BASIC English Grammar
FOURTH EDITION
WITH ANSWER KEY

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Preface to the Fourth Edition ................................................................. xi
Acknowledgments .................................................................................. xv

Chapter 1 USING BE .............................................................................. 1
  1-1 Singular pronouns + be ................................................................. 2
  1-2 Plural pronouns + be ................................................................. 4
  1-3 Singular nouns + be ................................................................. 6
  1-4 Plural nouns + be ................................................................. 8
  1-5 Contractions with be ............................................................... 11
  1-6 Negative with be ................................................................. 13
  1-7 Be + adjective ....................................................................... 16
  1-8 Be + a place ......................................................................... 21
  1-9 Summary: basic sentence patterns with be ................................. 24

Chapter 2 USING BE AND HAVE ......................................................... 28
  2-1 Yes/no questions with be ......................................................... 28
  2-2 Short answers to yes/no questions .......................................... 30
  2-3 Questions with be: using where ............................................... 32
  2-4 Using have and has ............................................................... 34
  2-5 Using my, your, her, his, our, their .......................................... 39
  2-6 Using this and that ............................................................... 45
  2-7 Using these and those ........................................................... 48
  2-8 Asking questions with what and who + be ............................... 52

Chapter 3 USING THE SIMPLE PRESENT .......................................... 59
  3-1 Form and basic meaning of the simple present tense .................. 59
  3-2 Frequency adverbs ............................................................... 62
  3-3 Position of frequency adverbs ................................................. 65
  3-4 Spelling and pronunciation of final -es .................................... 67
  3-5 Adding final -s/-es to words that end in -y ................................. 69
  3-6 Irregular singular verbs: has, does, goes .................................. 70
  3-7 Like to, want to, need to ......................................................... 74
  3-8 Simple present tense: negative ............................................... 76
  3-9 Simple present tense: yes/no questions .................................... 82
  3-10 Simple present tense: asking information questions with where and what ................................................................. 86
  3-11 Simple present tense: asking information questions with when and what time ................................................................. 89
Chapter 4  USING THE PRESENT PROGRESSIVE ........................................... 96
4-1  *Be* + *-ing*: the present progressive ........................................... 96
4-2  Spelling of *-ing* ........................................................................... 100
4-3  Present progressive: negatives ......................................................... 102
4-4  Present progressive: questions .......................................................... 105
4-5  Simple present tense vs. the present progressive ................................. 110
4-6  Non-action verbs not used in the present progressive ......................... 116
4-7  *See, look at, watch, hear*, and *listen to* ......................................... 118
4-8  *Think about* and *think that* ......................................................... 121

Chapter 5  TALKING ABOUT THE PRESENT .............................................. 125
5-1  Using *it* to talk about time ............................................................... 125
5-2  Prepositions of time ........................................................................... 127
5-3  Using *it* and *what* to talk about the weather ................................... 130
5-4  *There + be* ....................................................................................... 133
5-5  *There + be*: yes/no questions .......................................................... 135
5-6  *There + be*: asking questions with *how many* .............................. 137
5-7  Prepositions of place ......................................................................... 138
5-8  More prepositions of place: a list ....................................................... 142
5-9  *Would like* ....................................................................................... 149
5-10 *Would like* vs. *like* ...................................................................... 151

Chapter 6  NOUNS AND PRONOUNS ......................................................... 159
6-1  Nouns: subjects and objects .............................................................. 159
6-2  Nouns as objects of prepositions ....................................................... 161
6-3  Adjectives with nouns ....................................................................... 164
6-4  Subject pronouns and object pronouns ............................................ 166
6-5  Nouns: singular and plural forms ..................................................... 170
6-6  Nouns: irregular plural forms ............................................................ 174
6-7  Possessive pronouns: *mine, yours, his, hers, ours, theirs* ............... 178
6-8  Possessive nouns .............................................................................. 181
6-9  Questions with *whose* .................................................................. 185
6-10 Possessive: irregular plural nouns .................................................... 187

Chapter 7  COUNT AND NONCOUNT NOUNS ........................................... 191
7-1  Nouns: count and noncount .............................................................. 191
7-2  Using *a* vs. *an* ............................................................................. 196
7-3  Using *a/an* vs. *some* .................................................................. 198
7-4  Measurements with noncount nouns ................................................. 204
7-5  Using *many, much, a few, a little* .................................................. 208
7-6  Using *the* ....................................................................................... 211
7-7  Using Ø (no article) to make generalizations .................................... 215
7-8  Using *some* and *any* .................................................................. 217

Chapter 8  EXPRESSING PAST TIME, PART 1 .......................................... 224
8-1  Using *be*: past time ....................................................................... 224
8-2  Simple past tense of *be*: negative .................................................. 226
8-3  Past of *be*: questions ................................................................... 227
8-4  Simple past tense: using *-ed* .......................................................... 232
| 8-5 | Past time words: yesterday, last, and ago | 235 |
| 8-6 | Simple past tense: irregular verbs (Group 1) | 239 |
| 8-7 | Simple past tense: negative | 243 |
| 8-8 | Simple past tense: yes/no questions | 246 |
| 8-9 | Simple past tense: irregular verbs (Group 2) | 251 |
| 8-10 | Simple past tense: irregular verbs (Group 3) | 254 |
| 8-11 | Simple past tense: irregular verbs (Group 4) | 257 |

**Chapter 9** EXPRESSING PAST TIME, PART 2 | 265
---
| 9-1 | Simple past tense: using where, why, when, and what time | 265 |
| 9-2 | Questions with what | 269 |
| 9-3 | Questions with who and whom | 272 |
| 9-4 | Simple past tense: irregular verbs (Group 5) | 277 |
| 9-5 | Simple past tense: irregular verbs (Group 6) | 279 |
| 9-6 | Simple past tense: irregular verbs (Group 7) | 282 |
| 9-7 | Before and after in time clauses | 284 |
| 9-8 | When in time clauses | 287 |
| 9-9 | Present progressive and past progressive | 289 |
| 9-10 | Using while with past progressive | 293 |
| 9-11 | Simple past tense vs. the past progressive | 294 |

**Chapter 10** EXPRESSING FUTURE TIME, PART 1 | 303
---
| 10-1 | Future time: using be going to | 303 |
| 10-2 | Using the present progressive to express future time | 307 |
| 10-3 | Words used for past time and future time | 309 |
| 10-4 | Using a couple of or a few with ago (past) and in (future) | 314 |
| 10-5 | Using today, tonight, and this + morning, afternoon, evening, week, month, year | 317 |
| 10-6 | Future time: using will | 319 |
| 10-7 | Asking questions with will | 321 |
| 10-8 | Verb summary: present, past, and future | 325 |
| 10-9 | Verb summary: forms of be | 327 |

**Chapter 11** EXPRESSING FUTURE TIME, PART 2 | 334
---
| 11-1 | May/might vs. will | 334 |
| 11-2 | Maybe (one word) vs. may be (two words) | 337 |
| 11-3 | Future time clauses with before, after, and when | 342 |
| 11-4 | Clauses with if | 346 |
| 11-5 | Expressing future and habitual present with time clauses and if-clauses | 349 |
| 11-6 | Using what + a form of do | 353 |

**Chapter 12** MODALS, PART 1: EXPRESSING ABILITY | 361
---
| 12-1 | Using can | 361 |
| 12-2 | Pronunciation of can and can’t | 364 |
| 12-3 | Using can: questions | 365 |
| 12-4 | Using know how to | 368 |
| 12-5 | Using could: past of can | 370 |
| 12-6 | Using be able to | 373 |
| 12-7 | Using very and too + adjective | 376 |
Chapter 13 MODALS, PART 2: ADVICE, NECESSITY, REQUESTS, SUGGESTIONS ... 383
13-1 Using should ........................................................... 384
13-2 Using have + infinitive (have to/has to/had to) .................... 388
13-3 Using must, have to/has to, and should ............................ 392
13-4 Polite questions: may I, could I, and can I ......................... 396
13-5 Polite questions: could you and would you ....................... 397
13-6 Imperative sentences .................................................. 400
13-7 Modal auxiliaries ....................................................... 403
13-8 Summary chart: modal auxiliaries and similar expressions .... 404
13-9 Using let's ............................................................... 409

Chapter 14 NOUNS AND MODIFIERS ................................ 413
14-1 Modifying nouns with adjectives and nouns ......................... 413
14-2 Word order of adjectives ............................................. 418
14-3 Linking verbs + adjectives .......................................... 425
14-4 Adjectives and adverbs .............................................. 438
14-5 Expressions of quantity: all of, most of, some of, almost all of . 431
14-6 Expressions of quantity: subject-verb agreement .................. 433
14-7 Using every, everyone, everybody, everything ................... 436
14-8 Indefinite pronouns: something, someone, somebody, anything, anyone, anybody ........................................ 438

Chapter 15 MAKING COMPARISONS . .................. 445
15-1 The comparative: using -er and more ............................. 445
15-2 The superlative: using -est and most ............................. 452
15-3 Using one of + superlative + plural noun ......................... 460
15-4 Making comparisons with adverbs ................................ 467
15-5 Comparisons: using the same (as), similar (to),
and different (from) .................................................... 470
15-6 Comparisons: using like and alike ................................ 473
15-7 Using but ............................................................... 475
15-8 Using verbs after but .................................................. 476

Appendix 1 English Handwriting ..................................... 483
Appendix 2 Numbers ....................................................... 484
Appendix 3 Ways of Saying Time .................................... 485
Appendix 4 Days/Months/Seasons ................................... 486
Appendix 5 Supplementary Charts .................................... 487
A5-1 Basic capitalization rules ......................................... 487
A5-2 Voiced and voiceless sounds for -s endings on verbs ............ 488
A5-3 Final -ed pronunciation for simple past verbs .................. 488

Listening Script .............................................................. 000
Let’s Talk: Answers ......................................................... 000
Answer Key ................................................................. 000
Index ............................................................................. 000
Audio CD Tracking List .................................................. 000
Basic English Grammar is a developmental skills text for beginning English language learners. It uses a grammar-based approach integrated with communicative methodologies to promote the development of all language skills in a variety of ways. Starting from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their own lives in the classroom context. Grammar tasks are designed to encourage both fluency and accuracy.

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

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

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

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

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

• LISTENING PRACTICE
  Recent research highlights the importance of helping students at all levels understand authentic spoken English. New as well as revised exercises help introduce students to relaxed, reduced speech. In this richer linguistic environment, input becomes more comprehensible for students. An audio CD accompanies the student text, and a full audio script can be found in the back of the book.
• **READINGS**
  This fourth edition now has a wide selection of readings for students to read and respond to. The content is carefully controlled so that the vocabulary is accessible to beginning students and the grammar structures appropriate to the chapter(s) studied.

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

*Basic English Grammar* is accompanied by

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

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

The Azar-Hagen Grammar Series consists of

• *Understanding and Using English Grammar* (blue cover), for upper-level students.
• *Fundamentals of English Grammar* (black cover), for mid-level students.
• *Basic English Grammar* (red cover), for lower or beginning levels.
Tips for Using the New Features in this Text

Warm-Up

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

Listening

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

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

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

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

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

Reading

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

Writing

As students gain confidence in using the target structures, they are encouraged to express their ideas in longer writing tasks. Model paragraphs accompany assignments, and question-prompts help students develop their ideas.
Editing checklists provide guidance for self- or peer-editing. One suggested technique is to pair students, have them exchange papers, and then have the partner read the paragraph aloud. The writer can hear if the content is what he or she intended. This also keeps the writer from automatically self-correcting while reading aloud. The partner can then offer comments and complete the checklist.

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

**LET’S TALK**

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

**CHECK YOUR KNOWLEDGE**

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

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

Please see the *Teacher’s Guide* for detailed information about teaching from this book, including expansion activities and step-by-step instructions.
Exercise 1. Warm-up. (Chart 4-1)
Complete the sentences with the given words.

David

Nancy

1. David is _________________.
2. Nancy is _________________.

1. He is _________________.
2. She is _________________.

4-1 Be + -ing: the Present Progressive

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

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

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

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

* The present progressive is also called the “present continuous.”
Exercise 2. Looking at grammar. (Chart 4-1)
Complete the sentences with the correct form of be (am, is, or are).

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

Exercise 3. Looking at grammar. (Chart 4-1)
Complete each sentence with the present progressive of the verb in italics.

1. stand
   She is standing.
2. sleep
   You are sleeping.
3. read
   He is reading.
4. eat
   I am eating.
5. help
   We are helping.
6. play
   They are playing.
7. snow
   It is snowing.

Exercise 4. Let’s talk: class activity. (Chart 4-1)
Your teacher will act out some verbs. Answer questions about these actions. Close your book for this activity.

Example: read
TEACHER: (acts out reading) I am reading. What am I doing?
STUDENT: You are reading.

1. write
2. sit
3. stand
4. count
5. wave
6. look at the ceiling
Exercise 5. Let’s talk: pairwork. (Chart 4-1)

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

Example:
Partner A: The woman is driving a car.
Partner B: (points to the picture)
Partner A: Your turn.

<table>
<thead>
<tr>
<th>fish</th>
<th>get on (a bus)</th>
<th>laugh</th>
<th>sing</th>
<th>swim</th>
</tr>
</thead>
<tbody>
<tr>
<td>fix (a computer)</td>
<td>kick (a soccer ball)</td>
<td>read</td>
<td>sleep</td>
<td>walk</td>
</tr>
</tbody>
</table>

1
2
3
4
5
6
7
8
9
10
Exercise 6. Let’s talk: class activity. (Chart 4-1)
Act out the directions your teacher gives you. Describe the actions using the present progressive. Continue the action during the description. Close your book for this activity.

Example:
TEACHER TO STUDENT A: Please smile. What are you doing?
STUDENT A: I’m smiling.
TEACHER TO STUDENTS A + B: Please smile. (Student A), what are you and (Student B) doing?
STUDENT A: We’re smiling.
TEACHER TO STUDENT B: What are you and (Student A) doing?
STUDENT B: We’re smiling.
TEACHER TO STUDENT C: What are (Student A and Student B) doing?
STUDENT C: They’re smiling.
TEACHER TO STUDENT B: What is (Student A) doing?
STUDENT B: He/She is smiling.

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

Exercise 7. Listening. (Chart 4-1)
Read the story. Then listen to each sentence and look at the picture of Tony. Circle the correct answer. Compare your answers with your classmates’ answers.

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

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

1. yes no
2. yes no
3. yes no
4. yes no
5. yes no
6. yes no
7. yes no
8. yes no
9. yes no
10. yes no
Exercise 8. Warm-up. (Chart 4-2)
Answer the questions.

<table>
<thead>
<tr>
<th>count</th>
<th>ride</th>
<th>sleep</th>
<th>stop</th>
</tr>
</thead>
</table>

1. Which verb ends in a consonant + -e?  
2. Which verb ends in two consonants?  
3. Which verb ends in two vowels + one consonant?  
4. Which verb ends in one vowel + one consonant?  

Exercise 9. Looking at spelling. (Chart 4-2)
Write the -ing form of the given verbs.

1. take  
2. come  
3. dream  
4. bite  
5. hit  
6. rain  
7. hurt  
8. plan  
9. bake  
10. snow  
11. study  
12. stop
Exercise 10. Looking at spelling. (Chart 4-2)
Your teacher will act out a sentence. On a separate piece of paper, write the word that ends in -ing. Close your book for this activity.

Example: wave
Teacher: (waves) I’m waving.
Student: (writes) waving

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

Exercise 11. Looking at grammar. (Chart 4-2)
Complete the sentences. Use the present progressive form of the verbs from the box.

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

Exercise 12. Warm-up. (Chart 4-3)
Choose the correct completion.

1. The birds ______ are / aren’t ______ flying.
2. They ______ are / aren’t ______ sitting on a telephone wire.
3. A car ______ is / isn’t ______ driving by.
4-3 The Present Progressive: Negatives

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

Present progressive negative:

<table>
<thead>
<tr>
<th>am</th>
<th>is</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>+not</td>
<td>+not</td>
<td>+not</td>
</tr>
<tr>
<td>+-ing</td>
<td>+-ing</td>
<td>+-ing</td>
</tr>
</tbody>
</table>

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

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

Example: Sandra: standing up / sitting down

Sandra isn’t standing up.
She’s sitting down.

Situation 1:
Otto: watching TV / talking on the phone

Otto

He

SITUATION 2:
Anita: listening to music / playing soccer
Anita _____________________________________________
She _____________________________________________

SITUATION 3:
Sofia and Bruno: reading / eating lunch
Sofia and Bruno __________________________________
They __________________________________________

SITUATION 4:
Ted: making photocopies / fixing the photocopy machine
Ted _____________________________________________
He _____________________________________________
Exercise 14. Looking at grammar. (Chart 4-3)

Part I. Read the paragraph.

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

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

1. √ talk to customers
2. ___ play soccer in a park
3. ___ change the oil in a car
4. ___ watch a movie in a theater
5. ___ put on a new tire
6. ___ answer the office phone
7. ___ give a customer a bill
8. ___ repair an engine
9. ___ eat at a restaurant
10. ___ replace a windshield wiper

Part II. Make true sentences about Jamal.

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

windshield wipers
Exercise 15. Let’s talk. (Chart 4-3)

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

Example: a neighbor

→ Mrs. Martínez is working in her office right now.
→ She is not working in her garden.

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

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

Choose the correct answer.

1. Are you lying on a bed?
   a. Yes, I am.
   b. No, I’m not.

2. Is your teacher dancing?
   a. Yes, he/she is.
   b. No, he/she isn’t.

3. Are the students in your class singing?
   a. Yes, they are.
   b. No they aren’t.

4-4 The Present Progressive: Questions

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER (LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(a)</strong></td>
<td></td>
</tr>
<tr>
<td>Be + subject + -ing</td>
<td></td>
</tr>
<tr>
<td><strong>Is</strong> Marta <strong>sleeping?</strong></td>
<td>→ Yes, she is. (She’s sleeping.)</td>
</tr>
<tr>
<td></td>
<td>→ No, she’s not. (She’s not sleeping.)</td>
</tr>
<tr>
<td></td>
<td>→ No, she isn’t. (She isn’t sleeping.)</td>
</tr>
<tr>
<td><strong>(b)</strong></td>
<td></td>
</tr>
<tr>
<td>Be + you + -ing</td>
<td></td>
</tr>
<tr>
<td><strong>Are</strong> you <strong>watching TV?</strong></td>
<td>→ Yes, I am. (I’m watching TV.)</td>
</tr>
<tr>
<td></td>
<td>→ No, I’m not. (I’m not watching TV.)</td>
</tr>
<tr>
<td><strong>(c)</strong></td>
<td></td>
</tr>
<tr>
<td>Word + be + subject + -ing</td>
<td></td>
</tr>
<tr>
<td><strong>Where</strong> is Marta <strong>sleeping?</strong></td>
<td>→ In bed. (She’s sleeping in bed.)</td>
</tr>
<tr>
<td><strong>(d)</strong></td>
<td></td>
</tr>
<tr>
<td>Word + be + subject + -ing</td>
<td></td>
</tr>
<tr>
<td><strong>What</strong> is Ted <strong>watching?</strong></td>
<td>→ A movie. (Ted is watching a movie.)</td>
</tr>
<tr>
<td><strong>(e)</strong></td>
<td></td>
</tr>
<tr>
<td>Word + be + subject + -ing</td>
<td></td>
</tr>
<tr>
<td><strong>Why</strong> are you <strong>watching TV?</strong></td>
<td>→ Because I like this program. (I’m watching TV because I like this program.)</td>
</tr>
</tbody>
</table>
Exercise 17. Looking at grammar.  (Chart 4-4)

Make questions.

1. A: ___________________________ students?
   B: Yes, she is. (The teacher is helping students.)

2. A: ___________________________?
   B: Yes, he is. (Ivan is talking on his phone.)

3. A: ___________________________?
   B: No, I’m not. (I’m not sleeping.)

4. A: ___________________________ TV?
   B: No, they aren’t. (The students aren’t watching TV.)

5. A: ___________________________ outside?
   B: No, it isn’t. (It isn’t raining outside.)

6. A: ___________________________?
   B: Yes, he is. (John is riding a bike.)

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

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

**do**
- ___ do the dishes
- ___ do the laundry
- ___ do homework
- ___ do the ironing

**make**
- ___ make breakfast
- ___ make a bed
- ___ make a phone call
- ___ make a mess

**take**
- ___ take a nap
- ___ take a shower
- ___ take a bath
- ___ take a test
- ___ take a break
- ___ take medicine

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

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of a man and a woman at a desk]</td>
<td>![Image of a boy taking a bath]</td>
</tr>
</tbody>
</table>

PARTNER A: Is the girl in your picture taking a test?
PARTNER B: No, she isn’t.
PARTNER A: What is she doing?
PARTNER B: She’s taking a break.
Exercise 19. Looking at grammar. (Chart 4-4)
Make questions with where, why, and what.

1. A: ____________
   B: My grammar book. (I’m reading my grammar book.)

2. A: ____________
   B: Because we’re doing an exercise. (I’m reading my grammar book because we’re doing an exercise.)

3. A: ____________
   B: A sentence. (I’m writing a sentence.)

4. A: ____________
   B: In the back of the room. (Yoshi is sitting in the back of the room.)

5. A: ____________
   B: In a hotel. (I’m staying in a hotel.)

6. A: ____________
   B: Jeans and a sweatshirt. (Jonas is wearing jeans and a sweatshirt today.)

7. A: ____________
   B: Because I’m happy. (I’m smiling because I’m happy.)

Exercise 20. Looking at grammar. (Chart 4-4)
Make questions. Give short answers to yes/no questions.

1. A: What ________
   B: A thank-you note. (I’m writing a thank-you note.)

2. A: ____________
   B: No, ____________ (Ali isn’t reading a book.)

3. A: ____________
   B: Yes, ____________ (Magda is eating lunch.)
Exercise 21. Warm-up. (Chart 4-5)  
Answer the questions with yes or no.

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

<table>
<thead>
<tr>
<th>SIMPLE PRESENT</th>
<th>PRESENT PROGRESSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The simple present expresses habits or usual activities. Common time words are <em>every day, every year, every month, often, sometimes,</em> and <em>never.</em> The simple present uses <em>do</em> and <em>does</em> in negatives and questions.</td>
<td>The present progressive expresses actions that are happening right now, while the speaker is speaking. Common time words are <em>now, right now,</em> and <em>today.</em> The present progressive uses <em>am, is,</em> and <em>are</em> in negatives and questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><em>talk</em></td>
<td>I</td>
</tr>
<tr>
<td>You</td>
<td><em>talk</em></td>
<td>You</td>
</tr>
<tr>
<td>He, She, It</td>
<td><em>talks</em></td>
<td>He, She, It</td>
</tr>
<tr>
<td>We</td>
<td><em>talk</em></td>
<td>We</td>
</tr>
<tr>
<td>They</td>
<td><em>talk</em></td>
<td>They</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><em>don't</em></td>
<td><em>talk.</em></td>
</tr>
<tr>
<td>You</td>
<td><em>don't</em></td>
<td><em>talk.</em></td>
</tr>
<tr>
<td>He, She, It</td>
<td><em>doesn't</em></td>
<td><em>talk.</em></td>
</tr>
<tr>
<td>We</td>
<td><em>don't</em></td>
<td><em>talk.</em></td>
</tr>
<tr>
<td>They</td>
<td><em>don't</em></td>
<td><em>talk.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>I</td>
<td><em>talk?</em></td>
</tr>
<tr>
<td>Do</td>
<td>you</td>
<td><em>talk?</em></td>
</tr>
<tr>
<td>Does</td>
<td>he, she, it</td>
<td><em>talk?</em></td>
</tr>
<tr>
<td>Do</td>
<td>we</td>
<td><em>talk?</em></td>
</tr>
<tr>
<td>Do</td>
<td>they</td>
<td><em>talk?</em></td>
</tr>
</tbody>
</table>

- **Exercise 22. Looking at grammar.** *(Chart 4-5)*
  Choose the correct completion.

  1. Mari is working
  2. Mari works at a pharmacy
  3. I am working
  4. It’s snowing
  5. You are making breakfast
  6. You make breakfast
  7. We eat vegetables
  8. We are eating outside

- **now.** every day.
- **today.** every day.
- **right now.** every day.
Exercise 23. Looking at grammar. (Chart 4-5)
Complete the sentences with the correct form of the words in parentheses.

1. Ahmed (talk) _______ talks _______ to his classmates every day in class.

   Right now he (talk) _______ is talking _______ to Yoko. He (talk, not)
   ______________________________________ to his friend Omar right now.

2. It (rain) _____________ a lot in this city, but it (rain, not) ______________
   right now. The sun (shine) ________________. (it, rain) ______________
   a lot in your hometown?

3. Hans and Anna (sit) _____________ next to each other in class every day, so they often
   (help) ______________ each other with their grammar exercises. Right now Anna (help)
   ______________________________________ Hans with an exercise on verbs.

4. Roberto (cook) ________________ his own dinner every evening. Right now he
   is in his kitchen. He (cook) ______________________ rice and beans.

   (he, cook) ______________________ meat for his dinner tonight too? No,
   he is a vegetarian. He (eat, never) ______________________ meat. (you, eat)
   ______________________ meat? (you, be) ________________ a vegetarian?

Exercise 24. Listening. (Chart 4-5)
Listen to each sentence. Choose the correct completion.

Examples: You will hear:   Pedro is sleeping late . . .

You will choose: now   every day

1. now   every day
2. now   every day
3. now   every day
4. now   every day
5. now   every day
6. now   every day
7. now   every day
8. now   every day
Exercise 25. Let’s talk: pairwork. (Chart 4-5)

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

Example: check her phone for messages
Partner A: Is Isabel checking her phone for messages?
Partner B: Yes, she is.
Partner A: Does she check her phone for messages every day?
Partner B: Yes, she does.
Partner A: Your turn now.

- drink tea
- listen to music
- play her guitar
- play tennis
- ride her bike
- say “hi” to her neighbor
- write a report
- swim
- take a walk
- talk on her phone
- text
- watch TV

1  2  3  4

5  6  7  8

9  10  11  12
Exercise 26. Looking at grammar. (Chart 4-5)
Complete each question with all the correct answers.

<table>
<thead>
<tr>
<th>a teacher</th>
<th>at school</th>
<th>early</th>
<th>sick</th>
<th>study</th>
<th>studying</th>
<th>work</th>
</tr>
</thead>
</table>
1. a. Are you ____________________________ ?
   b. Do you ____________________________ ?

<table>
<thead>
<tr>
<th>angry</th>
<th>a dancer</th>
<th>cook</th>
<th>dance</th>
<th>driving</th>
<th>ready</th>
<th>understand</th>
</tr>
</thead>
</table>
2. a. Do you ____________________________ ?
   b. Are you ____________________________ ?

<table>
<thead>
<tr>
<th>a problem</th>
<th>help</th>
<th>here</th>
<th>new</th>
<th>raining</th>
<th>ready</th>
<th>true</th>
<th>work</th>
</tr>
</thead>
</table>
3. a. Is it ____________________________ ?
   b. Does it ____________________________ ?

Exercise 27. Looking at grammar. (Chart 4-5)
Complete the sentences with **Do**, **Does**, **Is**, or **Are**.

On the subway
1. _________ you have your ticket?
2. _________ your ticket in your wallet?
3. _________ the train usually leave on time?
4. _________ the train on time?
5. _________ the tickets cheap?
6. _________ you looking at a map?
7. _________ you have enough money?
8. _________ the train here?
9. _________ we have extra time?
10. _________ the train leaving?
11. _________ the conductor check for tickets?
Exercise 28. Listening. (Chart 4-5)

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

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

A: What are you doing? an email to my sister.
B: No. an email to my sister.
A: to her often?
B: Yes, but I a lot of emails to anyone else.
A: to you often?
B: No, but she me a lot.

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

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

1. A: Tom is on the phone.
   B: (he, talk) to his wife?
   A: Yes.
   B: (he, talk) to her often?
   A: Yes, he (talk) talks to her every day during his lunch break.

2. A: I (walk) to school every day. I (take, not) the bus. (you, take) the bus?
   B: No, I don’t.

3. A: Selena is in the hallway.
   B: (she, talk) to her friends?
   A: No, she isn’t. She (run) to her next class.

4. A: I (read) the newspaper every day.
   B: (you, read) it online?
   A: No, I don’t. I (read, not) it online.

5. A: What (you, read) right now?
   B: I (read) my grammar book.

6. A: (you, want) your coat?
   B: Yes.
   A: (be, this) your coat?
   B: No, my coat (hang) in the closet right now.
Exercise 30. Reading and grammar. (Chart 4-5)

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

Reni’s Job

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

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

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

Part III. Discuss possible answers to these questions.

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

   ___ fast
   ___ formal
   ___ friendly
   ___ speaks other languages
   ___ talkative
   ___ smiles a lot
   ___ polite
   ___ has a good memory

2. Do customers leave tips at restaurants in your country? If yes, what percentage is an average tip? Do you like to leave tips?

3. What is more important for you at a restaurant: the food or the service?

4. In some countries, a usual workday is eight hours, and a usual workweek is 40 hours. What is the usual workday and workweek in your country?
Exercise 31. Warm-up. (Chart 4-6)
Read the sentences. What do you notice about the verbs in red?

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

Exercise 32. Looking at grammar. (Chart 4-6)
Complete the sentences. Use the simple present or the present progressive form of the verbs in parentheses.

1. Alicia is in her room right now. She (listen) _______ is listening _______ to a podcast.

   She (like) _______ likes _______ the podcast.

2. It (snow) ______________ right now. It’s beautiful! I (like) ______________ this weather.

3. I (know) _____________ Jessica Santos. She’s in my class.

4. The teacher (talk) ________________ to us right now. I (understand) ________________ everything she’s saying.

5. Emilio is at a restaurant right now. He (eat) ________________ dinner. He (like) ________________ the food. It (taste) ________________ good.

6. Sniff-sniff. I (smell) ________________ gas. (you, smell) ________________ it?
7. Taro (tell) ___________________________ us a story right now. I (believe) ___________________________ his story.

8. Ugh! Someone (smoke) ___________________________ a cigar. It (smell) ___________________________ terrible! I (hate) ___________________________ cigars.

9. Look at Mr. Gomez. He (hold) ___________________________ a kitten in his hand. He (love) ___________________________ the kitten. Mr. Gomez (smile) ___________________________.

☐ Exercise 33. Let’s talk: interview. (Chart 4-6)
Ask two students each question. Write their answers in the chart. Share some of their answers with the class.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STUDENT A</th>
<th>STUDENT B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What \ you \ like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What \ babies \ around the world \ like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What \ you \ want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What \ children around the world \ want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What \ you \ love?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What \ teenagers around the world \ love?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What \ you \ dislike or hate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What \ people around the world \ dislike or hate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What \ you \ need?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What \ elderly people around the world \ need?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 34. Warm-up. (Chart 4-7)

Complete the sentences with the given phrases.

1. *am looking at / am watching*

   a. I ________________________ my cell phone. It is 10:00 p.m.

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

2. *hear / am listening to*

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

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

---

Exercise 35. Let’s talk: class activity. (Chart 4-7)

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

Example:

**Teacher:** Look at the floor. What do you see?

**Student:** I see shoes/dirt/etc.

1. What do you see in this room? Now look at something. What are you looking at?
2. Turn to p. 107 of this book. What do you see? Now look at one thing on that page. What are you looking at?
3. Look at the board. What do you see?
4. What programs do you like to watch on TV?
5. What sports do you like to watch?
Exercise 36. Looking at grammar. (Chart 4-7)

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

SITUATION 1:

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

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

SITUATION 2:

The person on the bench in the picture on page 120 is Caroline. She’s an accountant. She (work) __________ for the government. She (have) ______ an hour for lunch every day. She (eat, often) __________ lunch in the park. She (bring, usually) __________ a sandwich and some fruit with her to the park. She (sit, usually) __________ on a bench, but sometimes she (sit) ______ on the grass and (watch) ______ people and animals. She (watch) ______ joggers and squirrels. She (relax) ______ when she eats at the park.
Right now I (look) ______________ at the picture of Caroline. She (be, not) 
______________ at home in the picture. She (be) ______________ at the park. She 
(sit) ________________ on a bench. She (eat) ________________ her 
lunch. A jogger (run) ________________ on a path through the park. A squirrel 
(sit) ________________ on the ground in front of Caroline. The squirrel 
(eat) ________________ a nut. Caroline (watch) ________________ the squirrel. She (watch, always) ________________ squirrels 
when she eats lunch in the park. Some ducks (swim) ________________ in 
the pond in the picture, and some birds (fly) ________________ in 
the sky. A police officer (ride) ________________ a horse. He (ride) 
______________ a horse through the park every day. Near Caroline, a family 
(have) ________________ a picnic. They (go) ________________ on a picnic 
every week.

☐ Exercise 37. Warm-up. (Chart 4-8)
Do you agree or disagree with each sentence? Circle yes or no.

1. I think about my parents every day.  
   yes  no

2. I am thinking about my parents right now.  
   yes  no

3. I think that it is difficult to be a good parent.  
   yes  no
4-8 *Think About and Think That*

| (a) | I think about my family every day. |
| (b) | I am thinking about grammar right now. |
| (c) | I think that Emma is lazy. |
| (d) | Ed thinks that I am lazy. |
| (e) | I think that the weather is nice. |
| (f) | I think that Marco is a nice person. |
| (g) | I think Marco is a nice person. |

Examples (f) and (g) have the same meaning. People often omit *that* after *think*, especially in speaking.

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

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

1. English grammar is easy / hard / fun / interesting.
   
   I think that English grammar is interesting.

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

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

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

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

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

1. I think that the weather today is ____________________________

2. I think my classmates are ____________________________

3. Right now I’m thinking about ____________________________

4. In my opinion, English grammar is ____________________________

5. In my opinion, soccer is ____________________________
6. I think that my parents are ________________________________

7. I think this school is ________________________________

8. I think about ________________________________ often.

9. I think that ________________________________

10. In my opinion, ________________________________

Exercise 40. Let’s talk: game. (Charts 4-5 → 4-8)
Work in small groups. One person will think about an animal or a food. The other students will ask questions and try to guess the answer.

Example:
ANIMAL
STUDENT A: I’m thinking about an animal
STUDENT B: Is it big?
STUDENT A: No.
STUDENT C: Does it have wings?
STUDENT A: Yes.
STUDENT D: Is it a mosquito?
STUDENT A: Yes!

Another student chooses an animal or food.

Exercise 41. Reading. (Chart 4-5 → 4-8)
Read the paragraph and the statements. Circle “T” for true and “F” for false.

Sleep: How Much do People Need?

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

1. Everyone needs eight hours of sleep a night. T F
2. Newborn babies sleep 14 to 16 hours and then wake up. T F
3. Teenagers need a lot of sleep. T F
4. Teenagers and adults need the same amount of sleep. T F
Exercise 42. Looking at grammar. (Chapter 4)
Choose the correct completion.

1. Lola and Pablo _____ TV right now.
   a. watch b. watching c. are watching

2. A: _____ you writing to your parents?
   B: No. I’m studying.
   a. Are b. Do c. Don’t

3. I _____ like to write letters.
   a. no b. don’t c. am not

4. A: Jack has six telephones in his apartment.
   B: I _____ you. No one needs six telephones in one apartment.
   a. am believe b. am not believing c. don’t believe

5. When I want to know the time, I _____ a clock.
   a. see b. look at c. watch

6. A: Do you know Fatima?
   B: Yes, I do. I _____ she is a very nice person.
   a. am thinking b. thinking c. think

7. Where _____ Boris? Upstairs or downstairs?
   a. does b. is c. lives

8. Oh, no! Paul _____.
   He is allergic to cats.
   a. is sneezing b. doesn’t sneeze c. sneezes

   B: Yes, I _____ about my family back in my country. I miss them.
   a. think b. am thinking c. thinking

Exercise 43. Check your knowledge. (Chapter 4)
Correct the mistakes.

raining don’t

1. It’s raining today. I no like the rain.

2. I like New York City. I am thinking that it is a wonderful city.

3. Does Abdul be sleeping right now?

4. Why you are going downtown today?

5. I am liking flowers. They are smelling good.
6. Kiri at a restaurant right now. He usually eat at home, but today he eatting dinner at a restaurant.

7. Alex is siting at his desk. He writting a letter.

8. Where do they are sitting today?

Exercise 44. Reading and writing. (Chapter 4)
Part I. Read the paragraph. Look at new vocabulary with your teacher first.

A Sleepless Night

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

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

Part III. Editing check: Work individually or change papers with a partner. Check (√) for the following:
1. ___ paragraph indent
2. ___ capital letter at the beginning of each sentence
3. ___ period at the end of each sentence
4. ___ a verb in every sentence
5. ___ use of present progressive for activities right now
6. ___ correct spelling (use a dictionary or spell-check)