The Present

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I usually work on weekends.  I'm working right now.

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You Snooze, You Win at Today’s Workplace

A1 Before You Read
Discuss these questions.
How much sleep do you get each night? Do you usually get enough sleep? Why or why not? Do you ever take naps?

A2 Read
Read this magazine article to find out how some businesses are helping their tired employees.

It's early afternoon and lunch is over. You're sitting at your desk and plowing through paperwork. Suddenly you're fighting to keep your eyes open. The words on your computer are zooming in and out of focus, and your head is beginning to bob in all directions. A nap sounds good right about now—so does a couch or reclining armchair.

Well, a growing number of companies are beginning to accept the idea of sleeping on the job. No, it's not a dream. Employees are increasingly sleeping less and working longer hours at the office. Some employers, therefore, are warming up to the idea that a midday nap helps increase productivity, creativity, and safety.

Some companies are now providing tents in quiet areas of their offices. Each one contains a sleeping bag, a foam pad, an MP3 player, eye shades, and yes, an alarm clock. In Japan, some firms have "nightingale rooms" where employees are encouraged to take "power naps," and nap salons are springing up around the globe in cities like London, Amsterdam, Tokyo, and New York.
Professor William Anthony, author of *The Art of Napping*, predicts that people will see the benefits of napping more and more, especially because the workplace is getting more competitive and the workforce is aging.

It's no secret that most people are not getting enough sleep. The average adult needs about 500 more hours of sleep per year, based on the assumption that eight hours of sleep per night is normal. Two out of three people get less than eight hours of sleep a night during the work week, according to a recent study by a well-known sleep foundation. Forty percent say they're so tired that it interferes with their daily activities.

Professor Anthony rarely misses a nap. He says that companies should permit napping during breaks. "Workers are sleepy, and when they're sleepy on the job, they're not productive."

Nevertheless, at most companies, napping on the job is not yet acceptable. In fact, it sometimes leads to dismissal. Still, that doesn't stop some nappers, according to Professor Anthony. He found that "they're napping in their cars, in the bathroom, or in vacant rooms. Others are trying to hide their naps in their cubicles. They're putting the phone to their ear, or pretending to write or read something."

**Adapted from The Christian Science Monitor**

**vocab:**
- **bob**: to move repeatedly up and down
- **cubicle**: a small enclosed area
- **dismissal**: telling an employee that he or she is fired
- **plow through**: to force one's way through
- **productivity**: the amount of work you can do in a certain time
- **snooze**: to nap
- **warm up to**: to begin to like

### A3 After You Read

Write T for true or F for false for each statement.

1. **T** Tired workers produce fewer products.
2. **F** Some employers provide special napping areas.
3. **F** People need to sleep a total of five hundred hours a year.
4. **F** One study shows that most adults get eight hours of sleep per night.
5. **F** Most companies do not encourage napping.
6. **F** Employees only nap at the office.
The Simple Present and the Present Continuous

Think Critically About Form
A. Look back at the article on page 4 and complete the tasks below.

1. IDENTIFY Look at the underlined verb forms. Draw one line under six more simple present verb forms. Draw two lines under six more present continuous verb forms.

2. COMPARE AND CONTRAST Find a negative statement in the simple present and the present continuous. Describe the differences between them.

3. GENERATE Change the following sentences to Yes/No questions. What changes do you have to make?
   a. The average adult sleeps six hours a night.
   b. Americans are sleeping less.

B. Discuss your answers with the class and read the Form charts to check them.

The Simple Present

<table>
<thead>
<tr>
<th>AFFIRMATIVE STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>She</td>
</tr>
<tr>
<td>They</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>She</td>
</tr>
<tr>
<td>They</td>
</tr>
</tbody>
</table>

The Present Continuous

<table>
<thead>
<tr>
<th>AFFIRMATIVE STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT + BE</td>
</tr>
<tr>
<td>I’m</td>
</tr>
<tr>
<td>She’s</td>
</tr>
<tr>
<td>They’re</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT + BE + NOT</td>
</tr>
<tr>
<td>I’m not</td>
</tr>
<tr>
<td>She’s not / She isn’t</td>
</tr>
<tr>
<td>They’re not / They aren’t</td>
</tr>
</tbody>
</table>
### The Simple Present

#### YES/NO QUESTIONS

<table>
<thead>
<tr>
<th>DO/DOES</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>you</td>
<td>work on weekends?</td>
</tr>
<tr>
<td>Does</td>
<td>she</td>
<td>work</td>
</tr>
<tr>
<td>Do</td>
<td>they</td>
<td>work</td>
</tr>
</tbody>
</table>

#### SHORT ANSWERS

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I do.</td>
<td>No, I don't.</td>
</tr>
<tr>
<td>she does.</td>
<td>she doesn't.</td>
</tr>
<tr>
<td>they do.</td>
<td>they don't.</td>
</tr>
</tbody>
</table>

#### INFORMATION QUESTIONS

<table>
<thead>
<tr>
<th>WH-WORD</th>
<th>DO/DOES</th>
<th>SUBJECT</th>
<th>VERB</th>
<th>WH-WORD</th>
<th>VERB + -S/ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why</td>
<td>do</td>
<td>you</td>
<td>work</td>
<td>Who</td>
<td>works</td>
</tr>
<tr>
<td>Where</td>
<td>does</td>
<td>she</td>
<td>live</td>
<td>What</td>
<td>happens</td>
</tr>
<tr>
<td>What</td>
<td>do</td>
<td>they</td>
<td>think</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The Present Continuous

#### YES/NO QUESTIONS

<table>
<thead>
<tr>
<th>BE</th>
<th>SUBJECT</th>
<th>VERB + ING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are</td>
<td>you</td>
<td>working</td>
<td>now?</td>
</tr>
<tr>
<td>Is</td>
<td>she</td>
<td>working</td>
<td></td>
</tr>
<tr>
<td>Are</td>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SHORT ANSWERS

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I am.</td>
<td>No, I'm not.</td>
</tr>
<tr>
<td>she is.</td>
<td>she's not. / she isn't.</td>
</tr>
<tr>
<td>they are.</td>
<td>they're not. / they aren't.</td>
</tr>
</tbody>
</table>

#### INFORMATION QUESTIONS

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<thead>
<tr>
<th>WH-WORD</th>
<th>BE</th>
<th>SUBJECT</th>
<th>VERB + ING</th>
<th>WH-WORD</th>
<th>VERB + -S/ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why</td>
<td>are</td>
<td>you</td>
<td>working</td>
<td>Who</td>
<td>working</td>
</tr>
<tr>
<td>Where</td>
<td>is</td>
<td>she</td>
<td>living</td>
<td>What</td>
<td>happening</td>
</tr>
<tr>
<td>What</td>
<td></td>
<td></td>
<td>thinking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Simple Present

- Affirmative statements can use *do* or *does*, but only for emphasis.
  
  You’re wrong. I *do* like her.

- See Appendices 1 and 2 for spelling and pronunciation rules for verbs ending in *-s* and *-es*.

- See Appendix 14 for contractions with *do*.

(Continued on page 8)
The Present Continuous

- To combine present continuous sentences with *and*, use the subject and *am/is/are* only once.
  
  You’re sitting at your desk and going through paperwork.

- *Is not / are not* can be used instead of the contracted form for emphasis in negative short answers.
  
  No, he is *not*.  No, they are *not*.

- Stative verbs (verbs that do not express actions) are not usually used with the present continuous. The simple present is used instead.
  
  I own a house.
  
  *x* I’m owning a house. (*incorrect*)

- See Appendix 3 for spelling rules for verbs ending in *-ing*.

- See Appendix 14 for contractions with *be*.

B1 Listening for Form

Lee is a student who is living away from home. Listen to the questions that his family asks him over the phone. Choose the best response for each question.

1. a. Yes, I am.  
   b. Yes, I do.  
   c. Yes, it is.

2. a. Yes, I do.  
   b. Yes, they are.  
   c. Yes, I am.

3. a. Yes, I have.  
   b. Yes, I do.  
   c. Yes, I am.

4. a. Yes, she is.  
   b. Yes, we are.  
   c. Yes, they are.

5. a. Yes, I do.  
   b. Yes, I am.  
   c. Yes, I have.

6. a. No, it doesn’t.  
   b. No, I don’t.  
   c. No, they don’t.

7. a. Yes, he does.  
   b. No, he’s not.  
   c. Yes, he is.

8. a. No, it doesn’t.  
   b. Yes, it is.  
   c. Yes, there are.
B2 Working on Verb Forms

Complete the verb chart. Add -s/-es and -ing where necessary and make spelling changes.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>SIMPLE PRESENT</th>
<th>PRESENT CONTINUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sleep</td>
<td>sleep/sleeps</td>
<td>sleeping</td>
</tr>
<tr>
<td>2. open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. fix</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. stop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. wake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. say</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. dry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B3 Working on Present Continuous Statements and Questions

Complete these conversations with the words in parentheses and the present continuous. Use contractions when possible.

Conversation 1: A child walks into the house on a rainy day.

Parent: Please take off your boots.

Child: I’m not wearing boots. (I/not/wear/boots) (I/wear/shoes) Do I need to take them off, too?

Conversation 2: Amy sees Sam at the vending machine.

Amy: __________________________ (you/buy/a soda?)

Sam: No, ________________________ (I/not/get/anything)

Amy: __________________________ (what/you/do?)

Sam: __________________________ (I/try/to get back/my money)

Conversation 3: Ann is taking everything out of the desk drawer.

Bill: __________________________ (what/you/do?)

Ann: __________________________ (I/look for/a pencil)

Bill: __________________________ (why/you/make/such a mess?)

There are pencils in the kitchen.
B4 Working on Simple Present Statements and Questions

A. Work with a partner. The statements below are false. Make each one true by changing it to a negative statement. Then write a true statement using the word in parentheses instead of the underlined word.

1. Water freezes at 0° Fahrenheit. (centigrade)
   Water doesn't freeze at 0° Fahrenheit. It freezes at 0° centigrade.

2. Earth revolves around the moon. (sun)

3. Palm trees grow in cold climates. (warm)

4. Bees live in ponds. (hives)

5. The sun rises in the north. (east)

6. Penguins live in the desert. (the Antarctic)

7. Flowers bloom in the winter. (summer)

8. Spiders have six legs. (eight)

B. Make up a question related to each fact above. Then take turns asking and answering the questions with your partner.

A: What temperature does water freeze at?
B: Water freezes at 0° centigrade.

OR

A: Does water freeze at 0° Fahrenheit?
B: No, it doesn't. It freezes at 0° centigrade.
Informally Speaking

Omitting Auxiliaries and You

Look at the cartoon and listen to the conversation. How is each underlined form in the cartoon different from what you hear?

Simple Present Questions  In informal speech, do is often omitted from Yes/No questions with you. You is omitted only if the question is easy to understand without it.

**Standard Form**

Do you take the subway to work?
Do you want some help?

**What You Might Hear**

"You take the subway to work?"
"(You) want some help?"

Present Continuous Questions  In informal speech, are is often omitted from Yes/No questions with you. You may also be omitted.

**Standard Form**

Are you having a good time?
Are you feeling OK?

**What You Might Hear**

"(You) having a good time?"
"(You) feeling OK?"

---

B5 Understanding Informal Speech

Listen to the advertisements and write the standard form of the words you hear.

1. **Are you feeling** tired in the morning?
2. ___________ a vacation?
3. ___________ car problems again?
4. ___________ it yourself?
5. ___________ any old clothes in your closets?
6. ___________ to shop late?
7. ___________ too hard?
8. ___________ a house sitter?
Contrasting the Simple Present and the Present Continuous

Think Critically About Meaning and Use

A. Look at the pictures and answer the questions below.

1. **ANALYZE** In which picture is the conversation about something that is in progress at the moment (happening now)?

2. **ANALYZE** In which picture is the conversation about a repeated action or routine?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes

Using the Simple Present

► **1A** The simple present is used to talk about repeated activities, such as habits, routines, or scheduled events. Adverbs of frequency and time expressions (such as *usually* and *every hour*) often occur with the simple present.

- **Routines:** I *usually* drink two cups of coffee in the morning.
- **Schedules:** The bus *comes* *every hour*.

► **1B** The simple present can also describe factual information, such as general truths or definitions.

- **General Truths:** Some babies *don't sleep* at night.
- **Definitions:** A recliner is a comfortable chair that *leans* back.
Using the Present Continuous

► 2A In contrast to the simple present, the present continuous is used for activities in progress at the exact moment of speaking. Adverbs and time expressions such as now, right now, and at this moment often occur with the present continuous.

Activities in Progress at This Exact Moment
I’m drinking a cup of coffee right now. It’s 3:00 A.M. Why isn’t the baby sleeping?

► 2B The present continuous can also express the extended present—an activity in progress over a period of time that includes the present, such as this week and these days. The activity may be ongoing or may stop and start repeatedly during the time. The extended present is often used to express changing situations.

Activities in Progress over a Period of Time (Extended Present)
I’m drinking a lot of coffee this week. The baby is sleeping better these days.

Changing Situations
The bus is coming later and later this semester.

Permanent Situations vs. Temporary Situations

► 3 Sometimes the simple present and present continuous are close in meaning, but not exactly the same. If a situation is permanent or habitual, choose the simple present. If a situation is new or temporary, choose the present continuous.

Simple Present (Permanent or Habitual) Present Continuous (New or Temporary)
We live on Eddy Street. We moved there ten years ago.
I stay here every summer.
We’re living on Eddy Street. We just moved in.
I’m staying here for the summer.

Expressing Complaints vs. Expressing Facts

► 4 Present continuous sentences with adverbs of frequency that mean “all of the time” (such as always, constantly, continually, and forever) often express complaints. Sentences in the simple present are more neutral or factual—they do not generally express complaints.

Simple Present (Neutral Attitude) Present Continuous (Expressing Complaints)
They always call me early Sunday morning.
My brother constantly plays computer games.
They are always calling me early Sunday morning. I hate when they wake me up.
My brother is constantly playing computer games. He needs to study more.
C1 Listening for Meaning and Use

Listen and choose the best answer for each question.

1. a. I'm relaxing.
   b. I read books.
   c. Listen to music.

2. a. Two kids.
   b. Yes, I do.
   c. No, it's true.

3. a. I'm resting.
   b. Working at night.
   c. I'm a sales associate.

4. a. Yes, she does.
   b. I know.
   c. He leaves.

5. a. No, just in the morning.
   b. Because I like it.
   c. Yes, I am.

6. a. I mean it.
   b. A short period of sleep.
   c. Yes, he's mean.

7. a. Yes, he does.
   b. No, he isn't.
   c. To Jonah.

8. a. Yes, it's hard.
   b. Because of my work.
   c. Yes, I am.

C2 Contrasting Activities in Progress with Routine Activities

A. Work in small groups. Use the present continuous to discuss what is going on in the picture. What are the people doing? What is happening?
B. Work on your own. Use the present continuous to describe what you are doing right now. Then use the simple present to write sentences that describe your daily routines at work, school, and home.

<table>
<thead>
<tr>
<th>ACTIVITIES IN PROGRESS AT THE MOMENT</th>
<th>DAILY ROUTINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sitting in class.</td>
<td>I take the bus every morning at 7:00.</td>
</tr>
<tr>
<td>I’m listening to the English teacher.</td>
<td>I go to English class on Mondays and Wednesdays.</td>
</tr>
</tbody>
</table>

C3 Describing Activities in the Extended Present

Write five sentences describing activities that you are involved in. Use the present continuous and this year, these days, or this semester. Then discuss your answers in small groups. Were any of your answers the same?

I’m learning to ski this year. I’m also running a lot.

C4 Contrasting Permanent and Temporary Situations

Work in small groups. Match each sentence on the left with the sentence on the right that provides the best context. Discuss your choices.

- 1. Tomek lives on Dryden Road.
- 2. Peter is living on Dryden Road.
- 3. Alex wears a tie to school.
- 4. Matt is wearing a tie to school.
- 5. Luis works at the bank.
- 6. Andrew is working at the bank.

   a. He usually wears jeans and a T-shirt.
   b. He has worked there since 1990.
   c. He has lived there for a long time.
   d. He started the job a few days ago.
   e. He’s a very formal dresser.
   f. He just moved there a few weeks ago.
C5 **Expressing Complaints**

Work in small groups. Complain about the behavior of people you know, politicians, or other famous people. Use *always, constantly, continually,* and *forever* with the present continuous.

*My brother is always watching sports on TV.*
*My neighbor is constantly playing loud music.*
*The governor is continually losing his temper in public.*
*She is forever talking on the phone.*

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**Beyond the Sentence**

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**Introducing a Topic with the Simple Present**

The simple present is often used in the first sentence of a paragraph to express a general statement about a topic. The sentences that follow offer more specific details and may be in the simple present or other tenses. For example:

*Many people suffer from a condition called insomnia. In fact, insomnia is becoming the most common sleep disorder in the United States. People with insomnia are unable to fall asleep easily, and they wake up many times during the night. As a result, they always feel tired during the day. Their constant fatigue can affect their work and all aspects of their lives.*

---

C6 **Introducing a Topic with the Simple Present**

A. Write five or six general statements about people in the country or city you are living in. Write about children, adults, college students, teenagers, men, women, senior citizens, and so on.

*College students don't get enough sleep.*
*In the United States, not many people retire before they're 60.*

B. Choose one of your general statements as the topic sentence of a paragraph. Write a paragraph that explains the statement in more detail.

*College students don't get enough sleep. They often stay up very late. Then they sleep for only four or five hours and drag themselves to morning classes...*
Verbs with Stative Meanings vs. Verbs with Active Meanings

Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.
   a. I have a new computer at work.
   b. I usually use it quite a bit.
   c. It's more powerful than my co-workers' computers.
   d. I do research on my computer.
   e. I feel good about my job.

1. **Categorize** Which sentences express actions?
2. **Categorize** Which sentences express states or conditions?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes

**States and Conditions**

1. Stative verbs do not express actions. They express states and conditions. They commonly occur in the simple present.

   My roommate's name is Peter. He's tall and has brown hair. He likes sports cars and loud music.

   Below are some common stative verbs.

   **Descriptions and Measurements**
   - be, appear, look, seem, look like, resemble
   - sound, sound like
   - cost, measure, weigh

   **Possession and Relationships**
   - have, possess, own
   - belong, owe, depend on
   - consist of, contain, include

   **Knowledge and Beliefs**
   - believe, guess, hope, feel (= think), know, think, doubt
   - remember, forget, recognize, notice
   - mean, understand, realize, suppose
   - agree, disagree

   **Emotions and Attitudes**
   - dislike, fear, hate, like, love, despise
   - care, mind
   - need, prefer, want, desire, appreciate

   **Senses and Sensations**
   - hear, see, smell, taste
   - ache, burn, feel, hurt, itch, sting

(Continued on page 18)
Distinguishing Verbs with Stative and Active Meanings

► 2A Some verbs with stative meanings also have active meanings and can express activities in the present continuous.

**Simple Present (Stative)**
- I *think* this pie is delicious. (belief)
- It *weighs* a lot. (measurement)

**Present Continuous (Active)**
- We’re *thinking* about moving. (mental activity)
- I’m *weighing* it on the scale. (physical activity)

► 2B When *have* means “possess” it expresses a state and can be used in the simple present, but not in the present continuous. When *have* means “experience,” “eat,” or “drink,” it has an active meaning and can be used in the continuous.

**Simple Present (Stative)**
- *Peter has* two cars.
- *We have* a computer at home.

**Present Continuous (Active)**
- Are you *having* any problems? (experience)
- I’m *having* dinner with Sue. (eating)

► 2C Sense verbs with stative meanings express involuntary (uncontrolled) states in the simple present. In the present continuous, *smell* and *taste* have active meanings that express voluntary actions.

**Simple Present (Stative)**
- This soup *tastes* great.
- I *smell* something awful.

**Present Continuous (Active)**
- I’m *tasting* the soup to see if it’s too hot.
- I’m *smelling* each flower to find my favorite.

Expressing Physical Sensations

► 3 Verbs that express physical sensations can occur in the simple present or the present continuous without changing the meaning.

**Simple Present (Stative)**
- My stomach *hurts* and I *feel* sick.

**Present Continuous (Active)**
- My stomach is *hurting* and I’m *feeling* sick.

Using *Be* + Adjective for Behavior

► 4 Adjectives such as *good, bad, rude,* and *foolish* describe behavior. To express typical behavior, use these adjectives with the simple present of *be*. If the behavior is temporary or not typical, however, use them with the present continuous of *be*.

**Simple Present (Typical Behavior)**
- My kids are *good*. They always behave well in restaurants.

**Present Continuous (Not Typical Behavior)**
- My kids are *being good* today! They usually don’t behave well in restaurants.
## D1 Listening for Meaning and Use

Listen to each situation. Is the speaker talking about a state or condition or about an activity? Check (✓) the correct column.

<table>
<thead>
<tr>
<th>STATE OR CONDITION</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>✓</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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</tbody>
</table>

## D2 Making Critical Remarks with Stative Verbs

Work with a partner. You are in a bad mood. Respond to your friend’s comments and questions with a critical remark. Use the words in the box. Then switch roles.

<table>
<thead>
<tr>
<th>VERBS</th>
<th>ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>awful</td>
</tr>
<tr>
<td>cost</td>
<td>cheap</td>
</tr>
<tr>
<td>feel</td>
<td>crowded</td>
</tr>
<tr>
<td>like</td>
<td>expensive</td>
</tr>
<tr>
<td>look</td>
<td>loud</td>
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<tr>
<td>seem</td>
<td>small</td>
</tr>
<tr>
<td>smell</td>
<td>strong</td>
</tr>
<tr>
<td>sound</td>
<td>terrible</td>
</tr>
</tbody>
</table>

1. **Your Friend:** Let’s go into this store. There’s a big sale.
   
   **You:** *I don’t want to. It looks crowded.*

2. I think I’ll buy some of this cologne. I really like it.

3. I like this shirt. The fabric is nice.

4. I love these shoes. How do they look on me?

5. Listen to this song. Doesn’t it sound great?

6. I need a new tennis racket. This one looks like a good buy.
D3 Choosing the Simple Present or the Present Continuous

Work with a partner. Complete these conversations with the words in parentheses and the simple present or the present continuous. Use contractions when possible. Then practice the conversations.

Conversation 1
A: What course ___are you taking___ (you/take) with Professor Hale?
B: Psychology 101.
A: ______ (it/be) a good course?
B: Well, that ___depend on___ (depend on) my mood.
    I ___guess___ it ___be OK, but ___have___ (have) trouble with our latest assignment.

Conversation 2
A: Excuse me. I ___hope___ I ___not/interrupt___, but I ___need___ (need) some help with my car.
B: What ___seem___ (seem) to be the problem?
A: I ___smell___ (smell) something bad. Maybe it's the engine.

Conversation 3
A: How often ___you/dream___? I ___not/dream___ very often at all these days.
B: That's not true. Everyone ___have___ (have) dreams every night.
    You probably ___not/remember___ (not/remember) most of your dreams.

Conversation 4
A: What ___you/do___?
B: I ___smell___ (smell) the milk. I ___think___ it's spoiled.
A: Well, how ___it/smell___?
B: It ___seem___ (seem) fine.
D4 Describing Physical Sensations

Work with a partner. Use the simple present or the present continuous with these verbs to describe your symptoms for each of the problems below.

feel   hurt   ache   tingle   itch   burn

1. You have a sore throat.
   A: What's wrong?
   B: My throat feels sore. OR My throat is feeling sore.

2. You have a headache.

3. You have something in your eye.

4. You have a sprained ankle.

5. You have a stomachache.

6. You have a rash on your arm.

D5 Describing Behavior

A. Work in small groups. Build as many meaningful sentences as possible. Use an item from each column. Punctuate your sentences correctly. Discuss why some combinations are not appropriate.

The birds are quiet. The birds are being quiet.

B. Imagine you have heard these comments at work. Explain the use of is or is being by giving more details about each situation.

1. Walter is being so polite.
   He is usually very rude. OR
   He often insults people.

2. Marta is very helpful.

3. The company is being generous.

4. The employees are being so quiet.

5. Mr. Johnson is unfair.

6. My boss is being difficult.

7. My neighbor is being unfriendly.
Expressing Emotions in the Continuous

Look at the cartoon and listen to the conversation. How is each underlined form in the cartoon different from what you hear?

In informal speech, some verbs may be used in the continuous form but keep their stative meaning. This is especially common with verbs of emotion such as love, hate, and like. Using the continuous shows a more intense or emotional situation. Adverbs such as just or really and special emphatic intonation are often used as well.

<table>
<thead>
<tr>
<th>Standard Form</th>
<th>What You Might Hear</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love this novel.</td>
<td>“I'm just loving this novel!”</td>
</tr>
<tr>
<td>I hate this movie.</td>
<td>“I'm really hating this movie!”</td>
</tr>
<tr>
<td>I like this movie.</td>
<td>“I'm really liking it here!”</td>
</tr>
</tbody>
</table>

D6 Understanding Informal Speech

Listen and write the standard form of the words you hear.

1. I like _______ my apartment more and more each day!
2. _______ this new television show!
3. _______ the beautiful weather!
4. _______ this trip!
5. _______ this movie!
6. _______ my new job.
D7 Writing Descriptions

Follow these steps to write a summary about a favorite character in a book, movie, or TV show.

1. In small groups, brainstorm a list of three or four of your favorite books, movies, or TV shows. Discuss your favorite character in each and explain why you like him or her.

2. Choose one character that you have discussed. Write a description in the simple present about this person. Tell what happens to him or her, how the person looks, feels, and so on, using verbs with stative meaning where appropriate.

   The “Wizard of Oz” tells the story of Dorothy. She is a young girl and she lives on a farm in Kansas. After a big storm, she lands in Oz. Dorothy feels frightened at first, but soon after...
Think Critically About Meaning and Use

A. Read each sentence and answer the questions that follow with one of these choices: Yes, No, Probably, Probably not, or It's not clear.

1. I'm writing a book.
   a. Is the speaker finished with the book yet? ____________
   b. Did the speaker start writing the book a few days ago? ____________
   c. Is the speaker writing at the moment of speaking? ____________

2. The bus is stopping.
   a. Is the bus speeding up? ____________
   b. Is the driver's foot on the brake? ____________
   c. Are the passengers getting off the bus? ____________

3. My sister works at the Computing Center.
   a. Is she working right now? ____________
   b. Did she get the job yesterday? ____________
   c. Does she work full-time? ____________

4. I'm sleeping much better this week.
   a. Is the speaker sleeping right now? ____________
   b. Did the speaker sleep well last week? ____________
   c. Will the speaker sleep well next week? ____________

5. I'm taking a French course right now.
   a. Is the speaker in the French class right now? ____________
   b. Has the course begun? ____________
   c. Is the course over? ____________

6. I watch the news during breakfast.
   a. Is the speaker watching the news? ____________
   b. Is the speaker eating breakfast? ____________
   c. Will the speaker watch the news during breakfast tomorrow? ____________
B. Discuss these questions in small groups.

1. **COMPARE AND CONTRAST** What is the difference in meaning between sentence 1 and the statement “I write books”?

2. **PREDICT** Look at sentences 1, 3, and 5. What do you think the speakers will say next? (Use the simple present and present continuous in your answers.)

---

**Edit**
Find the errors in these paragraphs and correct them.

It's mid-afternoon at a busy law firm. The telephones are ringing, voice mail piles up, and faxes are arriving. But what many of the lawyers are doing? They take naps at their desks! As more and more busy professionals works from morning until night, many are sleep in their offices for just 15 or 20 minutes during the afternoon. And they are not embarrassed about it at all. It becomes a new trend, according to a recent survey on napping.

Some people sleeps in their chairs, while some are preferring the floor or couches. Everyone agrees that a little nap help them get through their very long workday. Meanwhile, many experts are asking “What means this new trend?” It's simple, according to the most experienced nappers. They are do what people in other cultures and climates do every day. And they are pleased that napping finally gets more common in the workplace.
Write

Imagine that you are a new student at a college or university. Update your profile page on a social networking site. Use the simple present and present continuous.

1. **Brainstorm** Think about all the things you can say about your new life. Use these categories to help you organize your ideas into paragraphs.
   - **Self and School**: who you are; where you’re going to school; what courses you’re taking; how you feel about your new situation
   - **Living Situation**: where you are living; your roommates, if any; how you like it
   - **Routines, Free-Time**: study habits; typical weekday; free-time activities

2. **Write a First Draft** Before you write your first draft, read the checklist below and look at the sentences you wrote for tasks C2 (part B) and C3 on page 15. Write your draft using the simple present and present continuous.

3. **Edit** Read your work and check it against the checklist below. Circle grammar, spelling, and punctuation errors.

<table>
<thead>
<tr>
<th>DO I ...</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>organize my ideas into paragraphs?</td>
<td></td>
</tr>
<tr>
<td>use the simple present for facts, habits, schedules, and routines?</td>
<td></td>
</tr>
<tr>
<td>use the present continuous for activities in progress now and in the extended present?</td>
<td></td>
</tr>
<tr>
<td>use stative verbs in the simple present to describe states and conditions?</td>
<td></td>
</tr>
<tr>
<td>use contractions to make my writing sound more friendly and natural?</td>
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</tbody>
</table>

4. **Peer Review** Work with a partner to help you decide how to fix your errors and improve the content. Use the checklist above.

5. **Rewrite Your Draft** Using the comments from your partner, write a final draft.

![Profile]

**Profile**

Name: [ ]
Current City: [ ]
Hometown: [ ]

**About Me:**

I'm an 18-year-old student from Kyoto, Japan. I'm currently studying at the University of California in San Francisco. I'm in my freshman year, and so far I love it here. I'm taking five courses, and they are all really interesting...