

- Tell SS to go to **Grammar Bank 6C** on page 132. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

Present continuous

- SS don't usually find the form of this tense difficult (*be* + *-ing* form of the verb), but they usually have problems using it correctly, especially if they do not have an equivalent form in their L1. Their main mistake is to use the simple present, not continuous, for things which are happening now, e.g., *The baby cries* instead of *The baby's crying*.
- The present continuous is contrasted with the simple present in the next lesson (6D). Its use to talk about future arrangements will be presented in *American English File 2*.

Spelling rules

- SS learned the rules for making the *-ing* form in lesson 4B. They will probably need to review them (see page 128).
- Focus on the exercises for 6C on page 133. SS do the exercises individually or in pairs.
- Check answers, getting SS to read the full sentences.

- a 1 He's taking a shower.
2 What are they doing? They're dancing.
3 What's she doing? She's listening to music.
- b 1 It's raining
2 she's talking
3 are you doing
4 aren't you doing
5 we're studying
6 she's waiting
7 They're having
8 What's she wearing

Extra idea

Have SS read the conversation b in pairs.

- Tell SS to go back to the main lesson on page 68.
- f • Focus on the instructions. SS use the apartments in a to practice making questions and answers.

Extra support

Have SS practice making Yes/No questions, e.g., with Apartment 1, A *Is she playing the piano?* B *No, (she isn't). She's playing the violin.*

6.10

- Now tell SS to close their books and listen to six noises. They have to decide what they think is happening and write a sentence.
- Play the recording once the whole way through, for SS just to listen. Then play it again, stopping after each sound effect, and give SS time to write a sentence in pairs. Emphasize that SS should write complete sentences, not just the *-ing* form, e.g., *It's raining*.
- Check answers, accepting all appropriate sentences.

6.10

CD2 Track 59

- 1 It's raining.
- 2 They're playing tennis.
- 3 He's taking a shower/singing.
- 4 They're having lunch/dinner.
- 5 They're exercising.
- 6 She's cooking.

3 PRONUNCIATION verb + -ing

- a • Focus on the sound pictures and elicit the words and sounds (*cat* /æ/, *train* /eɪ/, *saw* /ɔ/, *bike* /aɪ/, *boot* /u/, *phone* /oʊ/).
- Now focus on the *-ing* forms/verbs. SS put two verbs in each column.

b 6.11

- Play the recording once for SS to check answers. Then play it again, pausing after each group for SS to repeat.

6.11

CD2 Track 60

cat	dancing, asking
train	playing, raining
saw	calling, talking
bike	crying, driving
boot	doing, moving
phone	smoking, going

c 6.12

- Tell SS that when they're listening to the present continuous, it's often difficult to hear the verb *be*, as it's usually contracted.
- Now tell them they're going to listen to a man on a train talking on his cell phone. They must listen and write down six present continuous statements or questions.
- Play the recording once the whole way through just for SS to listen. Have SS compare with a partner what present continuous sentences they think they heard.
- Play the recording twice more, pausing after each sentence to give SS time to write the answers.

6.12

CD2 Track 61

(audioscript in Student Book on page 118)
Hi, Bill, it's Rob. What are you doing? ... Me? I'm going to Boston. ... Hey, who are you talking to? ... No, I'm having a cup of coffee. ... Oh, is the baby crying? ... OK. My train's arriving. Bye!

- Check answers, and write them on the board. Have SS spell the *-ing* forms.

- 1 What are you doing?
- 2 I'm going to Boston.
- 3 Who are you talking to?
- 4 I'm having a cup of coffee.
- 5 Is the baby crying?
- 6 My train's arriving.