

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# GRAMMAR WORKSHEET

## PAST SIMPLE: Irregular



I		
You		
He		
She	<b>ate</b>	dinner.
It		
We		
They		

I			
You			
He			
She	<b>didn't</b>	eat	dinner.
It			
We			
They			

didn't = did not

	I		
	you		
	he		
<b>Did</b>	she	eat	dinner?
	it		
	we		
	they		

	<b>Yes,</b>	<b>No,</b>	
I		I	
you		you	
he		he	
she	<b>did.</b>	she	<b>didn't.</b>
it		it	
we		we	
they		they	

● **Fill in the blanks below to complete the sentences. Study the boxes above.**

- I (eat) ate dinner at six o'clock yesterday.
- A: \_\_\_\_\_ Helen (drive) \_\_\_\_\_ to work? B: Yes, she \_\_\_\_\_.
- My neighbor (buy) \_\_\_\_\_ a new car last week.
- They (go) \_\_\_\_\_ to Italy on their last summer holiday.
- A: \_\_\_\_\_ they (swim) \_\_\_\_\_ at the beach? B: No, they \_\_\_\_\_.
- My family and I (see) \_\_\_\_\_ a comedy movie last night.
- First, we (do) \_\_\_\_\_ exercise, and then we (drink) \_\_\_\_\_ some water.
- Suddenly, the animal jumped and (bite) \_\_\_\_\_ my hand.
- What time (do) \_\_\_\_\_ you (get up) \_\_\_\_\_ this morning?
- The Wright brothers (fly) \_\_\_\_\_ the first airplane in 1903.
- I think I (hear) \_\_\_\_\_ a strange sound outside the door one minute ago.
- When I was ten years old, I (break) \_\_\_\_\_ my arm. It really (hurt) \_\_\_\_\_.
- The police (catch) \_\_\_\_\_ all three of the bank robbers last week.
- How many times (do) \_\_\_\_\_ you (read) \_\_\_\_\_ that book?
- Unfortunately, I (forget) \_\_\_\_\_ to (bring) \_\_\_\_\_ my money.

**Grammar Focus** Past Simple: Irregular

**Level** Intermediate

## ANSWER KEY

- |                        |                    |
|------------------------|--------------------|
| 1. ate                 | 9. did / get up    |
| 2. Did / drive / did   | 10. flew           |
| 3. bought              | 11. heard          |
| 4. went                | 12. broke / hurt   |
| 5. Did / swim / didn't | 13. caught         |
| 6. saw                 | 14. did / read     |
| 7. did / drank         | 15. forgot / bring |
| 8. bit                 |                    |

## My Notes



## Grades as percentages

15 / 15 =	100%
14 / 15 =	93
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## تعريف الماضي البسيط

يُستخدَم الماضي البسيط – والذي يُطلق عليه أحياناً صيغة الماضي– للتعبير عن فعلٍ مكتملٍ في فترة زمنية قبل الان عند استخدام الماضي البسيط فإننا نشير إلى حَدَثٍ في الماضي القريب أو الماضي البعيد أو قد يكون من غير الهام. ذكُر وقت وقوع الحَدَث.

ومع ذلك ، هناك بضع مئات من الأفعال الشاذة بأشكال مختلفة "ed" تنتهي الأفعال المستخدمة في الماضي البسيط بـ.

The Past Simple Tense تكوين زمن الماضي البسيط

Regular verbs مع الأفعال المنتظمة

[ verb] + [ed]

For example:

walk + ed = walked

I walked into town مشيت إلى المدينة

paint + ed = painted

I painted a picture رسمت صورة

Additionally, verbs in the simple past do not change depending on the subject, they always stay the same. For example:

بالإضافة إلى ذلك ، الأفعال في الماضي البسيط لا تتغير اعتماداً على الموضوع الفاعل ، فإنها تبقى دائماً كما هي.

**I smile, she smiled, he smiled, you smiled, we smiled, they smiled.**

الأفعال الشاذة في زمن الماضي البسيط

على ، لا "to be" هناك بعض الاستثناءات لقواعد قواعد اللغة الإنجليزية حول الماضي البسيط. الأفعال الشاذة ، مثل

Past simple verb	المصدر Infinitive verb
was (I/he/she) were (you/we/they)	To be
went	To go
did	To do
had	To have
got	To get

تتبع نمطاً أو قاعدة مثل الأفعال العادية ولذا يجب فقط حفظها

تستخدم الأفعال الشاذة في الجمل بنفس طريقة استخدام الأفعال غير الشاذة. على سبيل المثال

سافرت إلى إسبانيا على متن طائرة الأسبوع الماضي I **flew** to Spain in an airplane last week

لقد دفعت ثمن غدائنا أمس You **paid** for our lunch yesterday

حصل على جائزة شعرية منذ سنوات قليلة He **won** a prize for his poetry a few years ago

لقد بعنا منزلنا مؤخراً We **sold** our house recently

. أرسلني الطبيب إلى المنزل في منتصف النهار. The doctor **sent** me home at midday.

شرح اخر للتوضيح

للتصريف الأول للفعل ، ما ( ed ) الماضي البسيط يتكون من التصريف الثاني للفعل ، وعادة ما يتكون بإضافة : ومثال ذلك الأفعال الشاذة عدا

المعنى	( الماضي ) التصريف الثاني	التصريف الأول
تحرك	moved	move
شاهد	watched	watch
أكل	ate	eat
أحضر	brought	bring
كلف	cost	cost
عرف	knew	know
رأى	saw	see
أخذ	took	take

إذا كان يسبقها حرف ساكن ولا يحدث تغيير إذا (i) يتم تحويلها إلى حرف (y) لفعل ينتهي بحرف (ed) وعند إضافة . كان يسبقها حرف علة : أمثلة :

He **broke** the dish . لقد كسر الصحن .

.She **went** for a picnic . لقد خرجت للنزهة .

They **studied** last night . لقد ذكروا الليلة الماضية .

He **played** with his friend . لقد لعب مع صديقه .

### استعمال زمن الماضي البسيط :

. يستعمل الماضي البسيط للتحدث عن أحداث أو مواقف حدثت وتمت في الماضي

لقد غادر البلاد أمس. He **left** the country yesterday.

. **القريب أو البعيد** ويمكن أن تكون هذه الأحداث قد حدثت في الماضي

. سارة تحدثت معي تليفونيا منذ لحظة مضت. Sarah **phoned** me a moment ago.

. غزا الرومان مصر قديما. The Romans **invaded** Egypt long time ago.

الكلمات الدالة على زمن الماضي البسيط

في الامس	Yesterday
الأسبوع الماضي	Last week
الشهر الماضي	Last month
العام الماضي	Last year
منذ	Ago
في يوم من الأيام	Once upon a time
في هذه الأيام	In those days
في 1980s	In 1980s
1985	1985
في الايام الخوالي	In olden days
في العصور القديمة	In ancient times
في الأيام الأولى	In early days
في طفولتي	In my childhood
في أيام طفولتي	In my boyhood days
... صباح اليوم	Today morning

: في بعض الأحيان نستخدم بعض الظروف التي تعبر عن الماضي في الجملة مثل

ago -----> في الماضي

in the past -----> في الماضي

yesterday -----> أمس

last summer -----> الصيف الماضي

once -----> ذات مرة

When I **was** in school, I **got** full marks in English once.

. عندما كنت في المدرسة ، حصلت على الدرجة النهائية في اللغة الإنجليزية ذات مرة

The shop **closed** half an hour ago. . أغلق المحل منذ نصف ساعة.

The train **left** ten minutes ago. . غادر القطار منذ عشر دقائق.

We **traveled** to Italy last summer. . سافرنا إلى إيطاليا الصيف الماضي.

حالات استخدام الزمن الماضي البسيط:

1- أحداث ماضية اكتملت في وقت محدد وانتهت -

We went to Spain last year. . نحن ذهبنا إلى إسبانيا السنة الماضية.

Ali visited me yesterday. . على زارني بالأمس

2- العادات والاحداث المتكررة في الماضي -

Heba always walked to school. . هبة دائماً تمشي إلى المدرسة

Ahmed used to travel by air. . اعتاد أحمد السفر جواً

3- للسؤال عن وقت وقوع الحدث -

When did you study English? . متى درست اللغة الإنجليزية؟

4- حدث شغل فترة من الزمن انتهت الان -

I lived in Cairo for ten years. (but now I did not live there)

(عشت في القاهرة لمدة عشر سنوات. (لكنني الآن لم أعيش هناك

5- تأتي في نهاية الجملة وقبلها مدة غير محددة في زمن الماضي البسيط -

لم أر أحمد منذ عامين ago I did not see Ahmed two years ago

### فى زمن الماضى البسيط (Negative) النفي

يكون تكوين الماضي البسيط فى اللغة الإنجليزية فى حالة النفي عبارة عن استخدام الفعل فى حالته الأصلية ولكن أى يكون تكوين الجملة هو did not يسبقه

Subject + Did + Not + Base verb

. لم ألعب كرة القدم الأسبوع الماضى. I didn't play football last week .

. لم يعملوا الشهر الماضى. They did not work last month.

. لم يذهب إلى الحفلة نهاية الأسبوع الماضى. he (didn't) go to the party last weekend .

:فى نهاية الفعل، و إنما يبقى على حالته الأصلية ed فى حالة النفي لا نضيف الحرفين -: ملحوظة

:السؤال بالماضى البسيط

( Did + subject + verb( +مصدر الفعل )

نعم فعلت-Yes, I did-هل لعبت كرة القدم؟-Did you play football?

لا لم يفعل-No, he didn't هل ذاكر على الانجليزية؟-Did Ali study English?

:عندما نقوم بطرح اسئلة فى الماضى البسيط تذكر ان

(were – was – did) تستعمل الافعال المساعدة المناسبة

كيف كان يومك؟-How was your day?

هل كنت فى المنزل ليلة أمس؟-Were you at home last night?

متى ولدت أمك؟-Whene was your mother born?

من كان أول صديق لك فى المدرسة؟-Who was your first friend in school?

أى ساعة استيقظت اليوم؟-What time did you wake up today?

أى ساعة نمت الليلة الماضىة؟-What time did you sleep last night?

أين ولدت؟-Where were you born?

متى بدأت فى المدرسة؟-When did you start school?

لماذا قلت ذلك؟-Why did you say that?

What **was** your favorite class in school? ماذا كان صفك المفضل في المدرسة؟

Who **was** your favorite teacher? من كان استاذك المفضل؟

Who **was** your best friend? من كان صديقك المفضل؟

Who **was** in class? Who was't there? (من كان في الصف ومن لم يكن (لم يأتي؟

**Were** you early, late or on time? هل كنت مبكراً، أم متأخراً أم في الموعد؟

Where **did** you sit? أين جلست؟

What **did** you talk about? عن ماذا تحدثتم؟

What **did** you learn today? ماذا تعلمت اليوم؟

What **did** you do after class? ماذا فعلت بعد الصف بعد الحصة؟

**Did** you go to the beach on Sunday? هل ذهبت إلى الشاطئ يوم الأحد؟

جمل على الإثبات و النفي و الاستفهام في زمن الماضي البسيط

الإثبات	النفي	الاستفهام
Ali came to school last week. جاء علي إلى المدرسة الأسبوع الماضي	Ali did not come to school last week. علي لم يأتى إلى المدرسة الأسبوع الماضي	Did Ali come to school last week? هل جاء علي إلى المدرسة الأسبوع الماضي
He was hungry. هو كان جائعاً	He was not hungry. لم يكن جائعاً	Was he hungry? هل هو جائعاً
They went to the party yesterday. هم ذهبوا إلى الحفلة أمس	They did not go to the party yesterday. هم لم يذهبوا إلى الحفلة أمس	Did they go to the party yesterday? هل ذهبوا إلى الحفلة أمس
It was cold last month. كان الجو باردا الشهر الماضي	It was not cold last month. لم يكن الجو باردا الشهر الماضي	Was it cold last month? هل كان الجو باردا الشهر الماضي

امثلة على الماضي البسيط

I met my wife in 1983  
التقيت بزوجتي في عام 1983

They got home very late last night  
لقد عادوا إلى المنزل في وقت متأخر الليلة الماضية

When I was a boy, I walked a mile to school every day

عندما كنت طفلاً كنت أمشي مسافة ميل إلى المدرسة كل يوم



We swam a lot while we were on holiday لقد سبحنا كثيرا عندما كنا نخرج في العطلات

I lived abroad for ten years لقد عشت في الغربة لمدة عشر سنوات

She played a lot of tennis when she was younger لقد كانت تمارس لعبة التنس كثيرا عندما كانت شابة

I saw a film yesterday . شاهدت فلما بالأمس

I went to the cinema yesterday ذهبت الى السينما يوم أمس

We played tennis yesterday لقد لعبنا التنس يوم أمس

I played football أنا لعبت كرة القدم

We ate lots of cake نحن أكلنا الكثير من الكعك

They went to France هم ذهبوا إلى فرنسا

He didn't play video games هو لم يلعب ألعاب الفيديو

Who discovered America? من اكتشف أمريكا؟

Who wrote this song? من كتب هذه الأغنية؟

I watched TV last night أنا شاهدت التلفاز ليلة البارحة

She forgot her keys هي نسيت مفاتيحها

I went to bed late last night ذهبت إلى فراشي متأخرا ليلة أمس

**جمل نفي الماضي البسيط**

I did not go to Madrid last year انا لم أذهب إلى مدريد السنة الماضية

They did not play the match yesterday هم لم يلعبوا المباراة بالأمس

We did not give Mohammed the new key yesterday نحن لم نعطي محمد المفتاح الجديد بالأمس

She did not do her homework last night هي لم تقم بواجبها ليلة امس

He did not read the lesson yesterday هو لم يقرأ الدرس بالأمس

You did not come last day أنت لم تأتي اليوم الماضي

**جمل عن الماضي البسيط منفية**

I didn't want to go to the dentist. لم أرغب في الذهاب إلى طبيب الأسنان.

She didn't have time. لم يكن لديها وقت.

You didn't close the door. أنت لم تغلق الباب.

He didn't come to my party. لم يحضر حفلتي.

They didn't study so they didn't pass the test. لم يدرسوا لذا لم يجتازوا الاختبار.

We didn't sleep well last night. لم ننم جيداً الليلة الماضية.

### Examples of Questions in the Past Tense

أمثلة على الأسئلة في الزمن الماضي

Did you go to work yesterday? هل تذهب إلى العمل أمس؟

Did they arrive on time? هل وصلوا في الوقت المحدد؟

Did she like the surprise? هل أعجبتها المفاجأة؟

Where did she go? إلى أين ذهبت؟

What did you do yesterday? ماذا فعلت البارحة؟

What did you say? – I didn't say anything. ماذا قلت؟ – لم أقل شيئاً.

Why did we have to come? لماذا كان علينا ان نأتي؟

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didn't = did not

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- First, we (do) \_\_\_\_\_ exercise, and then we (drink) \_\_\_\_\_ some water.
- Suddenly, the animal jumped and (bite) \_\_\_\_\_ my hand.
- What time (do) \_\_\_\_\_ you (get up) \_\_\_\_\_ this morning?
- The Wright brothers (fly) \_\_\_\_\_ the first airplane in 1903.
- I think I (hear) \_\_\_\_\_ a strange sound outside the door one minute ago.
- When I was ten years old, I (break) \_\_\_\_\_ my arm. It really (hurt) \_\_\_\_\_.
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## Past Simple Form Other Verbs - Mixed Exercise 2

Make the past simple: positive, negative or question.

1. I \_\_\_\_\_ (not / drink) any beer last night.
2. She \_\_\_\_\_ (get on) the bus in the centre of the city.
3. What time \_\_\_\_\_ (he / get up) yesterday?
4. Where \_\_\_\_\_ (you / get off) the train?
5. I \_\_\_\_\_ (not / change) trains at Victoria.
6. We \_\_\_\_\_ (wake up) very late.
7. What \_\_\_\_\_ (he / give) his mother for Christmas?
8. I \_\_\_\_\_ (receive) £300 when my uncle \_\_\_\_\_ (die).
9. We \_\_\_\_\_ (not / use) the computer last night.
10. \_\_\_\_\_ (she / make) good coffee?
11. They \_\_\_\_\_ (live) in Paris.
12. She \_\_\_\_\_ (read) the newspaper yesterday.
13. I \_\_\_\_\_ (not / watch) TV.
14. He \_\_\_\_\_ (not / study) for the exam.
15. \_\_\_\_\_ (he / call) you?
16. \_\_\_\_\_ (I / forget) something?
17. What time \_\_\_\_\_ (the film / start)?
18. He \_\_\_\_\_ (have) a shower.
19. Why \_\_\_\_\_ (you / come)?
20. \_\_\_\_\_ (he / go) to the party?



## Answers

1. I didn't drink any beer last night.
2. She got on the bus in the centre of the city.
3. What time did he get up yesterday?
4. Where did you get off the train?
5. I didn't change trains at Victoria.
6. We woke up very late.
7. What did he give his mother for Christmas?
8. I received £300 when my uncle died.
9. We didn't use the computer last night.
10. Did she make good coffee?
11. They lived in Paris.
12. She read the newspaper yesterday.
13. I didn't watch TV.
14. He didn't study for the exam.
15. Did he call you?
16. Did I forget something?
17. What time did the film start?
18. He had a shower.
19. Why did you come?
20. Did he go to the party?

## Past Simple Tense Exercises

1) Complete the sentences with the SIMPLE PAST of the verbs in parentheses:

- a) They \_\_\_\_\_ (watch) TV last night.
- b) Priscila \_\_\_\_\_ (talk) to her friends all day.
- c) I \_\_\_\_\_ (have) a terrible headache yesterday.
- d) Bob \_\_\_\_\_ (come) home from school late.
- e) They \_\_\_\_\_ (arrive) late and \_\_\_\_\_ (miss) the bus.
- f) She \_\_\_\_\_ (study) hard and \_\_\_\_\_ (pass) the exam.
- g) He \_\_\_\_\_ (call) the office to tell them he was sick.
- h) I \_\_\_\_\_ (speak) to the director as he was leaving the room.
- i) Dr. Johnson \_\_\_\_\_ (get up) early this morning.
- j) Mary \_\_\_\_\_ (do) her homework and \_\_\_\_\_ (go) to school.
- k) Chris \_\_\_\_\_ (find) a ten-dollar bill.
- l) The dog \_\_\_\_\_ (follow) us down the road.
- m) Those students \_\_\_\_\_ (work) hard last semester.
- n) Lúcio \_\_\_\_\_ (stop) at the corner and \_\_\_\_\_ (call) us.
- o) I \_\_\_\_\_ (try) to talk to Helen last night.
- p) I \_\_\_\_\_ (pay) the phone bill yesterday.
- q) My dad \_\_\_\_\_ (catch) a cold when he \_\_\_\_\_ (be) in Canada.
- r) She \_\_\_\_\_ (leave) home early yesterday.
- s) They \_\_\_\_\_ (know) each other very well when they \_\_\_\_\_ (be) kids.
- t) The teacher \_\_\_\_\_ (bring) the exams corrected.
- u) She was cleaning the vase when she \_\_\_\_\_ (drop) it.
- v) We \_\_\_\_\_ (jog) in the park yesterday.
- w) The fire \_\_\_\_\_ (occur) while we \_\_\_\_\_ (be) out.
- x) I \_\_\_\_\_ (meet) some nice people at the party last weekend.
- y) Carol \_\_\_\_\_ (sleep) until late on the weekend. Then, she \_\_\_\_\_ (go) out to lunch.
- z) We \_\_\_\_\_ (fly) to the USA on a great airplane.

2) Write questions or negatives sentences:

- a) She visited her parents last weekend.

Question: \_\_\_\_\_ ?

b) He cleaned his room before school.

Question: \_\_\_\_\_ ?

c) The teacher found the missing exams.

Negative: \_\_\_\_\_ ?

d) Tom wanted to go to the movies alone.

Question: \_\_\_\_\_ ?

e) Helena offered Henrique a piece of cake.

Negative: \_\_\_\_\_ ?

f) I knew what to do.

Negative: \_\_\_\_\_ ?

g) Alexandre helped Anita with her homework.

Question: \_\_\_\_\_ ?

h) You ate cookies after dinner.

Negative: \_\_\_\_\_ ?

i) You talked to her earlier.

Question: \_\_\_\_\_ ?

j) We turned off the TV after the news.

Negative: \_\_\_\_\_ ?

k) He drank only a coke at the party.

Question: \_\_\_\_\_ ?

l) Mom made breakfast early.

Negative: \_\_\_\_\_ ?



## Past Simple or Past Continuous

### Worksheet 1

Fill in the blanks with a correct form, the **PAST SIMPLE** or the **PAST CONTINUOUS**:

1. We \_\_\_\_\_ (play) volleyball with Mary, when you \_\_\_\_\_ (call) me.
2. When the teacher \_\_\_\_\_ (come) in, they \_\_\_\_\_ (study) English.
3. The baby \_\_\_\_\_ (sleep) when the telephone \_\_\_\_\_ (ring).
4. As I \_\_\_\_\_ (walk) in the streets of Holland, I \_\_\_\_\_ (meet) an old friend of mine.
5. I \_\_\_\_\_ (lose) my car keys.
6. I was looking for my purse when I \_\_\_\_\_ (drop) my credit card.
7. My uncle \_\_\_\_\_ (take) me to the airport yesterday.
8. She \_\_\_\_\_ (dance) when she hurt her ankle.
9. It \_\_\_\_\_ (rain) heavily when I got up.
10. I \_\_\_\_\_ (see) the thief while he \_\_\_\_\_ (get) into my neighbor's house.

## Past Simple or Past Continuous

### Worksheet 1

#### Answers:

1. We **were playing** volleyball with Mary when you **called** me.
2. When the teacher **came** in, they **were studying** English.
3. The baby **was sleeping** when the telephone **rang**.
4. As I **was walking** in the streets of Holland, I **met** an old friend of mine.
5. I **lost** my car keys.
6. I **was looking** for my purse when I **dropped** my credit card.
7. My uncle **took** me to the airport yesterday.
8. She **was dancing** when she hurt her ankle.
9. It **was raining** heavily when I got up.
10. I **saw** the thief while he **was getting** into my neighbor's house.

- He did a cartwheel.
- She did her best to help him.
- He did not know what to say.
- I did it the way he told me to.
- I did many things last night.
- Did you miss me?
- I wonder why he did that.
- I passed the exam and so did Tom.
- I did not eat my lunch yet.
- He did not speak unless spoken to.
- He did not go out.
- He was sick, so he did not go out.
- I did my homework.
- He did the reverse of what I asked.
- She did not say anything.
- She did her best never to think of him.
- All the player did their best.
- I am hungry because I did not eat lunch.
- She did nothing but cry all day.
- I can't tell you what we did last night.
- We did a lot of singing at the party.
- I did that without consulting anyone.
- She advised him to see a lawyer, so he did.
- I didn't go out last Sunday.

Did they speak English?

Did she live in France?

She did not live in France

Did the earth go around the sun

Did we like reading?

They had two children already.

She had a choice.

1. Our garden **had** a hedge around it.
2. How many cars has this rich man **had**?
3. I **had** a beautiful picture which is no more with me.
4. He **had** no dog in the house.
5. My brother **had** a car last year.

6. **Had** the king crown on his head?
7. The farmer **had** two bullocks.
8. How long a piece of cloth **had** the girl?
9. **Had** the horse bridle and saddle.
10. This city **had** a clock tower in its middle.
11. He **had** a precious watch that was lost.
12. She **had** won a gold medal in swimming in 1994.
13. Jacob **had** no job in 2017.
14. She **had** a great time on her vacation.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# GRAMMAR WORKSHEET

## PAST CONTINUOUS



I	<b>was</b>	playing.
You	<b>were</b>	
He	<b>was</b>	
She	<b>was</b>	
It	<b>was</b>	
We	<b>were</b>	
They	<b>were</b>	

I	<b>wasn't</b>	playing.
You	<b>weren't</b>	
He	<b>wasn't</b>	
She	<b>wasn't</b>	
It	<b>wasn't</b>	
We	<b>weren't</b>	
They	<b>weren't</b>	

wasn't = was not  
weren't = were not

<b>Was</b>	I	playing?
<b>Were</b>	you	
<b>Was</b>	he	
<b>Was</b>	she	
<b>Was</b>	it	
<b>Were</b>	we	
<b>Were</b>	they	

Yes,		No,	
I	<b>was.</b>	I	<b>wasn't.</b>
you	<b>were.</b>	you	<b>weren't.</b>
he	<b>was.</b>	he	<b>wasn't.</b>
she	<b>was.</b>	she	<b>wasn't.</b>
it	<b>was.</b>	it	<b>wasn't.</b>
we	<b>were.</b>	we	<b>weren't.</b>
they	<b>were.</b>	they	<b>weren't.</b>

● Fill in the blanks below to complete the sentences. Use the words in the above boxes.

- A: Were they watching TV at midnight? B: No, they weren't.
- We \_\_\_\_\_ eating lunch in the cafeteria at noon.
- A: \_\_\_\_\_ you talking on the phone a few minutes ago? B: No, I \_\_\_\_\_.
- I \_\_\_\_\_ walking home when I saw the car accident.
- My classmate and I \_\_\_\_\_ studying together at the library.
- While he \_\_\_\_\_ cleaning the house, we \_\_\_\_\_ cooking.
- A: What \_\_\_\_\_ you doing at one o'clock? B: I \_\_\_\_\_ sleeping.
- The car engine \_\_\_\_\_ working, so I had to fix it.
- A: \_\_\_\_\_ you listening to the teacher? B: Yes, I \_\_\_\_\_.
- At seven o'clock, Mr. Smith \_\_\_\_\_ robbing the bank.
- Steven \_\_\_\_\_ doing his homework, he was playing with his friends.
- It \_\_\_\_\_ raining last night, so I took my umbrella.
- Anne \_\_\_\_\_ studying in London last year.
- I \_\_\_\_\_ working as a teacher when I first met your mother.
- We \_\_\_\_\_ swimming while you \_\_\_\_\_ playing volleyball.

**Grammar Focus** Past Continuous

**Level** Intermediate

## ANSWER KEY

## My Notes



- |                   |                 |
|-------------------|-----------------|
| 1. Were / weren't | 9. Were / was   |
| 2. were           | 10. was         |
| 3. Were / wasn't  | 11. wasn't      |
| 4. was            | 12. was         |
| 5. were           | 13. was         |
| 6. was / were     | 14. was         |
| 7. were / was     | 15. were / were |
| 8. wasn't         |                 |

## Grades as percentages

15 / 15 =	100%
14 / 15 =	93
13 / 15 =	87
12 / 15 =	80
11 / 15 =	73
10 / 15 =	67
9 / 15 =	60
8 / 15 =	53
7 / 15 =	47
6 / 15 =	40
5 / 15 =	33
4 / 15 =	27
3 / 15 =	20
2 / 15 =	13
1 / 15 =	7
0 / 18 =	0 %



## Past Continuous Mixed Exercise 2

Make the past continuous.

1. (they / take the exam?)

---

2. (when / he / work there?)

---

3. (you / make dinner?)

---

4. (they / drink coffee when you arrived?)

---

5. (when / we / sleep?)

---

6. (they / study last night)

---

7. (we / talk when the accident happened)

---

8. (he / not / exercise enough)

---

9. (I / talk too much?)

---

10. (it / not / snow)

---

11. (how / they / feel?)

---

12. (they / not / talk)

---

13. (where / I / stay?)

---

14. (why / he / study on a Saturday night?)

---

15. (I / go to school when you saw me)

---



16. (you / sleep at 6am)

---

17. (she / work when I called)

---

18. (we / not / leave when you called)

---

19. (I / not / stay in a hotel)

---

20. (we / make too much noise?)

---



## Answers

1. Were they taking the exam?
2. When was he working there?
3. Were you making dinner?
4. Were they drinking coffee when you arrived?
5. When were we sleeping?
6. They were studying last night.
7. We were talking when the accident happened.
8. He wasn't exercising enough.
9. Was I talking too much?
10. It wasn't snowing.
11. How were they feeling?
12. They weren't talking.
13. Where was I staying?
14. Why was he studying on a Saturday night?
15. I was going to school when you saw me.
16. You were sleeping at 6am.
17. She was working when I called.
18. We weren't leaving when you called.
19. I wasn't staying in a hotel.
20. Were we making too much noise?

## Past Simple or Past Continuous

### Worksheet 1

Fill in the blanks with a correct form, the **PAST SIMPLE** or the **PAST CONTINUOUS**:

1. We \_\_\_\_\_ (play) volleyball with Mary, when you \_\_\_\_\_ (call) me.
2. When the teacher \_\_\_\_\_ (come) in, they \_\_\_\_\_ (study) English.
3. The baby \_\_\_\_\_ (sleep) when the telephone \_\_\_\_\_ (ring).
4. As I \_\_\_\_\_ (walk) in the streets of Holland, I \_\_\_\_\_ (meet) an old friend of mine.
5. I \_\_\_\_\_ (lose) my car keys.
6. I was looking for my purse when I \_\_\_\_\_ (drop) my credit card.
7. My uncle \_\_\_\_\_ (take) me to the airport yesterday.
8. She \_\_\_\_\_ (dance) when she hurt her ankle.
9. It \_\_\_\_\_ (rain) heavily when I got up.
10. I \_\_\_\_\_ (see) the thief while he \_\_\_\_\_ (get) into my neighbor's house.

## Past Simple or Past Continuous

### Worksheet 1

#### Answers:

1. We **were playing** volleyball with Mary when you **called** me.
2. When the teacher **came** in, they **were studying** English.
3. The baby **was sleeping** when the telephone **rang**.
4. As I **was walking** in the streets of Holland, I **met** an old friend of mine.
5. I **lost** my car keys.
6. I **was looking** for my purse when I **dropped** my credit card.
7. My uncle **took** me to the airport yesterday.
8. She **was dancing** when she hurt her ankle.
9. It **was raining** heavily when I got up.
10. I **saw** the thief while he **was getting** into my neighbor's house.



## The Present Simple Tense (also called the Simple Present Tense)

### Simple present tense with 'be'

The verb 'be' is different from the other verbs in this tense. Let's look at 'be' first.

Here's the positive form (positive means a normal sentence, not a negative or a question. This is sometimes called 'affirmative').

<b>Positive</b>	<b>Positive short form</b>
I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
they are	they're

For example:

- I'm Scottish.
- She's hungry.
- They're always late.

Next, here's the negative. It's very easy. You only add 'not'.

<b>Negative</b>	<b>Negative short form</b>
I am not	I'm not
you are not	you aren't
he is not	he isn't
she is not	she isn't
it is not	it isn't
we are not	we aren't
they are not	they aren't

For example:

- I'm not cold.
- He isn't from Spain.
- We aren't at home.

Here's the 'yes / no' question form.

<b>Yes / no questions</b>
Am I...?
Are you...?
Is he...?
Is she...?
Is it...?
Are we...?
Are they...?

For example:

- Am I next in the queue?
- Are you from Tokyo?
- Is he at the library at the moment?

If you'd like to make a 'wh-' question, you just put the question word at the front.

<b>Wh- questions</b>
Where am I?
What are you?
Why is he?
Who is she?
What is it?
When are we?
How are they?



For example:

- Where are you from?
- Who is that girl?
- Why are they still at work?

### **Present simple tense with other verbs**

With all other verbs, we make the present simple in the same way.

The positive is really easy. It's just the verb, with an extra 's' if the subject is 'he', 'she', or 'it'.

Let's take the verb 'play' as an example.

<b>Positive</b>
I play
you play
he plays
she plays
it plays
we play
they play

For example:

- I play tennis every week.
- He likes chocolate.
- They usually go to the cinema on Fridays.

Don't forget the 's'! Even really advanced students do this.

For a few verbs, there is a spelling change with 'he', 'she' and 'it' before the 's'. For example, 'study' becomes 'studies'. (See spelling changes PDF for more information).



There are also few verbs which are irregular in the present simple.:

- 'have' becomes 'has'
- 'do' becomes 'does'
- 'go' becomes 'goes'

To make the negative form, you need to use 'do not' (don't) or 'does not' (doesn't).

Negative (of 'play')	Negative short form
I do not play	I don't play
you do not play	you don't play
he does not play	he doesn't play
she does not play	she doesn't play
it does not play	it doesn't play
we do not play	we don't play
they do not play	they don't play

For example:

- You don't study very much.
- Julie doesn't like sport.
- We don't live in London.

We use 'do' or 'does' before the subject to make the 'yes / no' question.

Yes / no questions
Do I play?
Do you play?
Does he play?
Does she play?
Does it play?
Do we play?
Do they play?



For example:

- Do you work in an office?
- Does John play cricket every weekend?
- Do they like travelling?

Just like with 'be', if you'd like to make a 'wh-' question, you put the question word at the front.

<b>Wh- questions</b>
Where do I play?
What do you play?
Why does he play?
Who does she play?
How does it play?
When do we play?
How do they play?

For example:

- Where do you live?
- What does she like to eat?
- Why do they work so hard?



**Present Tense – Simple or progressive**

1. They normally \_\_\_\_\_ lunch at two. (**have**)
2. Are \_\_\_\_\_ in Paris this week? (**you work**)
3. You \_\_\_\_\_ new clothes every Saturday! (**buy**)
4. I played football at school but now I \_\_\_\_\_ swimming (**prefer**)
5. I \_\_\_\_\_ no idea what the book is about. Can you tell me what it's about? (**have**)
6. John \_\_\_\_\_ a difficult time at the university this year (**have**)
7. My father \_\_\_\_\_ everything about cars, but nothing about bicycles. (**know**)
8. The moon \_\_\_\_\_ round the earth. (**go**)
9. Do \_\_\_\_\_ those men at the door? – They \_\_\_\_\_ at us very strangely (**you see, look**)
10. We \_\_\_\_\_ that the contents of this letter should be changed. (**feel**)
11. They \_\_\_\_\_ lunch at the moment. – You shouldn't disturb them. (**have**)
12. The watch \_\_\_\_\_ to my grandmother. (**belong**)
13. I \_\_\_\_\_ what you \_\_\_\_\_ me but I don't agree with you (**hear, tell**)
14. This medicine \_\_\_\_\_ a new substance (**contain**)
15. These days we \_\_\_\_\_ tests at school. (**always have**)
16. Why \_\_\_\_\_ my coat? – Oh, I'm sorry. It \_\_\_\_\_ like mine! (**you wear, look**)
17. This cake \_\_\_\_\_ strange. What's in it? (**smell**)
18. Hi Jake. – What \_\_\_\_\_ at the moment? – I \_\_\_\_\_ the sunshine at the beach. (**you do, enjoy**)
19. Where \_\_\_\_\_ from? (**new neighbours, come**)
20. What \_\_\_\_\_ for a living? - He is a government official but he quit his job a few weeks ago. – And what \_\_\_\_\_ now? – At the moment he \_\_\_\_\_ for a new job. (**your Dad do, he do, look**)

**Present Tense – Simple or progressive**

1. They normally have lunch at two.
2. Are you working in Paris this week?
3. You buy new clothes every Saturday!
4. I played football at school but now I prefer swimming
5. I have no idea what the book is about. Can you tell me what it's about?
6. John is having a difficult time at the university this year
7. My father knows everything about cars, but nothing about bicycles.
8. The moon goes round the earth.
9. Do you see those men at the door? – They are looking at us very strangely
10. We feel that the contents of this letter should be changed.
11. They are having lunch at the moment. – You shouldn't disturb them.
12. The watch belongs to my grandmother.
13. I hear what you are telling me but I don't agree with you
14. This medicine contains a new substance
15. These days we are always having tests at school.
16. Why are you wearing my coat? – Oh, I'm sorry. It looks like mine!
17. This cake smells strange. What's in it?
18. Hi Jake. – What are you doing at the moment? – I am enjoying the sunshine at the beach.
19. Where do the new neighbours come from?
20. What does your Dad do for a living? - He is a government official but he quit his job a few weeks ago. – And what is he doing now? – At the moment he is looking for a new job.

# Present Simple

## Form : Subject + Simple verb + Object

We use PRESENT SIMPLE to describe an action that is **regular, true** or **normal**.

We use the present tense:

### 1. For repeated or regular actions in the present time period.

- I **take** the train to the office.
- The train to Tabriz **leaves** every hour.
- Sara **sleeps** eight hours every night during the week.

### 2. For facts.

- The President of The USA **lives** in The White House.
- A dog **has** four legs.
- We **come** from Iran.

### 3. For habits.

- I **get up** early every day.
- Mina **brushes** her teeth twice a day.
- They **travel** to their country house every weekend.

### 4. For things that are always / generally true.

- It **rains** a lot in winter.
- The Queen of England **lives** in Buckingham Palace.
- They **speak** English at work.



## Verb Conjugation & Spelling

Don't forget : in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in **-O, -CH, -SH, -SS, -X, or -Z** we add **-ES** in the third person.

- go – goes
- catch – catches
- wash – washes
- kiss – kisses
- fix – fixes
- buzz – buzzes

2. For verbs that end in a **consonant + Y**, we remove the **Y** and add **-IES**.

- marry – marries
- study – studies
- carry – carries
- worry – worries

NOTE: For verbs that end in a **vowel + Y**, we just add **-S**.

- play – plays
- enjoy – enjoys

## Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use **Don't or Doesn't** with all verbs EXCEPT **To Be** and **Modal verbs** (can, might, should etc.).



- Affirmative: You speak French.  
Negative: You **don't** speak French.

You will see that we add **don't** between the subject and the verb. We use **Don't** when the subject is **I, you, we** or **they**.

- Affirmative: He speaks German.  
Negative: He **doesn't** speak German.

When the subject is **he, she** or **it**, we add **doesn't** between the subject and the verb to make a negative sentence. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. We will see the reason why below.

### Negative Contractions

**Don't** = Do not

**Doesn't** = Does not

There is no difference in meaning though we normally use contractions in spoken English.

### Word Order of Negative Sentences

The following is the word order to construct a basic negative sentence in English in the Present Tense using **Don't** or **Doesn't**.

Subject	don't/doesn't	Verb*	The Rest of the sentence
I / you / we / they	don't	have / buy	cereal for breakfast
he / she / it	doesn't	eat / like etc.	

\* Verb: The verb that goes here is the base form of the infinitive = The infinitive without **TO** before the verb. Instead of the infinitive **To have** it is just the **have** part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with **TO**. For example: to have, to eat, to go, to live, to speak etc.



## Examples of Negative Sentences with Don't and Doesn't:

- You **don't** speak Arabic.
- Saman **doesn't** speak Italian.
- We **don't** have time for a rest.
- It **doesn't** move.
- They **don't** want to go to the party.
- She **doesn't** like fish.

## Questions in the Simple Present Tense

To make a question in English we normally use Do or Does. It has no translation in Spanish though it is essential to show we are making a question. It is normally put at the beginning of the question.

- Affirmative: You speak English.  
Question: **Do** you speak English?

You will see that we add **DO** at the beginning of the affirmative sentence to make it a question. We use **Do** when the subject is **I, you, we** or **they**.

- Affirmative: He speaks French.  
Question: **Does** he speak French?

When the subject is **he, she** or **it**, we add **DOES** at the beginning to make the affirmative sentence a question. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question. We will see the reason why below.

## Word Order of Questions with Do and Does

The following is the word order to construct a basic question in English using **Do** or **Does**.



Do/Does	Subject	Verb*	The Rest of the sentence
Do	I / you / we / they	have / need	a new bike?
Does	he / she / it	want etc.	

\*Verb: The verb that goes here is the base form of the infinitive = The infinitive without TO before the verb. Instead of the infinitive **To have** it is just the **have** part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with **TO**. For example: to have, to eat, to go, to live, to speak etc.

### Examples of Questions with Do and Does:

- **Do** you need a dictionary?
- **Does** Maryam need a dictionary?
- **Do** we have a meeting now?
- **Does** it rain a lot in winter?
- **Do** they want to go to the party?

### Short Answers with Do and Does

In questions that use do/does it is possible to give short answers to direct questions as follows:

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
Do you like chocolate?	Yes, I do.	No, I don't.
Do I need a pencil?	Yes, you do.	No, you don't.
Do you both like chocolate?	Yes, we do.	No, we don't.
Do they like chocolate?	Yes, they do.	No, they don't.
Does he like chocolate?	Yes, he does.	No, he doesn't.
Does she like chocolate?	Yes, she does.	No, she doesn't.
Does it have four wheels?	Yes, it does.	No, it doesn't.

# Do, Does, Don't, Doesn't

## Language Objectives

Ask questions using the correct form of do. Complete negative statements using the correct form of do.

**A**

Use *do* and *does* to ask questions in the present tense. See the box below.

Do	{ I you we they	have the right change?	Does	{ he she it	work here?
----	-----------------------------	------------------------	------	----------------------	------------

Complete each sentence with *do* or *does*.

- \_\_\_\_\_ you always have toast and coffee for breakfast?
- \_\_\_\_\_ Ramon swim forty laps in the pool every day?
- \_\_\_\_\_ David travel to many different countries on his job?
- \_\_\_\_\_ nurses take care of patients in hospitals?
- \_\_\_\_\_ you plan to become an electrician?
- \_\_\_\_\_ your assistant always type so quickly?
- \_\_\_\_\_ it snow in Hawaii?
- \_\_\_\_\_ the Costellos always take their vacation in Miami?

**B**

Now look at this box.

I We You They	{	don't have the time.	He She It	{	doesn't belong here.
------------------------	---	----------------------	-----------------	---	----------------------

Complete each sentence with *don't* or *doesn't*.

- In an emergency, you \_\_\_\_\_ have to fill out forms.
- I \_\_\_\_\_ know my account number.
- The bank \_\_\_\_\_ pay a lot of interest on a regular savings account.
- Many students \_\_\_\_\_ read newspapers at home.
- We \_\_\_\_\_ eat turkey on Thanksgiving at our house.
- Your last name \_\_\_\_\_ belong in this space.
- We \_\_\_\_\_ like pizza very much.
- Shaaren and Rajiv \_\_\_\_\_ like to clean the house.

**SKILL OBJECTIVE: Simple present tense with do/does.** Part A: Explain/review the uses of *do* and *does* in the box at the top. Do the first two items together before assigning Part A for independent written work. Part B: Follow the same procedure as that for Part A.



# Do or Does Worksheet (with key)

# Do or Does

Q. Fill in the blanks with do or does.

1. \_\_\_\_\_ you have some free time?
2. How long \_\_\_\_\_ it take you to travel?
3. \_\_\_\_\_ you have any previous experience of this type of work?
4. \_\_\_\_\_ they have some free time?
5. \_\_\_\_\_ you want to build a snowman?
6. What \_\_\_\_\_ he want?
7. She \_\_\_\_\_ it right.
8. How \_\_\_\_\_ it feel?
9. \_\_\_\_\_ it hurt you?
10. \_\_\_\_\_ you want to come with me?
11. \_\_\_\_\_ he manage his time well?
12. How \_\_\_\_\_ you study English?
13. What \_\_\_\_\_ horses eat?
14. How \_\_\_\_\_ you balance both your family and your job?
15. How \_\_\_\_\_ you handle new friends?
16. How \_\_\_\_\_ you spell that?
17. \_\_\_\_\_ he do Yoga regularly?

# Do or Does

## Key

1. Do you have some free time?
2. How long does it take you to travel?
3. Do you have any previous experience of this type of work?
4. Do they have some free time?
5. Do you want to build a snowman?
6. What does he want?
7. She does it right.
8. How does it feel?
9. Does it hurt you?
10. Do you want to come with me?
11. Does he manage his time well?
12. How do you study English?
13. What do horses eat?
14. How do you balance both your family and your job?
15. How do you handle new friends?
16. How do you spell that?
17. Does he do Yoga regularly?

## have امثلة على

- I have a nice car  
انا عندي سيارة جميلة
- you have a good friend  
انت عندك صديق جيد
- they have a new service  
هم عندهم خدمة جديده
- we have an old house  
نحن عندنا بيت قديم

## طويله have جمل على

- I have a dream that I am going to achieve soon  
انا عندي حلم اعمل لتحقيقه قريباً
- you have a good friend who helps you whenever you need help  
انت عندك صديق جيد الذي يساعدك متى ما احتجت للمساعدة
- they have a nice house that has a huge gates.  
هم لديهم بيت جميل فيه بوابات ضخمة
- we have a nice teacher, she explains the math in an easy way  
نحن لدينا معلمة جيدة، هي تشرح الرياضيات بطريقة بسيطة

والتي have to تستطيع زيارتها لمعرفة طريقة الاستخدام الصحيحة وطريقة استخدام **have to** امثلة على يوجد  
تعني يجب ان

## has امثلة على

- he has a smart phone  
هو عنده (يملك) هاتف ذكي
- she has an iPhone  
هي عندها ايفون
- it has a nice smell  
الورده رائحتها جميله. المقصود

تستخدم مع غير العاقل مثل الحيوانات في حال انك لا تعرف هل هي ذكر ام انثى، ومع الجمادات مثل الورد، ( it  
الاشجار وغيرها

## طويله has جمل على

- he has a good family, they support him with his education  
هو لدية عائلة طيبه، هم يدعمونه في تعليمه
- she has a very kind mother, her mother always there to help her  
هي عندها والده طيبة جداً، والدتها دائماً بجانبها لتساعدنها

- "I **have** a new car. Does she **have** a new car?"  
"لدي سيارة جديدة. هل لديها سيارة جديدة؟"
- "Yes, it **has** a new car. Everyone **has** a new car!"  
"نعم، لديها سيارة جديدة. كل شخص لديه سيارة جديدة"  
• "I don't **have** a new car!"  
"ليس لدي سيارة جديدة"

كل هذه الجمل تدور حول من يملك سيارة جديدة. لكن هل تلاحظ كيف نستخدم أحياناً "has" وأحياناً نستخدم "have"؟ هاتان الكلمتان الصغيرتان تعنيان نفس الشيء ، لكن لهما استخدامات نحوية مختلفة. إذا كنت تتعلم اللغة الإنجليزية ، فربما ترى الكلمات الإنجليزية "has" و "have" بشكل متكرر. إذا كنت متحدثاً للغة الإنجليزية مبتدئاً ، فقد تشعر بالحيرة بشأن كيفية استخدامها. في هذه الحالة ، و إذا كنت تريد معرفة الفرق بين have و has فتابع الدرس إلى النهاية.

- This book has important information.
  - Mary has 10 books.
  - Everyone has a copy of the story.
- كل شخص لديه نسخة من القصة.
- No one has the right answer.
- لا أحد لديه الجواب الصحيح.
- I don't think anyone has tea here.
- معنى آخر ، استخدم "have" مع الضمائر I, you, we أو they. أيضاً ، استخدم "have" مع أسماء الجمع أو عند التحدث عن عدة أشخاص أو أشياء في نفس الوقت.  
على سبيل المثال:
  - I **have** a lot of money.
  - You **have** a nice dog.
  - They **have** three strong dogs.
  - We **have** a big room.
  - لدينا الكثير من المال
  - لديك كلب لطيف
  - لديهم ثلاثة كلاب قوية.
  - لدينا غرفة كبيرة.
  - These dresses **have** beautiful lines.
  - Ali and I **have** a luxury car.
  - We **have** a big room.
  - Bears **have** thick fur.
  - هذه الفساتين لها خطوط جميلة
  - علي وأنا لدينا سيارة فاخرة.
  - Do you **have** the answer to my question?
  - الدببة لديها فرو سميك
  - في المضارع ، إذا كنت تطرح سؤالاً ، يمكنك استخدام "have" بغض النظر عن وجهة النظر:
    - Do you **have** a language book?
    - هل لديك الإجابة على سؤالي؟
    - Does it **have** a big garden?
    - هل لديك كتاب لغة؟
    - Does he **have** a close friend?
    - هل تحتوي على حديقة كبيرة؟
    - هل لديه صديق مقرب؟

• وينطبق الشيء نفسه على العبارات السلبية في المضارع. مرة أخرى ، استخدم "have" بغض النظر عن وجهة النظر.

• ليس لديها غرفة طعام

• ليس لدي أخ أكبر

• ليس لديهم الوقت للمراجعة.

• الفيلم ليس له نهاية.

• ليس لدينا قطة منزلية.

• للتعبير عن الملكية (بمعنى لديه أو يمتلك) بمعنى أنك تمتلك شيء ما. كالتالي Has & Have تُستخدم

• مثال ( Has + he/she/it ) مع الفواعل التالية Has تستخدم

- (لديه سيارة) هنا الضمير يعود على أحمد. He(Ahmad) has a car.
- (لديها منزل) الضمير يعود على سارة. She(Sara) has a house.
- (لديها 4 عجلات) وهنا الضمير يعود على السيارة. It(car) has 4 wheels.

• (He - She - It) ملحوظة : نقصد بالضمير

• مع الفواعل التالية Have+ they /we/ you / I) وتستخدم

• مثال

- لديهم الكتب. They have the books.
- لدينا كرات زرقاء. We have Blue balls.
- أنت لديك هاتف رائع. You have a nice mobile.
- أنا لدي دراجة واحدة. I have one bicycle.

• أو مايسمى فعل (Verb to Be) غالباً مع زمن المضارع التام اذا جاءت كـ Has & Have تستخدم مساعد

• إذا كيف تقوم بصياغة زمن المضارع التام؟

• How to form the present perfect tense ?

• في المضارع التام Has أو Have أولاً يجب عليك معرفة متى نستخدم فعل

• نستخدمها للأحداث التي تمت في الماضي، لكن لا نحدد الوقت بالضبط

• (For actions which happened in the past, but we don't mention when exactly)

• مثال :

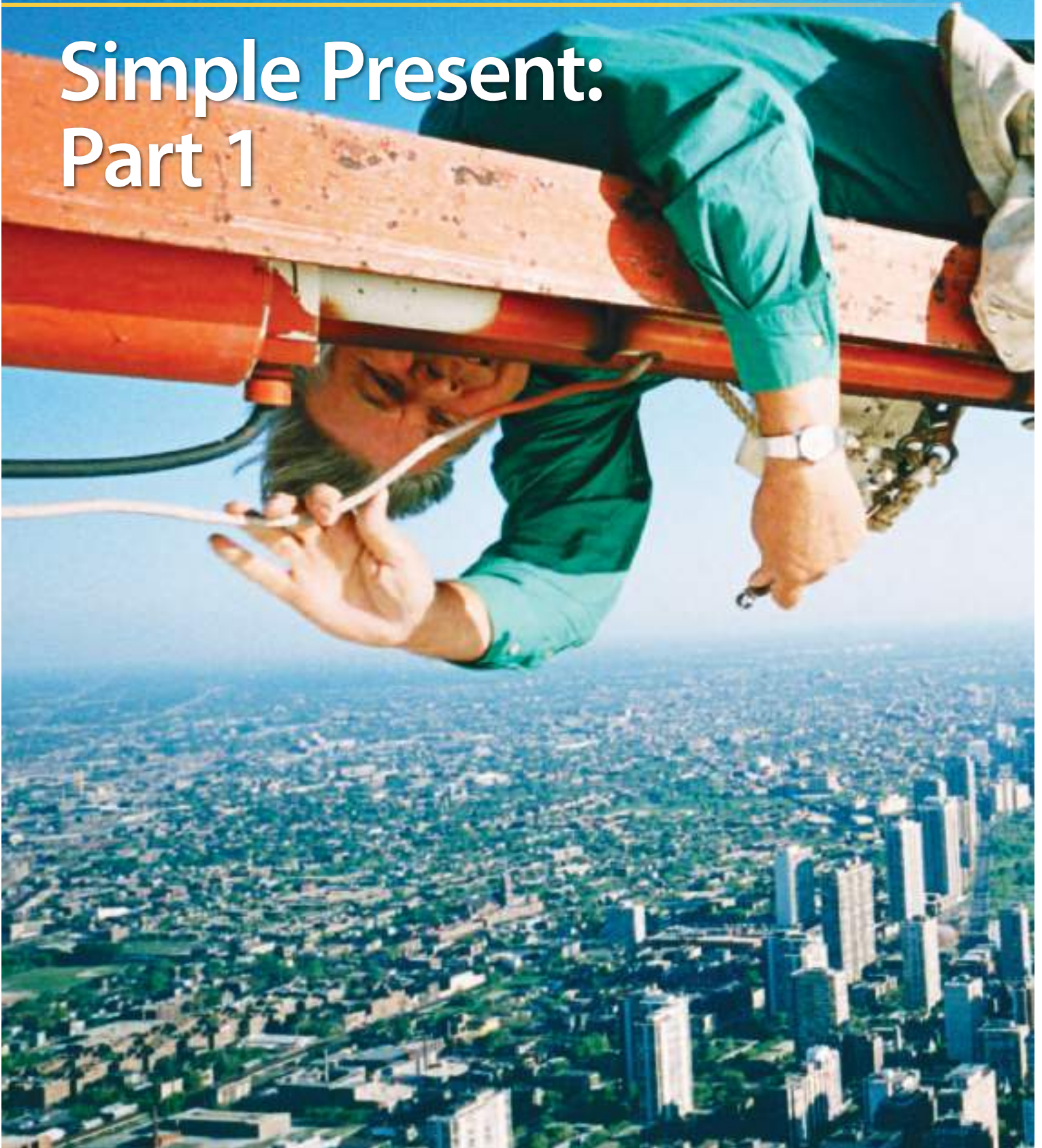
• I Have visited The stadium, But I don't want to go there again.

• لقد زرت الملعب، لكن لا أريد أن أذهب إلى هناك مرة أخرى



UNIT **3** Work

# Simple Present: Part 1







◀ A worker on top of the John Hancock skyscraper in Chicago, Illinois, USA

## Lesson 1

page 80

Simple Present:  
Affirmative  
Statements;  
Irregular Verbs:  
*Do, Go, and Have*

## Lesson 2

page 88

Simple Present:  
Negative  
Statements;  
Prepositions of  
Time (part 2);  
*Like, Need, Want*

## Lesson 3

page 97

Verbs + Objects;  
Object Pronouns

## Lesson 4 Review the Grammar

page 104

Imperatives

page 111

## Connect the Grammar to Writing

page 114

## EXPLORE



CD1-30

- 1 **READ** the article about Doctor Bugs. Notice the words in **bold**.

## Doctor Bugs

Most people don't like bugs, but Doctor Mark Moffet **loves** them! In fact, his nickname is Doctor Bugs. He's a photographer and an entomologist. An entomologist **studies** bugs.

Doctor Moffett's favorite bug is the ant. He **goes** all over the world to study ants. He **watches** them as they **eat, work, rest, sleep, and fight**.

He **takes** photographs of the ants. He **lies** on the ground with his camera and **waits** for the right moment. The ants and other bugs often **bite** him, but that doesn't stop Doctor Bugs. He **has** an interesting and unusual job, and he **loves** it!



▲ Doctor Mark Moffett



**2 CHECK.** Read the list of verbs in the chart. Who does each action? Check (✓) the correct column.

Verbs	Doctor Moffett	Ants
1. studies		
2. fight		
3. waits		
4. bite		

**3 DISCOVER.** Complete the exercises to learn about the grammar in this lesson.

**A** Look at the list of verbs in exercise 2. Then find other verbs in the article from exercise 1.

Doctor Moffett	Ants
<i>goes</i>	<i>eat</i>

**B** Look at the charts from exercise 2 and exercise A. Choose the correct answer to complete each statement. Then discuss your answers with your classmates and a teacher.

- The verbs under *Doctor Moffett* end in *-s* / do not end in *-s*.
- The verbs under *Ants* end in *-s* / do not end in *-s*.

◀ Leaf cutter ants

# LEARN

## 3.1 Simple Present: Affirmative Statements

Subject	Verb		Subject	Verb	
I			He		
You			She		
We	<b>work</b>	every day.	It	<b>works</b>	every day.
You			My brother		
They					
Tom and Sue					

1. Use the simple present to talk about habits or routines, schedules, and facts.

Habit or Routine: I **exercise** every day.  
Schedule: She **starts** work at eight.  
Fact: It **rains** a lot in April.

2. Add -s to the verb for *he, she, it,* and singular subjects.

He **drives** to work.  
She **works** in an office.  
The bank **opens** at 9:00 a.m.

3. Do not put *be* in front of another verb in the simple present.

✓ He works at a bank.  
✗ He is work at a bank.

**4** Circle the correct form of the verb to complete each sentence.

1. Doctor Moffett **love** / **loves** his job.
2. He **study** / **studies** ants.
3. A salesperson **sell** / **sells** products for a company.
4. You and Anita **work** / **works** on weekends.
5. Nurses **help** / **helps** people.
6. We **write** / **writes** science books.
7. Our office **close** / **closes** at 7:00 p.m.
8. She **take** / **takes** classes at the business school.
9. You **walk** / **walks** to work every day.
10. I **start** / **starts** work at 8:00 a.m. every morning.

**5 WRITE & SPEAK.** List three activities you do often. Share your sentences with a partner. Then tell the class about your partner.

Student A: *I study. I play games. I talk with my friends.*

Student B: *Maria studies. She plays games. She talks with her friends.*

6 Complete each sentence with the correct form of the verb in parentheses.

1. A zookeeper feeds (feed) animals.
2. Computer programmers \_\_\_\_\_ (write) software.
3. Photographers \_\_\_\_\_ (take) photos.
4. A chef \_\_\_\_\_ (cook) food.
5. A firefighter \_\_\_\_\_ (fight) fires.
6. Musicians \_\_\_\_\_ (play) instruments.
7. A farmer \_\_\_\_\_ (work) on a farm.
8. A dancer \_\_\_\_\_ (dance).

▼ A zookeeper feeds a rhino at the Sedgwick County Zoo in Wichita, Kansas, USA.



### 3.2 Simple Present Spelling Rules: -s and -es Endings

1. Add -s to most verbs.	close-closes dance-dances exercise-exercises feed-feeds	love-loves open-opens play-plays put-puts	stop-stops take-takes write-writes work-works
2. Add -es to verbs ending in -sh, -ch, -s, -x, and -z.	wash-washes teach-teaches	dress-dresses relax-relaxes	buzz-buzzes
3. Change -y to -i and add -es to verbs ending in a consonant + y.	carry-carries	copy-copies	study-studies

See page A2 for additional spelling rules for -s, -es, and -ies endings.

**7** Write each verb with the correct -s, -es, or -ies ending.

- |                         |                 |
|-------------------------|-----------------|
| 1. study <u>studies</u> | 8. help _____   |
| 2. fish _____           | 9. miss _____   |
| 3. pass _____           | 10. fly _____   |
| 4. worry _____          | 11. fix _____   |
| 5. explore _____        | 12. watch _____ |
| 6. bite _____           | 13. like _____  |
| 7. buy _____            | 14. pay _____   |

### 3.3 Irregular Verbs: *Do, Go, and Have*

Subject	Verb		Subject	Verb	
I	<b>do</b>	the dishes every day.	He	<b>does</b>	the dishes every day.
You	<b>go</b>	to work at 7:00 a.m.	She	<b>goes</b>	to work at 7:00 a.m.
We			It	<b>has</b>	dinner at 6:00 a.m.
You	<b>have</b>	dinner at 6:00 a.m.			
They					

The verbs *do*, *go*, and *have* are irregular for *he*, *she*, *it*, and singular subjects.

She **goes** home at six-thirty.  
 He **has** a meeting at two-thirty.  
 John **does** the laundry on Sunday night.

**8** Complete the paragraphs with the correct form of the verbs in parentheses.

### Manuel and Lila Vega

Manuel and Lila Vega (1) have (have) a busy lifestyle. Manuel is a doctor at a hospital. He works at night, so he (2) \_\_\_\_\_ (go) to work at 7:00 p.m. and comes home at 7:00 a.m. His wife Lila works at a bank. She (3) \_\_\_\_\_ (go) to work at 8:00 a.m. and comes home at 6:00 p.m. They don't see each other a lot during the week.

Manuel and Lila also (4) \_\_\_\_\_ (have) two children, Luis and Carla. Every morning they all (5) \_\_\_\_\_ (have) breakfast together at 7:30. Then, Luis and Carla (6) \_\_\_\_\_ (go) to school, and Lila (7) \_\_\_\_\_ (go) to work. Manuel (8) \_\_\_\_\_ (do) the dishes, and then (9) \_\_\_\_\_ (go) to bed. Carla usually (10) \_\_\_\_\_ (do) her homework at a friend's house in the afternoon, and Luis (11) \_\_\_\_\_ (have) soccer practice. Manuel gets up at 4:00 p.m. At 6:00 p.m., he (12) \_\_\_\_\_ (have) dinner with Lila, Luis, and Carla. After dinner, he (13) \_\_\_\_\_ (go) to work. Manuel and Lila (14) \_\_\_\_\_ (have) a busy schedule during the week, but on weekends they relax.

# PRACTICE



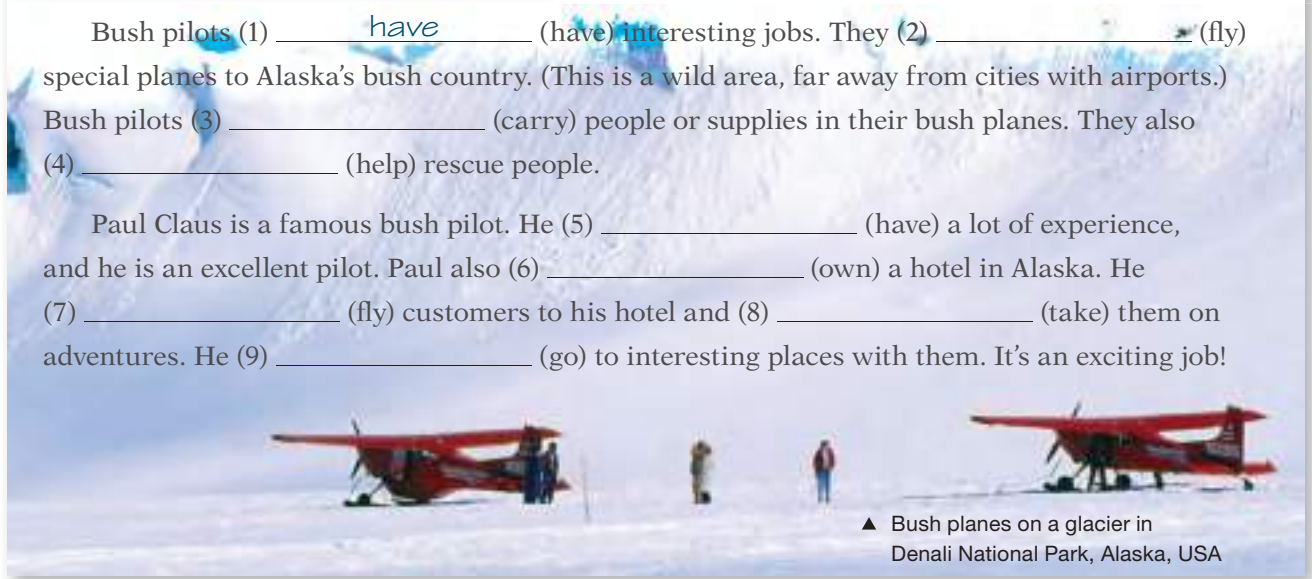
CD1-31

- 9 Complete the paragraph with the correct form of the verbs in parentheses. Then listen and check your answers.

## Bush Pilots

Bush pilots (1) have (have) interesting jobs. They (2) \_\_\_\_\_ (fly) special planes to Alaska's bush country. (This is a wild area, far away from cities with airports.) Bush pilots (3) \_\_\_\_\_ (carry) people or supplies in their bush planes. They also (4) \_\_\_\_\_ (help) rescue people.

Paul Claus is a famous bush pilot. He (5) \_\_\_\_\_ (have) a lot of experience, and he is an excellent pilot. Paul also (6) \_\_\_\_\_ (own) a hotel in Alaska. He (7) \_\_\_\_\_ (fly) customers to his hotel and (8) \_\_\_\_\_ (take) them on adventures. He (9) \_\_\_\_\_ (go) to interesting places with them. It's an exciting job!



▲ Bush planes on a glacier in Denali National Park, Alaska, USA

- 10 **EDIT.** Read the paragraph. Find and correct five more errors with the simple present.

Bill is a mechanic. He know<sup>s</sup> a lot about cars. He work at a garage. He fix cars and talks to customers. They asks questions about their cars. Bill works from 8:00 a.m. to 6:00 p.m. every day. He haves a busy schedule, but he like his job very much.



CD1-32

- 11 **PRONUNCIATION.** Read the chart and listen to the examples. Then complete the exercises.

PRONUNCIATION	Simple Present -s and -es Endings		
The ending of third-person singular verbs has three sounds: /s/, /z/, /əz/	<b>/s/</b> walks	<b>/z/</b> pays	<b>/əz/</b> fixes
1. Say <b>/s/</b> after /p/, /t/, /k/, and /f/ sounds.	stop-stops	put-puts	work-works    laugh-laughs
2. Say <b>/z/</b> after /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /v/, and /ð/ sounds, and after vowel sounds.	rub-rubs read-reads bag-bags feel-feels	come-comes spin-spins sing-sings hear-hears	love-loves bathe-bathes pay-pays go-goes
3. Say <b>/əz/</b> after verbs that end in /s/, /z/, /ʒ/, /tʃ/, /dʒ/, and /ks/.	kiss-kisses buzz-buzzes	wash-washes watch-watches	judge-judges relax-relaxes

See page A4 for a guide to pronunciation symbols.



CD1-33

- A** Read the sentences about Rick's schedule. Then listen and circle the sound you hear for the verb in each sentence.

### Rick's Schedule

- |                                                     |       |     |      |
|-----------------------------------------------------|-------|-----|------|
| 1. Rick <b>wakes</b> up at 6:15 a.m. every morning. | (/s/) | /z/ | /əz/ |
| 2. He <b>jogs</b> for an hour in the park.          | /s/   | /z/ | /əz/ |
| 3. Then he <b>takes</b> a shower.                   | /s/   | /z/ | /əz/ |
| 4. He <b>brushes</b> his teeth.                     | /s/   | /z/ | /əz/ |
| 5. He <b>eats</b> breakfast at 7:45.                | /s/   | /z/ | /əz/ |
| 6. He <b>reads</b> the newspaper.                   | /s/   | /z/ | /əz/ |
| 7. He <b>washes</b> the dishes.                     | /s/   | /z/ | /əz/ |
| 8. Then he <b>drives</b> to work.                   | /s/   | /z/ | /əz/ |
| 9. He <b>starts</b> work at 8:30.                   | /s/   | /z/ | /əz/ |
| 10. He <b>goes</b> home at 5:30.                    | /s/   | /z/ | /əz/ |
| 11. He <b>relaxes</b> on Saturday and Sunday.       | /s/   | /z/ | /əz/ |
| 12. He <b>loves</b> weekends!                       | /s/   | /z/ | /əz/ |

- B** Work with a partner. Practice reading the sentences from exercise **A**. Pay attention to the pronunciation of the -s and -es endings.

## 12 LISTEN & SPEAK.



CD1-34

- A** Look at the list of activities in the chart. Then listen to the conversation between two teachers. Who does each activity? Check (✓) the correct column(s).

	Alvaro	Galina
1. lives in Ecuador	✓	
2. lives in Russia		
3. teaches at a university		
4. teaches at a high school		
5. teaches biology		
6. gets up early		
7. goes home at 3:00 p.m.		
8. goes home at 6:00 p.m.		
9. meets with students after class		
10. relaxes on Saturday		

- B** Compare your answers from exercise **A** with a partner. Then practice saying sentences about Alvaro and Galina. Use the information from the chart.

*Alvaro lives in Ecuador.*

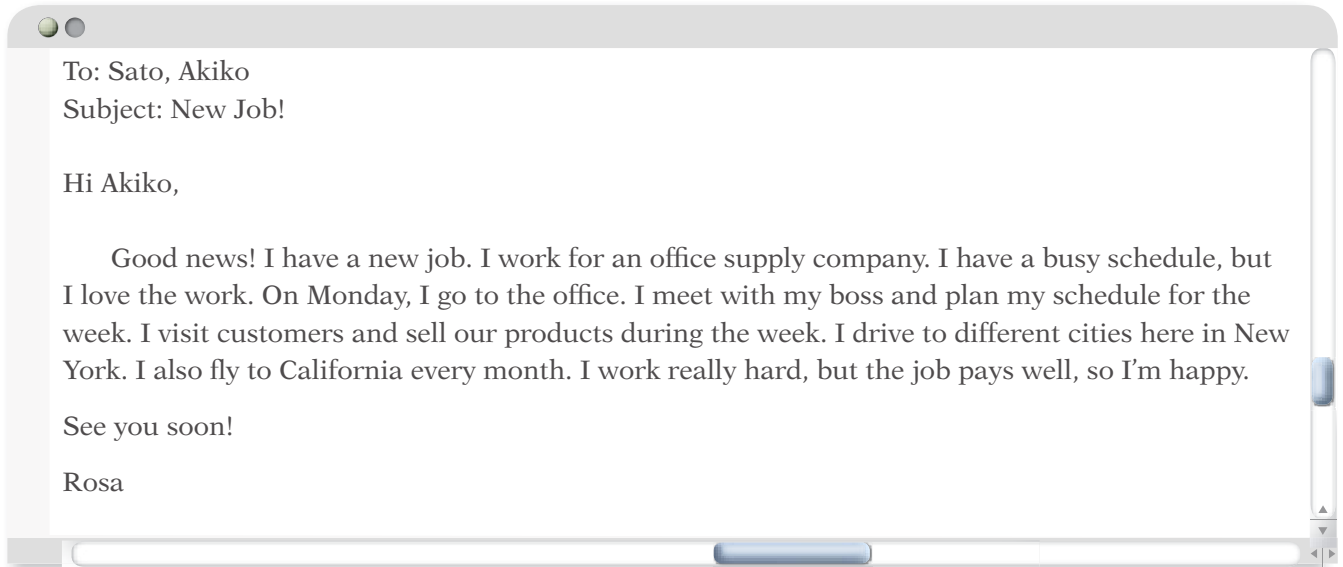


- C** In your notebook, write sentences about Alvaro and Galina. Use the chart from exercise **A** to help you.

*Alvaro lives in Ecuador.*

### 13 READ, SPEAK & WRITE.

- A** Read the e-mail about Rosa's new job. Guess her job. Then discuss your idea with a partner.



- B** Write five sentences about Rosa's new job. Use the information from the e-mail in exercise **A**.

*Rosa goes to the office on Monday.*

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- 14 APPLY.** In your notebook, write a paragraph about a friend's or family member's job. Do not write the name of his or her job. Use the model to help you.

*My cousin Maya has an interesting job. She has ballet class every morning. Then, she goes to the gym and exercises for two hours. She has a short break after lunch, and then she practices her dances. She gives performances on the weekends.*

- B** Work with a partner. Exchange paragraphs and try to guess the person's job.



## EXPLORE



CD1-35

- 1 **READ** the article about life on the International Space Station. Notice the words in **bold**.

## Life on the Space Station

Astronauts on the International Space Station have a busy schedule. Every day they wake up at 7:00 GMT.<sup>1</sup> **From 7:00 to 8:00**, they wash up and eat breakfast. **At 8:00 in the morning**, they call Ground Control<sup>2</sup> in their countries. After they talk to Ground Control, their workday begins. The astronauts **don't do** the same thing every day. Their schedules change every week.

The astronauts **don't work** all the time. Each day they exercise for an hour **in the morning** and an hour **in the afternoon**. After dinner, they have free time. Then, it's time to go to sleep. Sometimes this isn't easy because the sun rises and sets 16 times each day on the space station.

The astronauts' work **doesn't end** on Friday. They work a half day **on Saturday** and all day **on Sunday**. Astronauts are very busy people.

<sup>1</sup> **GMT:** Greenwich Mean Time

<sup>2</sup> **Ground Control:** People on Earth who work with astronauts in space.





**2 CHECK.** Match each of the astronauts' activities with the correct time.

- |                                              |                                                            |
|----------------------------------------------|------------------------------------------------------------|
| 1. They wash up and have breakfast. <u>d</u> | a. at 8:00 in the morning                                  |
| 2. They talk to Ground Control. _____        | b. after dinner                                            |
| 3. They exercise. _____                      | c. on Saturday                                             |
| 4. They have some free time. _____           | d. from 7:00 to 8:00 in the morning                        |
| 5. They need to work a half day. _____       | e. for an hour in the morning and an hour in the afternoon |

**3 DISCOVER.** Complete the exercises to learn about the grammar in this lesson.

**A** Find these sentences in the article from exercise 1. Write the missing words.

- The astronauts don't \_\_\_\_\_ the same thing every day.
- Astronauts don't \_\_\_\_\_ all the time.
- The astronauts' work doesn't \_\_\_\_\_ on Friday.

**B** Look at the sentences from exercise A. Then circle **T** for *true* or **F** for *false* for each statement below. Discuss your answers with your classmates and teacher.

- |                                                                  |          |          |
|------------------------------------------------------------------|----------|----------|
| 1. Use the base form of the verb after <i>don't</i> .            | <b>T</b> | <b>F</b> |
| 2. Add an -s to the base form of the verb after <i>doesn't</i> . | <b>T</b> | <b>F</b> |

# LEARN

## 3.4 Simple Present: Negative Statements

Subject	Do Not/ Don't	Base Form of Verb	Subject	Does Not/ Doesn't	Base Form of Verb
I You We You They	do not don't	work.	He She It	does not doesn't	work.

**Be careful!** In negative statements with *does not* or *doesn't*, do not add -s to the base form of the verb.

- ✓ She **doesn't exercise** every day.
- ✗ She doesn't exercises every day.

**4** Circle *doesn't* or *don't* to complete each sentence.

1. An astronaut on the International Space Station **doesn't** / **don't** have a lot of free time.
2. Astronauts **doesn't** / **don't** work all day on Saturday.
3. An astronaut **doesn't** / **don't** have the same schedule every day.
4. We **doesn't** / **don't** work on weekends.
5. I **doesn't** / **don't** work in an office.
6. My office **doesn't** / **don't** have a window.
7. She **doesn't** / **don't** travel for her job.
8. You **doesn't** / **don't** have a busy schedule.

**5** Change each affirmative statement to a negative statement.

1. My brother has a job. My brother doesn't have a job.
2. I drive to work. \_\_\_\_\_
3. Pilots fix planes. \_\_\_\_\_
4. Our teacher does homework. \_\_\_\_\_
5. I go to the gym in the morning. \_\_\_\_\_
6. We have class on Sunday. \_\_\_\_\_
7. You teach biology. \_\_\_\_\_
8. We have an exam on Saturday night. \_\_\_\_\_

**6 SPEAK.** Work with a partner. Make negative statements with the words below.

I ...	work
My mother ...	study
My father ...	exercise
My ...	drive to class/work

Student A: *I don't drive to class.*

Student B: *My mother doesn't study.*

### 3.5 Prepositions of Time (Part 2)

1. Many time expressions are prepositional phrases. A prepositional phrase is a preposition + a noun.	<p><b>Preposition</b>   <b>Noun</b></p> <p><b>at</b> three-thirty  <b>in</b> <u>the afternoon</u>  <b>at</b> <u>night</u>  <b>on</b> <u>Sunday</u></p>
2. <b>Remember:</b> Use <i>at</i> with specific times and in the phrase <i>at night</i> .  Use <i>in</i> with <i>morning</i> , <i>afternoon</i> , and <i>evening</i> .  Use <i>on</i> with days of the week and specific dates.	<p>The bank opens <b>at</b> nine o'clock.          We relax <b>at</b> night.</p> <p>We go to work <b>in</b> the morning.          We eat dinner <b>in</b> the evening.</p> <p>I don't work <b>on</b> Saturday.          The meeting is <b>on</b> Monday afternoon.          His birthday is on November 25th.</p>
3. To show when an activity begins and ends, use <i>from . . . to</i> .	<p>She works <b>from</b> nine <b>to</b> five-thirty.</p>
4. Use <i>until</i> to talk about an activity that continues up to a specific time.	<p>The bank is open <b>until</b> four o'clock.</p>
5. A sentence can have more than one prepositional phrase.	<p>He wakes up <u>at five-thirty in the morning</u>.</p>

For Prepositions of Time (Part 1), see Unit 2, Lesson 3.

#### REAL ENGLISH

To be less specific, we use *around* and *about*.

*We usually eat dinner at **about** 8:00. (We don't eat exactly at 8:00 every night.)*

*I usually leave work at **around** 6:00. (I don't leave work at exactly 6:00 every night.)*

**7** Underline the prepositional phrases in these sentences.

- We have class from 9:40 to 10:50.
- On Wednesday, I have class until 3:30.
- The party is on Saturday night.
- The meeting doesn't end until 3:00.
- My workweek is from Monday to Friday.
- I work from 9:00 to 7:00 on Tuesday and Wednesday.
- I don't work on weekends.
- She doesn't get home until 4:00 in the afternoon.

**8** Complete each sentence with the correct preposition(s).

1. She works at night.
2. The meeting is \_\_\_\_\_ Wednesday afternoon.
3. I sleep \_\_\_\_\_ 9:30 \_\_\_\_\_ the morning \_\_\_\_\_ Saturday.
4. I work \_\_\_\_\_ Monday \_\_\_\_\_ Friday.
5. Class starts \_\_\_\_\_ 8:30 \_\_\_\_\_ the morning.
6. We study \_\_\_\_\_ night.
7. The library is open \_\_\_\_\_ eleven o'clock \_\_\_\_\_ night.
8. I have lunch \_\_\_\_\_ 12:00 \_\_\_\_\_ 1:00 every day.
9. She goes to bed \_\_\_\_\_ 1:00 a.m. \_\_\_\_\_ Friday and Saturday.
10. We have a break \_\_\_\_\_ 10:30 \_\_\_\_\_ 10:45 \_\_\_\_\_ the morning.

**9 WRITE & SPEAK.** Complete the sentences with prepositional phrases of time. Use the prepositions from chart 3.5 on page 91. Then share your sentences with a partner.

1. I have breakfast at 7:00.
2. English class starts \_\_\_\_\_
3. We have class from \_\_\_\_\_
4. I have lunch \_\_\_\_\_
5. I have dinner \_\_\_\_\_

### 3.6 Like, Need, and Want + Infinitive

Subject	Verb	Infinitive	
I	like	to exercise	in the morning.
He	likes		
We	need	to relax	today.
She	needs		
They	want	to meet	every week.
He	wants		

1. An infinitive is *to* + the base form of the verb.

He likes **to play** soccer.

2. Some verbs are followed by infinitives.

We want **to play** soccer.  
She needs **to call** her boss.  
I like **to read**.

✓ We **want to leave**.

✗ We want leave.

**10** Put the words in the correct order to make sentences.

1. Saturday / to / work / They / need / on They need to work on Saturday.
2. He / have / lunch / wants / at / 1:00 / to \_\_\_\_\_
3. tonight / to / need / work / until / 7:00 / You \_\_\_\_\_
4. need / buy / I / to / computer / a / new \_\_\_\_\_
5. She / play / to / likes / tennis \_\_\_\_\_
6. want / watch / to / the game / We \_\_\_\_\_
7. to / He / study / in the library / likes \_\_\_\_\_
8. need / I / do / my homework / to \_\_\_\_\_
9. need / I / my / call / mother / to \_\_\_\_\_
10. ask / to / wants / a / She / question \_\_\_\_\_

## PRACTICE

### 11 SPEAK.

**A** Work with a partner. Complete the sentences with information about yourself. Use prepositional phrases, the simple present, and infinitives.

I get up . . .	I like . . . on weekends.
I have breakfast . . .	I need . . . today.
On weekends, I sleep until . . .	I do my homework . . .
I go to bed . . .	I want to . . .

Student A: *I go to bed at midnight.*

Student B: *I do my homework in the morning.*

**B** Work in a group. Say three sentences about your partner. Use the information from exercise **A**.

Student A: *Sun-hee does her homework in the afternoon.*

Student B: *Walid goes to bed at midnight.*

Student C: *Maria likes to relax on Sundays.*

#### REAL ENGLISH

Use *on weekends* to talk about activities that happen every weekend or on most weekends.

*We relax on weekends.  
She doesn't work on weekends.*

## 12 READ, WRITE & SPEAK.

- A** Read the information about Lia. Then complete the sentences in the chart below with the correct form of the verbs in parentheses and the correct prepositions of time.

Lia is from Indonesia. She works in Toronto, Canada. This is her first time away from home, and she misses her life in Indonesia. Her life is very different in Canada!

In Indonesia
1. Lia's mother _____ <u>cooks</u> _____ (cook) breakfast for her.
2. Lia _____ (have) classes _____ 9:30 _____ 12:30 from Monday to Saturday.
3. Lia _____ (go) out with her friends _____ weekends.
In Canada
4. Lia's mother _____ (not cook) breakfast for her.
5. Lia _____ (have) breakfast at a coffee shop _____ about 7:15 _____ the morning.
6. Lia _____ (not have) classes _____ the morning.
7. She _____ (work) _____ 9:00 _____ 5:00 _____ Monday _____ Friday.
8. She also _____ (study) at a business school because she _____ (want to) start a business in Indonesia someday.
9. She _____ (have) a class _____ 6:00 _____ 9:00 _____ night _____ Tuesday and Thursday.
10. Lia _____ (not have) many friends in Toronto.
11. She _____ (not go) out _____ weekends.
12. She _____ (be) lonely.
13. She _____ (miss) her friends in Indonesia.

- B** Is your life similar to Lia's life, or is it different? Complete the sentences with information about your life.

1. My life is (similar to / different from) Lia's life. In the morning, I \_\_\_\_\_.
2. During the day, I \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.
3. At night, I \_\_\_\_\_.
4. I \_\_\_\_\_ friends in \_\_\_\_\_.
5. On weekends, I \_\_\_\_\_.
6. I \_\_\_\_\_ lonely.

- C** Work with a partner. Share your sentences from exercise **B**.

*My life is different from Lia's life. In the morning, I have breakfast at home.*



**13 EDIT.** Read the paragraph. Find and correct six more errors with negatives and prepositions of time.

Iris is a reporter. She works for a newspaper. She asks questions and writes articles.  
 She ~~don't~~ <sup>doesn't</sup> drive to work. She walks. She ~~don't~~ work in the morning. She works from 2:00 p.m. in 11:00 p.m. She ~~doesn't~~ goes to bed early. She goes to bed on 1:00 a.m. She ~~doesn't~~ work at Saturday and Sunday. She relaxes in weekends.



**14** Complete the conversation below. Use words from the box. You can use some words more than once. Then listen and check your answers.

work    have    from    at    to    in    on

**Ted:** Hi, Jana!

**Jana:** Hey, Ted! How about coffee sometime? (1) I'm free in the morning on Thursday.

**Ted:** (2) I \_\_\_\_\_ class in the morning.  
 (3) How about \_\_\_\_\_ 2:00?

**Jana:** Sorry. I'm not free then. (4) I \_\_\_\_\_ soccer practice \_\_\_\_\_ 2:00 \_\_\_\_\_ 4:00. How about Saturday?

**Ted:** I'm sorry. (5) I \_\_\_\_\_ on Saturday \_\_\_\_\_ 9:00 \_\_\_\_\_ 5:00. How about Sunday afternoon?

**Jana:** Sure. That sounds good. (6) How about \_\_\_\_\_ 2:00?

**Ted:** Great. See you then!

**REAL ENGLISH**

Use *How about . . . ?* to make suggestions.

A: Hi. How about coffee this afternoon? I'm free at 4:00.

B: Sorry. I work from 9:00 to 5:00. How about Saturday afternoon?

**15 SPEAK.** Work with a partner. Partner A, look at the schedule on this page. Partner B, look at the schedule on page **A5**. Do not show each other your schedules. Find a time to meet for coffee. Use the suggestions and answers from the chart below.

Partner A's Schedule



Suggestions	Answers
How about coffee sometime?	Sure. That sounds good.
How about (time of day)?	I'm sorry. I have <u>(class / practice / work / a meeting)</u> .
How about (time)?	
OK. See you then.	Great.

## 16 LISTEN & SPEAK.



- A** Listen to the information about workweeks around the world. Check (✓) the workdays for each country in the chart.

	M	T	W	Th	F	Sat	Sun
Canada							
United States							
Thailand							
Austria							
Saudi Arabia							
United Arab Emirates							
Japan							
India							

- B** Work with a partner. Use the information in your chart from exercise **A** to make true and false statements. Say a statement. Your partner will say "true" or "false" and correct your false statements.

Student A: *People in Canada don't work on Monday.*

Student B: *That's false. People in Canada work on Monday.*

- C** Tell your partner about the workweek in your country or a country you know about.

*People in my country work from Monday to Friday. They don't work on Saturday and Sunday.*

- 17 APPLY.** Write six sentences about the workweeks in different countries. You can write about countries from exercise **16A** or use your own ideas.

*People in Canada work from Monday to Friday.*

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## EXPLORE



CD1-38

1 **READ** the conversation about the elephant keepers in Kenya. Notice the words in **bold**.

## Elephant Keepers



**Bill:** Wow! This is an interesting article.

**Sue:** Oh, baby elephants! Look at **them!** They're so cute! Where are their mothers?

**Bill:** Hunters killed **them**.

**Sue:** That's terrible!

**Bill:** Yeah, it is. These men are elephant keepers. They work at a place for orphan<sup>1</sup> elephants in Kenya. They feed **the baby elephants**, take care of **them**, and even play **soccer** with them.

**Sue:** Hmm. Elephant keeper. That's an interesting job.

**Bill:** Yes, but it isn't easy. The keepers need to feed **the baby elephants** every three hours.

**Sue:** Really? What about at night?

**Bill:** They need to feed **them** at night, too. The keepers sleep in buildings with the baby elephants. . . . Listen to this quote from the article. One of the keepers says, "Every three hours you feel **a trunk** reach up and pull **your blankets**<sup>2</sup> off. The elephants are our alarms."

**Sue:** That's funny. Smart elephants! I want to read **that article**.

<sup>1</sup> An **orphan** is a child or baby animal whose parents are dead.

<sup>2</sup> People use **blankets** in bed at night to stay warm.

▼ Baby elephant and elephant keepers in Nairobi, Kenya





▲ Baby elephants play with their keeper in a wildlife refuge in Nairobi, Kenya.

**2 CHECK.** Read the false statements about elephant keepers. Then correct each statement to make it true.

1. The keepers feed the ~~baby~~ <sup>elephants</sup>.
2. Hunters killed the baby elephants.
3. The keepers work in Botswana.
4. The keepers sleep in houses with their families.

**3 DISCOVER.** Complete the exercises to learn about the grammar in this lesson.

**A** Look at these sentences from the conversation from exercise **1** on page 97. Notice the words in **bold**. Then choose the correct word to complete the statement below.

1. They feed **the baby elephants** . . .
2. I want to read **that article**.

The words in bold in these sentences are \_\_\_\_ .

- a. subjects      b. objects of the verb

**B** Discuss your answer from exercise **A** with your classmates and teacher.

# LEARN

## 3.7 Verb + Object / Verb + Preposition + Object

Subject	Verb/Verb + Preposition	Object	
I	teach	children.	
He	drives	a bus	every day.
We	listen to	music	a lot.
She	looks at	magazines	in her free time.

1. Many verbs take an object. The object receives the action of the verb. It can be a person or thing.

Doctors help people.  
We study English.  
She needs a new car.

2. Some verbs are followed by a preposition. Verb + preposition combinations also take an object.

Many people listen to music.  
I worry about my grades a lot.  
He waits for his sister every day after class.

**4** Circle the verb and underline the object in each sentence.

1. He helps baby elephants.
2. They play soccer.
3. He likes his job.
4. She writes articles.
5. We visit customers every day.
6. You need a new computer.
7. I ride my bike every day.
8. Makiko loves weekends.

**5** Put the words in the correct order to make sentences.

1. has / a / new / job / He He has a new job.
2. A / cars / mechanic / fixes \_\_\_\_\_
3. has / huge / office / a / Jasmin \_\_\_\_\_
4. feed / Zookeepers / animals \_\_\_\_\_
5. her boss / Deanna / every day / talks to \_\_\_\_\_
6. beautiful / photographs / takes / Jay \_\_\_\_\_
7. music / listen to / I / at night \_\_\_\_\_
8. misses / Katrina / her friends \_\_\_\_\_

**6 WRITE & SPEAK.** Complete each sentence with an object. Then share your statements with a partner.

1. I speak \_\_\_\_\_.
2. I talk to \_\_\_\_\_ every day.
3. I watch \_\_\_\_\_ on TV.
4. I listen to \_\_\_\_\_.
5. I like \_\_\_\_\_.
6. I love \_\_\_\_\_.

Student A: *I watch movies on TV.*

Student B: *I love my children.*

### 3.8 Object Pronouns

Subject Pronouns	Example Sentences	Object Pronouns	Example Sentences
I	I like Tina.	me	Tina likes <b>me</b> .
he	<b>He</b> likes Tina.	him	She likes <b>him</b> .
she	<b>She</b> is nice.	her	I like <b>her</b> .
it	<b>It</b> is fun.	it	We like <b>it</b> .
we	<b>We</b> know Al and Eva.	us	They know <b>us</b> .
you	<b>You</b> are friends with Al and Eva.	you	They like <b>you</b> .
they	<b>They</b> are your friends.	them	You like <b>them</b> .

1. Object pronouns replace object nouns.

He rides the bus. → He rides **it** every day.  
I talk to my parents a lot. → I talk to **them** a lot.

2. Pronouns refer back to an earlier person or thing.

George loves pizza. He eats **it** every night.

My sister's son and daughter are cute. I love **them**.

**7** Complete the exercises.

**A** Circle the object pronoun in each pair of sentences.

1. Angel has a new job. He likes **(it)** a lot.
2. I'm Cory's boss. He works for me.
3. Sally is Joe's employee. She works for him.
4. My sister lives in Australia. I miss her a lot.
5. It's an excellent newspaper. I read it every day.
6. You are in my class. I sit behind you.
7. We go to the park on weekends. Henri sometimes comes with us.
8. Paulina has two dogs. She walks them in the park every morning.

**B** Work with a partner. Look at each sentence in exercise **A** again. What word or phrase does the object pronoun refer back to? Draw an arrow back to it.

1. Angel has a new job. He likes it a lot.

**8** Complete each sentence with the correct object pronoun.

1. Nico's sister is in town this week. I want to meet her.
2. It's my father's birthday today. I need to call \_\_\_\_\_.
3. She lives near her grandparents. She visits \_\_\_\_\_ on weekends.
4. Alexa has a difficult job, but she likes \_\_\_\_\_.
5. Are those students in our class? I don't know \_\_\_\_\_.
6. The teacher wants to meet with \_\_\_\_\_. She has a question about your homework.
7. Nadia and Jen want to attend the meeting. Please invite \_\_\_\_\_.
8. Fumiko is my best friend. She calls \_\_\_\_\_ every day.
9. Ron and Ella are our neighbors. They live near \_\_\_\_\_.
10. Spinach is my brother's favorite vegetable. He loves \_\_\_\_\_!

## PRACTICE

**9** Complete the exercises.

**A** Put the words in the correct order to make sentences.

1. thinks / about / He / Linda / every day He thinks about Linda every day.
2. sometimes / Mr. and Mrs. Lee / visit / We \_\_\_\_\_
3. my parents / don't call / I / every day \_\_\_\_\_
4. her sister / Kate / loves \_\_\_\_\_
5. Fiona and Ken / He / sees / at work \_\_\_\_\_
6. music / doesn't / listen to / He / every night \_\_\_\_\_
7. my bike / I / ride / weekends / on \_\_\_\_\_
8. like / doesn't / his job / He \_\_\_\_\_

**B** Look at the sentences in exercise **A**. Replace each object with an object pronoun.

He thinks about her ~~Linda~~ every day.

## 10 LISTEN, WRITE & SPEAK.



CD1-39

- A** Listen to the information about three jobs. Match the jobs with the correct names. Write the letter on the line.

a. pet food taster   b. crocodile hunters   c. golf ball diver

1. Kelly \_\_\_\_\_   2. Tim \_\_\_\_\_   3. Max and Jackson \_\_\_\_\_



CD1-39

- B** Read each statement. Then listen again. Circle **T** for *true* and **F** for *false*.

- |                                           |          |          |
|-------------------------------------------|----------|----------|
| 1. Kelly likes her job a lot.             | <b>T</b> | <b>F</b> |
| 2. The company pays Kelly a lot of money. | <b>T</b> | <b>F</b> |
| 3. Tim sells balls at a golf course.      | <b>T</b> | <b>F</b> |
| 4. Tim doesn't wear scuba gear.           | <b>T</b> | <b>F</b> |
| 5. An alligator lives in the lake.        | <b>T</b> | <b>F</b> |
| 6. Max and Jackson live in South Africa.  | <b>T</b> | <b>F</b> |
| 7. Max and Jackson kill crocodiles.       | <b>T</b> | <b>F</b> |
| 8. Max and Jackson are very careful.      | <b>T</b> | <b>F</b> |

- C** All of the statements below are false. Change each statement to make it true. Use a pronoun to replace the words in **bold**.

1. Tim looks for **golf balls** in the ocean.

He doesn't look for them in the ocean. OR He looks for them in a lake.

2. Tim sells **used golf balls**. \_\_\_\_\_

3. Tim doesn't like **his job**. \_\_\_\_\_

4. Tim doesn't watch for **the alligator**. \_\_\_\_\_

5. Kelly likes **her job**. \_\_\_\_\_

6. People want **Kelly's job**. \_\_\_\_\_

7. Kelly eats **animal food**. \_\_\_\_\_

8. The pet food company doesn't pay **Kelly**. \_\_\_\_\_

9. An animal park pays **Max and Jackson**. \_\_\_\_\_

10. Most people don't worry about **crocodiles**. \_\_\_\_\_



▲ Golf ball divers



- D** Work with a partner. Rank the jobs. Write 1, 2, or 3 for each category. (1 is the highest rank, and 3 is the lowest rank.)

	<b>danger</b>	<b>difficulty</b>	<b>excitement</b>	<b>fun</b>
pet food taster				
crocodile hunter				
golf ball diver				

*Pet food taster is number 1 for difficulty.*

- 11 READ & SPEAK.** Work with a partner. Read about one of the people below. Then close your book. Tell your partner about the person from your paragraph. Use the -s form of the simple present and object pronouns.

Student A: *His name is Dan. He loves dogs and they love him.*



## Dan

My name is Dan. I love dogs and they love me. I'm a professional dog walker. People pay me, and I take their dogs for walks. Sometimes I take the dogs to the park and run with them. The dogs are very fast, so it's good exercise for me. I have an unusual job, but I love it.



## Clara

My name is Clara. I'm a bus driver. I drive a school bus. I take children to school in the morning and take them home in the afternoon. They say hello to me every morning, and sometimes they bring cookies or flowers. I love children, so it's a good job for me.

## 12 APPLY.

- A** Write five sentences about your work, your studies, or your family. Use objects and object pronouns.

*I am a nurse. I help patients.*

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- B** Work with a partner. Share your sentences from exercise **A**.

## EXPLORE



CD1-40

1 **READ** the advice on how to get a job in game design. Notice the words in **bold**.

## How to Get a Job in Game Design

Computer games are very popular. Even orangutans in the zoo enjoy them! A lot of people want to work in game design. Is it difficult to find a job? Lukas Bidelspach is an artist for an online game company. Here is his advice.<sup>1</sup>

- **Don't play** games all the time. Make them! **Use** your time to improve your skills.<sup>2</sup>
- **Don't worry** about a college degree. Experience is more important.
- **Show** your work to other people. **Listen** to their advice.
- **Keep** examples of your work. **Send** them to a game company.
- **Get** experience with a team. **Volunteer**<sup>3</sup> to work at a company.
- **Don't ask for** a lot of money at your first job. **Work** hard.

Good luck!

<sup>1</sup> People give **advice** to help other people.

<sup>2</sup> A **skill** is an ability that helps you do a job well.

<sup>3</sup> A **volunteer** does work for no money.



Orangutans playing computer games in a zoo enclosure, Georgia, USA



▲ Young Buddhist monks play video games in Bodhgaya, India.

**2 CHECK.** Look at each idea in the chart. Does Lukas think it is a good idea or a bad idea? Check (✓) the correct column.

	Ideas	Good Idea	Bad Idea
1.	make games	✓	
2.	play games all the time		
3.	worry about a college degree		
4.	get experience		
5.	ask for a lot of money		

**3 DISCOVER.** Complete the exercises to learn about the grammar in this unit.

**A** Find and complete these sentences in the article from exercise 1. Write the missing words.

- \_\_\_\_\_ games all the time. Make them!
- \_\_\_\_\_ about a college degree.
- \_\_\_\_\_ your work to other people.
- \_\_\_\_\_ examples of your work.
- \_\_\_\_\_ hard.

**B** Look at the sentences from exercise A. Then circle **T** for *true* or **F** for *false* for each statement below. Discuss your answers with your classmates and teachers.

- All the verbs are negative. **T** **F**
- We don't need to write the subjects with these verbs. **T** **F**
- The sentences all give advice. **T** **F**

# LEARN

## 3.9 Imperatives: Affirmative

Base Form of Verb	
Be	on time for the meeting.
Close	the door.
Open	your books.

1. Use imperatives to give: a. commands; b. instructions; c. directions; d. warnings; e. advice.	a. <b>Sit</b> down. b. <b>Complete</b> each sentence. c. <b>Turn</b> left. d. <b>Be</b> careful. e. <b>Try</b> again.
2. Use the base form of the verb for imperatives.	<b>Write</b> your name and address. <b>Do</b> your homework.
3. <i>You</i> is the subject of imperatives, but it is not common to write or say <i>you</i> .	<b>Open</b> your books. <b>Call</b> Margaret.
4. To be polite, use <i>please</i> with imperatives.	<b>Please</b> take your shoes off. Take your shoes off, <b>please</b> .

### 4 Underline the imperatives.

1. Try to meet people at game companies.
2. Ask people at game companies about their jobs.
3. Please tell me the truth. Do you really like your job?
4. Bob, please call me when you get this message.
5. Read the directions.
6. It's hot in here. Please open the window.
7. Turn right on Elm Street.
8. Please pass your papers to the center of the room.

### 5 Write an imperative for each situation. Use verbs from the box.

ask   be   eat   give   go   stay   study   wear

1. A: I have a test tomorrow. I'm not a good student.      B: Study hard.
2. A: I have a big meeting tomorrow. It's midnight now.      B: \_\_\_\_\_ to sleep.

3. A: I'm often late to class. I have a test tomorrow. B: \_\_\_\_\_ on time.
4. A: I eat junk food every day. B: \_\_\_\_\_ healthy food.
5. A: I have a cold. I also need to go shopping. B: \_\_\_\_\_ home.
6. A: That old woman doesn't have a seat. B: Please \_\_\_\_\_ her your seat.
7. A: Look at all that snow outside. B: \_\_\_\_\_ your boots.
8. A: I don't understand the assignment. B: \_\_\_\_\_ the teacher.

**6 SPEAK.** Work in a group. Give instructions. Use verbs from the box and imperatives.

close      open      say      sit down      stand up      write

Student A: *Say hello.*

Student B: *Stand up.*

Student C: *Open your book.*

### 3.10 Imperatives: Negative

<i>Do Not/ Don't</i>	Base Form of Verb	
Do not Don't	open	the windows.

1. To make an imperative negative, put *don't* or *do not* before the base form of the verb.

**Don't drink** a lot of coffee.

2. *Do not* is common in formal writing. It is not common in informal writing or conversations.

**Do not** park in front of this building.

#### REAL ENGLISH

In speaking, *Do not* is sometimes used for emphasis.

**Do not** eat this cake! It's for dessert.

**Do not** tell Maria about the party! It's a surprise.

**7** Underline the imperatives.

- It's cold. Don't open the window.
- Don't worry. Everything is OK now.
- Please don't sit there.
- Don't stay up late tonight. You have a meeting at 8:00 a.m. tomorrow.
- I want to read that book. Please don't tell me the ending.
- Don't forget Eva's birthday. It's tomorrow.
- Don't be late tomorrow. We have a test.
- Don't go to that restaurant. The food there is terrible!

- 8 SPEAK.** Work with a partner. Change the affirmative imperatives to negative imperatives. Student A reads the affirmative, Student B says the negative. Then change roles.

Student A: *Eat in the library.*

Student B: *Don't eat in the library.*

- |                          |                              |
|--------------------------|------------------------------|
| 1. Eat in the library.   | 6. Open the window.          |
| 2. Be late for work.     | 7. Park your car here.       |
| 3. Sit in that seat.     | 8. Feed the animals.         |
| 4. Use the elevator.     | 9. Close your book.          |
| 5. Call him at midnight. | 10. Use your phone in class. |

## PRACTICE

- 9 SPEAK & WRITE.** Work with a partner. What do these signs mean? Match each imperative with the correct sign below.

- |                                |                         |
|--------------------------------|-------------------------|
| a. <del>Stop.</del>            | e. Do not eat or drink. |
| b. Do not use your cell phone. | f. Do not enter.        |
| c. Be careful.                 | g. Drive slowly.        |
| d. Do not feed the animals.    | h. Be quiet.            |



1. a



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

**10 EDIT.** Read the advice. Find and correct five more errors with imperatives.

**How to Be a Good Employee**

1. Be on time. <sup>Don't</sup> ~~Doesn't~~ be late.
2. Be friendly and polite to customers. You say "thank you."
3. Don't rude to coworkers.
4. Don't leaves work early. Stay until five o'clock.
5. Do not you use your cell phone in meetings.
6. Doesn't play computer games at work.

**11** Complete the conversations with affirmative or negative imperatives. Use the verbs in the box. You can use each verb more than once.

call    drink    get    go    quit    save    stay    take

1. A: I want a job at a computer company, but I also want to take a psychology course.  
B: Don't take a psychology course. \_\_\_\_\_  
a course in math or computer science.
2. A: I don't like my job. I want to quit.  
B: \_\_\_\_\_ your job now. \_\_\_\_\_ another  
job first.
3. A: I have a cold. I need to go to a hospital.  
B: \_\_\_\_\_ to a hospital. Just \_\_\_\_\_ a doctor  
or \_\_\_\_\_ at home and \_\_\_\_\_ hot tea.
4. A: I'm tired. I need more sleep.  
B: Well, \_\_\_\_\_ to bed early, and \_\_\_\_\_  
coffee at night.
5. A: I don't have very much money, but I want to go shopping.  
B: \_\_\_\_\_ shopping. \_\_\_\_\_ home and  
\_\_\_\_\_ your money.

## 12 LISTEN, SPEAK & WRITE.



- A** Read the list of activities. Then listen to advice on how to be an underwater photographer. Does the speaker think each activity is a good idea or a bad idea? Check (✓) the correct column.

	Good Idea	Bad Idea
1. Swim a lot.		
2. Learn about the ocean.		
3. Try to catch fish.		
4. Choose the right camera.		
5. Practice in a swimming pool.		
6. Jump into the water with your camera.		
7. Leave your camera in the sun.		
8. Have fun.		



▼ A hawksbill turtle

Compare your answers from exercise A with a partner.

- C** Complete the chart with information from exercise A. Use affirmative and negative imperatives.

How to Be an Underwater Photographer: Advice	
Good Ideas	Bad Ideas
Swim a lot.	

## 13 APPLY.

- A** Work with a group. Discuss ways to improve your English. Use affirmative and negative imperatives.

*Read in English.*

*Don't miss class.*

- B** Make a chart in your notebook. Organize your ideas from exercise A in a chart. Use affirmative and negative imperatives. Use the chart from exercise 12C as a model.

- C** As a group, present your advice to the class.

*Improve your English! Here is our advice. Read in English. . . .*



Charts  
3.1, 3.4,  
3.7, 3.8

**1** Change each affirmative statement to a negative statement. Then change each underlined object to an object pronoun.

1. She reads the newspaper every morning. She doesn't read it every morning.
2. She works with Todd and Oscar. \_\_\_\_\_
3. My brother has my book. \_\_\_\_\_
4. She teaches Barbara and me. \_\_\_\_\_
5. We talk to our friends every day. \_\_\_\_\_
6. She studies biology. \_\_\_\_\_
7. He knows my sister. \_\_\_\_\_
8. He fixes cars. \_\_\_\_\_

Charts  
3.1-3.5

**2** Look at the work schedule. Then complete the sentences below. Use the correct prepositions of time and the verbs in parentheses. Use the negative form when necessary.

Name	Days	Times	Break
Petra	MWF	9:00 a.m. – 5:30 p.m.	1:00 – 1:45 p.m.
Ali	M-F	3:00 a.m. – 12:00 p.m.	8:00 – 8:45 a.m.
Nadia	T/Th	11:00 p.m. – 6:00 a.m.	2:30 – 3:00 a.m.
Ken	T/Th	9:00 p.m. – 6:00 a.m.	2:00 – 2:30 a.m.
Cathy	M-F	10:00 a.m. – 6:00 p.m.	2:00 – 2:30 p.m.


1. Petra works (work) from 9:00 a.m. \_\_\_\_\_ 5:30 p.m.
2. Petra \_\_\_\_\_ (work) \_\_\_\_\_ Tuesday or Thursday.
3. Ali \_\_\_\_\_ (work) \_\_\_\_\_ 12:00 p.m.
4. Ali \_\_\_\_\_ (have) a break \_\_\_\_\_ 8:00 a.m.
5. Nadia \_\_\_\_\_ (work) \_\_\_\_\_ the afternoon.
6. Nadia and Ken \_\_\_\_\_ (work) \_\_\_\_\_ night.
7. Ken \_\_\_\_\_ (have) a break \_\_\_\_\_ 2:00 a.m.
8. Cathy \_\_\_\_\_ (work) \_\_\_\_\_ 10:00 a.m. \_\_\_\_\_ 6:00 p.m.
9. Cathy \_\_\_\_\_ (work) \_\_\_\_\_ Saturday and Sunday.
10. Cathy and Petra \_\_\_\_\_ (have) their breaks \_\_\_\_\_ the afternoon.

Charts  
3.1-3.5

- 3 EDIT.** Read the paragraph. Find and correct six more errors with verbs and prepositions of time.

Max Kraushaar <sup>studies</sup> ~~study~~s in Seattle. He likes to bake. At Friday and Saturday morning, he bake pies. In night, people call or text Max. They order pies, and Max delivers them. He doesn't drives a car. He rides a bicycle and carrys the pies in a basket. He takes orders until 3:00 a.m. Max's company have a funny name. He calls it "Piecycle."



  
CD1-42  
Charts  
3.1-3.2,  
3.10

- 4** Complete the paragraph with the correct form of the verbs in parentheses and prepositions of time. Then listen and check your answers.

## A Dangerous Job

Chris Hansen (1) works (work) in Alaska (2) in the winter. He (3) \_\_\_\_\_ (have) a job on a crab boat. He (4) \_\_\_\_\_ (fish) for crabs (5) \_\_\_\_\_ October (6) \_\_\_\_\_ January. Chris and the other fishermen (7) \_\_\_\_\_ (drop) heavy crab pots in the ocean and (8) \_\_\_\_\_ (pull) them back onto the boat a day later. Chris (9) \_\_\_\_\_ (not like) his job. It (10) \_\_\_\_\_ (be) very dangerous on the ocean. Even in bad weather, the work (11) \_\_\_\_\_ (not stop). The days (12) \_\_\_\_\_ (be) very short in the winter. The sun (13) \_\_\_\_\_ (not rise) (14) \_\_\_\_\_ about 10:00 a.m., and it (15) \_\_\_\_\_ (go) down (16) \_\_\_\_\_ around 4:00 p.m. Chris's mother (17) \_\_\_\_\_ (worry) about him. She (18) \_\_\_\_\_ (say), "(19) \_\_\_\_\_ (be) careful, Chris! (20) \_\_\_\_\_ (not fall) off the boat!" He (21) \_\_\_\_\_ (say), "(22) \_\_\_\_\_ (not worry), Mom!"



◀ Fishermen with a crab pot, Bering Sea, near southwest Alaska, USA

Charts  
3.1, 3.2,  
3.4-3.7

## 5 SPEAK & WRITE.

**A** Look at the activities in the chart. Then write notes about your schedule.

Activity	My Schedule	My Partner's Schedule
wake up	M-F 8:00; Sat, Sun 12:00	M-F 7:00; Sat, Sun 9:00
eat lunch		
work		
go shopping		
see my friends		

**B** Work with a partner. Discuss your schedules. Take notes about your partner's schedule in the chart in exercise **A**.

*From Monday to Friday, I wake up at 7:00 a.m.*

**C** Choose two of the activities from the chart in exercise **A**. Write sentences about your schedule and your partner's schedule.

*Marisol wakes up at 7:00 a.m. I wake up at 8:00 a.m.*

Charts  
3.1, 3.2,  
3.4-3.10

## 6 LISTEN, SPEAK & WRITE.

**A** Listen to information about four problems. Write the number next to each problem when you hear about it.

\_\_\_\_\_ a test / a party

\_\_\_\_\_ an important meeting / a headache

  1   a new job / no car

\_\_\_\_\_ a bad cold / the emergency room at a hospital



CD1-43-46

**B** Listen again. Then write two sentences about each problem.

1. *Tom has a new job. He doesn't have a car.* \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**C** Work with a partner. Write advice for the people from exercises **A** and **B**. Use imperatives.

1. Advice for Tom: *Don't miss work! Ask a friend for help.* \_\_\_\_\_

2. Advice for Sue: \_\_\_\_\_

3. Advice for Jay and Bill: \_\_\_\_\_


4. Advice for Ann and Jim: \_\_\_\_\_



CD1-43-46

## 1 READ & NOTICE THE GRAMMAR.

**A** Read the paragraph. What is the writer's advice for new teachers? Discuss with a partner.



### My Job

### as a Teacher

I am a teacher. I work from 8:00 a.m. to 1:30 p.m. I teach four English classes. In class, I write on the board. I ask a lot of questions. I use pictures when I teach vocabulary. I don't arrive late. At home, I plan my lessons. I correct homework and tests. My advice for new teachers – learn your students' names on the first day.

### GRAMMAR FOCUS

In the paragraph in exercise **A**, the writer uses the simple present to talk about habits or routines and schedules.

*I work from 8:00 a.m. to 1:30 p.m.*

*I don't arrive late.*

- B** Read the paragraph in exercise **A** again. Underline the verbs in the simple present. Circle the imperative. Then compare your answers with a partner.
- C** Complete the chart with information from the paragraph in exercise **A**. What does a teacher do in class? At home?

The Job of a Teacher	
In Class	At Home
<i>She asks a lot of questions.</i>	
<b>Advice:</b> <i>Learn your students' names.</i>	

- 2 BEFORE YOU WRITE.** Complete the chart with information about your job as a student. What do you do in class? At home? What advice do you have for new students? Use the chart from exercise **1C** as a model.

My Job as a Student	
In Class	At Home
Advice:	

- 3 WRITE** a paragraph about your job as a student. Give advice for new students. Use the information from your chart in exercise **2** and the paragraph in exercise **1A** to help you.

**WRITING FOCUS**    **Indenting Paragraphs**

Good writers indent the first line of a paragraph. To indent, begin the first line of a paragraph five spaces to the right.

*I am a teacher. I work from 8:00 a.m. to 1:30 p.m. I teach four English classes. In class, I write on the board. I ask a lot of questions.*

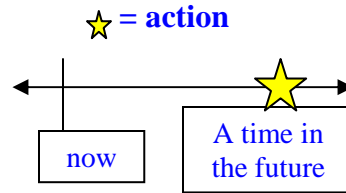
- 4 SELF ASSESS.** Read your paragraph. Underline the verbs in the simple present. Then use the checklist to assess your work.

- I did not put *be* in front of other verbs in the simple present. [3.1, 3.3]
- The verbs in the simple present are spelled correctly. [3.3]
- I used the base form of the verb for imperatives. [3.9, 3.10]
- The first line of my paragraph is indented. [WRITING FOCUS]

## The Future Tense – Simple Future

*There are three aspects of the future tense:*

- 1) Simple future
- 2) Future progressive
- 3) Future perfect (simple and progressive)



The **simple future tense** is used to describe an action that happens once in the future.

- Verb endings do not change in the future tense. Use “**will**” or “**going to**” to show that an action or fact pertains to the future.

[Subject] <b>[will be]</b> [verb]
[Subject] [form of “to be”] <b>[going to]</b> [verb]

- The verb “**to be**” has an irregular conjugation:

I [am]
he / she /it [is]
you / we / they [are]

**Example:** He will clean his room in a few hours.

**Example:** I am going to play in the game tomorrow.

- Add the word “**not**” after “**will**” and before “**going**” and the main verb to form the negative.

**Example:** We will not run in the race tomorrow.

**Example:** Jason is not going to play guitar tonight.

**Directions:** Write the correct form of the simple future tense using “**will**”.

- 1) I \_\_\_\_\_ (to do) my homework tomorrow.
- 2) Well, I guess we \_\_\_\_\_ (to ride) the bus to work next week.
- 3) He \_\_\_\_\_ (to eat) roast beef for dinner.
- 4) Jane \_\_\_\_\_ not \_\_\_\_\_ (to quit) her job on Monday.
- 5) I think I \_\_\_\_\_ (to watch) a movie with James tonight.
- 6) When \_\_\_\_\_ Jane \_\_\_\_\_ (to be) old enough to drive?
- 7) My sister \_\_\_\_\_ probably \_\_\_\_\_ (to go) to camp this summer.

**Directions:** Write the correct form of the simple future tense using “**going to**”.

- 1) Jess and Billy \_\_\_\_\_ to be roommates.
- 2) It \_\_\_\_\_ to be sunny today.
- 3) Yuki \_\_\_\_\_ to come to the movie with us.
- 4) Our family \_\_\_\_\_ to move to Alaska.
- 5) This weekend we \_\_\_\_\_ to study for the Spanish test on Monday.
- 6) They \_\_\_\_\_ probably \_\_\_\_\_ to run four miles.
- 7) It is doubtful that the sailors \_\_\_\_\_ ever \_\_\_\_\_ to return from their journey to Antarctica.

**Directions:** Now make your own sentences in the simple future tense.

1) \_\_\_\_\_

2) \_\_\_\_\_

# THE FUTURE TENSE

GRAMMAR BOOK p. 26

## A. THE SIMPLE FUTURE TENSE (“WILL”)

➤ The simple future refers to a time later than now, and expresses facts or certainty.

**The simple future is used:**

- To **predict** a future event that **we don't know for sure**, but we think that it will happen:  
e.g. It **will rain** tomorrow.
- With I or We, to express a **spontaneous decision**:  
**e.g. I'll pay** for the tickets by credit card.
- To express **willingness**:  
**e.g. He'll carry** your bag for you.      **I'll do** the washing-up.
- In the negative form, to express **unwillingness**:  
e.g. The baby **won't eat** his soup.  
e.g. I **won't leave** until I've seen the manager!

## FORMS OF THE SIMPLE FUTURE TENSE

➤ **In affirmative**, the structure of the Future Simple Tense is:

**S + auxiliary WILL + Vb1**

SUBJECT	AUXILIARY	VERB	COMPLEMENT
I	shall/will	study	at Yale University <b>next year</b> .
You	will	go	to the cinema <b>next Tuesday</b> .
He/She/It	will	play	outside during the summer.
We	shall/will	order	some food.
You	will	leave	<b>tomorrow</b> .
They	will	go	to Italy <b>next spring</b> .

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ Gr. \_\_\_\_

- For negative sentences in the Simple Future tense, we insert **not** between the auxiliary verb and main verb.

SUBJECT	AUXILIARY	NOT	VERB	COMPLEMENT
I	shall/will	not	study	at Yale University <b>next year</b> .
You	will	not	go	to the cinema <b>next Tuesday</b> .
He/She/It	will	not	play	outside during the summer.
We	shall/will	not	order	some food.
You	will	not	leave	<b>tomorrow</b> .
They	will	not	go	to Italy <b>next spring</b> .

- In the interrogative form, we exchange the subject and auxiliary verb.

AUXILIARY	SUBJECT	VERB	COMPLEMENT
Shall/Will	I	study	at Yale University <b>next year?</b>
Will	you	go	to the cinema <b>next Tuesday?</b>
Will	he/she/it	play	outside during the summer?
Shall/Will	we	order	some food?
Will	you	leave	<b>tomorrow?</b>
Will	they	go	to Italy <b>next spring?</b>

- **Contracted forms:**

I will	I'll		I will not	I won't
You will	you'll		You will not	You won't
He will She will It will	he'll she'll it'll		He will not She will not It will not	He won't She won't It won't
We will	we'll		We will not	We won't
They will	they'll		They will not	They won't



**B. 'BE GOING TO' FUTURE**

It is used for:

- **planned** actions in the future

e.g. We **are going to** Tim`s party.

- To express an action that you are **certain** that is going to happen in the future

e.g. Look at that car! It **is going to** crash into the yellow one.

Look at the clouds! It **is going to** rain soon.

**FORMS OF THE 'BE GOING TO' FUTURE**

to be (am, are, is) + *going to* + infinitive

**1. Affirmative sentences in the 'be going to' future**

Long forms	Contracted forms
I am <i>going to</i> play handball.	I'm <i>going to</i> play handball.
You are <i>going to</i> play handball.	You're <i>going to</i> play handball.

**2. Negative sentences in the 'be going to' future**

Long forms	Contracted forms
I am not <i>going to</i> play handball.	I'm not <i>going to</i> play handball.
You are not <i>going to</i> play handball.	You're not <i>going to</i> play handball.
	You aren't <i>going to</i> play handball.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ Gr. \_\_\_\_

### 3. Questions in the 'be going to' future

Long forms	Contracted forms
Am I <i>going to</i> play handball?	not possible
Are you <i>going to</i> play handball?	

#### ATTENTION!!

Do not mix up with the Present Progressive!

'be going to' future	Present Progressive
He's <i>going to</i> read the book.	He's reading the book.

## Practice /20

### A. Fill in the gaps with the correct form of Simple Future Tense.

EXAMPLE:

\_\_\_\_\_ they \_\_\_\_\_ the match? (*to win*)

ANSWER:

**Will they win the match?**

1. They \_\_\_\_\_ back by 6:30 pm. (*to be*)
2. \_\_\_\_\_ you \_\_\_\_\_ me? (*to help*)
3. When \_\_\_\_\_ I \_\_\_\_\_ you again? (*to see*)
4. His parents \_\_\_\_\_ him for being late. (*not/to punish*)
5. \_\_\_\_\_ they \_\_\_\_\_ the contract tonight? (*to sign*)
6. It \_\_\_\_\_ us three hours to get there. (*to take*)
7. \_\_\_\_\_ this concert \_\_\_\_\_ money for our school club? (*to raise*)
8. This van \_\_\_\_\_ with 8 people in it. (*not/to break down*)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ Gr. \_\_\_\_

9. The meeting \_\_\_\_\_ before tomorrow morning. (**not/to close**)  
10. When \_\_\_\_\_ she \_\_\_\_\_ me a copy of her essay? (**to send**)

### **B. Please fill in the gaps with the right form of "going-to-future"**

**Example:** I \_\_\_\_\_ (buy) some milk this afternoon.

**Answer:** I **am going to buy** some milk this afternoon.

- 1) This is taking ages. How much longer \_\_\_\_\_ (**it / take**)?  
2) We \_\_\_\_\_ (**visit**) my parents at the weekend.  
3) The naughty children \_\_\_\_\_ (**not / ring**) up any more, because I asked them not to.  
4) Look at those clouds! It certainly looks as if it \_\_\_\_\_ (**rain**).  
5) \_\_\_\_\_ (**you / spend**) your holidays in England?  
6) No, I \_\_\_\_\_ (**travel**) to Australia this year.  
7) I don't want to go to the party. Peter \_\_\_\_\_ (**invite**) my old boyfriend!  
8) Whatever shall I do? Peter \_\_\_\_\_ (**play**) football, although he is still injured.  
9) I \_\_\_\_\_ (**take**) this bus into town today.  
10) Do you know whether anybody \_\_\_\_\_ (**pick up**) Sarah this afternoon?

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## Future Tense

The future tense is a **verb tense** used for a future activity or a future state of being. The simple future tense is used to talk about things which we cannot control and it expresses as the future as fact. We use this tense to talk about the near future and believe it will happen. For example:

- I will jump in the lake.  
(This is a future activity.)
- I will be happy.  
(This is a future state of being.)

We shall move to another city.

He will come to New York tomorrow.

They will make a phone which has artificial intelligence.

The 4 Future Tenses	Examples	Uses
<p>simple future tense</p> <p>Will\ Shall</p>	<ul style="list-style-type: none"> <li>• I will go.</li> <li>• We will celebrate our anniversary by flying to New York.</li> </ul>	<p>The simple future tense is used for an action that will occur in the future.</p>
<p>future progressive tense</p> <p>Will\ Shall+ be+ verb+ing</p>	<ul style="list-style-type: none"> <li>• I will be going.</li> <li>• The Moscow State Circus will be performing in Cheltenham for the next 3 weeks.</li> </ul>	<p>The future progressive tense is used for an ongoing action that will occur in the future.</p>
<p>future perfect tense</p>	<ul style="list-style-type: none"> <li>• I will have gone.</li> <li>• By the time you arrive, we will have finished the meal and the speeches.</li> </ul>	<p>The future perfect tense is used to describe an action that will have been completed at some point in the future.</p>
<p>future perfect</p>	<ul style="list-style-type: none"> <li>• I will have been going.</li> </ul>	<p>The future perfect progressive tense is</p>

progressive	<ul style="list-style-type: none"> <li>In July next year, you will have been studying for three years.</li> </ul>	used for an ongoing action that will be completed at some specified time in the future.
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#### PAST TENSE

The 4 Past Tenses	Examples	Uses
<p>simple past tense</p> <p>add 'ed' to the verb</p>	<ul style="list-style-type: none"> <li>I went to work.</li> <li>The Martians landed near the aqueduct.</li> </ul>	The simple past tense is used to describe a completed activity that started in the past and ended in the past.
<p>past progressive tense</p> <p>was\ were+verb+ing</p>	<ul style="list-style-type: none"> <li>I was going to work.</li> <li>We were painting the door when a bird struck the window.</li> </ul>	The past progressive tense is used to describe an ongoing activity in the past. Often, it is used to set the scene for another action.
<p>past perfect tense</p>	<ul style="list-style-type: none"> <li>I had gone to work.</li> <li>Rover had eaten the pie before we got home.</li> </ul>	The past perfect tense is used to emphasize that an action was completed

		before another took place.
past perfect progressive	<ul style="list-style-type: none"> <li>• I had been going to work.</li> <li>• She had been painting the door before the dog scratched it.</li> </ul>	The past perfect progressive tense is used to show that an ongoing action in the past has ended.

#### PRESENT TENSE

The 4 Present Tenses	Examples	Uses
<u>simple present tense</u> most of the verb add "s"	<ul style="list-style-type: none"> <li>• I go.</li> <li>• I like chocolate.</li> <li>• The train gets in at 5 o'clock.</li> <li>• A horse walks into a bar, and the barman says, "why the long face?"</li> </ul>	The simple present tense is used: <ol style="list-style-type: none"> <li>(1) To describe facts and habits.</li> <li>(2) To describe scheduled events in the future.</li> <li>(3) To tell stories to make your listener or reader feel more engaged with the story.</li> </ol>

<p><u>present progressive tense</u> is\am\are+verb+ing</p>	<ul style="list-style-type: none"> <li>• I am going.</li> <li>• Barny is looking for the latest brochure.</li> </ul>	<p>The present progressive tense is used for an ongoing action in the present.</p>
<p><u>present perfect tense</u></p>	<ul style="list-style-type: none"> <li>• I have gone.</li> <li>• David has worked alongside two of the world's finest scientists in the field of entomology.</li> </ul>	<p>The present perfect tense is used to describe actions that began in the past and are still continuing into the present.</p>
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## HELPING VERBS or it can be called AUXILLARY VERB

1.AM

2.IS

3.ARE

4.WAS

5.WERE

6.BEEN

7.BE

8.CAN

9.HAS

10.SHALL

11.WILL

12.DO

13.DOES

14.DID

15.HAVE

16.SHOULD

17.MAY

18.MIGHT

19.WOULD

20.MUST

21.COULD

22.HAD      23. BEING

### Exercise for Future Tense:

Put the verbs into the correct form (future I simple). Use **will**.

Jim asked a fortune teller about his future. Here is what she told him:

1. You (earn)  a lot of money.
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5. You (not / have)  any problems.
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8. There (not / be)  anything left to wish for.
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10. But all these things (happen / only)  if you marry me.

Lucy is going to go to a new school next year. Write questions. Look at what Lucy thinks and answer the questions.



- 1 she / go / to school by bus .....
- 2 she / have / many friends .....
- 3 she / have / an old teacher .....
- 4 she / study English .....

**C Complete the sentences with will or won't and the verbs below.**

GO WANT EAT WEAR

- 1 I am very hungry. I ..... all my food.
- 2 Jack hates loud music. He ..... to go to the pop concert.
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- 4 I don't like this. I don't think I ..... it.

## 9- The Future Tense

1. There are several ways of expressing the future in English:

(1) **S - will (shall) - base form of the verb**

Ex. - I shall finish the work in a minute.

- Ali will travel to Paris next week.

(2) **S - is (are, am) – going to - base form of the verb**

Ex. - We are going to have a party tomorrow.

- He is going to attend the meeting.

(3) **Present Continuous Tense**

Ex. – They are having fish for dinner.

- We are inviting several people to a party.

2- The following adverbs are used with this tense:

**tomorrow, next week, in the future, in a minute.**

3- In negative and interrogative forms:

**S – will (shall) not - base form of the verb**

**Will (Shall) - S – base form of the verb ...?**

Ex. - He will not go to the zoo.

- Will they do their homework?

### ***Form of the will-future***

We form the will-future with the auxiliary **will** and the **infinitive** of the verb.

We use the the same form of the verb every time regardless the subject.

In British English we sometimes use **shall** instead of **will** for the first persons (I/we).

### **1-will + infinitive**

#### ***Affirmative sentences***

Example:

He **will play** football.

**NOTE:** short/contracted form in the will-future:  
He'll **play** football.

### **Negative sentences**

Example:  
He **will not play** football.

**NOTE:** short/contracted forms in the will-future:  
He **won't play** football. or  
He'll **not play** football.

### **Questions**

Example:  
Will he **play** football?

**Will-future (The verb be has the same form every time regardless the subject.)**

Affirmative		Negative	
long form	short form	long form	short form
I will be	I'll be	I will not be	I won't be or I'll not be

### **2- going-to-future**

Affirmative		Negative	
long form	short form	long form	short form
I:			
I am going to be	I'm going to be	I am not going to be	I'm not going to be
he, she, it:			
he is going to be	he's going to be	he is not going to be	he's not going to be or he isn't going to be
we, you, they:			
we are going to be	we're going to be	we are not going to be	we're not going to be or we aren't going to be

### **Exercise-1**

1. I'll see the manger tomorrow. (use: going to)
2. They pass the exam.(change into future)
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**3- Put in the verbs in brackets into the gaps and form sentences. Use the going to future.**

Example: She \_\_\_\_\_ a present for her mother. (*to buy*)

Answer: She **is going to buy** a present for her mother. Or She **'s going to buy** a present for her mother

- 1) He \_\_\_\_\_ his friend. (*to phone*)
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#### 4-Fill in the verbs in brackets in the Future Perfect.

Example: He \_\_\_\_\_ the suitcase by tomorrow. (*to pack*)

Answer: He ***will have packed*** the suitcase by tomorrow.

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**Fill in the correct form of the Future Tense. In some sentences several forms are possible.**

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4. We \_\_\_\_\_ married on June 25<sup>th</sup>. **(GET)**
5. I suppose real estate prices \_\_\_\_\_ up again next year. **(GO)**
6. What \_\_\_\_\_ when you grow up? – I \_\_\_\_\_ a pilot. **(YOU DO, BE)**
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## Future Tense

The future tense is a **verb tense** used for a future activity or a future state of being. The simple future tense is used to talk about things which we cannot control and it expresses as the future as fact. We use this tense to talk about the near future and believe it will happen. For example:

- I will jump in the lake.  
(This is a future activity.)
- I will be happy.  
(This is a future state of being.)

We shall move to another city.

He will come to New York tomorrow.

They will make a phone which has artificial intelligence.

The 4 Future Tenses	Examples	Uses
simple future tense Will\ Shall	<ul style="list-style-type: none"><li>• I will go.</li><li>• We will celebrate our anniversary by flying to New York.</li></ul>	The simple future tense is used for an action that will occur in the future.
future progressive tense Will\ Shall+ be+ verb+ing	<ul style="list-style-type: none"><li>• I will be going.</li><li>• The Moscow State Circus will be performing in Cheltenham for the next 3 weeks.</li></ul>	The future progressive tense is used for an ongoing action that will occur in the future.
future perfect tense	<ul style="list-style-type: none"><li>• I will have gone.</li><li>• By the time you arrive, we will have finished the meal and the speeches.</li></ul>	The future perfect tense is used to describe an action that will have been completed at some point in the future.
future perfect	<ul style="list-style-type: none"><li>• I will have been going.</li></ul>	The future perfect progressive tense is



progressive	<ul style="list-style-type: none"> <li>In July next year, you will have been studying for three years.</li> </ul>	used for an ongoing action that will be completed at some specified time in the future.
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#### PAST TENSE

The 4 Past Tenses	Examples	Uses
<p>simple past tense</p> <p>add 'ed' to the verb</p>	<ul style="list-style-type: none"> <li>I went to work.</li> <li>The Martians landed near the aqueduct.</li> </ul>	The simple past tense is used to describe a completed activity that started in the past and ended in the past.
<p>past progressive tense</p> <p>was\ were+verb+ing</p>	<ul style="list-style-type: none"> <li>I was going to work.</li> <li>We were painting the door when a bird struck the window.</li> </ul>	The past progressive tense is used to describe an ongoing activity in the past. Often, it is used to set the scene for another action.
<p>past perfect tense</p>	<ul style="list-style-type: none"> <li>I had gone to work.</li> <li>Rover had eaten the pie before we got home.</li> </ul>	The past perfect tense is used to emphasize that an action was completed

		before another took place.
past perfect progressive	<ul style="list-style-type: none"> <li>• I had been going to work.</li> <li>• She had been painting the door before the dog scratched it.</li> </ul>	The past perfect progressive tense is used to show that an ongoing action in the past has ended.

PRESENT TENSE

The 4 Present Tenses	Examples	Uses
<u>simple present tense</u> most of the verb add "s"	<ul style="list-style-type: none"> <li>• I go.</li> <li>• I like chocolate.</li> <li>• The train gets in at 5 o'clock.</li> <li>• A horse walks into a bar, and the barman says, "why the long face?"</li> </ul>	The simple present tense is used: <ol style="list-style-type: none"> <li>(1) To describe facts and habits.</li> <li>(2) To describe scheduled events in the future.</li> <li>(3) To tell stories to make your listener or reader feel more engaged with the story.</li> </ol>

<p><u>present progressive tense</u> is\am\are+verb+ing</p>	<ul style="list-style-type: none"> <li>• I am going.</li> <li>• Barny is looking for the latest brochure.</li> </ul>	<p>The present progressive tense is used for an ongoing action in the present.</p>
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- 3.ARE
- 4.WAS
- 5.WERE
- 6.BEEN
- 7.BE
- 8.CAN
- 9.HAS
- 10.SHALL
- 11.WILL
- 12.DO
- 13.DOES
- 14.DID
- 15.HAVE
- 16.SHOULD
- 17.MAY
- 18.MIGHT
- 19.WOULD
- 20.MUST
- 21.COULD
- 22.HAD
23. BEING

### Exercise for Future Tense:

Put the verbs into the correct form (future I simple). Use **will**.

Jim asked a fortune teller about his future. Here is what she told him:

1. You (earn)  a lot of money.
2. You (travel)  around the world.
3. You (meet)  lots of interesting people.
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Lucy is going to go to a new school next year. Write questions. Look at what Lucy thinks and answer the questions.



- 1 she / go / to school by bus .....
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GO WANT EAT WEAR

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## 9- The Future Tense

1. There are several ways of expressing the future in English:

(1) **S - will (shall) - base form of the verb**

Ex. - I shall finish the work in a minute.

- Ali will travel to Paris next week.

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Ex. - We are going to have a party tomorrow.

- He is going to attend the meeting.

(3) **Present Continuous Tense**

Ex. – They are having fish for dinner.

- We are inviting several people to a party.

2- The following adverbs are used with this tense:

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3- In negative and interrogative forms:

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We use the the same form of the verb every time regardless the subject.

In British English we sometimes use **shall** instead of **will** for the first persons (I/we).

### **1-will + infinitive**

#### ***Affirmative sentences***

Example:

He **will play** football.

**NOTE:** short/contracted form in the will-future:  
He'll **play** football.

### **Negative sentences**

Example:  
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**NOTE:** short/contracted forms in the will-future:  
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### **Questions**

Example:  
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**Will-future (The verb be has the same form every time regardless the subject.)**

Affirmative		Negative	
long form	short form	long form	short form
I will be	I'll be	I will not be	I won't be or I'll not be

### **2- going-to-future**

Affirmative		Negative	
long form	short form	long form	short form
I:			
I am going to be	I'm going to be	I am not going to be	I'm not going to be
he, she, it:			
he is going to be	he's going to be	he is not going to be	he's not going to be or he isn't going to be
we, you, they:			
we are going to be	we're going to be	we are not going to be	we're not going to be or we aren't going to be

### **Exercise-1**

1. I'll see the manger tomorrow. (use: going to)
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# How to Write a Perfect Paragraph

## I. Topic Sentence

**What is the topic sentence?** The topic sentence is the first sentence in a paragraph.

**What does it do?** It introduces the main idea of the paragraph.

**How do I write one?** Summarize the main idea of your paragraph. Make clear what your paragraph will be about.

**Example:** **Canada is one of the best countries in the world to live in.** First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

## II. Supporting Details

**What are supporting sentences?** They come after the topic sentence, making up the body of a paragraph.

**What do they do?** They give details to develop and support the main idea of the paragraph.

**How do I write them?** You should give supporting facts, details, and examples.

**Example:** **Canada is one of the best countries in the world to live in.** **First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live.** As a result, Canada is a desirable place to live.

## III. Closing Sentence

**What is the closing sentence?** The closing sentence is the last sentence in a paragraph.

**What does it do?** It restates the main idea of your paragraph.

**How do I write one?** Restate the main idea of the paragraph using different words.

**Example:** **Canada is one of the best countries in the world to live in.** First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. **As a result, Canada is a desirable place to live.**

## Example #2: Alexander the Great

Start with a topic sentence that clearly identifies the main point(s) of the paragraph:

*Alexander the Great was a successful ruler because his actions created long lasting effects on cultures that continue to the present day.*

Example (Think of an example that supports your thesis statement):

*One example of his legacy was the creation of a Hellenistic society.*

Explanation of Example (What does this specific example mean? Be specific. Expand your example by providing additional important details):

*Hellenism was the combination of Greek, Persian, and Egyptian cultures. During this remarkable time period, people were encouraged to pursue a formal education and produce many different kinds of art. New forms of math, science, and design made a great impact on society.*

How does the example prove your thesis (Why is this example important? How does it support the main claim of your thesis statement?):

*If this new way of life had not been as successful as it was, Alexander's legacy would not be as memorable and groundbreaking.*

Concluding Sentence (Sum up the main argument of your paragraph in one sentence):

*Because he conquered many countries and blended together many different cultures, Alexander the Great is widely recognized for his achievements and credited with being one of the greatest rulers in history.*

Putting it altogether:

*Alexander the Great was a successful ruler because his actions created long lasting effects on cultures that continue to the present day. One example of his legacy was the creation of a Hellenistic society. Hellenism was the combination of Greek, Persian, and Egyptian cultures. During this remarkable time period, people were encouraged to pursue a formal education and produce many different kinds of art. New forms of math, science, and design made a great impact on society. If this new way of life had not been as successful as it was, Alexander's legacy would not be as memorable and groundbreaking. Because he conquered many countries and blended together many different cultures, Alexander the Great is widely recognized for his achievements and credited with being one of the greatest rulers in history.*

### Examples #3-4

Magellan's circumnavigation [of the globe] forever altered the Western world's ideas about cosmology – the study of the universe and our place in it – as well as geography. It demonstrated, among other things, that the earth was round, that the Americas were not part of India but were actually a separate continent, and that oceans covered most of the earth's surface. The voyage conclusively demonstrated that the earth is, after all, one world. But it also demonstrated that it was a world of unceasing conflict, both natural and human. The cost of these discoveries in terms of loss of life and suffering was greater than anyone could have anticipated at the start of the expedition. [The voyagers] had survived an expedition to the ends of the earth, but more than that, they had endured a voyage into the darkest recesses of the human soul. (Lawrence Bergreen, *Over the Edge of the World*)

During the Civil War era many factions sought to change America. Remarkable speakers spread their ideas through oratory, thrilling their audiences through powerful speeches that appealed to both emotion and logic. Frederick Douglass, a black American, fought for black civil rights through compelling speeches like "What to the slave is the Fourth of July?" which depicted the terrors of slavery in graphic detail. Abraham Lincoln, on the other hand, spoke peacefully and optimistically during his Second Inaugural Address to demonstrate his desire for peace and reconciliation with the Confederate states. Both speakers captivated their audiences through persuasive diction, tone, and argumentative methods in an effort to win them over and gain their support.

Conflicts within the middling orders were more pronounced than peaceful cooperation. Tariffs on imports were a boon to domestic manufacturers but a burden on merchants. Distribution of largesse from the central government, whether paintings donated to provincial museums or subsidies provided to struggling industries led to disputes about favoritism among cities and regions. The issue of state support for sectarian schools became a contentious issue between devout and secular citizens. The location of the railroad network, which speedily spread through most of Europe in the 1840s and 1850s, became a matter of virtual economic life and death across the map. And, ... limitations on the right to vote on the basis of income were sore points between bourgeois safely at home in the political elite and bourgeois aspiring to join them. Some of these contests were trivial: in the late nineteenth century, Munich and Berlin engaged in a rivalry, carried on mainly in the press, over which was the cultural capital of Germany. But most of the time, the stakes were higher than this. Economic self-interest, religious agendas, intellectual convictions, social competition, [and] the proper place of women became political issues where bourgeois battled bourgeois. (Peter Gay, *Schnitzler's Century*)

Slave spirituals often had hidden double meanings.

On one level, spirituals referenced heaven, Jesus, and the soul; but on another level, the songs spoke about slave resistance.

For example, according to Frederick Douglass, the song “O Canaan, Sweet Canaan” spoke of slaves’ longing for heaven, but it also expressed their desire to escape to the North.

Careful listeners heard this second meaning in the following lyrics: “I don’t expect to stay / Much longer here. / Run to Jesus, shun the danger. / I don’t expect to stay.”

When slaves sang this song, they could have been speaking of their departure from this life and their arrival in heaven; however, they also could have been describing their plans to leave the South and run, not to Jesus, but to the North.

Slaves even used songs like “Steal Away to Jesus (at midnight)” to announce to other slaves the time and place of secret, forbidden meetings.

What whites heard as merely spiritual songs, slaves discerned as detailed messages. The hidden meanings in spirituals allowed slaves to sing what they could not say.

## Felix Driver, "Henry Morton Stanley and His Critics"

The history of exploration has until recently been dominated by two sorts of historical writing: biographies, which of necessity focus on the life and personality of individual explorers, and somewhat Whiggish general histories, which have tended to celebrate the triumph of modern geographical science over the mysteries of the earth. Neither of these approaches is particularly well equipped to meet the requirements of a more contextual perspective, concerned with the wider contemporary significance of the ideas and practices of exploration. In recent years, historians have paid much more attention to the institutional, intellectual, and social contexts in which projects of exploration were sustained, emphasizing in particular the relationship between exploration and empire. Whether explorers like Stanley are considered to be "progenitors" or merely "precursors" of the new forms of imperialism developing during the late nineteenth century, their labors at the colonial frontier must be seen in the wider context of changing relationships between Europe and the non-European world. It has been suggested that the attitudes and assumptions of explorers constitute a kind of "unofficial symbolic imperialism," helping to define the cultural terms on which unequal political relations between colonizer and colonized could subsequently be established. The fact that British explorers of Africa... received official sanction and support is, according to this view, but one aspect of their contribution to imperial history; another is their role in the popularization of myths and fantasies about the non-European world. For geographical exploration did not merely overcome distance; it helped create "imaginative geographies." Joseph Conrad once described the most famous African explorers as "conquerors of truth," not because they exposed the inner secrets of distant regions (as they often claimed), but rather because they established particular ways of reading unknown landscapes.