













## SIMPLE AND PROGRESSIVE VERB FORMS

Simple verb forms tell us that an action or state occurs. They can include an action or state which is complete, habitual, or factual. Progressive verb forms emphasize duration or describe an incomplete, ongoing action or state.

Compare verb forms:

<b>Present perfect simple</b>	<i>Connections provided by social networking <b>have proven</b> to be beneficial.</i>
<b>Present perfect progressive</b>	<i>Most young people <b>have been using</b> technology since they were small.</i>
<b>Past perfect simple</b> <b>Past perfect progressive</b>	<i>Young people who <b>had spent</b> a lot of time online found their exam results suffered. One young person admitted he <b>had been chatting</b> to friends online all night.</i>
<b>Future perfect simple</b> <b>Future progressive</b>	<i>A new kind of social networking <b>will have become</b> popular before the end of the decade. Young people all over the world <b>will be chatting</b> online to their friends this evening.</i>

Verbs describing states are not used in the progressive form. These include verbs of perception, preferences, and mental states, e.g., *feel, hear, dislike, mind, believe, doubt*.

- 1 Work with a partner. Discuss the pairs of example sentences in the box above. Why is a simple or progressive verb form used in each one?**
- 2 Match the correct verb forms a and b with the sentences.**
  - The number of students using a smartphone in class \_\_\_\_\_ by 10%.
    - has increased
    - has been increasing
  - Over the next year, teachers \_\_\_\_\_ more technology into their teaching.
    - will have incorporated
    - will be incorporating
  - Because the students \_\_\_\_\_ the topic in their lesson, they understood it clearly.
    - had discussed
    - had been discussing
- 3 Circle the best verb forms in this article.**

**AMIR IS A SHY** college student who has few friends and rarely speaks in class, but online he is outgoing, funny, and popular. In recent months, researchers around the world <sup>1</sup> **have carried out** / **have been carrying out** studies to find out whether social networking can help or hinder the social lives of people like Amir. So far, the research <sup>2</sup> **has shown** / **has been showing** that social networking and online learning environments are able to help shy people, especially those with low social skills, to form connections. But it is not yet known whether social networking <sup>3</sup> **has helped** / **has been helping** them to connect better with the real world or <sup>4</sup> **has taken** / **has been taking** them even further away from it.

- 4 Work with a partner. Discuss why you chose each verb form.**

## WRITING Writing an email

You are going to learn about different levels of formality in writing and how language changes. You are then going to rewrite an informal email so that it has the appropriate level of formality and tone for the reader, a college professor.

### Writing skill

#### FORMALITY

When writing a text, it is important to think carefully about who will read it as this will determine the level of formality. We can show formality through the tone, the language used, punctuation, and the use of noun phrases (*There was a rapid increase in numbers.*) and verb phrases (*Numbers increased rapidly.*).

Formal/Academic	Neutral	Informal
Formal tone	Tone polite but friendly	Tone similar to speaking
Greater use of passive voice	Passive and active voice	Active voice
More noun phrases	More verb phrases	More verb phrases
No use of slang, idioms, phrasal verbs	Some use of phrasal verbs; no slang or idioms	Use of slang, idioms, phrasal verbs
No use of contractions or abbreviations	Use of contractions and some abbreviations	Use of contractions and abbreviations

- 1 Read the texts and decide on the level of formality of each. What relationship do you think the writer has with the reader? Underline the features noted in the table above that give you this information.

1 It is said that an increase in online communication will further have an impact on family life, both positively and negatively, although research has yet to show exactly what these effects will be.

2 I would be extremely grateful if you could supply further details of the nature of the problem you have with the product you purchased as soon as possible to allow a quick solution to be found.

3 So, as I was saying, it's gonna be great to finally meet up and talk through this project f2f. Hopefully we'll be able to get it up and running asap.

4 Would it be possible for us to get together at some stage during the week to discuss the research in greater detail? I know that you're very busy so I'd be happy to meet at a time convenient for you.

- 2 Rewrite the email extracts below so that they are more appropriate for the reader listed in parentheses.

1 (friend)

Would it be at all possible for you to contact me as soon as you can? I have a problem that I am unable to manage and require your assistance.

2 (your new college professor)

I'm really worried that I can't do my assignment in time and you'll fail it. Can I have an extension?

3 (a friend of a friend you have never met)

I'm Ahmed's friend. Can you help me with my research? Ahmed suggested it.

4 (a college professor you know well)

Here's my finished assignment. Enjoy it. Bye.

**Audience:** a college professor  
**Context:** an email request for a meeting  
**Purpose:** apply an appropriate level of formality to a real-life task

## WRITING TASK

You are going to write an email to your college professor requesting a meeting to discuss an assignment you are having trouble with. You have been in the college professor's class for six months and have spoken to each other face-to-face several times.

Read an email between friends setting up a meeting. Underline the language that sets the informal tone of the message.

Hi Joelle,

How are you? How was your weekend?  
 Mine was hectic as usual!

Are you free later this week to get together and chat about the psychology project? I've been struggling with it and need a bit of help cos the deadline's fast approaching. I'm worried that if I don't get a move on, I'll end up rushing it. I really want to get a good grade for this one so need to put some work in.

How about tomorrow night? I've got an appointment in the afternoon but I'll be done by 6pm. Does 7pm sound okay? I can come to you if it's easier. I could even bring pizza if you like. Let me know asap.

Hopefully see you soon,  
 Allie



### BRAINSTORM

How would you need to change the email above to make it appropriate for a college professor? Think about the following: tone, language, punctuation.

### PLAN

Decide what information you should include in your email to your college professor. Decide how the email should be organized and the tone that you should use as this will determine the language and punctuation you use.

### WRITE

Write your email in around 100 words. Make sure you use an appropriate tone. Check that you use any simple or continuous verb forms correctly and use synonyms where necessary to avoid repetition and create a cohesive text. Begin and end your email with appropriate expressions.

### SHARE

Exchange your email with a partner. Read the checklist below and give feedback to your partner.

- Is the tone of the email appropriate to the reader?
- Does your partner begin and end the email appropriately?
- Does your partner use appropriate verb forms?
- Has your partner used synonyms where appropriate?

### REWRITE AND EDIT

Consider your partner's comments and rewrite your email.

## STUDY SKILLS Process writing and peer checking

### Getting started

Discuss these questions with a partner.

- 1 When you write a text for your teacher, what do you usually do before you write? Why?
- 2 What procedure do you follow while you write? Why?
- 3 What do you do after you finish writing? Do you and your classmates ever check each other's work? Why or why not?

### Scenario

Read the scenario and think about what Saif did right and what he could have done more effectively.

### Consider it

Read the tips about process writing and peer checking. Which strategies do you already use? Which strategies do you think would be useful for you to try? Why?

- 1 **Brainstorm and select.** First, brainstorm ideas on the topic. Then, select those that you would like to include and discard the others. Research will help you to choose. Think about what you would like your text to achieve.
- 2 **Organize your writing.** A plan helps a piece of writing to be more structured and easy to read. Organize your ideas so they are in a logical order, for example using a mind map or a flowchart.
- 3 **Write the first draft.** Follow your plan so that your essay is well structured and you include all your points at the appropriate time.
- 4 **Revise your work.** Check that you have met your aim, that your ideas are organized effectively, and that you use a range of language with accuracy.
- 5 **Participate in peer checking.** A classmate who reads your writing will often notice things you have not. Asking a classmate to give you a summary of your text will also help you to know if you have achieved your aim.
- 6 **Give constructive feedback.** If a classmate asks you to give feedback on a piece of writing, start by telling him/her what you liked about it. Be positive wherever you can. When discussing parts of the writing that were unsuccessful, use softer language such as *Perhaps you could...*/*I'd suggest...*/*I think it'd be a good idea for you to...* It is much easier to accept criticism presented in this way.
- 7 **Write the second draft.** Address the problems that you and your classmate identified. With fresh eyes, read it through one final time.

### Over to you

Discuss these questions with a partner.

- 1 Why do you think taking a process approach to writing can be effective?
- 2 What strategies do you use to help you to check your work? Why?
- 3 What experiences have you had with peer checking? What did you learn from them?

Saif was asked by his teacher to write an essay giving an analysis of the advantages and disadvantages of the Internet for communication. He read the question very carefully and did some research on the topic so that he could support his arguments with research. He wrote his essay in two hours and emailed it to his teacher with a friendly message.

Before handing in his essay, Saif's classmate Abdullah asked Saif to read his essay and give him feedback. Saif was happy to read it and told Abdullah that there were many mistakes and he needed more reasons to support his arguments.

When Saif received feedback on his essay from his teacher, he learned that his essay had a good balance of arguments with supporting points, but that it was not organized in a logical way and so it had been difficult to understand in many places. While he used good vocabulary, there were some spelling issues.

