

2

Series Director: Diane Larsen-Freeman

Grammar Dimensions

Form - Meaning - Use

4TH EDITION



Ingrid Wisniewska

Heidi Rikkenbach

Virginia Samuda

FOURTH EDITION

2

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A Word from Diane Larsen-Freeman, Series Editor

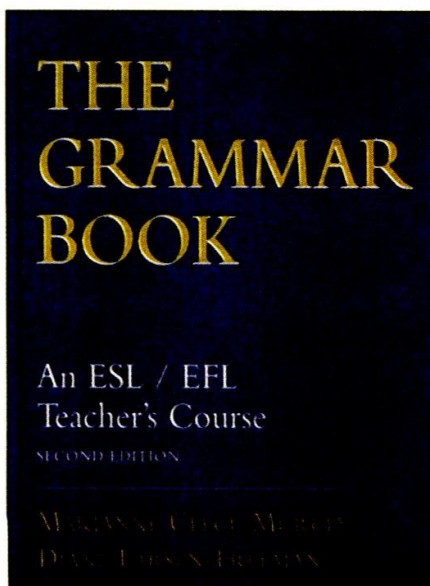
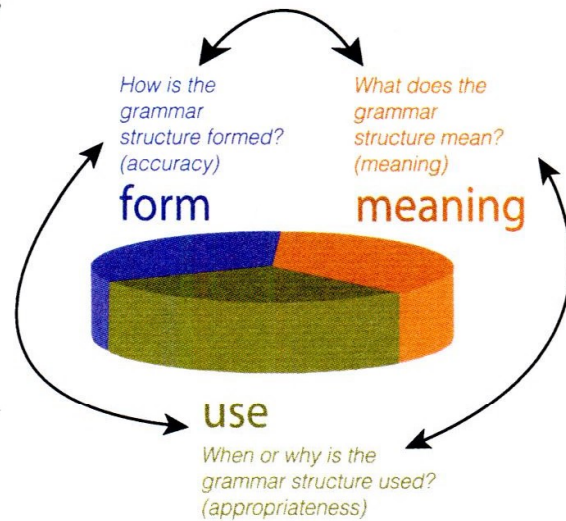


Before *Grammar Dimensions* was published, teachers would ask me, “What is the role of grammar in a communicative approach?” These teachers recognized the importance of teaching grammar, but they associated grammar with form and communication with meaning, and thus could not see how the two easily fit together. *Grammar Dimensions* was created to help teachers and students appreciate the fact that grammar is not just about form. While grammar does indeed involve form, in order to communicate, language users also need to know the meaning of the forms and when to use them appropriately. In fact, it is sometimes not the form, but the *meaning* or *appropriate use* of a grammatical structure that represents the greatest long-term

learning challenge for students. For instance, learning when it is appropriate to use the present perfect tense instead of the past tense, or being able to use two-word or phrasal verbs meaningfully, represent formidable challenges for English language learners.

The three dimensions of *form*, *meaning*, and *use* can be depicted in a pie chart with their interrelationship illustrated by the three arrows:

Helping students learn to use grammatical structures accurately, meaningfully, and appropriately is the fundamental goal of *Grammar Dimensions*. It is consistent with the goal of helping students to communicate meaningfully in English, and one that recognizes the undeniable interdependence of grammar and communication.



To learn more about form, meaning, and use, read *The Grammar Book: An ESL/EFL Teacher's Course*, Second Edition, by Marianne Celce-Murcia and Diane Larsen-Freeman. ISBN: 0-8384-4725-2. Enjoy the Fourth Edition!

Welcome to *Grammar Dimensions*, Fourth Edition!

The clearest, most comprehensive and communicative grammar series available! The fourth edition of *Grammar Dimensions* is more user-friendly and makes teaching grammar more effective than ever.

GRAMMAR DIMENSIONS IS COMPREHENSIVE AND CLEAR.

Grammar Dimensions systematically addresses the three dimensions of language—form, meaning, and use—through clear and comprehensive grammar explanations and extensive practice exercises. Each unit methodically focuses on each students' dimension and then integrates what they have learned in end-of-unit activities. In addition, grammatical structures are recycled throughout the series allowing students to practice and build upon their existing knowledge.

GRAMMAR DIMENSIONS IS COMMUNICATIVE.

Grammar Dimensions includes a large variety of lively communicative and personalized activities throughout each unit, eliciting self-expression and personalized practice. Interactive activities at the start of each unit serve as diagnostic tools directing student learning towards the most challenging dimensions of language structure. Integrated activities at the end of each unit include reading, writing, listening, and speaking activities allowing students to practice grammar and communication in tandem. New research activities encourage students to use authentic Internet resources and to reflect on their own learning.

GRAMMAR DIMENSIONS IS USER-FRIENDLY AND FLEXIBLE.

Grammar Dimensions has been designed to be flexible. Instructors can use the units in order or as set by their curriculum. Exercises can be used in order or as needed by the students. In addition, a tight integration between the Student Book, the Workbook, and the Lesson Planner makes teaching easier and makes the series more user-friendly.

GRAMMAR DIMENSIONS IS EFFECTIVE.

Students who learn the form, meaning, and use of each grammar structure will be able to communicate more accurately, meaningfully, and appropriately.

New to the Fourth Edition

- NEW and revised grammar explanations and examples help students and teachers easily understand and comprehend each language structure.
- NEW and revised grammar charts and exercises provide a wealth of opportunities for students to practice and master their new language.
- NEW thematically and grammatically related Internet and *InfoTrac*® *College Edition activities* in every unit of books 2, 3, and 4 develop student research using current technologies.
- NEW Reflection activities encourage students to create personal language goals and to develop learning strategies.
- NEW design, art, and photos make each activity and exercise more engaging.
- NEW Lesson Planners assist both beginning and experienced teachers in giving their students the practice and skills they need to communicate accurately, meaningfully, and appropriately. All activities and exercises in the Lesson Planner are organized into step-by-step lessons so that no instructor feel overwhelmed.

SEQUENCING OF GRAMMAR DIMENSIONS

In *Grammar Dimensions* students progress from the sentence level to the discourse level, and learn to communicate appropriately at all levels.

	<i>Grammar Dimensions</i> Book 1	<i>Grammar Dimensions</i> Book 2	<i>Grammar Dimensions</i> Book 3	<i>Grammar Dimensions</i> Book 4
	Sentence level		Discourse level	
	Book 1	Book 2	Book 3	Book 4
Level	High-beginning	Intermediate	High-Intermediate	Advanced
Grammar level	Sentence and sub-sentence level	Sentence and sub-sentence level	Discourse level	Discourse level
Primary language and communication focus	Semantic notions such as <i>time</i> and <i>place</i>	Social functions, such as <i>making requests</i> and <i>seeking permission</i>	Cohesion and coherence at the discourse level	Academic and technical discourse
Major skill focus	Listening and speaking	Listening and speaking	Reading and writing	Reading and writing

Guided Tour of Grammar Dimensions

Unit goals provide a roadmap for the grammar points students will work on.

“Opening Task” can be used as a diagnostic warm-up exercise to explore students’ knowledge of each structure.

UNIT

4

ASKING QUESTIONS

Yes/No, Wh-, Tag, and Choice Questions

UNIT GOALS

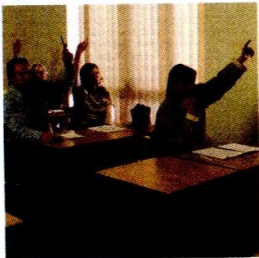
- Understand formation of different types of questions
- Understand meaning of different types of questions
- Recognize the uses of different intonation patterns for various question types

OPENING TASK

Any Questions?

■ **STEP 1**

What kinds of questions do you ask in class? Work with a partner to make a list of useful questions for learning English.




■ **STEP 2**

What questions could you ask the teacher in the newspaper article? Work alone or with other students to complete the questions on the facing page.

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UNIT 4

FOCUS 4 Wh-Questions with Rising Intonation: Checking Information



EXAMPLES	EXPLANATIONS
(a) A: Where are you from? B: Yamato.	Most Wh-questions end with falling intonation. A Wh-question with rising intonation shows that you are not sure about what you heard or that you want to check that you heard something correctly. The Wh-word is also stressed (said strongly).
(b) A: Where are you from? B: Yamato. It's in the south Pacific.	
(c) A: Jennifer Lopez was here last night. B: Who was here last night? A: Jennifer Lopez.	
(d) A: Jennifer Lopez was here last night. B: Who?	
Sometimes, just the Wh-word (with rising intonation) is used.	

■ **EXERCISE B**

Complete the conversation with appropriate Wh-questions. For each question, draw an arrow or to show if the question ends with falling or rising intonation.

Example: Albert: So, what did you think of the new Eisenstein movie?
Leslie: It was O.K., I guess, but I expected something more from a movie that cost \$200 million to make.

Albert: (1) _____
Leslie: \$200 million. Amazing, isn't it? It's hard to imagine that amount of money.

Albert: (2) _____
Leslie: It's an action movie set in the future, but I thought it was rather slow-moving. In fact, I almost fell asleep a couple of times.

Albert: (3) _____
Leslie: It's about two hours, maybe a little longer. Luckily the seats were really comfortable.

Albert: (4) _____
Leslie: At that new movie theater on Fourth Street, across from the parking garage. It only opened a couple of weeks ago, so it's got a state-of-the-art sound system, thick carpets, terrific popcorn...

Albert: (5) _____
Leslie: Twelve dollars.

Albert: (6) _____
Leslie: Twelve dollars... I'm not kidding! I can't believe I spent twelve bucks on a movie that really wasn't very good.

ASKING QUESTIONS: Yes/No, Wh-, Tag, and Choice Questions
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“Focus” sections present the form, meaning, and/or use of a particular structure helping students develop the skill of “grammaring”—the ability to use structures accurately, meaningfully, and appropriately.

Clear grammar charts present rules and explanation preceded by examples, so teachers can have students work inductively to try to discover the grammar on their own.

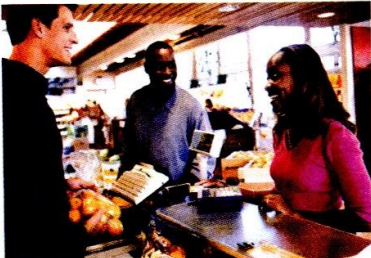
Purposeful exercises provide a wealth of opportunity for students to practice and personalize the grammar.

■ **EXERCISE B**

Guess where each of the choice questions on the left was probably asked. Choose from the places or situations listed on the right.

QUESTIONS	PLACES/SITUATIONS
1. Paper or plastic?	A. a cash register in a department store
2. Would you like coleslaw or french fries with that?	B. a job interview
3. Do you want premium grade or regular?	C. a gas station
4. Will that be cash or charge?	D. a small shop selling hats and T-shirts
5. First class or economy?	E. an airline office
6. Do you say “large” or “extra large”?	F. a fast-food restaurant
7. Do you prefer mornings or evenings?	G. a check-out counter in a supermarket

Practice asking and answering the questions with a partner. Imagine yourself in each place or situation. Use more than one way of answering.



ASKING QUESTIONS: Yes/No, Wh-, Tag, and Choice Questions
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Use Your English

ACTIVITY 1 speaking/listening

STEP 1 Your teacher is going to stick a piece of paper on your back and on the backs of your classmates. Get up and walk around the class, looking at what is written on your classmates' backs.

STEP 2 Your job is to guess what is written on your back. You can find this out by asking questions. You can also answer the questions that your classmates ask you about what is written on their backs. For the first five minutes, you can only ask Yes/No questions. Refuse to answer any question that is not a Yes/No question. When your teacher gives you a signal, you can ask any kind of question that you like. Here are some possible Yes/No questions to ask: Is this a person? Is this person male or female? Is this an object? Is it expensive? Is this an animal? Is this food? Here are some possible W2-questions: How big is this? Where was he or she born? What color is this?

ACTIVITY 2 speaking/writing

The international student office at your school is preparing a short guide for students who have just arrived in this country. The purpose of this guide is to give new students a clear idea of what to expect when they arrive here. You have been asked to write a chapter called "Frequently asked questions."

Get together with two or three other students and make a list of all the questions that people in this country frequently ask you. Compare your lists with those of other students in the class. Use the information from your classmates to make a list of the questions that people here frequently ask international students and that new students should be ready to answer.

66 UNIT 4

"Use Your English" (fondly known as the purple pages) offer communicative activities that integrate grammar with reading, writing, listening, and speaking skills. Communicative activities consolidate grammar instruction with enjoyable and meaningful tasks.

Engaging listening activities on audio cassette and audio CD further reinforce the target structure.

ACTIVITY 5 speaking/listening

Your English teacher has just quit her job and is now relaxing on a beach in Tahiti. Your school is desperately searching for a new teacher. Your classmates have decided to take matters into their own hands and you have decided to interview teachers yourselves. Pretend one of your classmates is an applicant for the position. Ask him or her some questions about his or her experience, interests, and future goals. Listen to your classmate's answers. They may help you ask other questions.

ACTIVITY 6 listening/writing

A friend of yours has applied for a job teaching English in Latvia. She cannot travel to Latvia for a job interview, so the school has to interview her by phone. You are at her house when the school calls. You can hear her half of the conversation (the answers that she gives), but you can't hear the questions that the interviewer asked. Listen to your friend's half of the conversation. In the first column, write the questions that you think the interviewer probably asked. Then listen to the complete interview to compare your questions with the ones the interviewer actually asked. Use the second column to write any questions that are different from the ones in the first column.

PROBABLE QUESTIONS	ACTUAL QUESTIONS

CD Tracks 6.7

Research activity using *InfoTrac® College Edition* and the Internet encourages students to read articles on carefully selected topics and use this information to reflect on a theme or on information studied in each unit. *InfoTrac® College Edition*, an Online Research and Learning Center, appears in Grammar Dimensions 2, 3, and 4 and offers over 20 million full-text articles from nearly 6,000 scholarly and popular periodicals. Articles cover a broad spectrum of disciplines and topics—ideal for every type of researcher. Instructors and students can gain access to the online database 24/7 on any computer with Internet access.

ACTIVITY 7 speaking/writing

Imagine you are going to write an essay on one of these topics: (1) Learning a foreign language, (2) Applying for a job, or (3) Using the Internet for research. What three main questions will your essay answer? Compare your questions with another student. Write your questions on the board and choose the best three for each title.

ACTIVITY 8 speaking/listening

Bring in a photograph and give it to your teacher. Your teacher will mix up the pictures and distribute them randomly. Look at your photograph for thirty seconds and then give it back to the teacher. The teacher will put all the photographs on a table or hang them up. Students will take turns being questioned by the class. When it is your turn, your classmates will ask you questions about the picture you looked at. They will try to guess which picture it was. Try to use all types of questions: Yes/No, W2, statement form, choice, and tag.

ACTIVITY 9 research on the web

InfoTrac® College Edition: Go to *InfoTrac* to find information about a country you are interested in. Type in the name of the country and *Fast File*, for example, *France Fast File*. Make a list of questions using information in the article. Ask your classmates if they know the answers.

ACTIVITY 10 reflection

Work in a group. Choose one aspect of learning English, for example, writing or vocabulary. Write a questionnaire about how students in your class learn and practice this skill. Interview other students in your class using your questionnaire. Report the results to the class. What general patterns did you find?

ASKING QUESTIONS Yes/No, W2, Tag, and Choice Questions 69

Reflection activities help students understand their learning style and create learning strategies.

Supplements

These additional components help teachers teach and student learn to use English grammar structures accurately.

The Lesson Planner

The lesson planner facilitates teaching by providing detailed lesson plans and examples, answer keys to the Student Book and Workbook, references to all of the components, and the tapescript for the audiocassette activities. The Lesson Planner minimizes teacher preparation time by providing:

- Summary of main grammar points for the teacher
- Information for the teacher on typical student errors
- Step-by-step guidelines for every focus box, exercise, and activity
- Suggested correlations between exercises and activities in the Use Your English pages
- Suggested timing for each exercise and each lesson
- Lead-in suggestions and examples for focus boxes
- Suggestions for expansion work follow most exercises
- Balance of cognitive and communicative activities
- Explanation for the teacher of the purpose of each activity, in order to differentiate cognitive from communicative emphasis
- Occasional methodology notes to anticipate possible procedural problems.



Assessment CD-ROM with ExamView Pro Test Generator

The Assessment CD-ROM allows instructors to create customized quizzes and tests quickly and easily from a test bank of questions. Monitoring student understanding and progress has never been easier! The answer key appears with instructor copies of each quiz or test created.



Audio Program

Audio cassettes and CDs provide listening activities for each unit so students can practice listening to grammar structures.

Workbook

Workbooks provide additional exercises for each grammar point presented in the student text. Also offers editing practice and questions types found on many language exams.



Web site

Features additional grammar practice activities: elt.heinle.com/grammardimensions.

Empirical and Experiential Support for the *Grammar Dimensions* Approach

Opening Task Activities

The approach to teaching grammar used in the *Grammar Dimensions* series is well-grounded empirically and experientially. The Opening Task in each unit situates the learning challenge and allows students to participate in and learn from activity right from the beginning (Greeno 2006). In addition, students don't enter the classroom as empty vessels, waiting to be filled (Sawyer 2006). By observing how students perform on the Opening Task, teachers can analyze for themselves what students know and are able to do and what they don't know or are not able to do. Teachers can thus select from each unit what is necessary for students to build on from what they already bring with them.

Consciousness-Raising Exercises and Focus Boxes

Many of the exercises in *Grammar Dimensions* are of the consciousness-raising sort, where students are invited to make observations about some aspect of the target structure. This type of activity promotes students' noticing (Schmidt 1990), an important step in acquiring the grammar structure. The Focus Boxes further encourage this noticing, this time very explicitly. Explicit formulations of the sort found in the Focus Boxes can lead to implicit acquisition with practice (DeKeyser 1998). Moreover, certain learners (those with analytic learning styles) benefit greatly from explicit treatment of grammar structures (Larsen-Freeman and Long 1991).

Productive Practice and Communicative Activities

However, noticing by itself is insufficient. In order to be able to use the grammar structure, students need productive practice (Gatbonton and Segalowitz 1988; Larsen-Freeman 2003). Therefore, many of the exercises in *Grammar Dimensions* are of the output practice sort. Furthermore, each unit ends with communicative activities, where attention to the grammar is once again implicit, but where students can use the grammar structure in "psychologically authentic" or meaningful ways. Psychological authenticity is very important in order for students to be able to transfer what they know to new situations so that they can use it for their own purposes (Blaxton 1989) and so they are not left to contend with the "inert knowledge problem," (Whitehead 1929) where they know about the grammar, but can't use it.

The Three Dimensions of Grammar: Form, Meaning, and Use

Finally, applied linguistics research (Celce-Murcia and Larsen-Freeman 1999) supports the fundamental premise underlying *Grammar Dimensions*: that knowing a grammar structure means being able to use it accurately, meaningfully, and appropriately. Form focus or meaning focus by itself is insufficient (Larsen-Freeman 2001); all three dimensions—form, meaning, and use—need to be learned.

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PRESENT PROGRESSIVE AND SIMPLE PRESENT

Actions and States

UNIT GOALS

- Know when to use present progressive
- Form present progressive correctly
- Choose between simple present and present progressive
- Know which verbs are not usually used in the present progressive

OPENING TASK

What's Happening?



STEP 1

A typical day at the office includes short conversations. Look at the picture. Where is this conversation happening? What are they discussing?

STEP 2

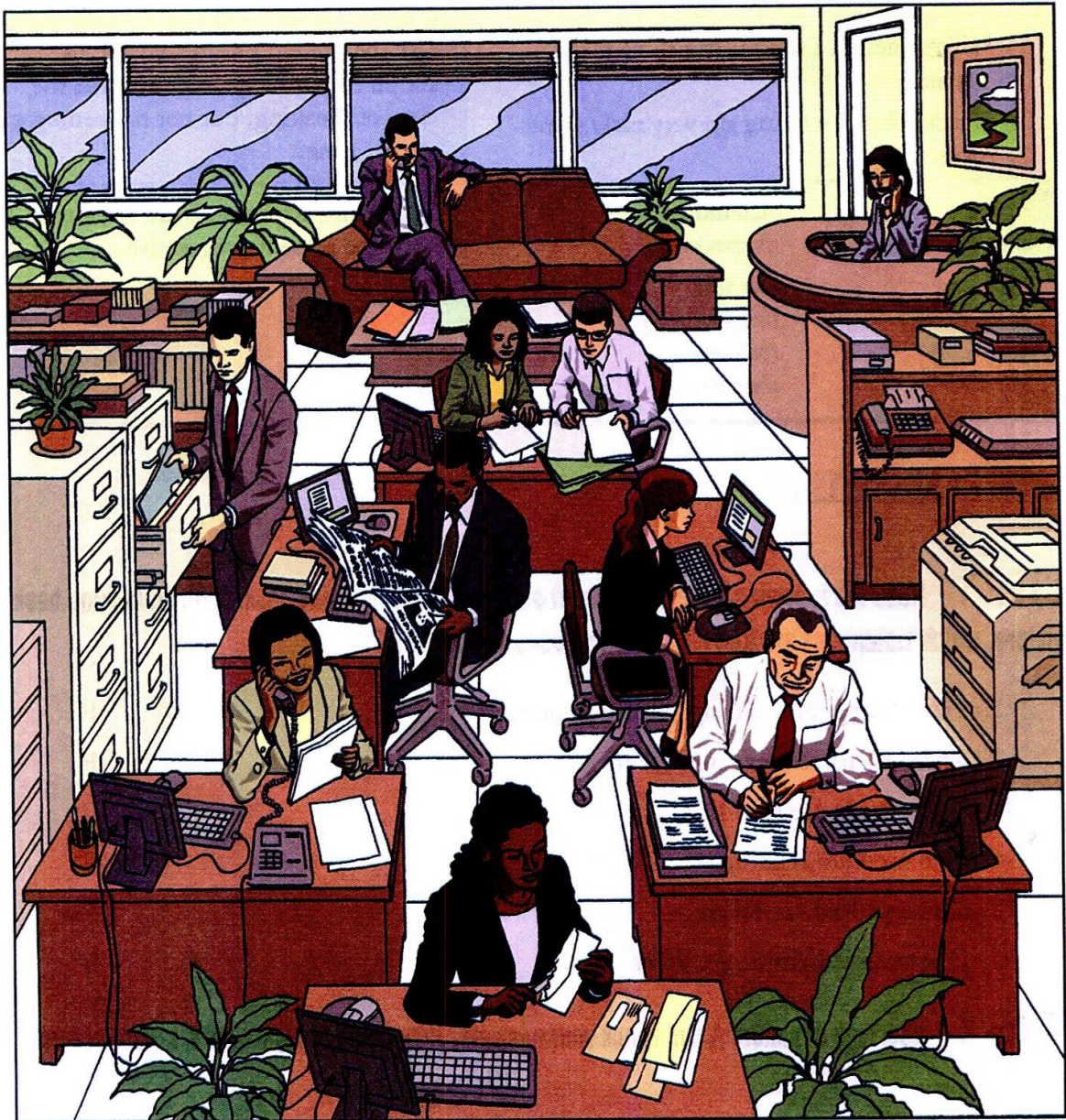
Work with a partner. Student A will look at picture A on the next page. Student B will look at picture B on page A-14. There are ten differences between the pictures. What are they?

Example:

Student A: *The woman at the front is opening a letter.*

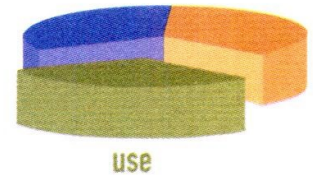
Student B: *No, she isn't. She's writing a letter.*

Picture A



FOCUS 1

Present Progressive: Actions in Progress



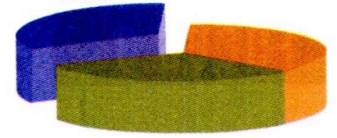
EXAMPLES		EXPLANATIONS
(a) Right now, I am sitting on the couch and my brothers are cooking dinner.		<p><i>Am sitting</i> and <i>are cooking</i> are present progressive forms.</p> <p>Use the present progressive to describe an action that is in progress and happening at the time of speaking.</p>
(b) It is raining and Oscar is waiting for the bus.		
(c) This semester, I am taking three math classes.		<p>Use the present progressive for an action that is happening around the time of speaking, but not happening exactly at that time.</p>
(d) Their baby is waking up very early these days.		
<p>At time of speaking:</p> <p><i>right now</i> <i>at the moment</i> <i>today</i> <i>at present</i></p>	<p>Around time of speaking:</p> <p><i>this year</i> <i>this semester</i> <i>this week</i> <i>these days</i></p>	<p>These time expressions are often used with the present progressive.</p>

EXERCISE 1

STEP 1 Read the following statements about picture A in the Opening Task. Without looking back at the picture, which statements are true (T) and which ones are false (F)?

- | | | |
|--|---|---|
| 1. Two women are talking on the phone. | T | F |
| 2. Three men are wearing jackets. | T | F |
| 3. Two people are standing. | T | F |
| 4. Two men are reading. | T | F |
| 5. Three people are talking. | T | F |
| 6. One man is drinking coffee. | T | F |

STEP 2 Now look at picture A and check your answers. How many of your answers were correct?



FOCUS 2

Present Progressive

To form the present progressive, use *be* + present participle (*-ing*) of the main verb:

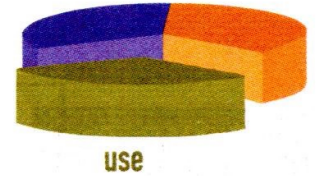
STATEMENT	NEGATIVE	QUESTION	SHORT ANSWER
I am (I'm) working.	I am not (I'm not) working.	Am I working?	Yes, I am. No, I'm not.
You are (you're) working.	You are not (aren't) working.	Are you working?	Yes, you are. No, you aren't. (No, you're not.)
She/He/It is (She's/He's/It's) working.	She/He/It is not (isn't) working.	Is she/he/it working?	Yes, she/he/it is. No, she/he/it isn't. (No, she's/he's/it's not.)
We are (We're) working.	We are not (aren't) working.	Are we working?	Yes, we are. No, we aren't. (No, we're not.)
They are (They're) working.	They are not (aren't) working.	Are they working?	Yes, they are. No, they aren't. (No, they're not.)

EXERCISE 2

Study the picture on page 19 for one minute. Close your book and, from memory, write as many sentences as possible to describe what is happening in the picture. Compare your sentences with those of the rest of the class. Who can remember the most?

FOCUS 3

Simple Present or Present Progressive?



EXAMPLES	EXPLANATIONS	
	Simple Present	Present Progressive
(a) Philippe watches six TV programs a day.	For an action that happens regularly, again and again. (See Unit 1.)	
(b) A: Where's Philippe? B: In his room. He's watching TV.		For an action that is in progress at the time of speaking.
(c) Leanne can't come to the phone right now because she's taking a shower.		
(d) Philippe is watching more TV than usual these days		For an action in progress around the time of speaking.
(e) Audrey is learning Greek this semester.		
(f) Carmina lives in Mexico City.	For facts, situations, and states that we do not expect to change.	
(g) The sun rises in the east.		
(h) Mark always reads the sports section of the newspaper first.		
(i) Angela is living with her mother for the time being. (Someday she will move into a house of her own.)		For situations and actions that are temporary and that we expect to change.
(j) Matt will start college next year. Until then, he is working at Fat Burger.		
(k) Cell phones are becoming more popular these days.		For situations and actions that are changing.

EXERCISE 3

Check (✓) the sentence (*a* or *b*) that is closest in meaning to the first statement. Compare your answers with a partner.

1. I live in New York now.
 - a. New York is my home.
 - b. I expect to move very soon.

2. I'm staying with a friend.
 - a. I'm at my friend's house right now.
 - b. I won't stay at my friend's house for long.

3. I start work early in the morning.
 - a. I usually start work early every day.
 - b. I start work earlier than usual these days.

4. I'm walking to work these days.
 - a. I'm walking to work right now.
 - b. I started walking to work recently.

5. I'm writing to you on my computer at work.
 - a. I am writing at this moment.
 - b. I usually write letters on my computer.

6. Oh, no! The boss is coming over to my desk.
 - a. The boss is walking towards my desk right now.
 - b. The boss visits my desk quite often.

7. Many students are using wireless Internet in cafés.
 - a. Many students are using computers in cafés these days.
 - b. Many students are using computers in cafés right now.

8. The receptionist makes the coffee at work.
 - a. He makes the coffee every day.
 - b. He is making the coffee right now.

EXERCISE 4

Complete the following sentences using either the simple present or the present progressive. Use a form of the verb in parentheses. The first one has been done for you.

Melissa: Hello?

Chris: Oh hi! Is Angie there?

Melissa: Hi, Chris. It's Melissa. Angie's here, but she (1) is taking (take) a shower at the moment. How are you? What (2) _____ you _____ (do) these days?

Chris: I (3) _____ (study) business management this semester. How about you?

Melissa: I (4) _____ (take) computers and Spanish. I _____ (work) part-time at the computer store for a few weeks.

Chris: I (5) _____ (speak) Spanish, but I'm terrible at computers. In fact, I _____ (have) trouble with my computer right now.

Melissa: I could help you, if you like.

Chris: Sure! (6) _____ you _____ (have) time today? What time (7) _____ you _____ (finish) work?

Melissa: At around 3 P.M. on Saturdays, but I usually (8) _____ (not, get) home till around 4.

Chris: OK, let's meet at 4:30.

EXERCISE 5

When people send text messages by phone, they often use just the first letters of each word to make the messages shorter. Can you translate the following into written English? Write your answers below.



Key:

B = believe, C = see,
 D = don't, H = hear,
 I = I, it
 K = know, L = later, love
 M = mean, N = next,
 O = or, N = not,
 R = are, S = so,
 T = think, U = you,
 W = what, welcome

1. CUL _____ *See you later*
2. IHU _____
3. KWIM? _____
4. ILU _____
5. IDTS _____
6. IDK _____
7. BION _____
8. URW _____

You can find the answers on page A-14.

Now underline all the verbs from your answers. Write them in the appropriate boxes below. The first one has been done for you.

VERBS THAT EXPRESS EMOTIONS AND FEELINGS	VERBS THAT EXPRESS SENSES AND PERCEPTIONS	VERBS THAT EXPRESS COGNITION: KNOWLEDGE THOUGHTS, AND BELIEFS
	<i>See</i>	

Which verb does not fit these categories? _____



FOCUS 4

Verbs Not Usually Used in the Progressive

EXAMPLES	EXPLANATIONS
(a) He loves me, but he hates my bird. (b) NOT: He is loving me, but he is hating my bird. (c) I know your sister. (d) NOT: I am knowing your sister.	Some verbs are not usually used in the progressive. The reason is that they describe states or situations that we do not expect to change. They do not describe actions.
(e) Hugo likes opera, but his fiancée prefers theater. (f) Those flowers smell wonderful! (g) I think the President has some interesting ideas about health care, but many people believe he is wrong. (h) Please be careful with that vase. It belongs to my aunt. (i) A: Are you going to buy that radio? B: No, it costs too much.	Common nonprogressive (stative) verbs: <ul style="list-style-type: none"> • Verbs that express feelings and emotions: <i>love prefer hate like appreciate want dislike</i> • Verbs that describe the senses: <i>see hear taste smell</i> • Verbs that express knowledge, opinions, and beliefs: <i>think believe know understand</i> • Verbs that express possession: <i>have belong own possess</i> • Other common nonprogressive verbs: <i>be seem owe exist need appear cost weigh</i>

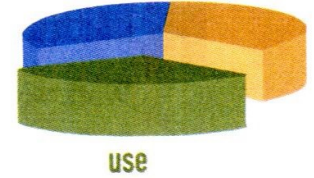
EXERCISE 6

Complete the following with the simple present or the present progressive, using the verbs in parentheses.

Technology (1) is changing (change) the way we communicate. Today, more and more people (2) _____ (own) cell phones. Look around you. How many people (3) _____ (use) a cell phone right now? Cell phones (4) _____ (give) us a feeling of safety. We never (5) _____ (feel) lonely. Cell phones (6) _____ (become) popular with teenagers, too. They often (7) _____ (send) hundreds of text messages every day. They (8) _____ (think) they will be unpopular if they (9) _____ (not, have) a cell phone. People (10) _____ (talk) to each other more these days, but (11) _____ they _____ (understand) each other better?

FOCUS 5

States and Actions



EXAMPLES		EXPLANATIONS							
(a) I love you. (b) I hate my job. (c) She knows a lot about the history of her country.		Nonprogressive verbs usually describe a state or quality that we do not expect to change. They do not describe actions.							
<table border="0"> <thead> <tr> <th>State</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>(d) I weigh 120 pounds.</td> <td>I am weighing myself (to see if I've gained weight).</td> </tr> <tr> <td>(e) Mmm! Dinner smells great!</td> <td>I'm smelling the milk (to see if it smells fresh).</td> </tr> <tr> <td>(f) This soup tastes good.</td> <td>He is tasting the soup (to see if it needs salt).</td> </tr> </tbody> </table>	State	Action	(d) I weigh 120 pounds.	I am weighing myself (to see if I've gained weight).	(e) Mmm! Dinner smells great!	I'm smelling the milk (to see if it smells fresh).	(f) This soup tastes good.	He is tasting the soup (to see if it needs salt).	Some verbs describe both a state and an action. If the verb describes a state, use the simple present. If the verb describes an action, use the present progressive.
State	Action								
(d) I weigh 120 pounds.	I am weighing myself (to see if I've gained weight).								
(e) Mmm! Dinner smells great!	I'm smelling the milk (to see if it smells fresh).								
(f) This soup tastes good.	He is tasting the soup (to see if it needs salt).								
(g) David is very polite. (h) Tanya is a little shy.		Do not use <i>be</i> in the progressive when it describes a state or quality you do not expect to change.							
(i) We have two cars. (j) NOT: We are having two cars. (k) We are having fun. (l) We always have fun on vacation.		Do not use <i>have</i> in the progressive to describe possession. However, you can use <i>have</i> in the progressive to describe an experience. Use the progressive if the experience is in progress at or around the time of speaking (k). Use the simple present if the experience happens again and again (l). Common expressions using <i>have</i> to describe an experience: <i>have fun</i> <i>have a good time</i> <i>have problems</i> <i>have trouble with</i> <i>have difficulty with</i>							
(m) I can't talk to you right now because I have a really sore throat. (n) NOT: I am having a sore throat. (o) Sandy has a headache and a high fever today. Maybe she has the flu. (p) NOT: Sandy is having a headache and a high fever today. Maybe she is having the flu.		Do not use <i>have</i> in the progressive to describe a medical problem or physical discomfort.							

EXERCISE 7

Work with a partner or in a small group. You need a die and a small object (like a coin) to represent each person. Each person will also need a piece of paper and a pen or pencil.

STEP 1 Take turns throwing the die. The person who throws the highest number starts.

STEP 2 Put your coins (or objects) on the square marked "Start" on the following page.

STEP 3 Throw the die and move your coin that number of squares.

STEP 4 Complete the sentence in the square you land on by saying the answer out loud. If everyone agrees with your answer, you may write it on a piece of paper with your name and take another turn. If the class is not sure, the teacher will be the referee. If you make a mistake or do not know the answer, the next person gets a turn. The winner is the first person to reach the final square.

1 **START**

2 Moya always _____ (sit) at the back of the class, but today she _____ (sit) at the front.

3 Rose _____ (not + know) that it is my birthday today.

4 **MISS A TURN**

5 **MISS A TURN**

6 How many pairs of shoes _____ she _____ (own) now?

7 **MISS A TURN**

8 **MISS A TURN**

9 **MISS A TURN**

10 This suitcase _____ (weigh) too much. I can't carry it.

11 **MISS A TURN**

12 **MISS A TURN**

13 **MISS A TURN**

14 **MISS A TURN**

15 **MISS A TURN**

16 A: Look! There's the President.
B: Where? I _____ (not + see) him.

17 **MISS A TURN**

18 How many pairs of shoes _____ she _____ (own) now?

19 This suitcase _____ (weigh) too much. I can't carry it.

20 A: What's wrong?
B: I _____ (have) problems with my fiancé at the moment.

21 She _____ (take) three classes this semester, but she usually _____ (take) more.

22 The students _____ (have) some trouble with verbs today.

23 **MISS A TURN**

24 **MISS A TURN**

MISS
A
TURN

4

People _____
(spend) less
money on
entertainment
these days.

5

What _____
you _____
(think) Henry
_____ (think)
about right
now?

6

Mmm! Is that a
new perfume?
You _____
(smell) great.

7

MISS
A
TURN

8

A: How
are the kids?
B: They both
_____ (have) sore
throats today.

9

A: _____
you _____
(like) your job?
B. No,
I _____
(hate) it.

15

A: _____
you always
_____ (take)
the bus?
B: No, I usually
_____ (walk)
to work.

14

A: Where's
Tim?
B: I _____
(think) he
_____ (take)
a nap.

13

A: How's Joe?
B: Great. He
_____ (have)
fun because
he _____
(have) a new
car.

12

A: Shhh!
We _____ (study)
for a test.

10

A: _____
you _____
(like) Mexican
food?
B: Yes, I _____
(love) it!

11

She _____
(write) a letter
now, but she
rarely _____
(write) letters.

24

I _____
(love)
grammar!

25

A: The chef
_____ (taste)
the food right now.
B: Is it good?
A: Yes! It
_____ (taste)
wonderfull

26

MISS
A
TURN

27

Did you cut
your hand?
It _____
(bleed).

28

END

29

Use Your English

ACTIVITY

1

listening/writing

In this activity, you will hear a teacher describe a Resource Center.



CD Track 4

STEP 1

Before you listen, write down three things that you expect students to be doing in the Resource Center.

STEP 2

Listen to the audio again. Write down examples of simple present and present progressive verbs in the chart below.

SIMPLE PRESENT	PRESENT PROGRESSIVE

ACTIVITY

2

writing/listening

Go to a crowded place where you can sit, watch, and listen to what is happening around you. Look carefully at everything that is happening. Pretend you are a journalist or a radio or television reporter. Describe in writing everything that you see. Do not forget to include everything you hear as well.

ACTIVITY

3

speaking/listening

Do you know how to play tic-tac-toe? In this activity, you will be playing a version of this well-known game. Work with a partner or in teams.

- **STEP 1** Copy each of the following onto separate cards or different pieces of paper.

she/speak	she/drink (?)*	you/live
we/hear	we/sing	I/see
I/understand	they/work (?)*	
they/eat	he/believe	
they/think about	you/write (?)*	(?)* = make a question

- **STEP 2** Place the cards face down on the table in front of you.

- **STEP 3** Player or Team X chooses a square from the box below and picks up a card from the pile. The player must make a meaningful statement that includes the word(s) in the square and the word(s) on the card. If the card has a “?” on it, the player must ask a question. Each statement or question must contain at least four words, not including the words in the square. Use the simple present or present progressive.

every day	today	usually
this week	occasionally	right now
often	at the moment	sometimes

- **STEP 4** If everyone accepts the statement, Player or Team X marks the square with an X.
- **STEP 5** Player or Team O then chooses a different square and takes a new card. The Player or Team O makes a statement. If the statement is correct, Player or Team O marks the square with an O.
- **STEP 6** The first person or team to have three Xs or three Os in a straight line wins. You can play this game again and again by erasing the Xs and Os at the end of each round, or by writing them on small pieces of paper and covering the squares with these. Good luck!

ACTIVITY

4

speaking/listening/writing

STEP 1

Go around the classroom and try to find a different person for each of the situations in the chart below. Write the person's name in the box marked *Name* and add more information in the box marked *Information*. We have given some suggestions here, but you probably have more ideas of your own.

SITUATION	NAME	INFORMATION
... is reading a book in English		<i>Title? His/her opinion?</i>
... regularly reads a newspaper from his/her country		<i>Why?</i>
... reads more than one book a month (in any language)		<i>Favorite books?</i>
... usually goes to the movies several times a month		<i>How often? Favorite movie?</i>
... is wearing an article of clothing made in the U.S.A.		<i>Describe it.</i>
... regularly plays a musical instrument		<i>What kind? How often?</i>
... is wearing perfume or cologne at the moment		<i>What kind? Describe it.</i>
... has a pet		<i>What kind? How old?</i>

STEP 2

Look at all the information that you collected. Choose three or four of the most interesting or surprising things that you learned about your classmates and write about this information. Remember to include an introduction. For example: *I interviewed some of my classmates and I learned several new things about them. First, I learned that Maria likes to read. In fact, she is reading a book in English that she is enjoying very much. . . .*

Read your report to a partner. Ask your partner to listen first to count the examples of the **simple present** and then listen again, doing the same for the **present progressive**.

ACTIVITY

5

writing

Journal Entry: What things are changing in your country? What things are getting more popular? What things are disappearing? How do you feel about it?

ACTIVITY

6

research on the web



On the Web: Use an Internet search engine such as Google® or Yahoo® to find out about events that are happening right now in your town or neighborhood. Type the name of your city or town and “current events.” Choose one event that you like and tell your class or a partner about it.

ACTIVITY

7

reflection

How do you use technology in your studies? How are your study habits changing because of technology? Write a journal entry about how you feel about these changes.

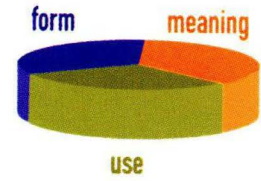
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