

Grammar Functions

What does this mean?

How can I teach this in context?



Melinda Brown-Mason
Literacy KC
ELL Director of Curriculum and Instruction

Agenda

- Knowledge vs Ability
- Communicative Framework
- Verb Tenses
 - Present, Past, Future, Passive
 - Theme
 - Explanation
 - Collocations
 - Context



Knowledge vs Ability

- “Central to a pedagogy of grammar instruction is the distinction between grammatical knowledge and grammatical ability.
- **Grammatical knowledge** refers to knowledge of the **rules** that account for grammatically correct language. Its unit of focus is the sentence. **[Form]**
- **Grammatical ability** refers to the ability to use grammar as a **communicative resource** in spoken and written discourse and **requires a different pedagogical approach** (Jones, 2012). Its unit of focus is the text” (Richards & Reppen, 2014).

[Function]

Communicative Ability



- “[Students] may have spent many hours practicing the rules for correct sentence formation but lack the ability to use grammar as a **resource in communication**. However, in order to develop grammar as a communicative resource it needs to be **taught and assessed as a component of communicative ability and performance** – particularly in relation to the productive skills of writing and speaking” (Richards & Reppen, 2014).
- Embed the grammar practice in a real-life situation.

Communicative Framework

Teacher
Control

• Introduce

• Controlled Practice

Focus is on form

- fill-in-the blank
- repetition drills
- substitution drills

• Guided Practice

Student
Control

• Communicative Practice

Fill-in-the-blank

context?

- *Fill in the blanks to complete the sentences. Use the words in the box below.*

read	do	have	sings
does	watches	travel	drinks
walk	eats	don't	doesn't

1. John eats breakfast at six o'clock in the morning.
2. I often _____ books in my free time.
3. A: _____ you like to study English? B: Yes, I do.
4. My father always _____ songs in the shower.
5. A: Does Julie work on Saturdays? B: No, she _____.
6. Would you like to _____ to Hawaii on our next holiday?
7. I live close to my company, so I can _____ to work.
8. Mr. Smith always _____ tea in the afternoon.
9. My classmate _____ his favorite TV show after class.
10. I'm sorry. I _____ have time to talk to you now.
11. A: _____ your cousin have a job? B: Yes, she does.
12. I don't _____ a pen. Could I please borrow your pen?

Substitution drill

context?

How Much Milk Do You Want?



how much?
too much
a little

how many?
too many
a few

- A. How much milk do you want?
B. Not too much. Just a little.
A. Okay. Here you are.
B. Thanks.



- A. How many cookies do you want?
B. Not too many. Just a few.
A. Okay. Here you are.
B. Thanks.



1. *rice*



2. *french fries*



3. *ice cream*



4. *coffee*



Communicative Framework

Teacher
Control

- Introduce

- Controlled Practice

- Guided Practice

Focus is on form and meaning

- language is controlled
- students make meaningful choices

Student
Control

- Communicative Practice

Substitution drill with choices

context?

MINI-CONVERSATIONS PRESENT SIMPLE

This is a fun, communicative grammar activity for the entire class. See Activity Notes on Page 2.
Approximate Time: 15 minutes.



go to work	climb up a tree
buy cat food	go on-line
play baseball	eat Mexican food
drink a cup of tea	buy onions
go fishing	listen to the radio
sleep all day	wash my car
talk to a policeman	take a nap



Write this conversation model on your board.

PRESENT SIMPLE

A: What do you usually do after class?

B: I usually

A: Where do you?

B: I (*place*).

A: Why do you?

B: I because (*reason*).

Communicative Framework

Teacher
Control

- Introduce

- Controlled Practice

- Guided Practice

Student
Control

- Communicative Practice

Focus is on form, meaning, and context

- real information is exchanged
- language is not totally predictable
- scenarios

Lesson **B** *What did you do last weekend?*

Conversation cards

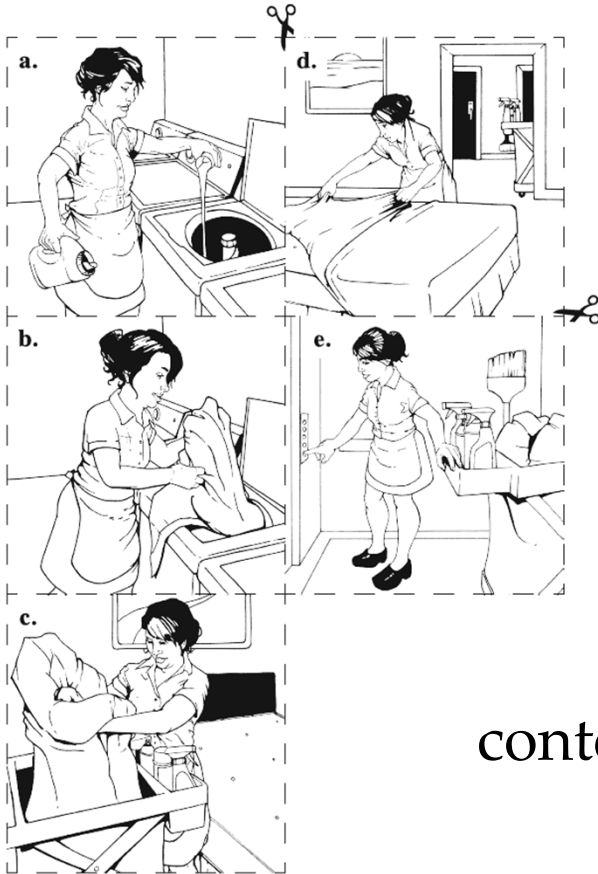
- A** Everyone takes a card.
- B** Find a classmate. Ask your question. Your classmate answers. Change cards.
- C** Find another classmate. Ask your new question. Your classmate answers. Change cards again.

context?

What did you study last week?	What did you cook last weekend?	What did you do last Saturday?	Where did you walk this week?
What music did you listen to yesterday?	What restaurant did you eat in last week?	What did you buy yesterday?	How did you get to school today?

Tell the story.

Look at the pictures. Put them in the right order. Tell the story to your class.



context?

To the Teacher *Variations:* Have students work in pairs or small groups. Encourage them to write their stories. If necessary, record students' stories using LEA (Language Experience Approach) techniques.

Controlled

1. Mary pours ____ into the ____.
2. She makes the _____.

Guided

Mary	pour	the bed
	take	laundry detergent
The housekeeper	put	the laundry bag
	make	the sheets

Communicative

1. Pretend you are a housekeeping manager. Give instructions to your new employee.
2. You are the new housekeeper. Take notes on the instructions you receive.

Verb Tenses

Present, Past, Future, Passive

Theme (shortcut or hook)

Explanation

Collocations

Context Ideas

Gemini prompt: I am a teacher to adult English language learners. How can I explain the overall theme of each of the major verb tenses? Give me real-life situations in which the “simple present” is commonly used.



The Present Tenses: "The Reality"



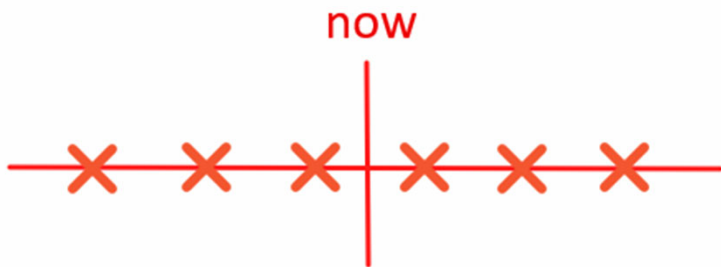
Tense	The Theme	The Real-Life "Vibe"
Simple Present	The Permanent	This is my life. These are the facts. These are my habits.

Present Collocations

Simple Present

(permanent)

- repeated actions, routines, habits, facts
- not now
- Frequency Adverbs
- every ... day, week, morning
- on ... Mondays, weekends
- once/twice a ... day, week
- Non-Action Verbs



Simple Present in Context

- Routines (Daily/Weekly/Monthly/Yearly)
 - I **eat** eggs and toast for breakfast every morning.
 - My husband **mows** the lawn on Saturdays.

Write the time for you. Put the hands on the clock.

1. I wake up at _____.



2. I eat breakfast at _____.



3. I go to school at _____.



4. I go to work at _____.



Ask a partner. Write the time.

1. What time do you wake up?	
2. What time do you eat breakfast?	
3. What time do you go to school?	
4. What time do you go to work?	
5. What time do you get home?	
6. What time do you eat dinner?	
7. What time do you go to bed?	

Write.

1. _____

2. _____

Lesson C *I go to work at 8:00.*

Share information

Student A

Info gap activity
Weekly activities

A Ask Student B questions about Tina’s schedule. Write the answers on the calendar.

A When does Tina have cooking class?

B On Thursday at 6:30.

- | | | |
|-----------------------------|----------------------|--------------------|
| 1. have cooking class | 4. go to PTA meeting | 7. get home |
| 2. have English class | 5. go to work | 8. study English |
| 3. volunteer at the library | 6. eat dinner | 9. do her homework |

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
exercise 6:00						exercise 6:00
eat breakfast 7:00	eat breakfast 7:00	eat breakfast 7:00	eat breakfast 7:00	eat breakfast 7:00	eat breakfast 7:00	eat breakfast 7:00
	8:30	8:30	8:30	8:30	8:30	

Simple Present in Context

- Describe job duties
 - Every morning, I **greet** students. (personal)
 - A plumber **fixes** sinks. (in general)

Occupations / Jobs

Write sentences about each picture.

Article	Subject	Verb	Object
A	dentist	drive	food
An	cashier	serve	a taxi
	server	scan	items
	taxi driver	teach	students
	teacher	check	people's teeth



1. _____



2. _____



3. _____



4. _____

**Writing,
Listening
Dictation,
Partner
Dictation**


Listen. Complete the sentences.

Step Forward 1 p130, 3-19

1. I work in an office. I repair computers. I like my job because I like to use my hands. I'm a computer technician.
2. I work in a garage. I repair a lot of cars. My friends love my job because I fix their cars too. I'm a mechanic.
3. I work at a _____ center. I take care of _____ all day. I love my job. I'm a _____ worker.
4. I work at people's _____. I take care of _____ people. I meet so many interesting people. I'm a home _____ aide.
5. I work in a _____. I help the _____. I see a lot of patients every day. I'm a physician's _____.
6. I work in a _____ office. I help the dentist. I like working with _____. I'm a dental _____.

Simple Present in Context

- Facts

- Water **boils** at 100 degrees Celsius.
- I **live** in Kansas City.
- The movie theater **is** around the corner. They **sell** popcorn.
- This store **accepts** credit cards. ( Gemini)

Class: Mon – Thurs 9:00 – 11:15

Circle Yes or No

1. Class is from 8:00 to 11:15. Yes No
2. Class starts at 9:00. Yes No
3. Class is over at 1:15. Yes No
4. Class lasts 2 hours and 15 minutes. Yes No

Write

5. Class is from _____ to _____.
6. Class starts at _____.
7. Class is over at _____.

8. Class is _____ 9:00 _____ 11:15.
9. Class _____ at 9:00.
10. Class is _____ at 11:15.

Recipe

Mediterranean Chickpea & Feta Salad

•Prep time: 10 minutes

•Ingredients:

2 oz spinach leaves

1 can (15 oz) rinsed chickpeas

½ cup diced cucumber

½ cup diced bell peppers,

¼ cup chopped red onion

½ cup crumbled feta cheese



You are going to make a salad. Imagine that this is your refrigerator. Read the ingredients on the recipe. Look in the refrigerator. Tell your partner if you need each item or not. Your partner will write down the food that you need.

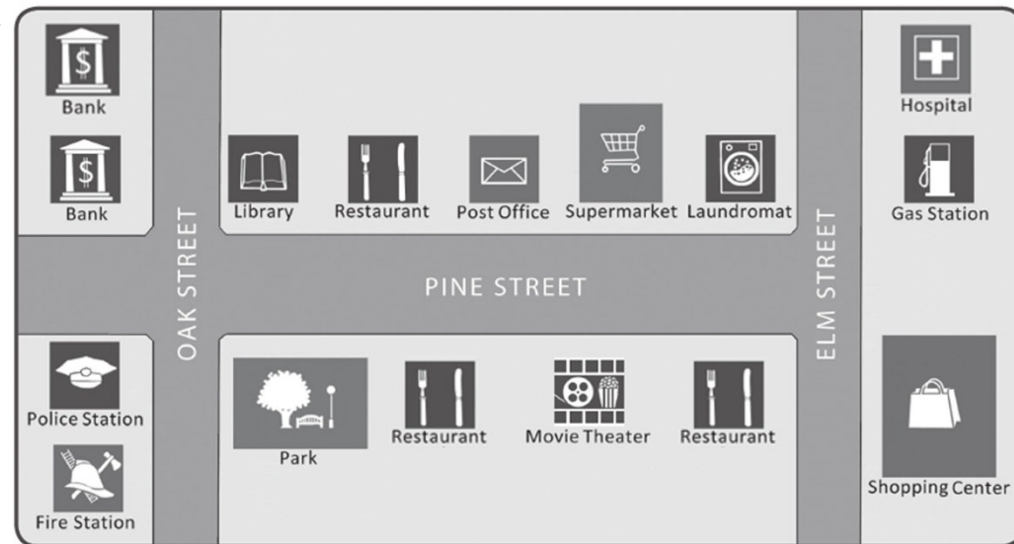
Example: spinach leaves. Say, “We need spinach leaves.” Partner writes “spinach” on the shopping list.

Shopping List

- _____
- _____
- _____
- _____
- _____
- _____

Simple Present in Context

- Giving Directions and Instructions
 - First, you **go** straight two blocks.
 - **Take** two tablets in the morning.
 - **Heat** the oven to 350 degrees.



SPICY FRIED RICE



4 tsp. chili oil
6 garlic cloves, minced
1 tsp. salt
1 Tbsp. cumin
2 cups green beans
2 cups fried rice, cooked

DIRECTIONS

- 1** Heat chili oil.
- 2** Cook garlic with salt and cumin for 3 minutes.
- 3** Cook green beans in boiling water for 5 minutes.
- 4** Combine green beans and garlic.
- 5** Serve with rice.



Dear Staff:

Store clerks, please remember to complete the following tasks at the end of your shift:

- Restock empty shelves in the grocery section and near the checkout area
- Count the cash in the cash register drawer and add up all debit and credit card payments
- Clean the bathroom and restock toilet paper, paper towels, and soap dispensers

If, for some reason, you can't complete the tasks, please leave a note for me below.

Thanks for all your hard work!

Cory Baxter, Assistant Manager

The Present Tenses: "The Reality"



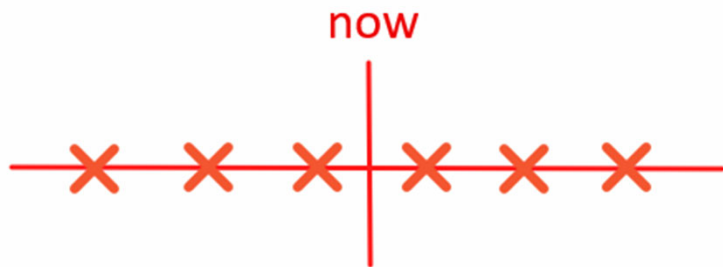
Tense	The Theme	The Real-Life "Vibe"
Simple Present	The Permanent	This is my life. These are the facts. These are my habits.
Present Progressive	The Temporary	This is what is happening right now, but it will stop soon.

Present

Simple Present

(permanent)

- repeated actions, routines, habits, facts
- not now



Present Progressive

(temporary)

- in progress now
- temporary
- in progress for a length of time



Present Collocations

Simple Present

(permanent)

- Frequency Adverbs
- every ... day, week, morning
- on ... Mondays, weekends
- once/twice a ... day, week

- Non-Action Verbs

Present Progressive

(temporary)

- now, right now
- today
- these days, this week

- Do not use non-action verbs (changes meaning)

Present Progressive in Context Gemini

- Workplace Status Updates (distinguishes a specific ongoing task from general job duties)
 - I'm processing invoices right now.
 - We're waiting for the shipment to arrive.



Present Progressive in Context

- Describe family photos (we describe the action as if it is happening inside the frame)
 - In this picture, my son is playing soccer.



Conversation B

- A** Shoko, is that your son?
B Yes. This is my teenage son, Eddie.
A What's he doing?
B He's playing computer games. He always plays computer games!

Present Progressive in Context Gemini

- Temporary Situations
 - I'm *staying* with my cousin until I find an apartment.
 - My car *isn't working*. I'm *taking* the bus this week.

I'm Washing the Dishes in the Bathtub



- A. What are you doing?!
- B. I'm washing the dishes in the bathtub.
- A. That's strange! Do you USUALLY wash the dishes in the bathtub?
- B. No. I NEVER wash the dishes in the bathtub, but I'm washing the dishes in the bathtub TODAY.
- A. Why are you doing THAT?!
- B. Because my sink is broken.
- A. I'm sorry to hear that.

Activity: The “Problem” Twist



To make it more "adult" and realistic, introduce a problem. The Manager asks why a routine task isn't done yet.

- **Manager:** "Why aren't the floors clean?"
- **Employee:** "The mop is broken, so I **am waiting** for a new one."

Why this works for Adults:

- **Accountability:** It mirrors a real conversation they might have with a supervisor.
- **Contrast:** It highlights that we use the Progressive tense to explain *deviations* from a routine.
- **Confidence:** It gives them the vocabulary to defend their progress at work.

The Past Tenses: "The Story"



Tense	The Theme	The Real-Life "Vibe"
Simple Past	The Finished or The Interruption	It happened. It is over. It stays in the past. The "photo" snap taken from the "video".

Past Collocations

Simple Past

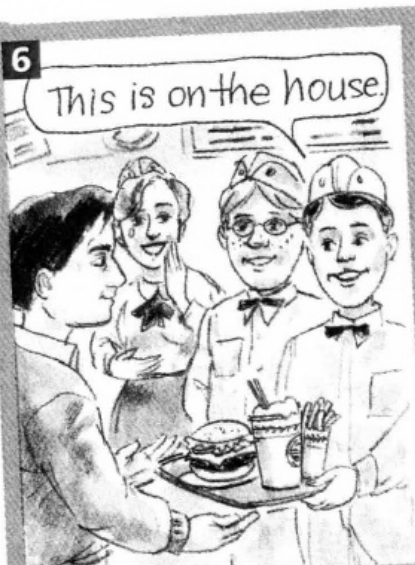
(finished)

- A completed past action that happened at a specific time in the past
 - We often say when
 - Action began and ended in the past
- yesterday
- last ... week, month, Tuesday
- ... ago
- in 2012
- first, after that
- when



Simple Past in Context

- Personal Biography
 - I **grew up** in Bolivia. I **attended** a Catholic school.
- Small Talk (“The Weekend Report” ♦ Gemini)
 - We **had** a barbeque last weekend.
 - I **visited** my brother on Saturday night.
- Describe an Event, Story, Show
 - We **went** to Branson for vacation. We **saw** several shows.
 - The awards show **was** so boring. The performers **were** flat.
 - The movie **was** so intense! They **got** caught in a storm and...



Picture Story

Can You Believe It?
3: Stories and Idioms from Real Life (Huizenga & Huizenga, 2000, p. 9)

The Past Tenses: "The Story"



Tense	The Theme	The Real-Life "Vibe"
Simple Past	The Finished or The Interruption	It happened. It is over. It stays in the past. The "photo" snap taken from the "video".
Past Progressive	The Background and The Temporary	I am setting the scene. This was the "video" playing when the "photo" happened.

Past

Simple Past

(finished, interruption)

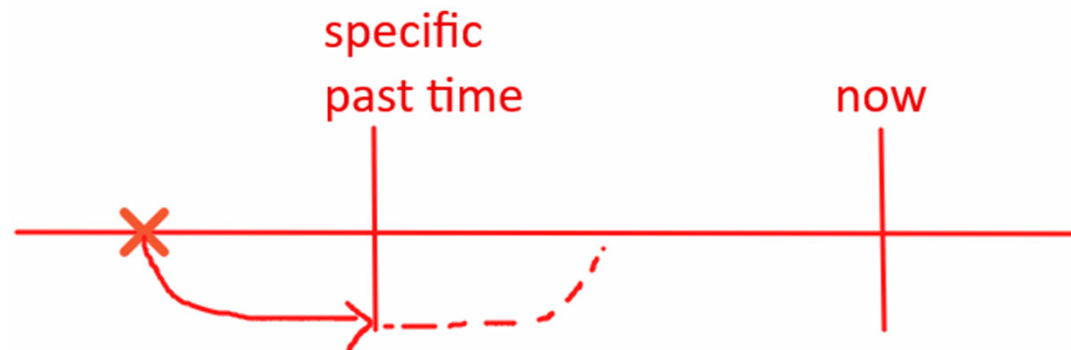
- A completed past action that happened at a specific time in the past
 - We often say when
 - Action began and ended in the past



Past Progressive

(temporary background)

- An action that was in progress at a specific time in the past
 - We don't know if it was completed



while + past progressive



A. How did Marty break his leg?

B. He broke it **while** he was snowboarding.

A. That's too bad!

p14

when + simple past

Marty was snowboarding **when** he broke his leg.



Past Collocations

Simple Past

(finished, interruption)

- yesterday
- last ... week, month, Tuesday
- ... ago
- in 2012
- first, after that
- when

Past Progressive

(temporary background)

- while
- as

Past Progressive in Context

- **Alibi** (an activity in progress at a specific time in the past)
 - At 9:00 last night, I **was watching** TV.

Lesson **E** *Writing*

Partner dictation

Student A

Ventures 3 Collaborative Activities p78, 79

A Read the sentences to Student B. Student B will write the sentences.

POLICE REPORT

Date: November 12, 2013

Crime: Someone stole Sarah's necklace around 9:00 p.m. last night.

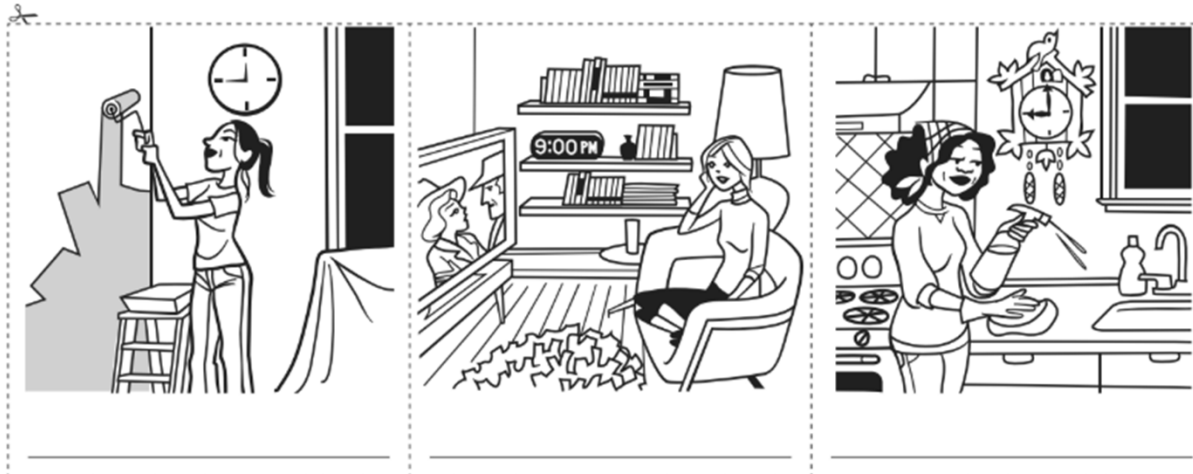
At 9:00 p.m. last night:

1. Satomi was painting her bedroom.
2. Sandra was watching a movie on TV.
3. Carla was cleaning up the kitchen.

D Cut out the pictures. Mix them up with your partner's pictures. Work with your partner. Write the names. Which person was not telling the truth?

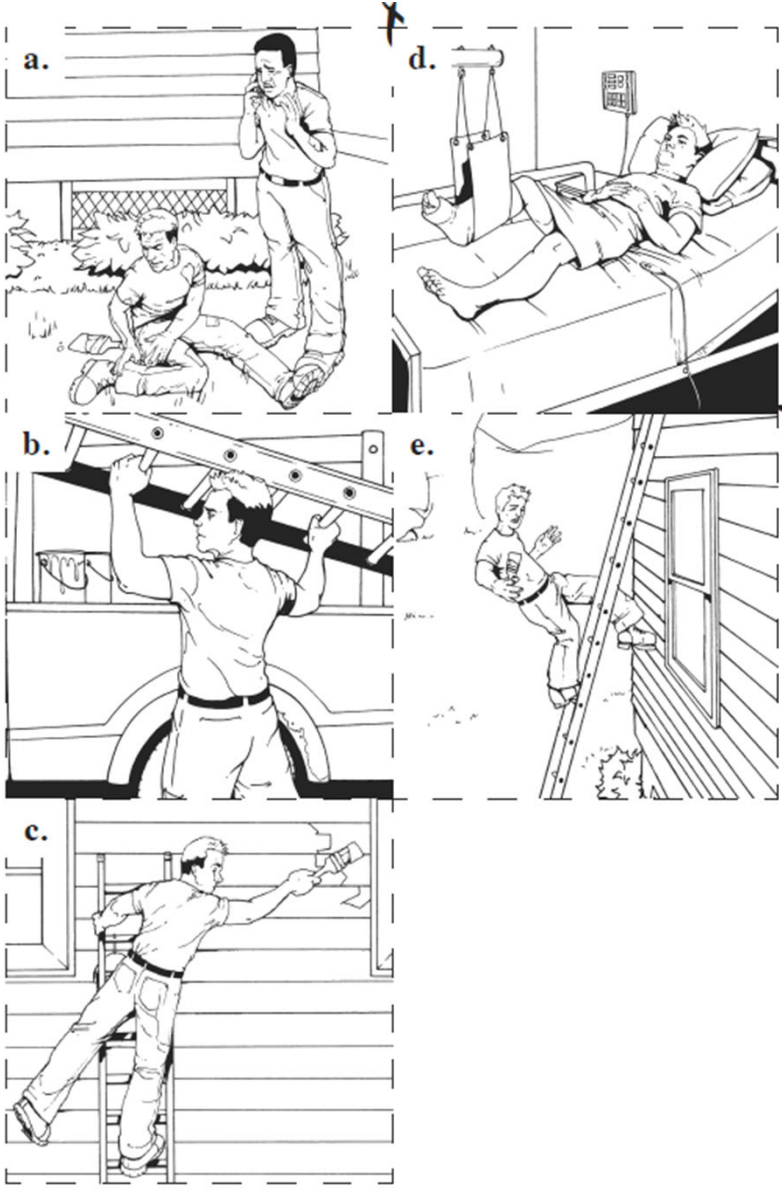
B Listen to Student B. Write the sentences.

4. _____
5. _____
6. _____



Simple Past & Past Progressive in Context

- Accident Reports or Police Reports (set the scene and provide the problem)
 - Steve **was reaching** to paint near the window when he **fell** off the ladder.
 - I **was driving** home when a deer **ran** in front of me.
 - The blue car **was driving** too fast and **ran** the stop sign.
 - I **was washing** dishes in the kitchen when I **heard** a loud noise.



ACCIDENT REPORT

Please Print.

Employee Name _____
 Last First Middle

Department _____ Supervisor _____

Date _____ Time _____

Location of Accident _____

Injury _____

Describe what happened _____

BEN'S CLOTHING STORE

Accident Report

Date of Accident: Tues., 10/20

Time of Accident: 4:20 PM

Location of Accident: Storeroom

Name: James Pearson

Occupation: Salesperson

Description: James was taking a box down from the shelf and fell off the ladder. A co-worker, Carol White, took him to Eastside Medical Center. James can go back to work on Wed., 10/28.

Submitted by: Antonio Rodriguez, Supervisor

Simple Past & Past Progressive in Context


- Add Background Information to Small Talk ♦ Gemini
 - My dog **was barking** like crazy, so I **took** him for a walk.
- Workplace Accountability ♦ Gemini
 - I'm sorry I **missed** your call. I **was helping** a customer.
 - I **was getting** supplies from the storage room when the alarm **went off**.



Step Forward 2, p66

The Present Tenses: "The Reality"



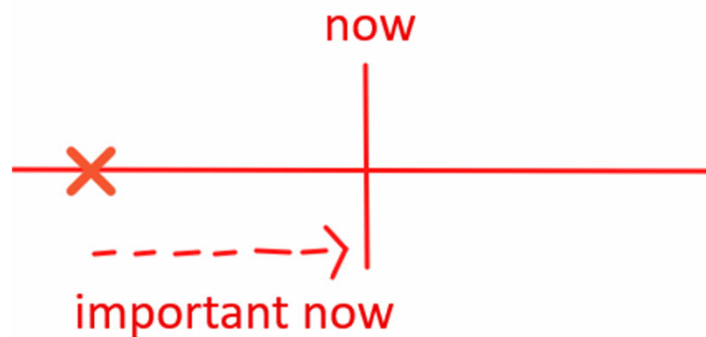
Tense	The Theme	The Real-Life "Vibe"
Simple Present	The Permanent	This is my life. These are the facts. These are my habits.
Present Progressive	The Temporary	This is what is happening right now, but it will stop soon.
 Present Perfect prior	The Bridge	I am telling you about my past because it matters to our conversation now.

Present Perfect Collocations

Present Perfect

Relationship between the past and the present: (bridge)

- A completed past action that happened at non-specific time in the past
 - We don't say when
 - **It's important now or influences now**
- lately, recently, just
- ever, never
- once, five times, several times
- already, yet, still



Present Perfect in Context

- Conversation Starter

- **Have** you **traveled** outside The United States?
- **Have** you ever **been** to the beach?

- Checklist Status

- **Have** you **emptied** the dishwasher yet?
- **I've** already **finished** cleaning the restrooms. What would you like me to do next?

B **Talk** with a partner. Jaime and Andrea are helping at their school's fundraiser. Ask and answer questions about them. Use *yet*.



A Has Jaime bought refreshments yet?

B Yes, he has.

A Has Andrea set up the tables yet?

B No, she hasn't.

Things to do before the fundraiser

Jaime

- ✓ *buy refreshments*
- ✓ *borrow more chairs*
- call the chair-rental store*
- get name tags*
- pick up the DJ*

Andrea

- set up the tables*
- ✓ *organize the volunteers*
- ✓ *make the food*
- bring the music CDs*
- ✓ *put up the decorations*

Write sentences about Jaime and Andrea. Use *already* and *yet*.

Jaime has already bought refreshments.

Andrea hasn't set up the tables yet.



Present Perfect in Context

- Medical Form
 - **Have** you ever **had** surgery?

Lesson **B** *Present perfect*

Student interview

A Work in a group. Ask the questions. Write the number of students on the chart.

Have you . . .	Number of students	
	Yes	No
1. visited the doctor recently?	3	2
2. gotten a shot recently?	1	4
3. eaten unhealthy foods lately?		
4. started a diet recently?		
5. taken a walk lately?		
6. checked your blood pressure recently?		
7. slept poorly recently?		
8. taken medicine recently?		

Past

Simple Past

(finished) **specific**

- A completed past action that happened at a specific time in the past
 - We often say when
 - Action began and ended in the past

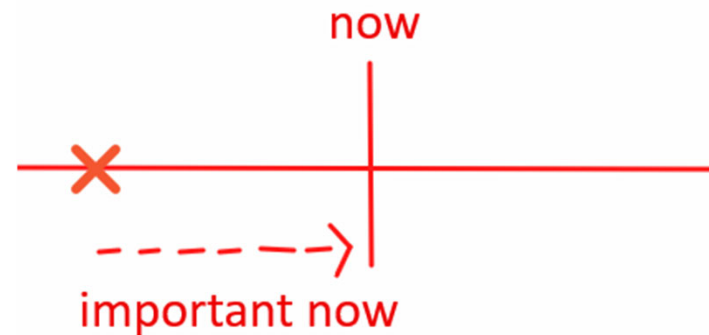


Present Perfect

general

Relationship between the past and the present: (bridge)

- A completed past action that happened at non-specific time in the past
 - We don't say when
 - **It's important now or influences now**



specific

general

Simple Past & Present Perfect in Context

- Conversation Starter followed by details
 - **Have** you **traveled** outside The United States? Yes, I **went** to Ireland last spring.
 - **Have** you ever **been** to the beach? Yes, my family visited Florida last month.

Have You Seen Any Good Movies Recently?



- A. Have you seen any good movies recently?
- B. Yes, I have. I saw a very good movie last week.
- A. Really? What movie did you see?
- B. I saw *The Wedding Dancer*.
- A. Oh. How was it?
- B. It was excellent. It's one of the best movies I've ever seen.

specific

general

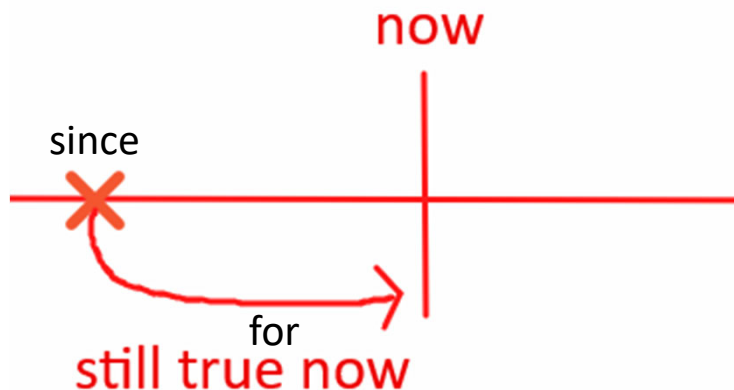
Simple Past & Present Perfect in Context

- Job Interview
 - **Have** you **worked** in a warehouse before? Yes, I **drove** a forklift at my last job.
- Medical Form/Visit with details
 - **Have** you ever **had** surgery? Yes, I **had** an appendectomy in 2010.

since/for

Present Perfect

- Relationship between the past and the present
- A completed past action that happened at non-specific time in the past
- Since/For
 - An action that began in the past and is **still true now**
Not complete, not a non-specific time



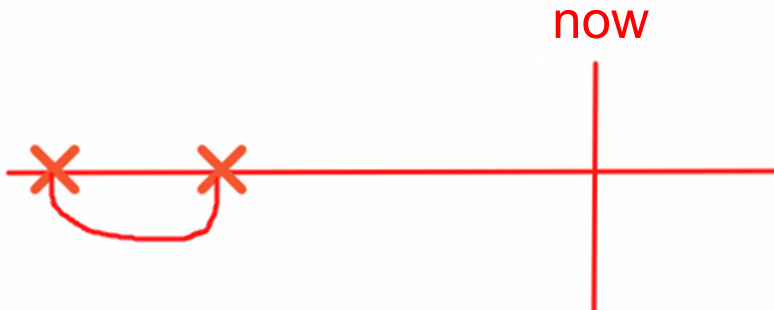
I **have made** cakes **for** nineteen years.
I **have made** cakes **since** my son's second birthday.

Past

Simple Past

(finished) **finished**

I lived in Columbia for 5 years.



still true

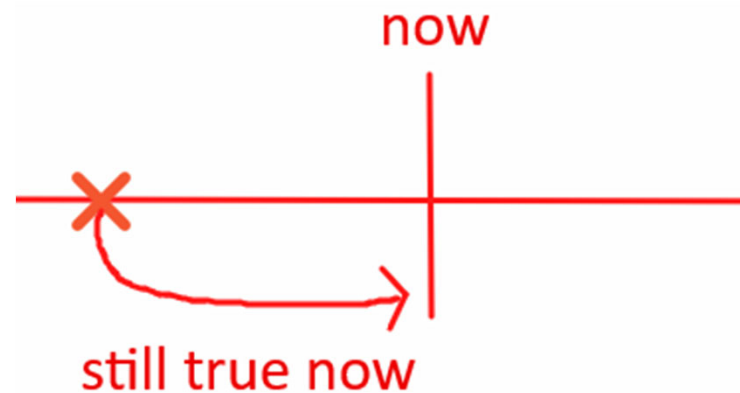
Present Perfect

Relationship between the past and the present: (bridge)

Since/For

I have lived in Kansas City for 24 years.

I have lived in Kansas City since 2002.





Ms. Hollis: Please have a seat. ... So, I'm looking for a salesperson. Tell me, Mario, have you ever worked in sales?

Mario: Yes, I've been a salesperson at Maxi Clothes since 2017.

Ms. Hollis: And tell me, what did you do before that?

Mario: I used to live in Brazil. I worked there as a salesperson for 3 years.

Collocations

Simple Past

Present Perfect

ago

for

since

I worked there as a salesperson for 3 years.
I have been a salesperson at Maxi for 9 years.

I worked in Brazil 9 years ago.

I have been a salesperson at Maxi since 2017.

The Present Tenses: "The Reality"



Tense	The Theme	The Real-Life "Vibe"
Simple Present	The Permanent	This is my life. These are the facts. These are my habits.
Present Progressive	The Temporary	This is what is happening right now, but it will stop soon.
Present Perfect	The Bridge	I am telling you about my past because it matters to our conversation now.
Present Perfect Progressive	The Effort	I have been working so hard/long on this and I am tired!

Present perfect progressive

(finished, non-specific time, bridge) (temporary)

- An action that has just recently stopped
you can still see evidence of that action



They are swimming.



They have been swimming.

Present perfect progressive

- An action that has just recently stopped
you can still see evidence of that action



They are swimming.



They have been swimming.

Present perfect progressive

- An action that has just recently stopped
you can still see evidence of that action



It's raining.



It's been raining.

Past

Present Perfect

(finished, non-specific time, bridge)

- A completed past action that happened at non-specific time in the past
 - We don't say when
 - It's important now or influences now

Present Perfect Progressive

(+ temporary, effort)

- Repeated completed past actions that happened at non-specific time in the past but are still happening
 - We don't say when
 - It's important now or influences now
 - **Temporary**
 - **Effort**

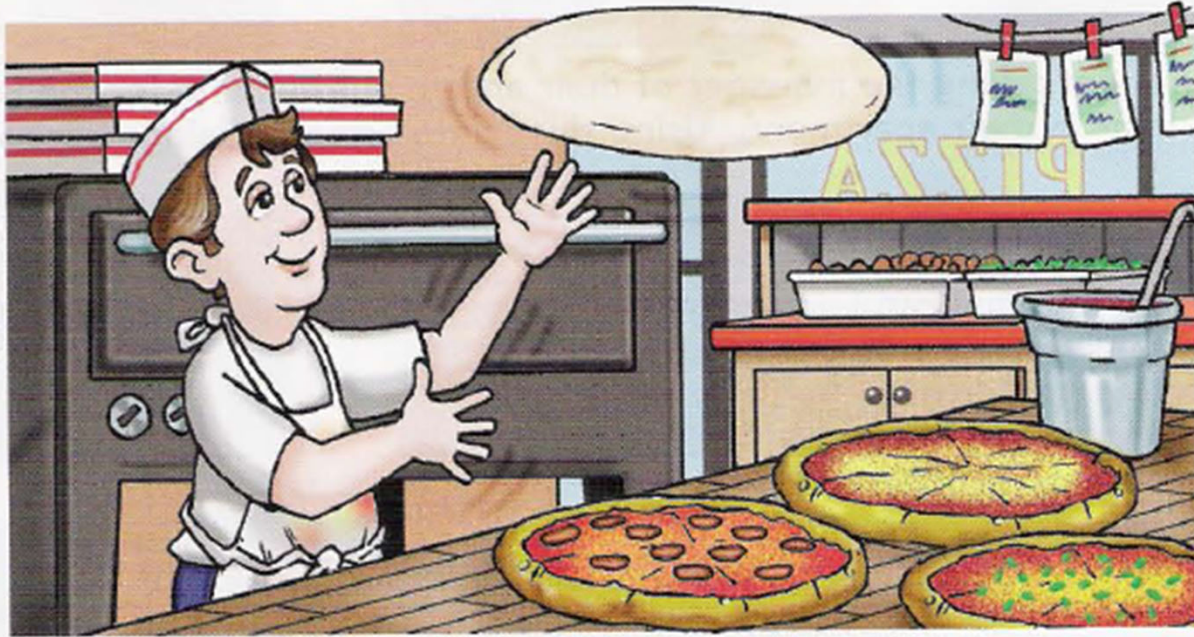
I have coughed a lot.
I have exercised some.

I have been coughing a lot.
I have been exercising.

Present Perfect & Present Perfect Progressive in Context



- Present Perfect
(finished product, quantity)
- Present Perfect Progressive
(emphasizes effort, time, process)
- Workplace Updates
 - I've sent ten emails this morning. (result, quantity)
 - I've been sending emails all morning. (how I've spent my time)



- A. Anthony looks tired. What has he been doing?
- B. He's been making pizzas since ten o'clock this morning.
- A. Really? How many pizzas has he made?
- B. Believe it or not, he's already made seventy-five pizzas.
- A. You're kidding! Seventy-five pizzas?! NO WONDER he's tired!

To: Team Leaders

From: d.koenig@superglobe.net

Subject: Immediate Action Required

Priority: High

1 I am extremely frustrated by the ongoing technical issues with the manufacturing of Part 674-A.
2 The defect rate has continued to exceed acceptable limits. And the resulting drop in production
3 is quickly becoming a serious threat to our delivery commitments. If this isn't resolved immediately,
4 sales figures will be directly impacted.

5 Senior management has been raising concerns for weeks, yet there has been little visible progress.

6 This level of poor performance is unacceptable from both a process and accountability standpoint.
7 We cannot afford further delays or vague explanations.

8 I expect the leads of the Engineering, Quality, and Production departments to meet today with
9 a clear plan to correct the issue. We need an immediate, permanent resolution. Identify the root
10 cause, implement a fix, and report back to me with measurable progress by end of day tomorrow.

11 This needs to be treated like the priority it is. Enough is enough.

12 Best,

13 Daniel

Present Perfect & Present Perfect Progressive in Context



- **Present Perfect**
(finished product, quantity)
- **Present Perfect Progressive**
(emphasizes effort, time, process)
- **Physical States and Health**
 - I **have lost** five pounds since my last visit. (completed change)
 - I **have been exercising** more lately. (repeated temporary actions)



Dr. Diaz: You've gained weight since I last saw you.

Alan: How much?

Dr. Diaz: 15 pounds.

Alan: Wow! That's a lot. I'm not surprised though. I haven't been eating well lately.

Present Perfect & Present Perfect Progressive in Context



- Present Perfect
(finished product, quantity)
- Present Perfect Progressive
(emphasizes effort, time, process)
- Living and Working Situations (Since/For)
For verbs like *live*, *work*, and *study*, adults can often use both, but there is a subtle shift in focus.
 - I **have lived** here for ten years. (focuses on the permanent fact)
 - I **have been living** here for two months. (Suggests the situation is more recent or feels temporary)

Present Perfect & Present Perfect Progressive in Context

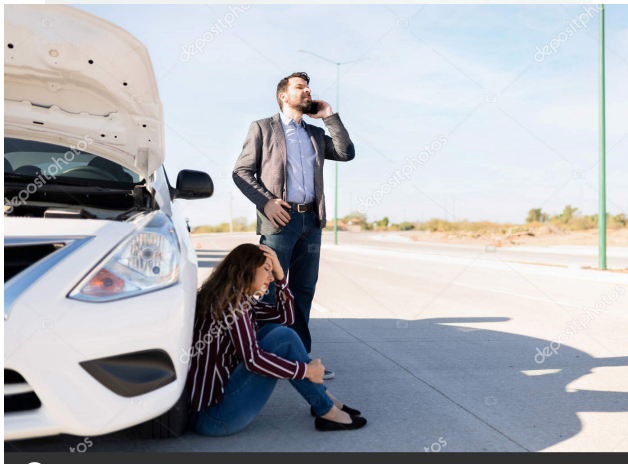
- Present Perfect
(finished product, quantity)
- Present Perfect Progressive
(emphasizes effort, time, process)
- Complaining or Explaining Frustration
 - The bus **has arrived**. (Neutral fact)
 - I **have been waiting** for this bus for 40 minutes! (emphasizing the duration)



You've been snoring all night!



I've been on hold for 2 hours!



We've been waiting for a tow truck since 8:00 this morning!

The Future Tenses: "Certainty"

Tense	The Theme	The Real-Life "Vibe"
Will	The Instant	I just decided! Or, I am promising/guessing.
Going To	The Plan/Intention	I want to do this. I have a plan in my head. It's in the calendar.

Collocations

- tomorrow
- tonight
- next...Tuesday, week, month, year
- in...ten minutes, a few days, a week, a month
- someday

WILL and BE GOING TO in Context

will

- Decisions Made at the Moment of Speaking
 - Possible plans (no decision yet)
 - What are you going to do this weekend? I don't know.
Maybe I'll try the new restaurant in my neighborhood.

am/is/are going to

- Prior Plans – Decision made before now
 - Weekend Plans
 - We're going to try the new restaurant in our neighborhood.
We've heard it's really good!
 - Holiday Plans
 - We're going to my parents' house for Thanksgiving.
 - Life Goals
 - I'm going to study nursing at Penn Valley in the fall.

Listen to the conversation.

Listen again. What activities are they talking about?

Listen again. When are the plans decided: Before now or at the moment of speaking? Write down the verb phrases they use.

Activity	Possible Plan (made at the moment of speaking)	Plan (already made before now)
1. stay home	I'll	

2 CONVERSATION What are you going to do?

A Listen and practice.

Julia: I'm so excited! We have two weeks off!
What are you going to do?

Nancy: I'm not sure. I guess I'll just stay home.
Maybe I'll hang out with my friends and watch
some movies. What about you? Any plans?

Julia: Yeah, I'm going to relax at the beach with my
cousin. We're going to go surfing every day.
And my cousin likes to fish, so maybe
we'll go fishing one day.

Nancy: Sounds like fun.

Julia: Say, why don't you come with us?

Nancy: Do you mean it? I'd love to! I'll bring my surfboard!

Julia: That's great! The more the merrier!

B Listen to the rest of the conversation. Where
are they going to stay? How will they get there?



WILL in Context

- Decisions Made at the Moment of Speaking
 - Possible plans (no decision yet)
 - What are you going to do this weekend?
 - I don't know. Maybe I'll try the new restaurant in my neighborhood.
 - Ordering at a restaurant
 - I'll have the special.
 - Promises
 - I'll get milk on the way home. You can go ahead and start dinner.
 - I'll pay you back tomorrow.
 - Offers to help made at the moment of speaking
 - There's a knock at the door. "I'll get it."

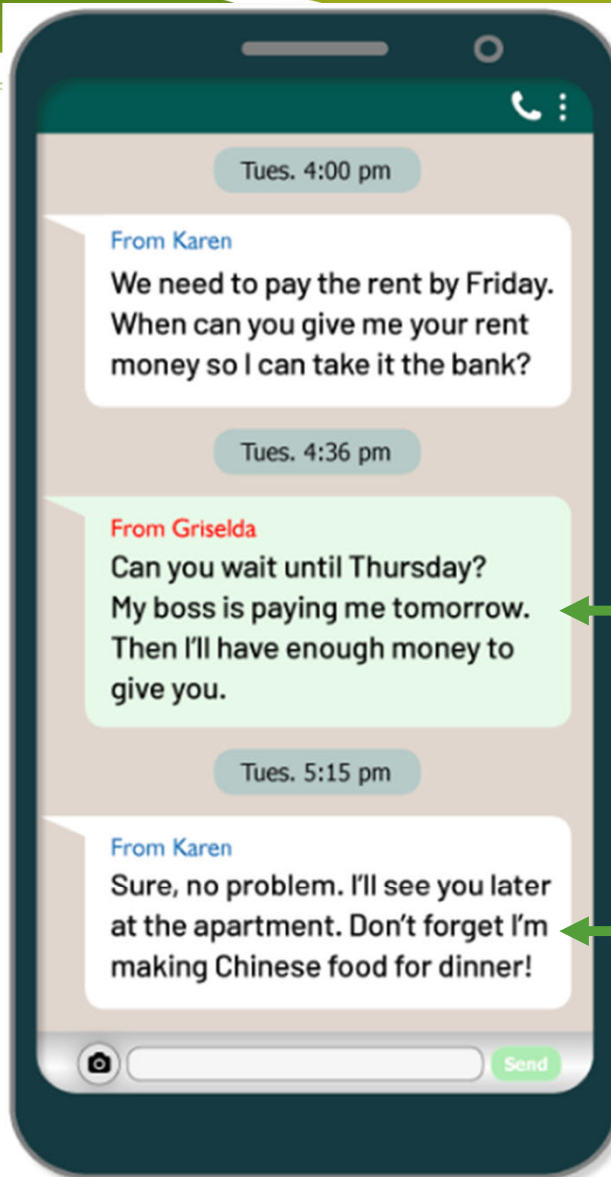
Present Progressive for Future in Context

Personal future schedule. We almost always say when.

- Appointments
 - I'm **visiting** the doctor on Wednesday.
 - I'm **seeing** the dentist on Thursday.
- Travel Plans
 - I'm **flying** to Dallas next fall.
 - We're **driving** to the mountains next week.
- Lunch Dates
 - I'm **meeting** Jane for lunch tomorrow.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 <ul style="list-style-type: none"> • 6:00 PM: Gym 	2 <ul style="list-style-type: none"> • 11:30 AM: Lunch with Coworkers 	3 <ul style="list-style-type: none"> • 5:30 PM: Grocery Shopping 	4 <ul style="list-style-type: none"> • 3:30 PM: Prescription Pick-up 	5	6 <ul style="list-style-type: none"> • 9:00 AM: Clean House • 7:00 PM: Movie Night
7 <ul style="list-style-type: none"> • 4:00 PM: Meal Prep 	8 <ul style="list-style-type: none"> • 9:00 AM: 🦷 Dentist Appointment 	9 <ul style="list-style-type: none"> • 12:30 PM: 🍔 Lunch with Friends • 6:30 PM: Gym (Legs) 	10 <ul style="list-style-type: none"> • 10:00 AM: 🚗 Oil Change • 4:00 PM: Grocery Shopping 	11 <ul style="list-style-type: none"> • 5:00 PM: Farmers Market 	12 <ul style="list-style-type: none"> • 1:00 PM: ✂️ Haircut • 7:00 PM: Date Night 	13 <ul style="list-style-type: none"> • 4:00 PM: 🏡 Friend's Wedding

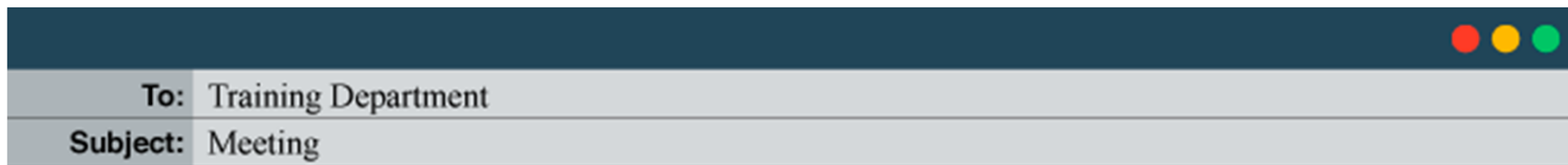
Gemini prompts:
 make a calendar with several appointments listed such as dentist, lunch with friends, etc.
 put the events on a calendar grid



Simple Present for Future in Context

Timetable or schedule for a business. These schedules are seen as permanent facts.

- Transportation
 - My flight leaves at 2:40.
 - The train arrives at 5:30.
- Work Shifts
 - The morning shift starts at 5:30am.
- Store Hours
 - Price Chopper opens at 7am.
 - The library closes at 9pm.



Hi,

The department meeting is on Tuesday, November 2 in the second-floor conference room. It begins at 11:30 a.m. and ends at 2:30 p.m. There is a half-hour lunch break at 12:30.

See you there,

Sabrina

Training Department

The Future in Context



Activity Idea: "The Weekend Planner"

- **Step 1:** Give them a blank calendar for Saturday.
- **Step 2 (Simple Present):** Write down when the train leaves or the grocery store opens. (*"The store opens at 9:00."*)
- **Step 3 (Going to):** Write down three things they intend to do. (*"I am going to clean my house."*)
- **Step 4 (Present Progressive):** Write down one specific appointment with another person. (*"I am meeting my friend for coffee at 2:00."*)
- **Step 5 (Will):** The teacher "interrupts" the class with a problem (e.g., "I don't have a pen!"). The student must react instantly. (*"I will lend you mine!"*)

Teacher Note: Adult learners often over-rely on "will" because it's short. Encourage them to use "going to" for their personal lives, as it sounds much more natural in casual conversation.

The Future in Context



Classroom Activity: "Decision Cards"

Give your students small cards with scenarios on them. Ask them to follow the flowchart to pick the right tense.

- **Scenario A:** You are at a restaurant. The waiter arrives. (Answer: **Will** — *I'll have the soup.*)
- **Scenario B:** You have a plane ticket in your hand for Friday. (Answer: **Present Progressive** — *I'm flying on Friday.*)
- **Scenario C:** You decided yesterday to start exercising. (Answer: **Going to** — *I'm going to join a gym.*)
- **Scenario D:** You are looking at the movie theater website. (Answer: **Simple Present** — *The movie starts at 9:00.*)

The Future Tenses: "Prediction"



Tense	The Theme	The Real-Life "Vibe"
Will	Opinion or Gut Feeling	Based on our knowledge, experience, or personal opinion. There is no physical proof yet.
Going To	Evidence-Based	There is a physical sign or clear evidence in the present moment.

Future Predictions in Context

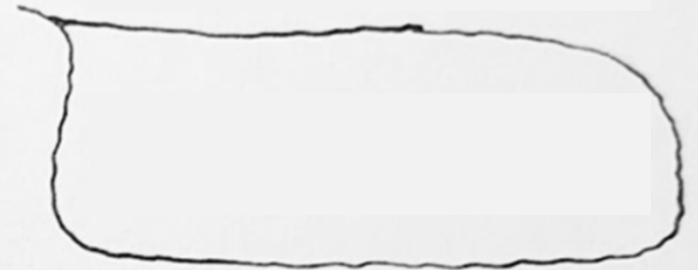
will

- Sports/Politics
 - I think Brazil will win the World Cup.
- Technology
 - AI will replace all our jobs within 10 years.

am/is/are
going to

- Weather
 - (seeing dark clouds) It's going to rain.
- Work
 - (seeing a coworker carry a tall, wobbly stack of boxes) Look out! Those boxes are going to fall!

Uh-Oh! Look at the pictures on the left. Something bad is going to happen. With a partner, make predictions with _____. Then, look at the pictures on the right. People are offering to do something. Write what they are saying in the empty balloons.

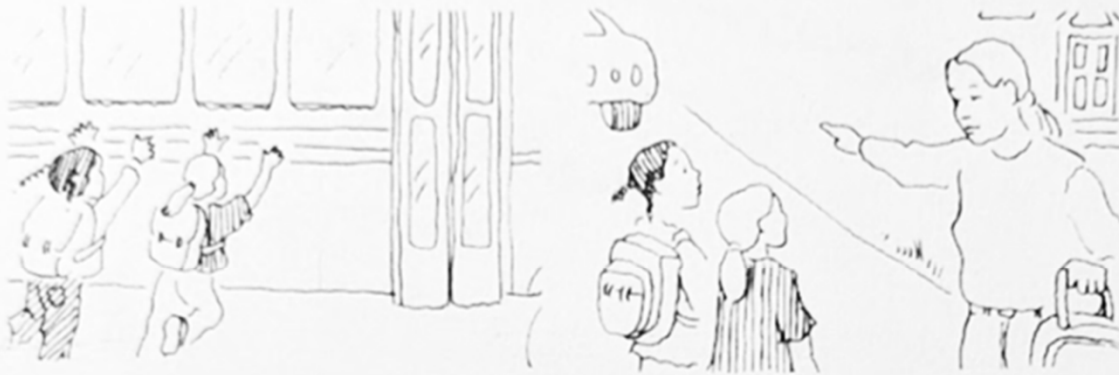


evidence?

Prediction:

..... miss the bus.

1.



Decision made at the moment of speaking

Prediction: They're going to miss the bus.

1.

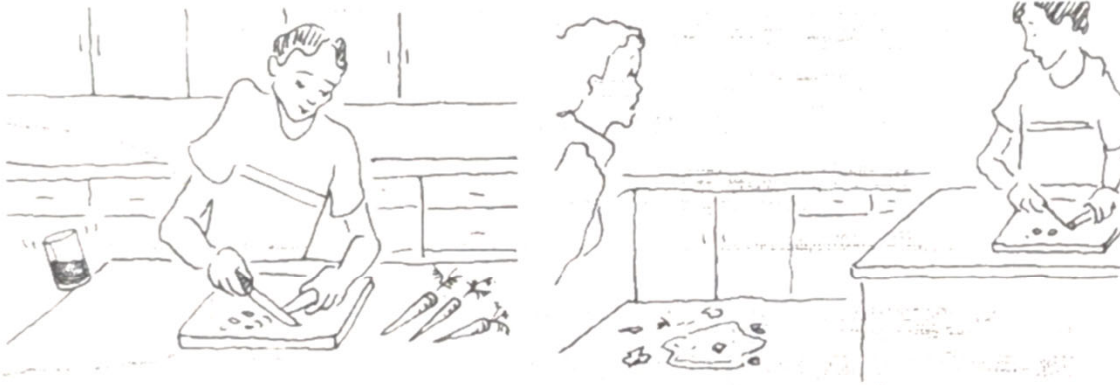


Decision made at the moment of speaking

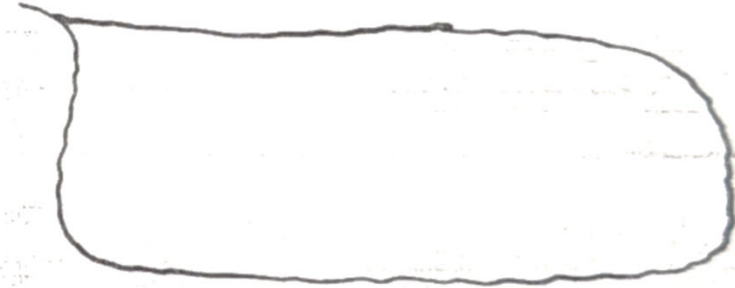
I'll drive you to school.

Prediction: They're going to miss the bus.

2.



Decision made at the
moment of speaking



Prediction: fall off the counter.

Passive

Present/Past Passive (The Action)

- the subject (doer of the action) is unknown, not important, or obvious
- what was/is done is more important than who did/does it
 - This house **was built** in 2003.
 - Utilities **are included** with rent.
 - One month's rent **is required** for deposit.
 - Major repairs **are needed**.
- turns a verb into an adjective
 - Applications **are available**. ID **is required**.
 - Employees **are eligible**. Dependents **are not covered**.
 - I **was furious**. I **was frustrated**.

Present/Past Passive in Context



- Signs, Notices, & Rules in Public Spaces
 - Smoking **is prohibited** in this area.
 - Shoplifters **are prosecuted**.
 - Tickets **are sold** at the kiosk.
 - Parking rules **are enforced** Monday through Friday.



ELECTRICAL SAFETY

- 1 Contact with electricity is dangerous and can be the cause of
- 2 serious injury or even death. To prevent accidents, electrical
- 3 equipment must be handled very carefully. Only authorized
- 4 employees are allowed to work with electrical equipment, and they
- 5 must make sure to inspect it carefully before use.

- 6 Keep electric cables out of areas where staff can step on or
- 7 kick them. Never place electric cables under rugs or carpets.
- 8 All electrical boxes that contain wiring must have a cover. Any
- 9 electrical problems should be reported to a supervisor immediately.



South Lake Trash and Recycling Collection Services

We are sorry to report that we could not pick up your garbage and/or recycling last week for the following reason(s):

- Recycling containers were not placed at the correct location for pickup.
- Various items were protruding from the container, preventing collection. REMEMBER: ALL ITEMS HAVE TO FIT ENTIRELY INSIDE THE TRASH CAN.
- Damage to trash cans.
- Trash cans were not put out on the correct day or time.
- Access to trash containers was blocked.
- Trash cans contained unacceptable items and materials such as batteries, old/broken appliances, grass clippings (see full list on the reverse side of this notice).

Present/Past Passive in Context

- Workplace Processes (training for a new job or employee handbook)
 - Timesheets are submitted every Friday by 5:00 pm.
 - The cash register is balanced at the end of every shift.
 - The garbage is picked up on Wednesdays.
- Customer Service and Product Tracking
 - Eligibility is determined by income level.
 - Applications are processed within five business days.
 - This helmet is designed for safety and comfort.

Present/Past Passive in Context



- News, Weather, and Traffic Reports
 - Traffic **is delayed** on Highway 13.
 - Flights **are canceled** due to the ice.

AIRLINE ARRIVALS			
FLIGHT	FROM	ARRIVES	STATUS
208	CHICAGO	10:15 PM	ON TIME
1147	NEWARK	10:26 PM	<u>DELAYED</u>
1812	BOSTON	10:47 PM	ON TIME
163	HOUSTON	11:05 PM	ON TIME
4032	TAMPA	11:31 PM	ON TIME

Flight 1147 to Boston **is delayed**.

Future Passive in Context



- Customer Service, Shipping, and Appointments
 - Your package **will be delivered** by 8 pm tomorrow.
 - The broken pipe **will be fixed** by this afternoon.



The hotel dining room will be closed tonight for a special event.
Dinner will be served in the Palm Café on the ground floor.

A light-colored wooden-textured rectangular box with a dark green border. On the left side of the box is a simple line drawing of a three-story hotel building with a ground-floor entrance and two trees. To the right of the drawing is text in a dark green font.

Future Passive in Context



- Official Announcements and Public Notices
 - The highway **will be closed** for construction this weekend.
 - Flights to New York **will be delayed** due to severe weather.



Welcome to the Greenville Metro!

ATTENTION
Starting December 1, all passengers must show a valid MetroX Pass to board any Greenville Metro Line. Cash payments will no longer be accepted.

Alerts

Red Line
Vincent Square Station and Walnut Street Station will be closed for repairs until March 31. Passengers going to Vincent Square should exit at Jefferson Street Station and walk 3 blocks south on Second Ave. to Vincent Square.

Blue Line

A green arrow points from the right side of the slide towards the Red Line alert text.

Thank you!



Simple Present DO/DOES + base	Simple Past DID + base	Future WILL + base, BE going to + base, BE + ing	Present Progressive BE + ing	Past Progressive WAS/WERE + ing	Present Perfect HAVE/HAS + 3rd
Fact, Repeated Action <i>write, writes</i>	Fact, Completed Action <i>wrote</i>	Looking Forward <i>will write</i> <i>am, is, are + going to write</i> <i>am, is, are + writing</i>	Temporary In Progress Now <i>am, are, is writing</i>	Temporary In Progress at a Specific Time in Past <i>was/were writing</i>	Looking Back from Now <i>have/has written</i>
every (other) _____ day Monday week, etc. twice a _____ two times a _____ a few times a _____ day week year in _____ the morning on _____ Mondays, weekends, etc. at _____ 5am midnight night from 9 to 5 frequency adverbs always, all the time usually, normally generally, often sometimes rarely, never non-action verbs	yesterday last _____ night week month weekend the last time the first time _____ ago a day two weeks, etc. earlier _____ today this week, etc. in _____ the past 1776 on _____ Monday July 4, 1776 at _____ 5 am, midnight night for _____ two days three hours, etc. frequency adverbs	Will = Prediction (no evidence) Decision at the Moment Possible Plan Be going to = Prediction +/- evidence Decision made in Past Be + ing = Personal Plan Simple present = Future Schedule for Business tomorrow tonight next _____ week month year, etc. the next time in _____ a few days ten minutes a month, etc.	(right) now at the moment currently temporarily today this _____ week semester month, etc. these days non-action verbs Modals night MODAL + base Judgement or opinion <i>can write, might write</i>	yesterday last _____ night week month weekend _____ ago a day two weeks, etc. earlier _____ today this week, etc. in _____ 1996 on _____ Monday July 4, 2015 at _____ 5 am, midnight Often used with past tense to show interruption while + past prog when + past non-action verbs	_____ times many a couple of several in the last/past _____ week, month, year, etc. all _____ afternoon, day, my life up to now so far lately since _____ (change meaning) 3 o'clock yesterday the 90s, etc. for _____ (change meaning) two days three hours, etc. <u>Middle Words</u> just, already, recently <u>Negatives</u> hasn't 3rd in a long time, yet have never 3rd haven't ever 3rd still hasn't 3rd <u>Questions</u> how long has S 3rd...? has S ever/already 3rd ...?

References

- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English*. Harlow, England: Longman.
- Biber, Douglas, & Reppen, R. (2002). What Does Frequency Have To Do With Grammar Teaching? *Studies in Second Language Acquisition*, 24(2), 199–208. <https://doi.org/10.1017/s0272263102002048>
- Cavage, C. (Pearson). (2019, March 4). *Grammar Tasks, Projects, and Games to Engage EAP Learners* [recorded webinar]. Retrieved from <https://www.longmanhomeusa.com/grammarwebinar/>
- Celce-Murcia M. & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. United States: Heinle & Heinle Publishers.

References

- Celce-Murcia, M., Brinton, D.M., Goodwin, J.M., & Griner, B. (2010). *Teaching pronunciation : a course book and reference guide*.
- Doyle, N. (2021) *Reconceptualizing language in community-based adult ESL: A Vygotskian sociocultural theoretical professional development intervention*. [Doctoral dissertation, The Pennsylvania State University]. Accessed from https://etda.libraries.psu.edu/files/final_submissions/23800

References

- Graddol, D., Leith, D., Swann, J. (1996). *English: history, diversity and change*. London, England: Routledge.
- Grammar. (n.d.) Retrieved July 18, 2019, from Merriam Webster's Learner's Dictionary: <http://learnersdictionary.com/definition/grammar>
- Grammar. (2019). Retrieved July 18, 2019, from Dictionary.com: <https://www.dictionary.com/browse/grammar?s=ts>
- Chen, P. (2009). Topic and Topic-Comment Structures in First Language Acquisition of Mandarin Chinese. In *21st North American Conference on Chinese Linguistics Vol 1*. Retrieved from [https://naccl.osu.edu/sites/naccl.osu.edu/files/NACCL-21_Vol._1--Po-ting Chen--pp._165-177.pdf](https://naccl.osu.edu/sites/naccl.osu.edu/files/NACCL-21_Vol._1--Po-ting%20Chen--pp._165-177.pdf)

References

- Gluck, L., & Kunz, L. (n.d.). *X-Word Grammar Intermediate: a grammar discovery book*. Retrieved from [http://xwordgrammar.pbworks.com/f/Kunz-Intermediate+\(complete\).pdf](http://xwordgrammar.pbworks.com/f/Kunz-Intermediate+(complete).pdf)
- Huizenga, J., & Huizenga, L. (2000). *Can You Believe It? 3: Stories and Idioms from Real Life*. New York: Oxford University Press.
- Kunz, L. (n.d.). *X-Word Grammar for ESOL Teachers*. Retrieved from <http://xwordgrammar.pbworks.com/f/Kunz-X-Word+Grammar+for+ESOL+Teachers.pdf>
- Kunz, L. (2005). *Level 1 Writing and Grammar for ESL Beginners*. Retrieved from <http://xwordgrammar.pbworks.com/f/Kunz-Level+1+writing+and+grammar+for+ESL+beginners.pdf>

References

- Leech, G. (2001). The role of frequency in ELT: New corpus evidence brings a re-appraisal. *Foreign Language Teaching and Research*, 2001(05), 1–12. Retrieved from <https://pdfs.semanticscholar.org/3e5d/b409321ae7c0341dd18fc5f3a356e6469568.pdf>
- Lewis, M. (1986). *The English Verb: An exploration of Structure and Meaning*. London: Language Teaching Publications.
- Richards, J. & Reppen, R. (2014). Towards a Pedagogy of Grammar Instruction. *RELC Journal*. 45. 5-25. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/Grammar-instruction.pdf>