

# Present progressive and present simple (present time)

## A Starting activities

### 1 Young people are getting nicer

Present progressive for changing and developing situations

Work in pairs. Imagine that you and your partner are both eighty. Talk to each other about young people today. Use the present progressive to talk about the way young people are changing. Example: *Young people are getting more interested in the environment.*

**Ideas:** clothes (*wear casual clothes more/less often*); food (*eat more/less meat*); behaviour (*be more/less polite*); money (*spend more/less on . . .*); school (*be more/less interested in . . .*); way of life (*spend more/less time . . .*); interests (*be more/less interested in . . .*)

### 2 She's living here at the moment

Present progressive for temporary situations

Work in pairs. You both have a guest staying with you for three weeks. Talk about your guest's life with you. Use the present progressive. Each sentence should end with *while she's here*, like this: *She's using my bicycle while she's here.* Use the pictures to give you ideas but try to add ideas of your own.



### 3 Wrong!

Emphatic *do/does* (present simple)

Work in pairs, A and B. Your partner will tell you some facts that are wrong. Correct your partner when you hear a wrong fact.

Example: A: *Paul McCartney likes beef.*

B: *No, he doesn't like beef. He's a vegetarian.*

Read your Activity note before you start.

**Person A:** Read Activity note 1 on page 136.

**Person B:** Read Activity note 42 on page 148.

### 4 Which is used when?

Present progressive and present simple

Work as a class. Match the sentences (1–6) with the uses of the present progressive and present simple (a–f). For example, the answer to 1 is (e).

- 1 I live in Paris.
- 2 She's staying with her aunt at the moment.
- 3 Love hurts.
- 4 Her English is getting better all the time.
- 5 I usually catch the nine o'clock bus to work.
- 6 Look, that man is stealing a packet of sugar.

**Present progressive:**

- a Action still happening
- b Changing or developing situation
- c Temporary situation

**Present simple:**

- d Law of nature
- e Permanent situation
- f Regular repeated action

When you have finished look at Activity note 5 on page 137.

# B Grammar guide

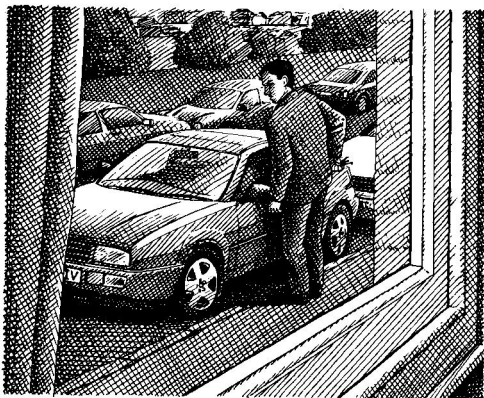
- 
- 1 Present progressive** We use the present PROGRESSIVE when we talk about an action or situation in PROGRESS. The action is still happening or the situation is still changing. Use the present progressive to talk about:
- actions happening now or over a period of time around now:  
*Hattie is working at the computer at the moment.* (now)  
*He's reading a book about Japan at school.* (over a period of time)
  - changing and developing situations:  
*It's getting colder. Black skirts are becoming fashionable again.*
  - temporary situations:  
*I'm staying with Mark for three weeks.*
- 
- 2 Present simple** The present simple is used when the speaker thinks of something as a fact. Use the present simple to talk about:
- a law of nature:  
*Light travels through space at a speed of 299, 792 km per second.*
  - a permanent situation, or a state with no definite start and finish time but true now:  
*I live in Oxford. I like fish.*
  - a regular repeated action or something on a timetable:  
*I play football twice a week.*  
*The London train leaves at seven o'clock every day.*
  - a fact that you want to emphasize (emphatic *do/does*):  
Adam: *They never go on holiday.*  
Brenda: *Yes, they **do** go on holiday.*  
(Here Brenda wants to emphasize a fact because Adam has said something wrong.)  
We can also emphasize what we see as a fact by stressing *is/isn't* or *are/aren't*.  
*Yes, he **is** polite to people.*
- 
- 3 State verbs and the present simple** ■ State verbs are usually in the present simple, because the speaker is thinking of a fact and not of an action in progress.  
*The vegetables taste fine.* (NOT *are tasting*)  
In this example, what is important to the speaker is his or her opinion of the vegetables, not the progress of the action (tasting).
- Some of the most important state verbs are: *see, hear, look, feel, taste, smell, be, seem, want, prefer, believe, hate, know, like, love, realize, remember, suppose.*
  - Some state verbs (*see, hear, feel, taste* and *smell*) are often used after *can*.  
*I can hear something outside.*
- 
- 4 Present progressive and present simple in context** When we have made it clear by using the present progressive that the action or situation is in progress, we can use the present simple to describe facts about the same action or situation.  
*I'm reading a book about the 1960s. It gives a clear description of life then and paints a picture of. . .*

# C Activities

## 1 Windows

Present simple with state verbs; present progressive

- 1 Work as a class. Imagine that you are looking out of the window and you can see what is in the picture below. Describe the man in the picture using *I can see* and *He looks* or *He seems*. Then make three or four present progressive sentences about what is happening as you watch from the window. Example: *I can see a tall man. He looks like a . . . He seems nervous. He is taking . . . from his pocket. Now he is . . .*



- 2 Work in pairs, A and B. Imagine that you are looking out of the window and you see what is in the pictures on the Activity notes pages. Describe the people using state verbs (*He looks*, *He seems*) then tell your partner what is happening using the present progressive. Do not let your partner see the pictures. Remember what your partner says about her/his pictures.  
**Person A:** Read Activity note 4 on page 137.  
**Person B:** Read Activity note 70 on page 160.
- 3 Work as a class. Do not look at the pictures again until you have finished. The people who were B in 2 help each other to describe A's pictures. One of the Bs can draw A's pictures from the descriptions. The people who were A in 2 help each other to describe B's pictures. One of the As can draw B's pictures from the descriptions.

## 2 Sack Mr Smith?

Present simple and emphatic *do/does*

- 1 Work in pairs, A and B. Mr Smith is a salesman in the firm you both work for. He sells groceries and vegetables to supermarkets but his work is not very good. In the Activity notes you each have information from a report on Mr Smith's work. Discuss your report with your partner and decide whether to sack Mr Smith. Use some emphatic *do/does* sentences, where you can. Example: *He **does** have a lot of supermarkets to visit.*  
**Person A:** Read Activity note 2 on page 136.  
**Person B:** Read Activity note 43 on page 149.
- 2 Work as a class. List the emphatic *do/does* sentences you used.

## 3 Personal profile questionnaires

Present progressive and present simple

- 1 Work as a class. You are going to find out as much as you can about other people in the class by writing questions for a personal profile questionnaire. Choose five headings and think of one question for each of them using the present progressive or present simple. Here are some ideas for headings:  
Likes and loves (*Do you like spicy food?*); Optimist or pessimist? (*Do you usually do better in tests than you expect to?*); Perfect partner; Ideal evening out; Favourite people; Happy or unhappy?; Favourite books, magazines and television programmes; Hates; Do you agree that . . . ? (*Do you agree that young people are getting nicer?*)
- 2 In pairs, write more present simple and present progressive questions under each heading you have chosen, to make a personal profile questionnaire.
- 3 Change partners and ask your new partner the questions from your personal profile questionnaire.

## D Accuracy practice

### 1 Complete the sentences using the verbs in brackets in the present progressive or present simple.

- 1 Please be quiet. I \_\_\_\_\_ (try) to read the paper.
- 2 This is a very quiet town. Where \_\_\_\_\_ (people/go) in the evenings?
- 3 I \_\_\_\_\_ (work) in a factory until I can find a better job.
- 4 What \_\_\_\_\_ (you/do) with all that paper and glue?
- 5 I \_\_\_\_\_ (not/use) the computer at the moment so you can use it.
- 6 \_\_\_\_\_ (Karen and John/ever/write) to you?

### 2 Choose state verbs from the list to complete the sentences. Use each verb once.

*smell, hate, know, like, remember*

- 1 She always \_\_\_\_\_ my birthday.
- 2 Those flowers \_\_\_\_\_ nice. What are they?
- 3 Jane is repairing the car. She \_\_\_\_\_ how to do it.
- 4 I \_\_\_\_\_ (not) him, I just \_\_\_\_\_ (not) him very much at the moment.
- 5 \_\_\_\_\_ you \_\_\_\_\_ how to say this in French?

### 3 Reply with sentences using emphatic *do/does* or *is/isn't*.

Example: A: Mr Smith never keeps appointments. B: Yes, *he does keep appointments.*

- 1 A: It doesn't rain here in the summer. B: Yes, \_\_\_\_\_
- 2 A: They never get up before eleven o'clock. B: Yes, \_\_\_\_\_
- 3 A: He lives near Helen. B: No, \_\_\_\_\_
- 4 A: It's over there. B: No, \_\_\_\_\_
- 5 A: He isn't the right person for the job. B: Yes, \_\_\_\_\_

### 4 Present progressive or present simple in context. Put in the right form of the verb in brackets.

- LAURA Hello, George! What <sup>1</sup>\_\_\_\_\_ (you/do) these days?
- GEORGE Hi, Laura. I <sup>2</sup>\_\_\_\_\_ (learn) French and Spanish at college. What about you?
- LAURA Me? Oh, I <sup>3</sup>\_\_\_\_\_ (work) at a Travel Agency until August.
- GEORGE <sup>4</sup>\_\_\_\_\_ (you/like) it?
- LAURA Yes, I do. They <sup>5</sup>\_\_\_\_\_ (give) me quite a good training. I <sup>6</sup>\_\_\_\_\_ (work) in the shop most mornings, and three afternoons a week the manager <sup>7</sup>\_\_\_\_\_ (tell) me about the travel business. I <sup>8</sup>\_\_\_\_\_ (work) quite long hours. I <sup>9</sup>\_\_\_\_\_ (not/get) home until six, but I <sup>10</sup>\_\_\_\_\_ (prefer) that to not having enough to do.
- GEORGE Yes, I <sup>11</sup>\_\_\_\_\_ (work) hard too at the moment. It <sup>12</sup>\_\_\_\_\_ (become) more and more difficult to get a job using languages. They <sup>13</sup>\_\_\_\_\_ (ask) for higher and higher exam grades all the time.
- LAURA You can do it, George. You <sup>14</sup>\_\_\_\_\_ (be) clever.
- GEORGE Thanks, Laura.