good. She is earning a lot of extra money today.

Do you know these words?

server
minimum wage
tips
average
shift
co-worker

Part II. Complete the sentences with **Is**, **Do**, or **Does**.

1. is Reni a good server?
2. the restaurant pay Reni a lot of money?
3. customers leave her good tips?
4. Reni work extra hours every day?
5. Reni working extra hours today?
6. she happy today?
7. she earning extra money?
8. she usually get good tips?
9. servers earn a lot of money from tips?

Part III. Discuss possible answers to these questions.

1. In your opinion, what are some important qualities for a restaurant server?
Check (✓) the items.

<u> </u> fast	<u> </u> formal
<u> </u> friendly	<u> </u> speaks other languages
<u> </u> talkative	<u> </u> smiles a lot
<u> </u> polite	<u> </u> has a good memory
2. Do customers leave tips at restaurants in your country? If yes, what percentage is an average tip? Do you like to leave tips?
3. What is more important for you at a restaurant: the food or the service?
4. In some countries, a usual workday is eight hours, and a usual workweek is 40 hours. What is the usual workday and workweek in your country?

❑ **Exercise 31. Warm-up. (Chart 4-6)**

Read the sentences. What do you notice about the verbs in red?

Right now, I **am waiting** at a bus stop. I **see** an ambulance. I **hear** a siren. A car and a motorcycle **are stopping**. The ambulance **is going** fast.

4-6 Non-Action Verbs Not Used in the Present Progressive

(a) I'm hungry **right now**. I **want** an apple.
INCORRECT: I am wanting an apple.

Some verbs are NOT used in the present progressive. They are called “non-action verbs.”

In (a): **Want** is a non-action verb. *Want* expresses a physical or emotional need, not an action.

(b) I **hear** a siren. **Do** you **hear** it too?
*INCORRECT: I'm hearing a siren.
Are you hearing it too?*

In (b): **Hear** is a non-action verb. *Hear* expresses a sensory experience, not an action.

NON-ACTION VERBS

dislike	hear	believe
hate	see	know
like	smell	think (<i>meaning believe</i>)*
love	taste	understand
need		
want		

*Sometimes *think* is used in progressive verbs. See Chart 4-8 for a discussion of *think about* and *think that*.

❑ **Exercise 32. Looking at grammar. (Chart 4-6)**

Complete the sentences. Use the simple present or the present progressive form of the verbs in parentheses.

- Alicia is in her room right now. She (*listen*) is listening to a podcast.
She (*like*) likes the podcast.
- It (*snow*) _____ right now. It's beautiful! I (*like*) _____ this weather.
- I (*know*) _____ Jessica Santos. She's in my class.
- The teacher (*talk*) _____ to us right now. I (*understand*) _____ everything she's saying.
- Emilio is at a restaurant right now. He (*eat*) _____ dinner. He (*like*) _____ the food. It (*taste*) _____ good.
- Sniff-sniff. I (*smell*) _____ gas. (*you, smell*) _____ it?

7. Taro (*tell*) _____ us a story right now. I (*believe*) _____ his story.
8. Ugh! Someone (*smoke*) _____ a cigar. It (*smell*) _____ terrible! I (*hate*) _____ cigars.
9. Look at Mr. Gomez. He (*hold*) _____ a kitten in his hand. He (*love*) _____ the kitten. Mr. Gomez (*smile*) _____.



□ **Exercise 33. Let's talk: interview. (Chart 4-6)**

Ask two students each question. Write their answers in the chart. Share some of their answers with the class.

QUESTION	STUDENT A	STUDENT B
1. What \ you \ like?		
2. What \ babies \ around the world \ like?		
3. What \ you \ want?		
4. What \ children around the world \ want?		
5. What \ you \ love?		
6. What \ teenagers around the world \ love?		
7. What \ you \ dislike or hate?		
8. What \ people around the world \ dislike or hate?		
9. What \ you \ need?		
10. What \ elderly people around the world \ need?		

□ **Exercise 34. Warm-up. (Chart 4-7)**

Complete the sentences with the given phrases.

1. *am looking at / am watching*

a. I _____ my cell phone. It is 10:00 P.M.

b. I _____ a movie. It is very funny.

2. *hear / am listening to*

a. I _____ the teacher carefully. She is explaining grammar to me.

b. Shh! I _____ a noise. Maybe someone is downstairs!

4-7 See, Look At, Watch, Hear, and Listen To

SEE, LOOK AT, and WATCH

(a) I **see** many things in this room.

(b) I'm **looking at** the clock. I want to know the time.

(c) Bob **is watching** TV.

In (a): **see** = a non-action verb. Seeing happens because my eyes are open. Seeing is a physical reaction, not a planned action.

In (b): **look at** = an action verb. Looking is a planned or purposeful action. Looking happens for a reason.

In (c): **watch** = an action verb. I *watch* something for a long time, but I *look at* something for a short time.

HEAR and LISTEN TO

(d) I'm in my apartment. I'm trying to study. I **hear** music from the next apartment. The music is loud.

(e) I'm in my apartment. I'm studying. I have an iPod. I'm **listening to** music. I like to listen to music when I study.

In (d): **hear** = a non-action verb. Hearing is an unplanned act. It expresses a physical reaction.

In (e): **listen (to)** = an action verb. Listening happens for a purpose.

□ **Exercise 35. Let's talk: class activity. (Chart 4-7)**

Your teacher will ask you questions. Close your book for this activity.

Example:

TEACHER: Look at the floor. What do you see?

STUDENT: I see shoes/dirt/etc.

1. What do you see in this room? Now look at something. What are you looking at?
2. Turn to p. 107 of this book. What do you see? Now look at one thing on that page. What are you looking at?
3. Look at the board. What do you see?
4. What programs do you like to watch on TV?
5. What sports do you like to watch?

6. What animals do you like to watch when you go to the zoo?
7. What do you hear at night in the place where you live?
8. What do you listen to when you go to a concert?
9. What do you listen to when you are at home?

□ **Exercise 36. Looking at grammar. (Chart 4-7)**

Complete the sentences. Use the simple present or the present progressive form of the verbs in parentheses.

SITUATION 1:

I (*sit*) _____ am sitting _____ in class right now. I (*sit, always*)
 _____ always sit _____ in the same seat every day. Rashid is my partner
 today. We (*do*) _____ a pairwork exercise. Right now we (*speak*)
 _____ English. We both (*know*) _____
 French, so sometimes we (*speak*) _____ French to each other. Of
 course, our teacher (*want*) _____ us to speak English.

Sandro is in the corner of the room. He (*work, not*) _____.
 He (*look*) _____ around the room. Kim (*check*)
 _____ the answer key in his grammar book. Francisco
 (*stare*) _____ at the clock. Abdullah (*smile*)
 _____. Lidia (*tap*) _____ her foot. Hans
 (*chew*) _____ gum.

SITUATION 2:

The person on the bench in the picture on page 120 is Caroline. She's an accountant.
 She (*work*) _____ for the government. She (*have*) _____ an
 hour for lunch every day. She (*eat, often*) _____ lunch in the
 park. She (*bring, usually*) _____ a sandwich and some fruit
 with her to the park. She (*sit, usually*) _____ on a bench, but
 sometimes she (*sit*) _____ on the grass and (*watch*) _____
 people and animals. She (*watch*) _____ joggers and squirrels. She
 (*relax*) _____ when she eats at the park.



Right now I (*look*) _____ at the picture of Caroline. She (*be, not*)
 _____ at home in the picture. She (*be*) _____ at the park. She
 (*sit*) _____ on a bench. She (*eat*) _____ her
 lunch. A jogger (*run*) _____ on a path through the park. A squirrel
 (*sit*) _____ on the ground in front of Caroline. The squirrel
 (*eat*) _____ a nut. Caroline (*watch*) _____
 the squirrel. She (*watch, always*) _____ squirrels
 when she eats lunch in the park. Some ducks (*swim*) _____
 in the pond in the picture, and some birds (*fly*) _____ in
 the sky. A police officer (*ride*) _____ a horse. He (*ride*)
 _____ a horse through the park every day. Near Caroline, a family
 (*have*) _____ a picnic. They (*go*) _____ on a picnic
 every week.

Exercise 37. Warm-up. (Chart 4-8)

Do you agree or disagree with each sentence? Circle *yes* or *no*.

- | | | |
|--|-----|----|
| 1. I think about my parents every day. | yes | no |
| 2. I am thinking about my parents right now. | yes | no |
| 3. I think that it is difficult to be a good parent. | yes | no |

4-8 Think About and Think That

<p><i>THINK</i> + <i>ABOUT</i> + A NOUN</p> <p>(a) I think about my family every day.</p> <p>(b) I am thinking about grammar right now.</p>	<p>In (a): Ideas about my family are in my mind every day.</p> <p>In (b): My mind is busy now. Ideas about grammar are in my mind right now.</p>
<p><i>THINK</i> + <i>THAT</i> + A STATEMENT</p> <p>(c) I think that Emma is lazy.</p> <p>(d) Ed thinks that I am lazy.</p> <p>(e) I think that the weather is nice.</p>	<p>In (c): In my opinion, Emma is lazy. I believe that Emma is lazy. People use think that when they want to say (to state) their beliefs. The present progressive is often used with think about. The present progressive is almost never used with think that.</p> <p><i>INCORRECT: I am thinking that Emma is lazy.</i></p>
<p>(f) I think that Marco is a nice person.</p> <p>(g) I think Marco is a nice person.</p>	<p>Examples (f) and (g) have the same meaning. People often omit that after think, especially in speaking.</p>

□ Exercise 38. Grammar and speaking. (Chart 4-8)

Use **I think that** to give your opinion. Share a few of your opinions with the class.

1. English grammar is easy / hard / fun / interesting.

 I think that English grammar is interesting.

2. People in this city are friendly / unfriendly / kind / cold.

3. The food at (*name of a place*) is delicious / terrible / good / excellent / awful.

4. Baseball / football / soccer / golf is interesting / boring / confusing / etc.

□ Exercise 39. Writing and speaking. (Chart 4-8)

Complete the sentences with your own words. Share a few of your completions with the class.

1. I think that the weather today is _____

2. I think my classmates are _____

3. Right now I'm thinking about _____

4. In my opinion, English grammar is _____

5. In my opinion, soccer is _____

6. I think that my parents are _____
7. I think this school is _____
8. I think about _____ often.
9. I think that _____
10. In my opinion, _____

Exercise 40. Let's talk: game. (Charts 4-5 → 4-8)

Work in small groups. One person will think about an animal or a food. The other students will ask questions and try to guess the answer.

Example: animal

STUDENT A: I'm thinking about an animal

STUDENT B: Is it big?

STUDENT A: No.

STUDENT C: Does it have wings?

STUDENT A: Yes.

STUDENT D: Is it a mosquito?

STUDENT A: Yes!

Another student chooses an animal or food.

Exercise 41. Reading. (Chart 4-5 → 4-8)

Read the paragraph and the statements. Circle "T" for true and "F" for false.

Sleep: How Much do People Need?

Adults need about eight hours of sleep a night. Some need more and some need less, but this is an average amount. Newborn babies need the most sleep, about 14 to 16 hours every 24 hours. They sleep for about four hours. Then they wake up, eat, and then sleep again. As babies grow, they need a little less sleep, about 10 to 14 hours. Here is an interesting fact. Teenagers also need about 10 to 14 hours of sleep a night. Some people think teenagers sleep a lot because they are lazy. Actually, their bodies are changing, so they need a lot of rest. How much sleep do you get every night? Is it enough?

- | | | |
|--|---|---|
| 1. Everyone needs eight hours of sleep a night. | T | F |
| 2. Newborn babies sleep 14 to 16 hours and then wake up. | T | F |
| 3. Teenagers need a lot of sleep. | T | F |
| 4. Teenagers and adults need the same amount of sleep. | T | F |

□ **Exercise 42. Looking at grammar. (Chapter 4)**

Choose the correct completion.

1. Lola and Pablo _____ TV right now.
a. watch b. watching **c. are watching**
2. A: _____ you writing to your parents?
B: No. I'm studying.
a. Are b. Do c. Don't
3. I _____ like to write letters.
a. no b. don't c. am not
4. A: Jack has six telephones in his apartment.
B: I _____ you. No one needs six telephones in one apartment.
a. am believe b. am not believing c. don't believe
5. When I want to know the time, I _____ a clock.
a. see b. look at c. watch
6. A: Do you know Fatima?
B: Yes, I do. I _____ she is a very nice person.
a. am thinking b. thinking c. think
7. Where _____ Boris? Upstairs or downstairs?
a. does b. is c. lives
8. Oh, no! Paul _____. He is allergic to cats.
a. is sneezing b. doesn't sneeze c. sneezes
9. A: You look sad.
B: Yes, I _____ about my family back in my country. I miss them.
a. think b. am thinking c. thinking

□ **Exercise 43. Check your knowledge. (Chapter 4)**

Correct the mistakes.

1. It's ~~raining~~ ^{raining} today. I ~~no~~ ^{don't} like the rain.
2. I like New York City. I am thinking that it is a wonderful city.
3. Does Abdul be sleeping right now?
4. Why you are going downtown today?
5. I am liking flowers. They are smelling good.

6. Kiri at a restaurant right now. He usually eat at home, but today he eating dinner at a restaurant.
7. Alex is siting at his desk. He writting a letter.
8. Where do they are sitting today?

□ **Exercise 44. Reading and writing. (Chapter 4)**

Part I. Read the paragraph. Look at new vocabulary with your teacher first.



A Sleepless Night

Mila is in bed. It is 3:00 A.M. She is very tired, but she isn't sleeping. She is thinking about medical school. She is worrying about her final exams tomorrow. She needs to pass because she wants to be a doctor. She is tossing and turning in bed. She wants a few more days to study. She is thinking about possible test questions. She is wide-awake. She isn't going back to sleep tonight.

Do you know these words?

medical school
final exams
pass
toss and turn
wide-awake

Part II. Imagine it is 3:00 A.M. You are in bed, and you are wide awake. You are having a sleepless night. What are you thinking about? Write a paragraph. Use both simple present and present progressive verbs.

Part III. Editing check: Work individually or change papers with a partner. Check (✓) for the following:

1. ___ paragraph indent
2. ___ capital letter at the beginning of each sentence
3. ___ period at the end of each sentence
4. ___ a verb in every sentence
5. ___ use of present progressive for activities right now
6. ___ correct spelling (use a dictionary or spell-check)