

Unit 1 > Session 4

This session aims to:

- introduce listening skills (Outcome 3)
- introduce terminology used to describe listening skills (Outcome 3)
- introduce and identify stages of a receptive skills lesson (Outcome 3)
- introduce English present tenses (Outcome 2)
- provide practice in identifying present tenses (Outcome 2)

We suggest that you allocate 180–240 minutes for the session.

Focus A *Listening and subskills (Outcome 3)*

Aims:	To introduce listening skills To introduce and identify stages of a receptive skills lesson
Time needed:	90–120 minutes
Materials:	Handouts 1, 2 and 3 DVD — Audio Clips — Listening tasks menu and Practitioner on listening DVD — Listening skills lesson
Preparation:	Preview AV resources before the session See also Toolkit Sample Session 5, page 59
Notes:	The audio and DVD material is a rich resource and you may wish to extend the session to exploit the materials further.

Task 1 *Identifying reasons for listening and subskills*

Stage 1

Provide [Handout 1](#) and, using one of the visuals as an example, ask the trainees to decide what you are probably listening to, and what types of information you would be listening for, in each of the situations. The trainees discuss and make notes in small groups. Provide feedback on the visuals, allowing the trainees to provide their own ideas.

Potential feedback

- Messages on an answering machine — You might listen for names and numbers, or other information you might have to relay to a third party. You may write the information down.
- A TV weather report — You might listen for the following day's weather for your own area, or somewhere you are going to travel to (eg a holiday destination)
- Chemist providing medicine — You might be listening for the price, side effects, instructions on how and when to take etc.
- Train station announcements — You might listen for arrival and departure times, delays, whether there is a buffet service on your train, any changes necessary during the journey.
- A lecture/presentation — You might listen to decide whether the topic is of interest, for important details or just to get a general understanding.

Ask the trainees if we always listen in the same way and what affects how we listen. Explain that they are now going to cover this in more depth.

Stage 2: Predicting and listening for gist



Write the following headline on the board:

'New Nessie Sighting — Mobile Evidence'

Ask the trainees to predict what this news story is about. Elicit some ideas, then play the audio (Nessie) from the Listening Tasks Menu to allow the trainees to check these ideas. Alternatively, choose a recent news story (eg from BBC online:

http://news.bbc.co.uk/1/hi/video_and_audio/) and follow a similar procedure. Check with the trainees on the accuracy of their predictions.

Ask the trainees what they listened for in the news report. Introduce the term 'gist' and elicit its meaning. Check that the trainees understand that 'listening for gist' means listening for the general/overall sense.

Highlight the use of prediction as a means of providing a reason to listen, and making listening tasks in a language classroom more authentic. Elicit further examples of prediction tasks, such as: using the title or topic of a text, providing words and phrases from a text, or using the visuals accompanying a text.

Stage 3: Listening for specific information

Refer the trainees back to Handout 1 and ask what type of information they mentioned for the weather report (following day's weather, temperature for holiday destination).

Tell the trainees it's Friday, they are preparing to go to the RockNess Festival in Inverness and want to check the weather forecast for the weekend. Alternatively, you could use an authentic BBC weather report (eg <http://news.bbc.co.uk/weather/forecast/5>) with a suitable task. Play the audio (Weather) to allow the trainees to hear the forecast.

Ask the trainees what information they focused on while listening. Point out that it wasn't necessary to listen to all the information in the recording — they were listening for specific information. Clarify that when we listen for specific information we usually know in advance what we are trying to find out. We may filter out irrelevant information and stop listening when we have the information we want.

Stage 4: Listening for details

Tell the trainees that they have just arrived home and there is a message on their answering machine. They should listen to the message and note down the important information. Play the audio (Telephone message). Ask the trainees to check (in pairs) what they have written down.

Ask the trainees what information they focused on while listening and how easy it was to note down the essential information. They needed almost all the information and therefore had to listen for detail. Most will have found that it was not at all easy to note down all the important information and that they would need to hear it again.

Ask the trainees to think about how many times they would normally listen to an answering machine message — possibly three to four times. How might this relate to the ESOL classroom and how often should a recording be played?

Ask the trainees to think about the difference between listening for specific information and details.

Potential feedback

- An ESOL learner may not understand much of a recording the first time and this may demotivate them or even cause panic. There may be too much information to process if only heard once. The tutor can scaffold this process by playing recordings more than once. There should always be a clear reason for listening.
- Listening for specific information — You usually know in advance what you want to find out and can stop listening when you have this information.
- Listening for details — You may need to listen carefully to all the information. It may require much more concentration.

Stage 5: Listening for sentence stress

Refer trainees back to Handout 1 and ask them to choose a situation where they might be listening for words/phrases the speaker emphasises (eg when listening to the train announcements or important facts from a lecture or news report).

Tell the trainees they are going to hear an announcement at a train station. The trainees should write down the words/phrases the speaker emphasises (stresses). Play the audio (Train announcement). The trainees listen and then check with a partner which words they have written down.

Elicit which words were stressed and why. Elicit how this made it easier to understand the speaker and why the emphasised words were important. The trainees should then listen to the College announcement audio, once again listening for the stressed words and phrases. After taking some feedback, ask the trainees why this type of skill is important for a learner.

Potential feedback

Being able to pick out the words a speaker stresses helps learners to focus on the most important parts of a message and thus understand gist and details more easily. It also helps them 'tune out' superfluous or irrelevant text rather than trying to listen to every word. These skills are intuitive when listening in our own language, but may need to be developed for a foreign language where our desire is to try to understand every word. Therefore, learners need tasks which help them to practise using these skills.

Task 2 Teaching listening – practitioner interview

Stage 1

Tell the trainees that they are going to listen to a tutor talking about some of the issues around using audio recordings in the ESOL classroom, where learners are listening in a language that is not their own. Give the trainees [Handout 2](#) and ask them to discuss the prediction questions in pairs. Write up some of the ideas on the board.

Stage 2



Play the audio of the tutor talking about listening. The trainees should listen to find out if the tutor mentions any of the ideas they predicted. They should also note down any other issues mentioned. The trainees check their answers in pairs before a short group feedback session.

Stage 3

Direct the trainees to the gapped text. Tell them to try to fill the gaps before they listen again. Play the audio a second time to allow the trainees to check their answers or complete the task. Ask the trainees to check their answers in pairs before conducting group feedback.

Answers

I especially like to use **authentic** audio materials...

They get quite **frustrated** when they can't understand **everything**.

I always start with **setting** up the **context** of the listening...

Then I would **pre-teach** some **vocabulary**...

Then I would give them a couple of **general** questions, which they should listen for, so they listen for **gist** first of all, and this gives them a **reason** to listen.

Then I would stop the listening, ask them to **feedback** together before feeding back as a class to **check** if they're right.

Then the second listening, they would be asked to listen for more **detail** so that they're **building** on what they've already listened to.

Stage 4

Refer the trainees to the comment on pre-teaching vocabulary. Ask them to choose some words from the interview that they would choose to pre-teach if using this recording with a group of (high level) ESOL learners. Limit the number of words to be selected. For feedback the trainees can compare and justify their choices.

Task 3 Identifying stages of a listening lesson

Stage 1

Tell the trainees they are going to watch a listening skills lesson taking place with an intermediate group of learners in a college. Provide [Handout 3](#) and ask the trainees to work in pairs to decide the order of the lesson stages before viewing.

Stage 2



The trainees watch the DVD clip. While viewing they should check whether the lesson follows the staging they had predicted. They should also be taking notes on how each stage supports the learners during the lesson.

Answers and potential feedback

Stage	Order	Notes
pair/group feedback	4	encourages independence and collaboration
pre-teach vocabulary	2	prevents unknown words causing difficulties
detailed task	6	gives learners a greater understanding of the text
development using another skill	9	provides further practice within the context
whole group feedback	5	clarifies and provides a record
gist task	3	provides an overall picture
whole group feedback	8	as for 5
set context	1	creates interest in the topic
pair/group feedback	7	as for 4

Ask the trainees whether only listening skills were developed. They should notice that the learners have used all four skills and that language skills are interdependent.

Stage 3

Ask the trainees to identify any similarities (stages, skills used) with the listening tasks they have done in this session. Highlight that setting context and moving from general to more detailed listening provides a useful framework for all listening tasks.

Review and reflect (10 minutes)

Ask the trainees to think about the session so far. What subskills of listening can they name?

Write the following, or similar, situations on the board:

- *Football results*
- *Listening to advice*
- *Doctor after a check-up*
- *News item about a local disaster*

Ask the trainees to discuss what types of listening they would be doing in each situation, reminding them that there is likely to be more than one answer for each depending on what they are listening for. You might like to do the first situation as an example with the whole group. The trainees could also offer their own situations for group discussion.

Potential feedback

- Football results: specific — listening for home team score; detail — listening for a pool's win
- Listening to advice: gist — general sense of the advice; not listening; sentence stress — words speaker emphasises
- Doctor after a check-up: detail — listening for all the information that the doctor gives on your condition; sentence stress — which words the doctor stresses
- News item about a local disaster: specific — time of disaster, location of disaster, number of injuries

Focus B Language awareness: present tenses

Aims:	To introduce English present tenses To provide practice in identifying present tenses
Time needed:	90–120 minutes
Materials:	Focus B Handouts 4, 5, 6, 7, 8 and 9 Resource 1 — pictures for elicitation DVD — Audio Clips — The Invitation and The Party
Preparation:	Preview AV resources. As an alternative to the visuals in Resource 1, you may wish to use realia (eg empty beer bottle, newspaper, razor etc).
Notes:	This is the first time the trainees are introduced to the tense system in English. To reduce complexity, the focus is on present tenses only. However, if you feel it is still too challenging for the trainees, you may wish to deliver this focus over two separate sessions.

Task 1 Introduction to present tenses

Stage 1



Tell the trainees that they are going to listen to a short dialogue (The Invitation). Before playing the audio, give them the following gist questions:

- What is the conversation about?
- Do the speakers know each other well?

Answers

- They are talking about a party.
- Yes, they seem to be very good friends.

Stage 2

Write the following two sentences on the board, highlighting the verbs in different colours:

- *John is chilling in front of the TV.*
- *John watches a lot of TV.*

Tell the trainees that these statements are in two different tenses. Ask if they know their names (present continuous and present simple). Point out that the present continuous is also known as the present progressive.

Ask the trainees which tense indicates an action in progress at the time of speaking (continuous) and which is a statement of fact or generalisation (simple). Explain that the present simple often suggests a permanent/long-term situation while the present continuous indicates a temporary/short-term action.

Write two more sentences on the board:

- *Tahir's doing his finals.*
- *He goes to university twice a week.*

Elicit that the first sentence refers to an action in progress at present (but not necessarily at the time of speaking), while the second indicates a routine or repeated action.

Two more:

- *Trish is coming to the party.*
- *The party takes place on Saturday.*

Elicit that while both sentences refer to future time, the first is an arrangement while the second is a timetabled or scheduled event.

Write two final sentences on the board.

- *John is fancying Trisha.*
- *John fancies Trisha.*

Elicit that the first sentence is grammatically inaccurate because the verb refers to a 'state' rather than an 'action'. It indicates John's general feeling rather than what he is doing.

Give the trainees some other examples of state verbs:

- like, dislike, love, hate, prefer, remember, forget, believe

Tell the trainees that such verbs are not normally used in the continuous form. Verbs that can be used in the continuous are action verbs. You may wish to show the trainees how the same verb can act as either a state or action verb, eg I have a car, I'm having a party. However, be careful not to overload the trainees at this stage.

Stage 3

Give the trainees the script of the dialogue ([Handout 4](#)) and ask them to look at the underlined phrases. First, the trainees should decide which are in the present simple and which are in the present continuous. They should then work in pairs to match the phrases to the uses given in the table. Replay the dialogue as necessary.

Answers

present simple: **3, 5, 6, 7, 8, 10**

present continuous: **1, 2, 4, 9, 11**

routine or repeated action: **5, 6**

action in progress: **1**

fact or generalisation: **10**

longer action in progress: **2, 11**

scheduled future event: **3, 7, 8**

future arrangement: **4, 9**

Stage 4

Put the trainees into small teams of three or four people and tell them they are going to take part in a competition. Ask the trainees to give their team a name and set a time limit of 10 minutes for the quiz. Remind the trainees that the team must agree upon an answer.

Give each team a copy of the quiz on [Handout 5](#). When they finish, the teams should exchange answer sheets. Teams allocate one point for each correct answer. Conduct feedback on any problematic areas.

Answers

1b 2a 3b 4a 5b 6b 7a 8a 9b 10a 11a 12a 13a 14a

Potential feedback

Point out in the answers to questions 3 and 8 that *be*, *do* and *does* are known as **auxiliary verbs**. They help to form the tense but they are not the main verb and do not carry any meaning. For this reason a term that is often used with learners is **helping verbs**. Illustrate with a couple of examples if necessary; there will be more focus on form later in the session.

Task 2 Present tenses in context

Stage 1: The present perfect simple

Remind the trainees about the conversation between Tahir and John. Elicit that John agreed to come to the party and that he needs to get ready.

Using the visuals from [Resource 1](#), or appropriate realia, elicit what John has/hasn't done so far and write the following on the board:

*John **has washed** his shirt but he **hasn't ironed** it.*

*He's **drunk** a bottle of beer but he **hasn't shaved**.*

Ask the trainees if they know the name for this tense and if they could say how it is made. Take any suggestions from the group.

Answers

- The tense is the present perfect.
- It is made using the present form of the verb *have* and the past participle or 'third form' of the main verb.
- Highlight the difference between the regular forms ending *-ed* and the irregular form *drunk*.

Ask the trainees concept questions to check their understanding of the tense:

- Do we know when John washed his shirt? *No*
- Was it recently? *Yes*
- Is there some relation to the present? *Yes*
- How does it relate to the present? *We can see the shirt is clean*

Use a timeline to illustrate the relationship to the present.

Stage 2: The present perfect continuous

Now focus on the second statement: *He hasn't ironed his shirt*. Ask why not?

Elicit that he is lazy — remind the trainees what he was doing when Tahir called him. Show the picture of a TV. So perhaps he hasn't ironed the shirt because:

*He's **been watching** TV all day.*

Ask the trainees if they can identify the tense and highlight the form.

Answers

- The tense is the present perfect continuous.
- It is made using the present form of the verb *have* + *been* + *verb +ing*. Note that *been* is the past participle of *be*.

Now show a newspaper and elicit that John is reading the paper now before he goes out. He started reading at 6 o'clock, so...

*John's **been reading** the paper since 6 o'clock.*

Add a second example underneath:

*He's **read** the front page.*

Put the trainees into pairs and ask them to discuss what the difference is.

Potential feedback

The continuous aspect focuses on the ongoing activity while the simple places importance on the result, ie the front page. In the continuous sentence, therefore, John's reading is unfinished, while the simple statement describes an action that is complete up to now.

Remind the trainees that state verbs are not used in the continuous form.

Using an image of a love-heart, elicit that John is only reading the newspaper to keep his mind off a certain special lady. In fact, he is thinking about Trish, and has been doing so since Tahir called him. Therefore:

*He **has been thinking** about Trish since Tahir's phone call.*

Concept check by asking:

- Is John thinking about Trish now? *Yes*
- When did this start? *when Tahir called*
- Has he come to any conclusion? *No*
- Will he continue thinking about her? *Yes/Maybe*
- (The point is that we cannot definitively say *no* as the tense implies ongoing action).

Stage 3

This entails something of a 'chalk and talk' session. Give out [Handout 6](#) with a summary of the form of the tenses. Talk through the structures, eliciting or pulling out particular features as suggested below. Encourage trainees to highlight or add notes to the handout.

Tense	Potential feedback
Positive present simple:	Third person form (he, she, it) adds –s or –es. As a main verb, <i>be</i> changes according to the person (<i>am, is or are</i>).
Negative present simple:	Inserts the auxiliary verb <i>do + not</i> to make the negative. The third person uses <i>does</i> . Neither –s nor –es on the main verb. <i>Do not</i> and <i>does not</i> are usually contracted. When <i>be</i> is the main verb, no auxiliary is used (eg <i>She isn't a student</i> , not <i>She doesn't be a student</i>). Contraction is common.
Interrogative present simple:	Inserts the auxiliary <i>do</i> before the subject, making the structure <i>auxiliary + subject + verb</i> . The third person uses <i>does</i> . Neither –s nor –es on the main verb. No auxiliary is used with the verb <i>be</i> — the main verb and the subject are inverted (eg <i>Are you hungry?</i> not <i>Do you be hungry?</i>)
Positive present continuous:	Constructed with the form of the verb <i>be</i> with a verb + <i>ing</i> . The verb <i>be</i> is an auxiliary verb here and changes according to the subject. The subject and auxiliary are usually contracted.

Tense	Potential feedback
Negative present continuous:	Verb <i>be</i> adds on <i>not</i> . Contractions are normal, but different forms are possible, eg <i>She's not</i> and <i>She isn't</i> .
Interrogative present continuous:	The auxiliary and the subject are inverted, putting the auxiliary first.
Positive present perfect simple:	Third person form uses the auxiliary <i>has</i> . The structure is: subject + <i>have/has</i> + past participle. Contracted forms are common.
Negative present perfect simple:	Inserts 'not' after the auxiliary <i>have</i> . Again, this is commonly contracted, but there are two possibilities, eg <i>I've not</i> and <i>I haven't</i> .
Interrogative present perfect simple:	Inverts the auxiliary <i>have</i> with the subject.
The present perfect continuous:	The structure is: subject + <i>have/has</i> + <i>been</i> + verb + ing. Negatives and questions as for present perfect simple.

Stage 4



Explain that John has now arrived at the party and has spotted Trish. Elicit that he's probably going to try chatting her up. Ask the trainees if they think he will be successful or not. Play the audio (The Party) to check.

Give out [Handout 7](#). The trainees need to complete the dialogue, putting the verbs in the correct form. They should then attempt to identify each tense.

Play the audio again to check the answers. Pause after each one, inviting the trainees to identify the tense and eliciting any other comments on usage or form.

Answers and potential feedback

- 1 *have/been doing* — present perfect continuous interrogative (connecting present and past, focusing on the action rather than the result)
- 2 *have* — present simple positive (describing a state of ownership)
- 3 *don't/come* — present simple negative (routine action)

- 4 *'re looking* — present continuous positive (action in progress)
- 5 *Is* — present simple interrogative (*be* as a main verb — no need for auxiliary *do* or *does*)
- 6 *Do/fancy* — present simple interrogative (state verb — can't be continuous)
- 7 *goes* — present simple positive (third person)
- 8 *has bought* — present perfect positive (with irregular past participle)
- 9 *Have/snared* — present perfect interrogative (connecting present and past)
- 10 *are/doing* — present continuous interrogative (longer action in progress)
- 11 *'m working* — present continuous positive (longer action in progress)
- 12 *is looking* — present continuous positive (third person)

Stage 5 *Optional extension*

If time allows, trainees could create a dialogue between two old friends at a party. They can use the original dialogue as a reference. The dialogue should contain as many uses of the present tenses as possible.

Review and reflect (10-15 minutes)

Put the trainees in small groups and give out [Handout 8](#). They should correct the errors and describe what each error is, trying to use the terminology they have been introduced to in this session.

If time is short, allocate only a few questions to each group.

Feedback could be conducted as a group and/or [Handout 9](#) given for reference. See this handout for potential answers.

Session 4

Handouts and Resources

Task 1 Identifying reasons for listening and subskills

Look at the picture cards and discuss what people are listening to, and for, in each situation.



Task 2 Teaching listening – practitioner interview

Prediction questions

- What challenges do you think ESOL learners face when doing a listening task?
- What challenges do you think the tutor faces?



Listening task 1

Listen to Andrea, an ESOL practitioner.

Does she mention any of your ideas?

Listening task 2

Look at some of the things that Andrea said. **Complete the gaps.**

I especially like to use _____ audio materials...

They get quite _____ when they can't understand _____.

I always start with _____ up the _____ of the listening...

Then I would _____ some _____ ...

Then I would give them a couple of _____ questions, which they should listen for,

so they listen for _____ first of all, and this gives them a _____ to listen.

Then I would stop the listening, ask them to _____ together before feeding back as a

class to _____ if they're right.

Then the second listening, they would be asked to listen for more _____ so that they're

_____ on what they've already listened to.

Listen again to check.

Task 3 Identifying stages of a listening lesson



Pre-viewing task

You are going to view a listening skills lesson. The lesson stages are in the table below.

Number the stages 1 to 9 before you watch the lesson.

Stage	Order	Notes
pair/group feedback		
pre-teach vocabulary		
detailed task		
development using another skill		
whole group feedback		
gist task		
whole group feedback		
set context		
pair/group feedback		

While viewing task

- Watch the lesson to check predictions.
- Make notes on how each stage supports the learners during the lesson.

Post viewing task

- Talk to a partner about what other skills are developed during the lesson.

Task 1 Introduction to present tenses (Quiz)

1 Decide the tense of the underlined phrases.

Write the numbers in the boxes below:

Present simple:		Present continuous:	
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John: Hello?

Bob: Hi, it's me. You sound a bit groggy. Are you in your bed?

John: No, I'm just chilling¹ in front of the TV, you know me. What about you? I haven't seen you for weeks!

Bob: Oh, I've been working in the pub a lot and I'm doing² my finals. They finish³ on Friday though.

John: Any plans for the weekend then?

Bob: Actually, I'm having⁴ a party on Saturday – bit of a celebration. Can you make it?

John: I don't know. I usually take⁵ my nephew to the match on Saturday afternoons. Then we go⁶ for a pizza. What time does it start?⁷

Bob: Oh, it doesn't kick off⁸ till about 8. A bunch of my uni pals are coming⁹. And I've asked Trish cos you fancy her¹⁰ so much.

John: Aye, right ...

Bob: She's running¹¹ her own business now, do you know that?

John: Well, I've always wanted to be a kept man ...

2 **Match the underlined phrases to their use by writing the numbers in the table:**

Use	Phrase
an action in progress at the time of speaking	
a longer action which is in progress but perhaps not at time of speaking	
a future arrangement	
a routine or repeated action	
scheduled event in the near future	
fact or generalisation	

Task 1: Introduction to present tenses (quiz)

How much do you remember?

Circle the correct answers.

- 1 Which tense can also be called present progressive?
a) present simple b) present continuous

- 2 Which tense refers to a 'universal' or 'always' time rather than specifically to the present?
a) present simple b) present continuous

- 3 Which tense uses the present form of the verb 'to be' to help make it?
a) present simple b) present continuous

- 4 Which tense adds 's' in the third person positive form?
a) present simple b) present continuous

- 5 Which tense always needs '-ing' on the main verb?
a) present simple b) present continuous

- 6 Which tense is usually used for future arrangements?
a) present simple b) present continuous

- 7 Which tense is used for timetabled events (which may be in the future)?
a) present simple b) present continuous

- 8 Which tense uses 'do' and 'does' to help make negatives and questions?
a) present simple b) present continuous

- 9 Which tense emphasises the temporary nature of an event?
a) present simple b) present continuous

- 10 Look at these two sentences. Which sounds more permanent or long term?
a) I live in London. b) I'm living in London.

- 11 Which tense is used with state verbs rather than action verbs?
a) present simple b) present continuous
- 12 In these two utterances, which sentence describes a state rather than an event?
a) I have a big garden. b) She's having a party.
- 13 Look at the question: *Do you believe in ghosts?* Which tense is it in?
a) present simple b) present continuous
- 14 Which tense is used to describe general facts?
a) present simple b) present continuous

Task 1 Introduction to present tenses (forms)

Present simple

Positive

I }
 You } work
 We }
 They }

He }
 She } works
 It }

Negative

I }
 You } do not }
 We } don't } work
 They }

He }
 She } does not }
 It } doesn't }

Interrogative

Do { I }
 { you }
 { we }
 { they }

Does { he }
 { she }
 { it }

Present continuous

Positive

I } am }
 'm } working
 You }
 We } are }
 They } 're }

He }
 She } is }
 It } 's }

Negative

I } am not }
 'm not } working
 You }
 We } are not }
 They } aren't }

He }
 She } is not }
 It } isn't }

Interrogative

Am { I }
 Are { you }
 { we }
 { they }

Is { he }
 { she }
 { it }

Present perfect simple

Positive

I
You
We
They } have
 } 've
 } worked

He
She
It } has
 } 's

Negative

I
You
We
They } have not
 } haven't
 } worked

He
She
It } has not
 } hasn't

Interrogative

Have { I
 } you
 } we
 } they } worked?

Has { he
 } she
 } it }

Present perfect continuous

Positive

I
You
We
They } have
 } 've
 } been working

He
She
It } has
 } 's

Negative

I
You
We
They } have not
 } haven't
 } been working

He
She
It } has not
 } hasn't

Interrogative

Have { I
 } you
 } we
 } they } been working?

Has { he
 } she
 } it }

Task 2 Present tenses in context (The Party)

John is now at the party and has met Trish.

1 Look at their conversation and fill in the gaps below using the verb in brackets in a present tense.

You will have to decide if the form is positive, negative or interrogative.

- John: Oh hi, Trish! How are you? I didn't know you were coming to this party ...
What _____ you _____ in the last couple of years? **(do)**¹
- Trish: Oh John! How nice! Well, I live in Edinburgh now, you know. I _____ a
converted Georgian terrace in the New Town. **(have)**² I _____ often _____
back to Glasgow these days. **(come)**³ I find it so ... grey.
- John: Right. But anyway, you _____ really good. **(look)**⁴ I like that dress.
- Trish: Yes, it's just a wee one-off from Prada. Nothing fancy. Your, eh, shirt is ... nice.
_____ the crumpled look back in fashion? **(be)**⁵ Really works with the stubble.
- John: Oh, yeah. Yeah. Oh but look, this champagne looks nice. _____ you _____ a
glass? **(fancy)**⁶
- Trish: Absolutely. Bit of fizz never _____ wrong. **(go)**⁷ But I bet Tahir _____
cheap Cava, he's so tight. **(buy)**⁸ Anyway, _____ you _____ yourself a
wife yet? **(snare)**⁹
- John: No. I'm still working on that. So, what _____ you _____ with yourself these
days? **(do)**¹⁰
- Trish: Me? I _____ in PR. **(work)**¹¹ I have my own little outfit. The social life is
amazing. I'm flying to Paris tomorrow for a fashion event. And Serge — my fiancé
— _____ for a little *pied a terre* there, as we speak. **(look)**¹²
- John: Oh. *Pied a terre*? Serge? Well, that's ... that's eh ... Oh, looks like John needs a
hand with the plonk. I'll just go and eh ... well it's been em...

2 Decide the tense of each example and write the numbers next to the tense name:

present simple:

present continuous:

present perfect (simple):

present perfect continuous:

Review and reflect

Error correction

Correct each sentence and describe the error(s).

- 1 I'm start work at 8.00 o'clock every morning.
- 2 He doesn't eating a sandwich, it's a wrap!
- 3 Do she like Barack Obama?
- 4 Maria is been making a cake. That's why she is covered in flour.
- 5 Does he playing tennis at the sports club at the moment?
- 6 Shazia has saw that film three times this year.
- 7 The teacher giving us exercises every day.
- 8 They wants everyone to see the movie.
- 9 He usually take the bus to school.
- 10 How many pairs of shoes are you having?
- 11 I am living in Glasgow for three years.
- 12 Are they go to the cinema tomorrow?
- 13 They don't been there before.
- 14 What music you usually listen to?

Review and reflect

Error correction (potential answers)

- 1 **I start work at 8.00 o'clock every morning.**
Learner has included verb 'to be' auxiliary in present simple tense.
- 2 **He isn't eating a sandwich, it's a wrap!**
Present simple auxiliary rather than continuous.
- 3 **Does she like Barack Obama?**
Wrong form of auxiliary to agree with subject.
- 4 **Maria has been making a cake. That's why she is covered in flour.**
Learner has used the wrong auxiliary (be not have) for the present perfect continuous.
- 5 **Is he playing tennis at the sports club at the moment?**
Learner has used the wrong auxiliary.
- 6 **Shazia has seen that film 3 times this year.**
Learner has used the past form of verb see rather than the past participle.
- 7 **The teacher gives us exercises every day.**
Using the -ing form instead of present simple.
- 8 **They want everyone to see the movie.**
Learner added unnecessary third person 's'.
- 9 **He usually takes the bus to school.**
Learner omitted third person 's'.
- 10 **How many pairs of shoes do you have?**
Learner uses continuous form for state verb.
- 11 **I have lived/I have been living in Glasgow for three years.**
Learner has used the present continuous tense when a perfect tense — to indicate something which started in the past — is necessary.
- 12 **Are they going to the cinema tomorrow?**
Forgot to add -ing to continuous tense.
- 13 **They haven't been there before.**
Learner has used the wrong auxiliary verb for the present perfect.
- 14 **What music do you usually listen to?**
Learner has omitted the auxiliary required to make a question.

Task 2 Present tenses in context (visuals)





