

# The Present: Right Now!

## Essential knowledge

**Useful expressions:** rejoinders, teamwork, description

**Vocabulary:** action words, theme-related (pastimes)

**Language conventions:** word order in a sentence, verb tenses (present continuous), spelling

## MATERIALS NEEDED

RS 25

### A Spelling



#### 1 - 1 - 1 rule

- Double the consonant before adding *ing* when the verb has **one** syllable, **one** final consonant and **one** vowel preceding the final consonant.

run ► *running*   skip ► *skipping*   fib ► *fibbing*

This is the **1 - 1 - 1** rule.

Exceptions:

- Do not double a final **w**, **x**, **y** or **z**.

► Spell these verbs correctly to use with the present continuous.

- |          |                 |         |                 |
|----------|-----------------|---------|-----------------|
| 1. jog   | <i>jogging</i>  | 6. stop | <i>stopping</i> |
| 2. clean | <i>cleaning</i> | 7. read | <i>reading</i>  |
| 3. swim  | <i>swimming</i> | 8. show | <i>showing</i>  |
| 4. scan  | <i>scanning</i> | 9. hit  | <i>hitting</i>  |
| 5. hop   | <i>hopping</i>  | 10. box | <i>boxing</i>   |

### B Charades

Your teacher will give you a game sheet.

- Cut out the charade suggestions.
- Place them face down on the desk.
- Pick a slip of paper and mime the action.
- Choose a teammate to guess what you are doing.

The person who guesses correctly is the next player to mime an action.



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one hundred and fifteen 117

## 1A Spelling

The 1 - 1 - 1 spelling rule is applicable in different grammatical contexts: the simple past (*stop - stopped*), the present participle (*run - running*) and the comparative and superlative adjective forms (*big - bigger, biggest*). This is mentioned in the *Grammar* boxes on pages 58 and 124. This activity provides an opportunity for the students to practise the rule and understand how the language works.

## 1B Charades

Mime an action and have the class guess what you are doing. Insist on the correct grammatical form: subject + *to be* + the main verb ending in *ing*. Invite

the students who answered correctly to take your place. After a few examples, tell the class that they will play the same game with their teammates. Hand out one copy of RS 25 to each team. You may wish to copy RS 1 on the back. Have the students cut out the Charade prompts. Go over the instructions for playing the game. As you walk around the classroom, make sure the students are using the language correctly.

## Notes

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# The Present: Right Now!

## Essential knowledge

**Useful expressions:** description

**Vocabulary:** action words, theme-related (pastimes)

**Language conventions:** word order in a sentence, verb tenses (present continuous), capital letters, punctuation (periods), spelling

### MATERIALS NEEDED

Highlighters

#### C What is happening?

► Write sentences to explain the actions in these pictures.

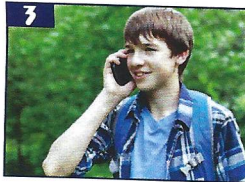
► Highlight the verb to *be* in one colour and the main verb in another colour.



She is / She's eating spaghetti.



She is / She's crying/screaming.



He is / He's talking on the phone.



She is / She's doing her homework.



She is / She's hugging her dogs.



He is / He's listening to music.



He is / He's playing the guitar.



It is / It's barking.

### 1C What is happening?

Playing Charades allowed the students to practise using the new tense orally. In this activity, they practise writing the present continuous correctly with the third person singular. Remind the class to use two different-coloured highlighters to indicate the verb to *be* and the main verb.

**L1** This activity can be teacher-directed.

**L2** This activity can be completed in pairs or teams.

It can also be assigned for homework after an example has been provided.

### Notes

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# The Present: Right Now!

## Essential knowledge

**Useful expressions:** description

**Vocabulary:** action words, theme-related (pastimes)

**Language conventions:** word order in a sentence, verb tenses (present continuous), capital letters, punctuation (periods), spelling

### MATERIALS NEEDED

Highlighters

**D** What else is happening?

► Write sentences to explain the actions in these pictures.

► Highlight the verb *to be* in one colour and the main verb in another colour.



*They are / They're eating pizza.*



*They are / They're riding their bikes. / They are / They're cycling.*



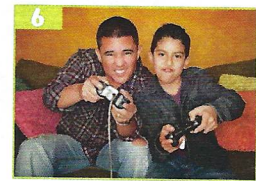
*They are / They're playing soccer.*



*They are / They're making cookies.*



*They are / They're sleeping.*



*They are / They're playing video games.*



*They are / They're washing the car.*



*They are / They're blowing out the candles.*

### 1D What else is happening?

In this activity, students practise writing the present continuous correctly with the third person plural. Remind the class to use two different-coloured highlighters to indicate the verb *to be* and the main verb.

**L1** This activity can be teacher-directed.

**L2** This activity can be completed in pairs or teams.

It can also be assigned for homework after an example has been provided.

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# The Present: Right Now!

## Essential knowledge

**Useful expressions:** requests for information

**Vocabulary:** action words, theme-related (pastimes), question words, yes/no questions

**Language conventions:** word order in a sentence, verb tenses (present continuous), capital letters, punctuation (periods, question marks), spelling

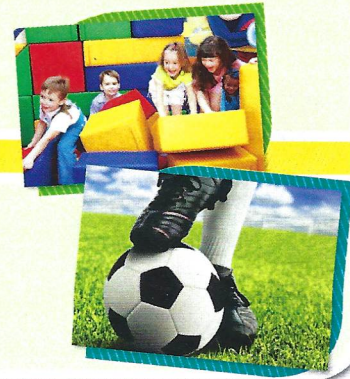
### MATERIALS NEEDED

Highlighter

## 2 The present continuous: saying no and asking questions

### G The negative

- Place **not** after the verb **to be**.
- Note the contractions and highlight them.  
Alice is not doing the dishes.  
Karen **isn't** babysitting tonight.  
The children **aren't** playing outside today.



### The interrogative

- Yes/No questions**  
Invert the subject and the verb **to be**.  
**Is James** painting a new picture?
- Information questions**  
Place the question word first.  
**Where** is Alice playing soccer?

### A Word order

- Unscramble the words to form negative or interrogative sentences.
- Remember to use a capital and a period or question mark.



- her Karen doing isn't homework  
*Karen isn't doing her homework.*
- concert his the James is guitar playing at  
*Is James playing his guitar at the concert?*
- the are pictures drawing children  
*Are the children drawing pictures?*
- in eating Karen her lunch cafeteria isn't the  
*Karen isn't eating her lunch in the cafeteria.*
- and Ben tonight babysitting aren't Alice  
*Ben and Alice aren't babysitting tonight.*

## 2 The present continuous: saying no and asking questions

Write a short sentence on the board, using the simple present of the verb *to be*. Ask for the interrogative and negative sentences. Have a student explain how these sentences are formed (no auxiliary verbs are necessary: the verb *to be* is placed before the subject in questions and the word *not* is added after *to be* to form the negative). Next, write a sentence using the present continuous on the board. Ask the students how they think the interrogative and negative sentences are formed. Refer them to the first example and provide prompts as necessary.

Go over the information in the Grammar box.

### 2A Word order

To prepare for the word order activity, do a sample of each (interrogative and negative sentences) on the board. Correct in class or assign for homework.

**L2** Students can create other scrambled sentences for their classmates or teammates to decipher. Remind the class to check their work before sharing it.

### Notes

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