

Wednesday, 9/20

In class: Introduction to course
Study the forms and uses of the simple present and present progressive tenses.
Study pages 4-6 in the textbook. Do exercises 4 and 5 together.
Study frequency adverbs (page 9). Do exercise 10 together.
Study final -s ending (pages 12-13).
Review question formation (pages 4 and 19).
Study non-action verbs (page 17).

Homework for Monday, 1/25:

1. Buy the textbook.
2. Review all of the above.
3. Do exercises 15, 16, 19, and 20 in the book.
4. Study page 29 - the spelling of the present participle form (the -ing form).

Monday, 1/25

In class: Review homework.
Work in groups on exercise 18 with modified directions.

Homework for Wednesday, 1/27:

1. Do the handout "Simple Present and Present Progressive."
2. Do the handout "Editing Practice."

Wednesday, 1/27

In class: Review homework.
Review question structure. Do exercises 22 and 23 together.

Homework for Monday, 2/1:

1. Review chapter 1 and all handouts.

Monday, 2/1

Take the test on chapter 1.

Uses of the Simple Present Tense

1. To show habitual or repeated action in the present:

Examples: Mary rides her bicycle to school everyday.
John never drinks beer in the morning.
The children sleep in the upstairs bedroom.

2. To express general truths that are timeless (well-known laws or principles or even generally accepted truths about people, places, and customs):

Examples: Water boils at 212 degrees Fahrenheit.
The world is round.
College students often do not get enough sleep.

3. To show a skill:

Examples: Carlos speaks Spanish and English very well.
Natalya makes delicious cakes.

4. To show a permanent situation or extended duration:

Examples: I live in California.
He works for the City of Sacramento. (He plans to work for the City until he retires.)

Uses of the Present Progressive Tense

1. To show an action or activity that is happening right now (at this moment, today, this year); the action is in progress:

Examples: Tammy is writing the first draft of her essay.
Monica is majoring in math.

2. To show that an action or activity is happening at the present time and is temporary:

Examples: Mark is working at his uncle's store. (Mark probably won't work permanently at his uncle's store.)
Sharon is taking ESL G50.
Bill is living with his grandparents for the summer.

3. To express an action that is already in progress at a specified point of time in the present:

Examples: When my husband gets home from work, I am usually cooking dinner, and the children are doing their homework.

Non-action (Non-progressive) Verbs

The following verbs are not usually used in progressive tenses.

adore	agree	appear	appreciate
astonish	be	believe	belong to
concern	consist of	contain	cost
depend on	deserve	desire	detest
dislike	doubt	equal	fit
forget	forgive	hate	* have
hear	imagine	impress	include
intend	involve	know	like
love	match	matter	mean
miss	need	notice	object
owe	own	perceive	please
possess	prefer	realize	recognize
refuse	remember	remind	require
resemble	satisfy	see	seem
smell	sound	suppose	* taste
tend	* think	trust	understand
want	exist		

*The verb *have* can be used as a progressive verb when it doesn't mean "to own something," as in the following cases:

- Examples: I'm having a good/bad/fun time.
He's having a problem/difficulty/trouble.
She's having company/a baby/an operation/surgery.
You're having a test/quiz/exam.
We're having breakfast/lunch/dinner/a snack/a drink/a meal.
You're sleeping and having a dream.
They're having a meeting/conference, so don't disturb them.

*When the verb *think* means "believe," it is nonprogressive:

- Examples: I think Sacramento City College is a good school.
He thinks the weather is too hot in Sacramento in the summer.

When the verb *think* shows that ideas are going through a person's mind, the verb is progressive:

- Examples: She is thinking about verb tenses now.
He is thinking about the movie he is watching.

*The verb *taste* is a nonprogressive when it describes flavor:

- Examples: This cake tastes too sweet.
Thai and Indian food taste too spicy for me.

When the verb *taste* shows that a person is eating something, it is progressive:

- Examples: The child is tasting the ice cream. He is smiling, so he must like it.
I'm tasting the soup to see if it is hot enough.

For the pictures below, write one sentence using a verb in the simple present tense and one sentence using a verb in the present progressive tense. Then, write one question in the simple present tense and one question in the present progressive tense. Use a different main verb each time.



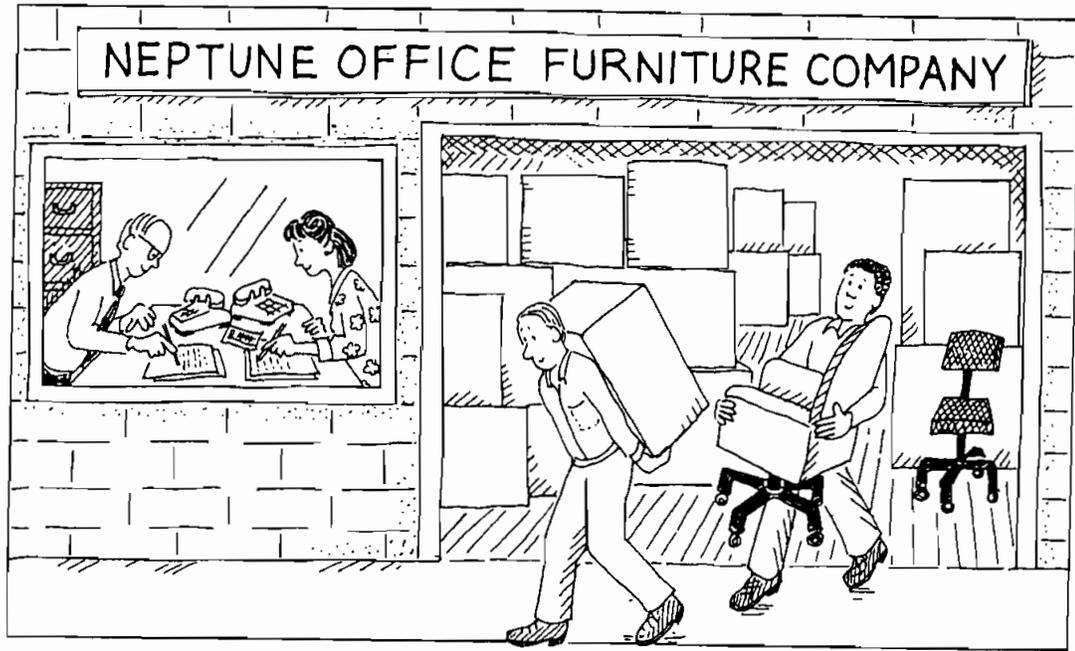
1. Sentence with the simple present tense: _____

2. Sentence with the present progressive tense: _____

3. Question with the simple present tense: _____

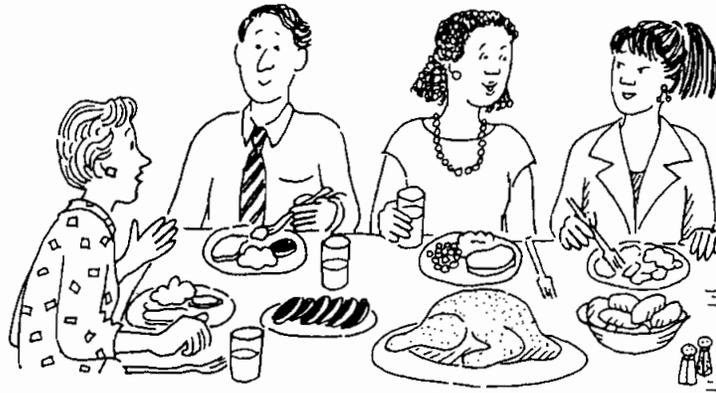
4. Question with the present progressive tense: _____

For the pictures below, write one sentence using a verb in the simple present tense and one sentence using a verb in the present progressive tense. Then, write one question in the simple present tense and one question in the present progressive tense. Use a different main verb each time.



1. Sentence with the simple present tense: _____
2. Sentence with the present progressive tense: _____
3. Question with the simple present tense: _____
4. Question with the present progressive tense: _____

For the pictures below, write one sentence using a verb in the simple present tense and one sentence using a verb in the present progressive tense. Then, write one question in the simple present tense and one question in the present progressive tense. Use a different main verb each time.



1. Sentence with the simple present tense: _____
2. Sentence with the present progressive tense: _____
3. Question with the simple present tense: _____
4. Question with the present progressive tense: _____

Simple Present and Present Progressive

Introductory Task: Changes

- A.** Many things change our personality and habits—sometimes only for a few hours; sometimes forever.

Read about the changes in these people. Underline the **boldfaced** verbs that describe their usual habits and routines. Circle the **boldfaced** verbs that describe what is happening to them now.

1. Yoko is usually very sociable. She **goes** to a lot of parties and **makes** friends quickly. But this month she is acting very quiet. She's **losing** her confidence. (Why? This is her first month in a new country. It's stressful.)
2. Carolyn and I almost always **work** very fast and **have** lots of energy. These days, we're **working** slowly, and we're **making** mistakes. (Why? Our diet **is making** us tired. We **aren't eating** right.)
3. You often **act** nervous and tired. But right now you **are acting** quiet and calm. (Why? You're **listening** to relaxing music right now.)
4. Greg **is** usually very organized. He **concentrates** well and **does** a lot in a short time. Right now, he's **trying** to work, but he **is not concentrating**. (Why? It's late at night, and Greg is a "morning person." He works better in the morning.)

- B.** Look at the verbs you circled and underlined in Part A. Then read the statements below and check the correct box.

1. The **boldfaced** verbs that describe usual habits or routines are in the
 simple present tense. present progressive tense.
2. The **boldfaced** verbs that talk about what is happening now, this month, or these days are in the
 simple present tense. present progressive tense.

Simple Present Versus Present Progressive

1 Simple Present Versus Present Progressive: What Changes Personality?

Circle the correct verb form in the sentences.

1. a. Food (gives / is giving) people energy.
 b. But Tom and I (diet / are dieting) this week.
 c. Today we (try / are trying) to eat very little food, but it is difficult.
2. a. Color sometimes (changes / is changing) our personality.
 b. Psychologists say that bright colors often (make / are making) people active and nervous.
 c. For that reason, libraries and hospitals (don't usually paint / aren't usually painting) their walls red.
3. a. Alice (wears / is wearing) a blue dress right now.
 b. She likes blue. It always (makes / is making) her feel calm and relaxed.
4. a. People often (act / are acting) differently in new situations.
 b. For example, Yoko (lives / is living) in a new country this month.
 c. She (acts / is acting) quiet and shy these days.
5. a. I sometimes (get / am getting) tired when the weather is hot.
 b. I (get / am getting) very tired today. It is very hot and hazy.
6. a. Psychologists generally (try / are trying) to help people with personality problems.
 b. They sometimes (help / are helping) people change their personalities and behavior.
7. a. Relaxation (saves / is saving) energy.
 b. It (helps / is helping) people feel positive.
 c. Listen to your breathing. Look at your hands. (Do you relax / Are you relaxing) right now?

2 Simple Present and Present Progressive: A New Situation

A. Yoko usually has a routine. But today she is doing something different. Complete the sentences about Yoko. Use the simple present and the present progressive.

USUALLY		TODAY
Eat breakfast with her family	8:00 a.m.	Skip breakfast
Walk to the office	8:45	Catch the fast train downtown
Meet with clients all morning	9:00–12:00	Sit quietly at a desk
Go home for lunch	12:15 p.m.	Buy lunch in the school cafeteria
Answer letters and phone calls	1:00	Go to a laboratory and listen to tapes
See her friends after work	5:00	Go home
Go out in the evening	7:30	Work at her computer

Verbs with Stative Meaning

FORM and FUNCTION

A. Overview

Some verbs have stative (not active) meanings. Verbs with stative meaning describe states, not actions. Some common verbs with stative meaning are:

IDEAS	ATTITUDES	EMOTIONS	POSSESSIONS	SENSES	DESCRIPTIONS
forget	need	hate	have	hear	be
know	want	like	owe	see	cost
remember		love	own	smell	look
think				sound	seem
understand				taste	weigh

B. Simple Present Tense for Verbs with Stative Meaning

We usually use the **simple present** with verbs with stative meaning. We rarely use the progressive.

You **seem** nervous at the moment.

NOT: You ~~are seeming~~ nervous at the moment.

C. Verbs with Both Stative and Active Meanings

Some verbs have both a stative and an active meaning. When they have an active meaning, they can be in the progressive.

Stative meaning: Arnold **looks** happy.
(He **seems** happy.)

Active meaning: He **is looking** at his mother.
(He **is watching** his mother.)

Stative meaning: I **think** he's wonderful.
(In my opinion, he's wonderful.)

Active meaning: I **am thinking** about Arnold.
(My mind **is focusing** on him.)

B. Circle the correct form of the verbs in parentheses.

Gloria (wants / is wanting)₁ help with her problems. She is writing a letter to Miss Know-It-All. Miss Know-It-All (has / is having)₂ an advice column in the local newspaper. This (is / is being)₃ Gloria's letter.

Dear Miss Know-It-All:

Help! I (have / am having)₄ some problems, and I (don't know / am not knowing)₅ what to do. I (need / am needing)₆ some advice. I (think / am thinking)₇ you can help me.

First of all, my job (is / is being)₈ a problem. These days, I am working all the time. I usually (love / am loving)₉ my job, but, this is too much!

I also (have / am having)₁₀ no appetite these days. Food (doesn't look / isn't looking)₁₁ good to me, and most food (doesn't smell / isn't smelling)₁₂ and (doesn't taste / isn't tasting)₁₃ so great, either. So I (don't eat / am not eating)₁₄ these days, and I (lose / am losing)₁₅ weight.

I (think / am thinking)₁₆ about going to a doctor, but that (costs / is costing)₁₇ a lot and I (am / am being)₁₈ too busy. So I hope you can help me instead. Please answer this letter. What is my problem? What is your advice?

Wasting away in Washington,

Gloria Jones

Gloria Jones

3. Mr. Jones: Jack? This is Mr. Jones from the manager's office. _____ at your sales report right now.

a (I / look)

Jack: Oh, hi, Mr. Jones. _____ okay?

b (it / look)

Mr. Jones: Yes, pretty good!

4. Man: We have a nice new sports car on sale.

Woman: _____ about the cost. What about a used car?

a (I / think)

Man: Sorry. _____ the used cars are all sold.

b (I / think)

5. Woman: My cat is sick. _____ terrible. She needs an appointment with the doctor today.

a (She / look)



Receptionist: _____ at the appointment book right now. Is two o'clock okay?

b (I / look)

6 Editing: A's and B's

Read about personality types. Draw a line through the incorrect **boldfaced** verbs. Write the correct verb form above the line. There are six incorrect verbs. The first correction is done for you.

Different people **have** different reactions to stress. Medical scientists usually ^{divide} ~~are dividing~~

1

2

these reactions into two groups: Type A and Type B. Type A people always **feel** a lot of

3

pressure from stress. Type B people **are** more patient and relaxed.

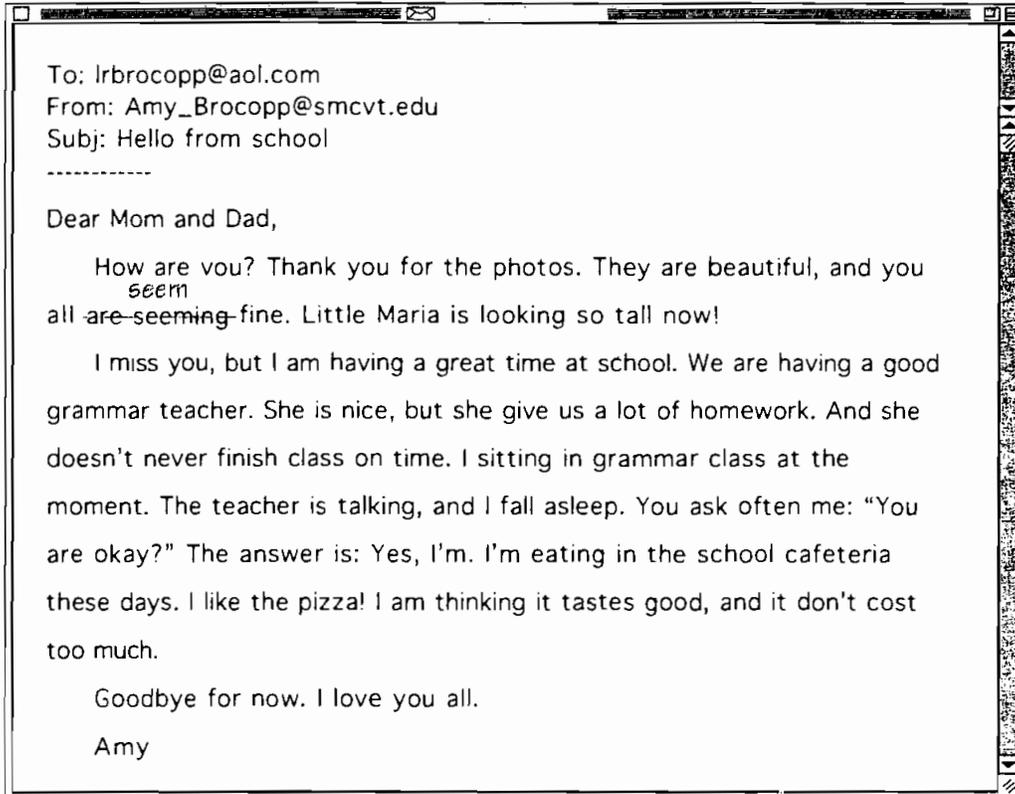
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Wrap-up Activities



Letter Home: EDITING

Correct the errors in this e-mail message. There are 12 errors with simple present, present progressive, and adverbs of frequency. The first error is corrected for you.



Me or Not Me? WRITING/SPEAKING

Match the paper with the person.

Step 1 On a piece of paper, write three statements about yourself and your personality. Use at least one present progressive verb and one simple present verb. Try to use a verb with stative meaning.

Step 2 Work in a team of four or five. Put your papers together in a bag.

Step 3 Student A: Take a paper from the bag and read the statements aloud. Ask questions to match the paper with the person. That person then becomes Student A.

Step 4 Continue until all students have a turn and all people and papers have a match.

Example statements on paper: I am sitting in class.
I am thinking it tastes good.
I don't cost too much.

Possible questions: Are you sitting in class?
Do you think it tastes good?
Does it cost too much?

Directions: Cross out the errors in the passage below. Then, write your corrections neatly above the errors.

Families in Upheaval Worldwide
(adapted from an article by Tamar Lewin)

Around the world, in rich and poor countries, the structure of family is undergo changes. A new research report show many changes in family life.

"The idea that the family be a stable unit is no always true nowadays. The father not always serve as the economic provider, and the mother isn't always stay at home to be the emotional care giver anymore. That particular model of the family isn't always true now; sometimes it even a myth," said Judith Bruce, the author of the report. "The reality are that we are having unwed mothers, single fathers, rising divorce rates, and smaller households. More women are become poor, too. These things are occurring in the U.S. and in many other countries of the world, too."

Judith Bruce a researcher of the Population Council, a group based in New York. This group analyze health, demographics, and households from dozens of countries around the world. The research project is reveals many interesting ideas and statistics. Here is a few of them:

1. Marriages are break up more frequently now than in the past. Abandonment, separation, divorce, or death of a spouse all contributes to the end of marriage. In many developed countries, divorce rates higher now than they were 30 years ago. In less developed countries, about 25 percent of marriages are ending by the time women are being in their 40s.

2. Parents who is in their prime working years (ages 25-55) face more problems caring for their own children and paying for their education. They are also care for their own parents, who are living longer.

3. Unwed motherhood more common almost everywhere in the world. In fact, in some Northern European countries, one-third of women who give birth are unwed mothers.

4. Children in single-parent households is more likely to be poor than those who living with two parents. This are because of the loss of support from the fathers.

5. Women around the world are tend to work longer hours than men, at home and on the job. In 17 of the less-developed countries that the Council studied, women saying that they work more than men. The facts also are show this to be true: companies reports that their female employees work 20 percent longer hours than their male employees.

6. When women works and earns money, their contribution to the family's overall budget is becoming more important. For example, in Ghana and the Philippines, women contributing about one-third of the family's total income. In the U.S., about half of all employed married women contribute half or more of their family's income.

Why women enter the workforce? Why they don't stay home to take care of the children? There is several reasons why women go to work. First of all, they are wanting to give their children a good life, so they work to earn more money for the family. Next, in some countries, it is common for a husband to be much older than a wife, and if he die when the children is still young, the woman is needing to have a job to support the family. In other cases, women are have babies but aren't married; if they doesn't have a strong connection to the father of the children, they are needing to work to support themselves and their children. In some countries, the husbands emigrate to another country for better economic opportunities; the wives receive money (support) for a while, but that stop after a year or two. In that case, the woman have to find a job. Another reason more women are enter the workforce is that there is simply a need for cash income. Judith Bruce sais, "Parents all over the world is more aware that children needs to go to school. That is means that parents have to pay for school fees, uniforms, transportation, and supplies."

Many developing countries are having financial problems now. They are cutting their spending on public education, so parents now has to pay for more things for their children's education. Families feel more pressure.

What are you thinking we should do to solve the problems that many families are having nowadays? It is good to have mothers in the workforce? Does fathers need to get a second job (a weekend job) to bring extra income to the family? What your solution is to these problems?

Directions: Find the errors in the reading below. Cross out the errors and write your corrections neatly above the errors. Errors include use of the simple present and present progressive tenses, word order, agreement, and other points covered in previous grammar/writing classes (ESL W 30 and 40).

Impressions of the United States

The United States. What's your first thought when you're hearing these words? It is an image of something typically American? Perhaps you think of hamburgers and fast-food restaurants. Maybe you're having an image of a product, such as an American car or Coca-Cola. Some people are immediately think of American universities. Others think of American companies. Many Americans think of the flag. Indeed, there is many images associated with the name of a country.

There is also many idea associated with the words "*United States*." Some people are having a positive idea, such as freedom, when they hears "*United States*." Other people are have a negative concept, such as American involvement in other countries. Many Americans are having both positive and negative idea about they're country. For example, when people remember the beautiful scenery they saw on their last vacation, they feeling proud and positive. When they are remembering they're high taxes, they getting negative feelings.

Knowledge of a country is including many thing. Typical products and actions by governments are part of these knowledge. However, the most important think in learning about a country is knowledge of the people of that country. What their customs and lifestyles? How they raise their children? What their values and beliefs? How they feeling about work and entertainment, about time and about friendships?

Directions: Find the errors in the reading below. Cross out the errors and write your corrections neatly above the errors. Errors include use of the simple present and present progressive tenses, word order, agreement, and other points covered in previous grammar/writing classes (ESLW 30 and 40).

A Country of Immigrants

As you walking along the street in any american city, you are seeing many different face. You seeing faces from Central and South America, from Asia, from Africa, and from europe. These the faces of the United States, a country of immigrant from all over the world. Immigrants is people who leaves one country to live permanently in another country.

In the Unite State, immigrants often looks for assistance from other immigrants who shares the same background, language, and religion. Therefore, there is neighborhoods in each U.S. city with almost all one homogeneous ethnic groups. There is mostly Italian, Puerto Rican, or irish neighborhoods in many East Coast city and mostly Mexican neighborhoods in the Southwest. In Dearborn, michigan, there are a large group of Lebanese. There are racial neighborhoods, such as Chinatown in San Francisco and Harlem, an African American neighborhood. There also neighborhoods with a strong religious feeling, such as the Jewish part of Brooklyn in new york. Of course, economic divisions are existing among neighborhoods, too; in american cities, very often poor people not live in the same neighborhoods as rich People.

This diversity of neighborhoods in cities is a reflection of the different groups in american society. American society a mixture of racial, language, cultural, religious, and economic groups. So much diversity is sometimes difficults, but many people are liking it. They're thinking diversity enrich their lifes.

(Adapted from *Contact USA*, third edition)

I. Choose the sentence that is closest in meaning to the first statement. Explain the reason for your choice.

1. Kristen's getting really good grades this semester.
 - a. Her grades are always good.
 - b. Her grades are better than they were last semester.

2. Look! Terry's wearing a dress today.
 - a. Terry seldom wears dresses.
 - b. Terry probably wore a dress yesterday, too.

3. Vince and Irene live in New Jersey.
 - a. They expect to move soon.
 - b. New Jersey is their home.

4. I'm taking the train to work this week.
 - a. I'm sitting on the train right now.
 - b. I don't usually take the train.

5. A: Where's Eddie?
 B: He's asleep on the couch.
 - a. He's sleeping on the couch.
 - b. He sleeps on the couch.

6. A: How's Nina these days?
 B: Busy. She's learning how to dance the tango.
 - a. Nina has a new hobby.
 - b. She's dancing right now.

II. Fill in the blanks with the correct form of the simple present or present progressive tense of the verbs in parentheses.

1. A: Ray! The phone (ring) _____ .
 B: I can't get it. I (wash) _____ my hair.

2. A: Hey, Pam! What a surprise! What (do, you) _____ on campus today?
 B: I (take) _____ an art class this semester. It's great! I (learn) _____ a lot.

3. Please be quiet. We (study) _____ for a test. We (negative, want) _____ to be disturbed. We (have, always) _____ a math test on Mondays, and we (need) _____ to get an A on this test to get a good grade in the class.

4. The phone (ring) _____ . Billy (answer) _____ it.
 A: Hello?
 B: Hi, Billy. It's Mom. How (do, you) _____ , dear?

A: Mom! What a coincidence! I was about to write send you an email.

B: Really? You (write, hardly ever) _____ me anymore.
(Be, something) _____ wrong?

5. A: What (be, the matter) _____?

B: It (rain) _____, and I (want) _____ to go on a picnic today.

A: Why (rain, it, always) _____ on weekends?
It (rain, never) _____ during the week.

6. A: Why (wear, Brian) _____ a suit today?

B: It's Tuesday. He (go, generally) _____ to lunch with his boss on Tuesdays.

7. A: I just can't go on like this with my roommate.

B: Why? (what, be) _____ wrong?

A: The main problem (be) _____ that she (be) _____ a morning person, and as you (know) _____, I (be) _____ a night person. This (mean) _____ that almost every morning she (get) _____ up before 6:00, (play) _____ music, and (do) _____ her exercise routine in the living room. She (make) _____ an incredible amount of noise, which (make) _____ me really mad because I (negative, get, usually) _____ home until after 2:00 AM, and I (like) _____ to sleep late. These days, thanks to my roommate, I (wake) _____ up at 6:00. So you see, I (negative, sleep) _____ like I should these days, and it (drive) _____ me crazy!

B: (want, you) _____ me to talk to her about this?
(What, she, do) _____ at the moment?

A: Thanks for the offer, but she (sleep) _____. She (go, always) _____ to bed around 9:00.

III. Error Correction: Cross out the errors in the passage below. Then, write the corrections neatly *above* the errors.

My friend always hate to spend money. He so cheap! Every time he is getting paid, he is put 25 percent of his paycheck under his mattress. He no trust banks. He want to save enough money to buy a house, but his wife is always like to spend money. Maybe that's why he is hiding it. What about you? Are you trust banks? Are you want to hide your money, too? Are you thinking that this be a good idea?

IV. Verb Forms/Spelling: Write the third person singular form (the *he/she/it* form) of the simple present tense and then the present participle form (the *-ing* form) of the verbs below.

	<u>he/she/it form, simple present tense</u>	<u>present participle form (-ing)</u>
1. stop	_____	_____
2. rain	_____	_____
3. catch	_____	_____
4. lie	_____	_____
5. occur	_____	_____
6. study	_____	_____

V. Sentence Writing: For the picture below, write one sentence using a verb in the simple present tense and one in the present progressive tense. Then, write a question in the simple present tense and one in the present progressive tense. Use a different main verb each time.



1. Simple present, *sentence*: _____

2. Present progressive, *sentence*: _____

3. Simple present, *question*: _____

4. Present progressive, *question*: _____