



Grammar 1

Present simple, present continuous, stative verbs

1 Read about the uses of the present simple, the present continuous and stative verbs.

Present simple

- facts and permanent situations
*I **live** in a big house with my extended family.*
- general truths and laws of nature
*The sun **sets** in the evening.*
- habits and routines
*We **always visit** New York in the summer.*
- timetables and programmes (future)
*My partner's plane **arrives** at five o'clock.*
- reviews, stories and sports commentaries
*The story **is** about a young girl and her friend.*

Present continuous

- actions happening at the time of speaking
*Dad **is making** dinner in the kitchen.*
- temporary or changing situations
*My cousin **is staying** with us for the holidays.*
*She **is becoming** more and more frustrated.*
- annoying habits, often with adverbs like *always*
*My coach **is always criticising** me.*

- plans and arrangements (future)
*She **isn't seeing** her friends tomorrow.*

Stative verbs

Stative verbs describe states (not actions). Common stative verbs talk about feelings, emotions, the senses, states of mind and possession. We do not use them in continuous tenses.
*My mother **hates** doing household chores.*
*My colleagues **look** very cheerful today!*
*Some experts **believe** peers are more important to teens than family.*

However, some verbs can be both stative and action verbs, but with a change in meaning.
*My baby brother **appears** to be sleeping.*
(present simple = seems)
*My classmates and I **are appearing** in a play about relationships.*
(present continuous = performing)

2 Complete the sentences. Use the present simple or the present continuous. In which sentence could you use both, but with a change in meaning?

- I _____ (see) my friends at the gym.
- My colleagues and I _____ (discuss) the new project right now.
- I _____ (usually ask) my coach for his advice.

Read 1.1-1.3 of the Grammar Reference before you do the tasks.

3 Complete the sentences. Use the present simple or the present continuous.

- _____ (you / understand) why teens think their peers are important?
- My teacher _____ (always criticise) me! It drives me crazy!
- Mum and Dad _____ (not give) my brother and me money for cleaning our room.
- At what temperature _____ (water / freeze)?
- We _____ (have) a huge get-together for all our relatives on Sunday.
- In this story, Papa Bear _____ (sit) in his chair first.
- My colleagues _____ (not work) this weekend.
- _____ (your son / ever talk) to strangers?
- _____ (you / cook) supper for your family every evening?

4 Circle the correct words to complete the text.

Teens and pocket money

Some parents complain that their children ¹ **are always asking** / **ask always** for money. Many teens ² **get** / **are getting** pocket money for helping with chores around the house and the amount of money they earn ³ **increases** / **is increasing** regularly. This is because things ⁴ **are becoming** / **become** more and more expensive all the time. Parents of teens ⁵ **are often worrying** / **often worry** about whether they should give their children pocket money and if they choose to do so, they ⁶ **usually have** / **are usually having** a hard time deciding how much to give them. It ⁷ **seems** / **is seeming** that there really is no 'correct' amount. One way for parents to decide how much to give their children is to ask other parents what they ⁸ **do** / **are doing** when it comes to pocket money. Many of them will say that they ⁹ **provide** / **are providing** their children with a certain amount of money each week. If their children ¹⁰ **are wanting** / **want** to buy something special, they can save this money until they have got enough or they can do extra chores around the house for a few weeks.

