

## Lec.4

# Present continuous

I am working

You are playing

He is talking

She is living

It is eating

We are staying

They are sleeping

## Uses

We use the present continuous to talk about:

- **activities at the moment of speaking:**

*I'm just **leaving** work. I'll be home in an hour.*

*Please be quiet. The children **are sleeping**.*

- **future plans or arrangements:**

*Mary **is going** to a new school next term.*

*What **are** you **doing** next week?*

We normally use the simple instead:

*I understand you. (NOT I ~~am understanding~~ you.)*

*This cake tastes wonderful. (NOT This cake ~~is tasting~~ wonderful.)*

We also use the present continuous to talk about:

- something which is happening **before and after a specific time:**

*At eight o'clock we **are** usually **having** breakfast.*

*When I get home the children **are doing** their homework.*

- something which **we think is temporary:**

*Michael **is** at university. He's **studying** history.*

*I'm **working** in London for the next two weeks.*

- something which is **new** and **contrasts** with a previous state:

*These days most people **are using** email instead of writing letters.*

*What sort of clothes **are** teenagers **wearing** nowadays?*

*What sort of music **are** they **listening** to?*

- something which is changing, growing or developing:

*The children **are growing up** quickly.*

*The climate **is changing** rapidly.*

*Your English **is improving**.*

- something which happens **again and again**:

*It's **always raining** in London.*

*They **are always** arguing.*

*George is great. He's **always laughing**.*

Note that we normally use *always* with this use.

We can use the present continuous to talk about the **past** when we are:

- **telling a story**:

*The other day I'm just **walking** down the street when suddenly this man comes up to me and asks me to lend him some money. Well, he's **carrying** a big stick and he looks a bit dangerous, so I'm **wondering** what to do ...*

- **summarising** a book, film or play:

*Harry Potter is a pupil at Hogwarts school. One day when he **is playing** Quidditch he sees a strange object in the sky. He wonders what **is happening**....*

## **Present continuous negatives**

We make negatives by putting **not** (or **n't**) after ***am***, ***is*** or ***are***:

*I'm **not** doing that.*

*You **aren't** listening. (or You're **not** listening.)*

*They **aren't** coming to the party. (or They're **not** coming to the party.)*

*She **isn't** going home until Monday. (or She's **not** going home until Monday.)*

## Present continuous questions

We make questions by putting **am**, **is** or **are** in front of the **subject**:

*Are **you** listening?*

*Are **they** coming to your party?*

*When **is** **she** going home?*

*What **am** **I** doing here?*

### Note

We do not normally use the continuous **with stative verbs**. Stative verbs include:

- verbs of **thinking and feeling**:

|          |         |                   |            |      |      |        |         |           |
|----------|---------|-------------------|------------|------|------|--------|---------|-----------|
| believe  | dislike | know              | like       | love | hate | prefer | realise | recognise |
| remember | suppose | think (= believe) | understand | want | wish |        |         |           |

- verbs of the senses:

|        |      |      |      |       |       |       |
|--------|------|------|------|-------|-------|-------|
| Appear | feel | look | seem | smell | sound | taste |
|--------|------|------|------|-------|-------|-------|

- others:

|       |    |        |          |      |     |     |         |
|-------|----|--------|----------|------|-----|-----|---------|
| agree | be | belong | disagree | need | owe | own | possess |
|-------|----|--------|----------|------|-----|-----|---------|

### ➤ Reading

## The microbe hunters

The first two decades of this century were dominated by the microbe hunters. These hunters had tracked down one after another of the microbes responsible for the most dreaded scourges of many centuries: tuberculosis, cholera, diphtheria. But there, remained some terrible diseases for which no microbe could be incriminated: scurvy, pellagra, rickets, beriberi. Then it was discovered that these diseases were caused by the lack of vitamins, a

trace substance in the diet. The diseases could be prevented or cured by consuming foods that contained the vitamins. And so in the decades of the 1920's and 1930's, nutrition became a science and the vitamin hunters replaced the microbe hunters.

In the 1940's and 1950's, biochemists strived to learn why each of the vitamins was essential for health. They discovered that key enzymes in metabolism depend on one or another of the vitamins as coenzymes to perform the chemistry that provides cells with energy for growth and function. Now, these enzyme hunters occupied center stage.

You are aware that the enzyme hunters have been replaced by a new breed of hunters who are tracking genes-the blueprints for each of the enzymes-and are discovering the defective genes that cause inherited diseases-diabetes, cystic fibrosis. These gene hunters, or genetic engineers, use recombinant DNA technology to identify and clone genes and introduce them into bacterial cells and plants to create factories for the massive production of hormones and vaccines for medicine and for better crops for agriculture. Biotechnology has become a multibillion-dollar industry.

In view of the inexorable progress in science, we can expect that the gene hunters will be replaced in the spotlight. When and by whom? Which kind of hunter will dominate the scene in the last decade of our waning century and in the early decades of the next? I wonder whether the hunters who will occupy the spotlight will be neurobiologists who apply the techniques of the enzyme and gene hunters to the functions of the brain: What to call them? The head hunters. I will return to them later.

## Simple Past Tense


The simple past tense is used to indicate or describe something that happened or existed in the past.

They **watch** television every night.  
(*simple present*)

They **watched** television last night.  
(*simple past*)

**watched** is the *simple past*:

|                            |                |
|----------------------------|----------------|
| I/we/you/they<br>he/she/it | <b>watched</b> |
|----------------------------|----------------|



### Simple Past Forms

#### Spelling

- The normal rule is to add *-ed*.  
worked started  
If the verb ends in *-e*, add *-d*.  
lived loved
- If the verb has only one syllable + one vowel + one consonant, double the consonant.  
stopped planned
- If the verb ends in a consonant + *-y*, change the *-y* to *-ied*.  
studied carried

The form of the Past Simple is the same for all persons.

#### Positive

|           |          |            |
|-----------|----------|------------|
| I         | finished |            |
| He/She/It | arrived  | yesterday. |
| We        | went     |            |
| You       |          |            |
| They      |          |            |

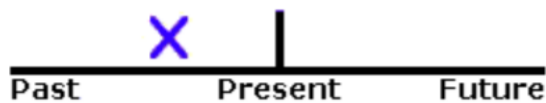
4 Some simple past tense verbs such as cut, put, set etc. will remain the same in the present and past tense.

Examples are,

- He *worked* at the Cheesecake Factory.
- I often *brought* my lunch to school.
- She cut her hair yesterday.

### Simple Past Uses

#### USE 1 Completed Action in the Past



Use the simple past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind. Also it can be used to describe someone who has died

Examples:

- I saw a movie yesterday.
- I didn't see a play yesterday.
- Last year, I traveled to Istanbul.
- Last year, I didn't travel to USA.
- Did you have dinner last night?
- She washed her car.
- He didn't wash his car.

## USE 2 A Series of Completed Actions



We use the simple past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- I finished work, walked to the beach, and found a nice place to swim.
- He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00.
- Did you add flour, pour in the milk, and then add the eggs?

## USE 3 Duration in the Past



The simple past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

- I lived in Brazil for two years.
- Shauna studied Japanese for five years.
- They sat at the beach all day.
- They did not stay at the party the entire time.
- We talked on the phone for thirty minutes.
- A: How long did you wait for them?
- B: We waited for one hour.

## USE 4 Habits in the Past



The simple past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- I studied French when I was a child.
- He played the violin.
- He didn't play the piano.
- Did you play a musical instrument when you were a kid?
- She worked at the movie theatre after school.
- They never went to school, they always skipped class.

## USE 5 Past Facts or Generalizations



The simple past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the simple past is quite similar to the expression "used to."

Examples:

- She was shy as a child, but now she is very outgoing.
- He didn't like tomatoes before.
- Did you live in Texas when you were a kid?
- People paid much more to make cell phone calls in the past.

### **Simple Past Tips**

#### **IMPORTANT When-Clauses Happen First**

Clauses are groups of words which have meaning but are often not complete sentences. Some clauses begin with the word "when" such as "when I dropped my pen..." or "when class began..." These clauses are called when-clauses, and they are very important. The examples below contain when-clauses.

Examples:

- **When I paid her one dollar, she answered my question.**
- **She answered my question when I paid her one dollar.**

When-clauses are important because they always happen first when both clauses are in the simple past. Both of the examples above mean the same thing: first, I paid her one dollar, and then, she answered my question. It is not important whether "when I paid her one dollar" is at the beginning of the sentence or at the end of the sentence. However, the example below has a different meaning. First, she answered my question, and then, I paid her one dollar.

Example:

- I paid her one dollar when she answered my question.

#### **ADVERB PLACEMENT**

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You just called Debbie.
- Did you just call Debbie?

#### **ACTIVE / PASSIVE**

Examples:

- Tom repaired the car. Active
- The car was repaired by Tom. Passive



## Negatives and questions

We use **did** in simple past negatives and questions:

| Base Form | Positive           | Negative                     | Question   |
|-----------|--------------------|------------------------------|------------|
| play      | I <b>played</b>    | I                            | I play?    |
| start     | we <b>started</b>  | we                           | we start?  |
| watch     | you <b>watched</b> | you                          | you watch? |
| have      | they <b>had</b>    | they <b>did not (didn't)</b> | they have? |
| see       | he <b>saw</b>      | he                           | he see?    |
| do        | she <b>did</b>     | she                          | she do?    |
| go        | it <b>went</b>     | it                           | it go?     |

We use **did/didn't + base form (watch/play/go, etc.)**:

|                  |            |                             |                                |
|------------------|------------|-----------------------------|--------------------------------|
| I <b>watched</b> | <i>but</i> | I <b>didn't watch</b>       | ( <i>not</i> I didn't watched) |
| they <b>went</b> |            | <b>did</b> they <b>go</b> ? | ( <i>not</i> did they went?)   |
| he <b>had</b>    |            | he <b>didn't have</b>       |                                |
| you <b>did</b>   |            | <b>did</b> you <b>do</b> ?  |                                |

- I **played** tennis yesterday, but I **didn't win**.
- “**Did** you **do** your homework?” “No, I **didn't have** time.”
- We **went** to the movies, but we **didn't enjoy** the film.

Study the word order in questions:

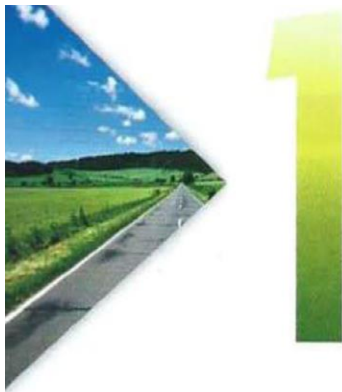
|       | <b>did</b> + <i>subject</i> | + | <i>base form</i> |               |
|-------|-----------------------------|---|------------------|---------------|
| What  | <b>Did</b>                  |   | <b>call</b>      | you?          |
| How   | <b>did</b>                  |   | <b>do</b>        | last night?   |
| Where | <b>did</b>                  |   | <b>happen?</b>   |               |
|       |                             |   | <b>go</b>        | for vacation? |

*Short answers*

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

- “**Did** you see Joe yesterday?” “No, I **didn't**.”
- “**Did** it rain on Sunday?” “Yes, it **did**.”
- “**Did** Helen come to the party?” “No, she **didn't**.”
- “**Did** your parents have a good trip?” “Yes, they **did**.”



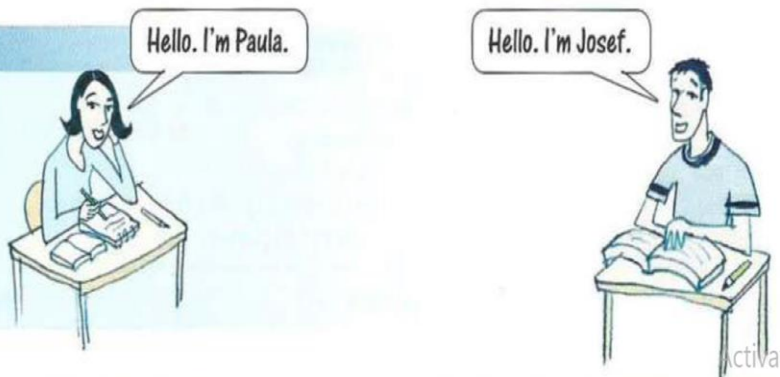


# Hello!

*am/are/is, my/your* • This is ... • How are you? • Good morning!  
What's this in English? • Numbers 1-10 • Plurals

## STARTER

### T1.1 Say your name



## WHAT'S YOUR NAME?

*am/are/is, my/your*

### 1 T1.2 Read

**Pablo** Hello. I'm Pablo. What's your name?  
**Mika** My name's Mika.  
**Pablo** Hello, Mika.

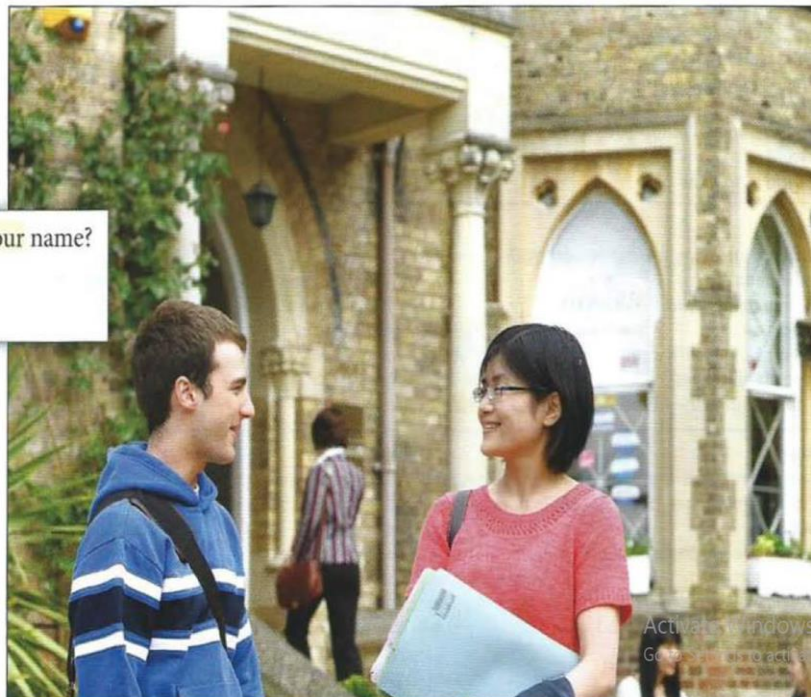
### GRAMMAR SPOT

I'm = I am  
name's = name is  
What's = What is

### 2 Stand up and practise.

Hello. I'm \_\_\_\_\_.  
What's your name?

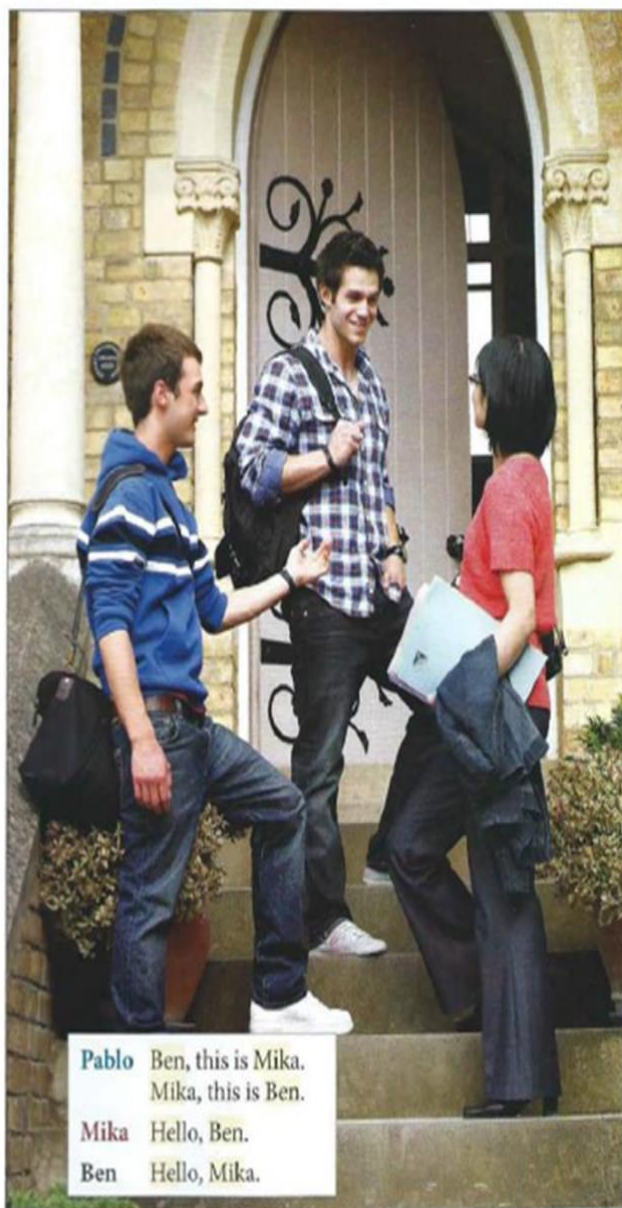
My name's \_\_\_\_\_.



## INTRODUCTIONS

This is ...

### 1 T1.3 Read



### T1.3 Repeat

#### 2 Practise in groups of three.



Nice to meet you

### 3 T1.4 Read



### T1.4 Repeat

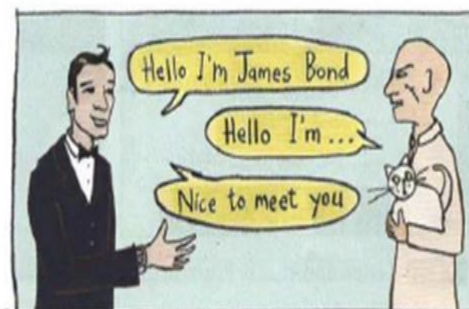
#### 4 Practise in pairs. Say your first name and surname.

- A Hello. My name's \_\_\_\_\_.  
B Hello. I'm \_\_\_\_\_.  
Nice to meet you.  
A And you.

#### 5 T1.5 English names

|   |             |               |                 |
|---|-------------|---------------|-----------------|
| ♂ | James Bond  | Robert Taylor | Henry Baker     |
| ♀ | Susie Walsh | Anita Johnson | Katherine Smith |

Choose a name. Stand up and say hello.





## HOW ARE YOU?

### 1 T1.6 Read



1 Pablo Hi, Ben. How are you?  
Ben Fine, thanks, Pablo. And you?  
Pablo I'm OK, thanks.



2 Ben Hello, Mika. How are you?  
Mika Very well, thank you. How are you?  
Ben Fine.

### T1.6 Repeat

2 Answer your teacher.

Hi, \_\_\_\_\_. How are you?

Fine, thanks.

Fine, thanks. And you?

3 Stand up and practise.

Very well, thank you.

OK, thanks.

### GRAMMAR SPOT

Write *in, is, or are*.

I \_\_\_\_\_ Sandra.

How \_\_\_\_\_ you?

This \_\_\_\_\_ John.

► Grammar Reference 1.1–1.3 p123

4 Complete the conversations.

1

A Hello. My name's Ana.  
\_\_\_\_\_ your name?  
B \_\_\_\_\_ Mario.

2

A Max, \_\_\_\_\_ is Carla.  
B Hi, Carla.  
C Hello, Max. \_\_\_\_\_ to meet you.

3

A Hi, Eda. \_\_\_\_\_ are you?  
B Fine, thanks, David.  
And \_\_\_\_\_?  
A \_\_\_\_\_ well, thanks.

# EVERYDAY ENGLISH

## Good morning!

1 Complete the conversations.

Goodbye!      Good night!      Good morning!      Good afternoon!

1 A Good morning!  
B Good morning!  
What a lovely day!



2 Put the words in the correct order.

1 A Good morning!  
**are you How today**  
How are you today ?  
B Fine, thanks.

2 A \_\_\_\_\_  
B Hello. A cup of tea, please.



2 A Good afternoon!  
B Good afternoon!  
**coffee cup please of A**  
\_\_\_\_\_

3 A \_\_\_\_\_  
B Bye! See you later!



3 A Goodbye!  
**nice Have day a**  
\_\_\_\_\_  
B Thank you. And you.  
**you later See**  
\_\_\_\_\_

4 A \_\_\_\_\_  
B Good night! Sleep well!



4 A Good night!  
**well Sleep**  
\_\_\_\_\_  
B Thank you.  
**you And**  
\_\_\_\_\_





# 2

## Your world

Countries • *he/she/they, his/her* • Where's he from?  
*fantastic/awful/beautiful* • Numbers 11–30

### STARTER

Find your country on the map on page 13. Find these countries on the map.

Australia Brazil Egypt China England France Italy Hungary Japan Russia Spain the United States

**T2.1** Repeat

### SHE'S FROM JAPAN

*he/she, his/her*

1 **T2.2** Read



**Pablo** Where are you from, Mika?

**Mika** I'm from Japan. Where are you from?

**Pablo** I'm from Spain. From Barcelona.

**T2.2**

2 Where are you from? Stand up and practise.

Where are you from?

I'm from Italy/Brazil ... Where ... ?

3 **T2.3** Read,



His name's Pablo. He's from Spain.



Her name's Mika. She's from Japan.

### GRAMMAR SPOT

he's = he is

she's = she is

► Grammar Reference 2.1–2.2 p123

## QUESTIONS

Where's he from?

- 1 Complete the sentences about the people.

1 His name's Kevin.  
He's from the United States.



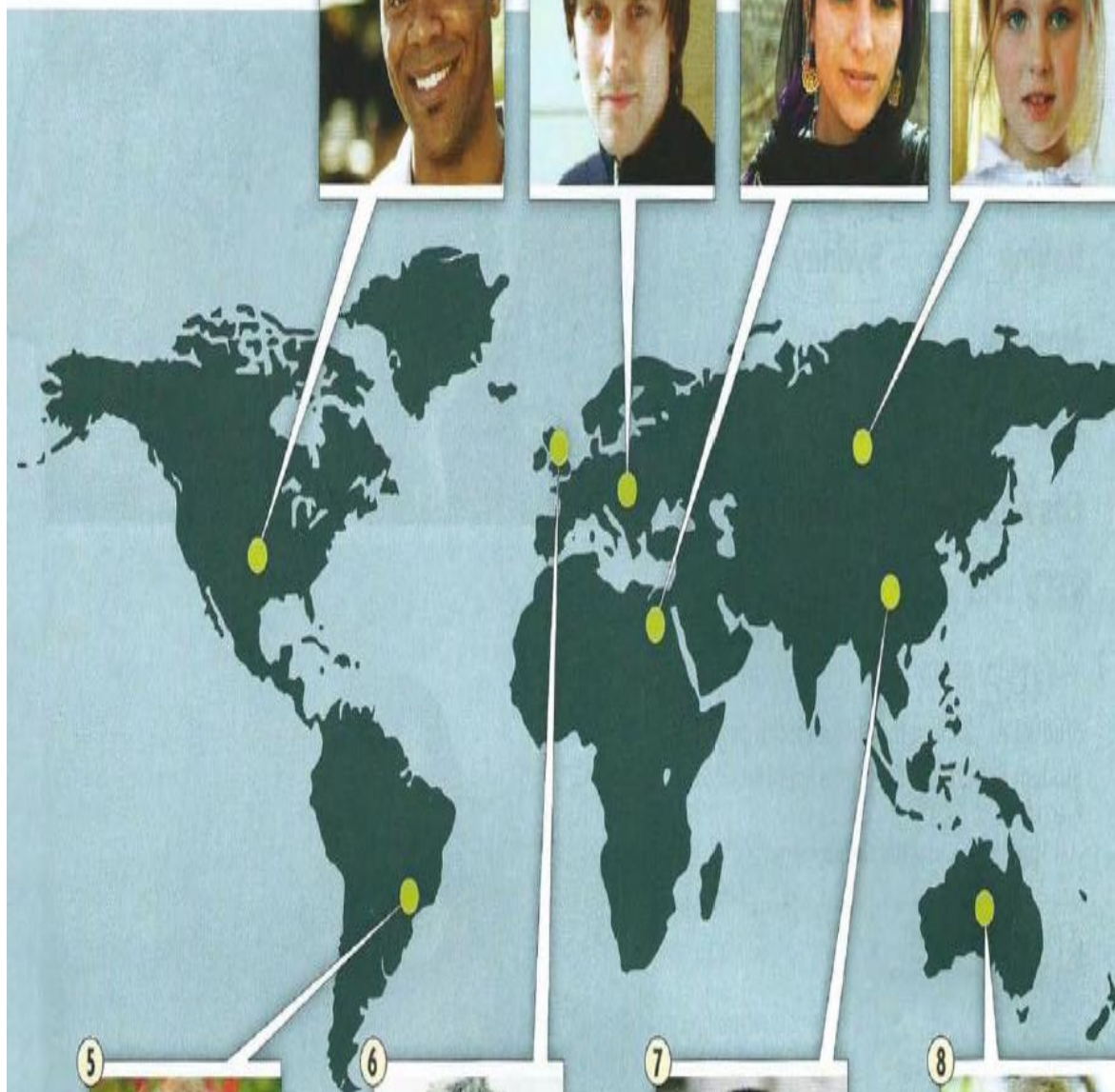
2 name's László.  
He's \_\_\_\_\_.



3 name's Karima.  
She's \_\_\_\_\_.



4 name's Tatiana.  
She's \_\_\_\_\_.



name's Rosely.  
She's \_\_\_\_\_.



name's Simon.  
He's \_\_\_\_\_.



name's Yong.  
He's \_\_\_\_\_.



name's Hayley.  
She's \_\_\_\_\_.





## Lec.2

# Basic Grammar *in use*

UNIT  
**1**  
A

am/is/are

My name **is** Lisa.

I'm 22.

I'm **not** married.

My favorite color **is** blue.

I'm American. I'm from Chicago.

I'm a student.

My favorite sports **are** tennis and swimming.

My father **is** a doctor, and my mother **is** a journalist.

I'm interested in art.

Lisa

# B

| Positive |     |           | Negative |         |                              |
|----------|-----|-----------|----------|---------|------------------------------|
| I        | am  | (I'm)     | I        | am not  | (I'm not)                    |
| he       |     | (he's)    | he       |         | (he's not or he isn't)       |
| she      | is  | (she's)   | she      | is not  | (she's not or she isn't)     |
| it       |     | (it's)    | it       |         | (it's not or it isn't)       |
| we       |     | (we're)   | we       |         | (we're not or we aren't)     |
| you      | are | (you're)  | you      | are not | (you're not or you aren't)   |
| they     |     | (they're) | they     |         | (they're not or they aren't) |

short forms

short forms

- I'm cold. Can you close the window, please?
- I'm 32 years old. My sister is 29.
- Steve is sick. He's in bed.
- My brother is afraid of dogs.
- It's 10:00. You're late again.
- Ann and I are good friends.
- Your keys are on the table.
- I'm tired, but I'm not hungry.
- Tom isn't interested in politics. He's interested in music.
- Jane isn't a teacher. She's a student.
- Those people aren't Canadian. They're Australian.
- It's sunny today, but it isn't warm.



# C

that's = that is    there's = there is    here's = here is

- Thank you. That's very nice of you.
- Look! There's Chris.
- "Here's your key." "Thank you."



## Exercises

## UNIT 1

### 1.1 Write the short form (she's / we aren't, etc.)

1. she is she's
2. they are \_\_\_\_\_
3. it is not \_\_\_\_\_
4. that is \_\_\_\_\_
5. I am not \_\_\_\_\_
6. you are not \_\_\_\_\_

### 1.2 Write am, is, or are.

1. The weather is nice today.
2. I \_\_\_\_\_ not rich.
3. This bag \_\_\_\_\_ heavy.
4. These bags \_\_\_\_\_ heavy.
5. Look! There \_\_\_\_\_ Carol.
6. My brother and I \_\_\_\_\_ good tennis players.
7. Amy \_\_\_\_\_ at home. Her children \_\_\_\_\_ at school.
8. I \_\_\_\_\_ a taxi driver. My sister \_\_\_\_\_ a nurse.

### 1.3 Complete the sentences.

1. Steve is sick. He's in bed.
2. I'm not hungry, but \_\_\_\_\_ thirsty.
3. Mr. Thomas is a very old man. \_\_\_\_\_ 98.
4. These chairs aren't beautiful, but \_\_\_\_\_ comfortable.
5. The weather is nice today. \_\_\_\_\_ warm and sunny.
6. "\_\_\_\_\_ late." "No, I'm not. I'm early!"
7. Catherine isn't at home. \_\_\_\_\_ at work.
8. "\_\_\_\_\_ your coat." "Oh, thank you very much."

**1.4 Look at Lisa's sentences in 1A. Now write sentences about yourself.**

- |                     |  |
|---------------------|--|
| 1. (name?) My _____ | 5. (favorite color or colors?)<br>My _____ |
| 2. (from?) I _____  | 6. (interested in ... ?)<br>I _____        |
| 3. (age?) I _____   |  |
| 4. (job?) I _____   |  |

**1.5 Write sentences for the pictures. Use:**

afraid   angry   cold   hot   hungry   ~~thirsty~~



- |                          |             |          |
|--------------------------|-------------|----------|
| 1. <u>She's thirsty.</u> | 3. He _____ | 5. _____ |
| 2. They _____            | 4. _____    | 6. _____ |

**1.6 Write true sentences, positive or negative. Use *is/isn't* or *are/aren't*.**

- |                                     |  |
|-------------------------------------|--|
| 1. (it / hot today)                 | <u>It isn't hot today.</u> OR <u>It's hot today.</u> |
| 2. (it / windy today)               | It _____   |
| 3. (my hands / cold)                | My _____   |
| 4. (Brazil / a very big country)    | _____  |
| 5. (diamonds / cheap)               | _____  |
| 6. (Toronto / in the United States) | _____  |

**Write true sentences, positive or negative. Use *I'm* / *I'm not*.**

- |                              |  |
|------------------------------|--|
| 7. (tired)                   | <u>I'm tired.</u> OR <u>I'm not tired.</u> |
| 8. (hungry)                  | I _____                                    |
| 9. (a good swimmer)          | _____                                      |
| 10. (interested in politics) | _____                                      |



# UNIT 2

## am/is/are (questions)

### A

| Positive |     |
|----------|-----|
| I        | am  |
| he       |     |
| she      | is  |
| it       |     |
| we       |     |
| you      | are |
| they     |     |

| Question |       |
|----------|-------|
| am       | I?    |
|          | he?   |
| is       | she?  |
|          | it?   |
|          | we?   |
| are      | you?  |
|          | they? |



What's your name?

David.

Are you married?

No, I'm single.

How old are you?

25.

Are you a student?

Yes, I am.

- "Am I late?" "No, **you're** on time."
- "Is your mother at home?" "No, **she's** out."
- "Are your parents at home?" "No, **they're** out."
- "Is it cold in your room?" "Yes, a little."
- Your shoes are nice. **Are they** new?

We say:

- Is she at home? / Is your mother at home? (*not* Is at home your mother?)
- Are they new? / Are your shoes new? (*not* Are new your shoes?)

### B

## Where ...? / What ...? / Who ...? / How ...? / Why ...?

- Where is your mother? Is she at home?
- "Where are you from?" "Canada."
- "What color is your car?" "It's red."
- "How old is Joe?" "He's 24."
- "How are your parents?" "They're fine."
- These postcards are nice. **How much** are they?
- This hotel isn't very good. **Why** is it so expensive?

what's = what is    who's = who is    how's = how is    where's = where is

- What's your phone number?
- Who's that man?
- Where's Lucy?
- How's your father?

# C

## Short answers

|      |      |      |     |         |      |    |     |      |         |
|------|------|------|-----|---------|------|----|-----|------|---------|
| Yes, | I    | am.  | No, | I'm     | not. | or | No, | he   | isn't.  |
|      | he   |      |     | he's    |      |    |     | she  |         |
|      | she  | is.  |     | she's   |      |    |     | it   |         |
|      | it   |      |     | it's    |      |    |     | we   |         |
|      | we   |      |     | we're   |      |    |     | you  |         |
|      | you  | are. |     | you're  |      |    |     | they | aren't. |
|      | they |      |     | they're |      |    |     |      |         |
|      |      |      |     |         |      |    |     |      |         |

- "Are you tired?" "Yes, I am."
- "Are you hungry?" "No, I'm not, but I'm thirsty."
- "Is your friend Japanese?" "Yes, he is."
- "Are these your keys?" "Yes, they are."
- "That's my seat." "No, it isn't."



## Lec.3

# Present Tense

The present tense is of four types. Namely,

- Simple present tense
- Present continuous tense
- Present perfect tense
- Present perfect continuous tense

## Simple present tense

The present tense is the **base form** of the verb:

*I **work** in ....*

*I **live** in .....*

*I **play** ....*

But with the third person singular (*she/he/it*), we add an **-s**:

*She **works** in London.*

*Ali **plays** basketball*

*He **looks** nice*

## Uses

We use the present simple to talk about:

- 1- something that is **true** in the present:

*I**m** nineteen years old.*

*I**m** a student.*

*He **lives** in London.*

- 2- something that **happens regularly** in the present:

*I **play** football every weekend.*

- 3- something that is always true:

*The human body **contains** 206 bones.*

*Light **travels** at almost 300,000 kilometres per second.*

➤ The commonest adverbials of frequency are:

*Always never normally rarely seldom sometimes occasionally often usually ever  
daily weekly monthly hardly ever scarcely rarely frequently*

## Present simple and future time

We also use the present simple to talk about:

- something that is **fixed** in the future:

*The school term **starts** next week.*

*The train **leaves** at 19.45 this evening.*

*We **fly** to Paris next week.*

- something in the future **after time words** like *when*, *after* and *before* and **after** *if* and *unless*:

*I'll talk to John **when** I see him.*

*You must finish your work **before** you **go** home.*

***If** it rains we'll get wet.*

*He won't come **unless** you ask him.*

We sometimes use the present simple to talk about the past when we are:

- telling a story:

*I was walking down the street the other day when suddenly this man **comes up** to me and **tells** me he **has lost** his wallet and **asks** me to lend him some money. Well, he **looks** a bit dangerous so I'm not sure what to do and while we **are standing there** ...*

- summarising a book, film or play:

*Harry Potter **goes** to Hogwarts School. He **has** two close friends, Hermione and ...*

*Shakespeare's Hamlet **is** the Prince of Denmark. One night he **sees** his father's ghost. The ghost **tells him** he **has been murdered** ...*

## Present simple negatives

Look at these sentences:

*I like tennis but I **don't like** football. (don't = do not)*

*I **don't live** in London now.*

*I **don't play** the piano but I play the guitar.*

*They **don't work** at the weekend.*

*John **doesn't live** in Manchester. (doesn't = does not)*

*Angela **doesn't drive** to work. She goes by bus.*

## Note :



We use *do* and *does* to make negatives with the present simple. We use *doesn't* for the third person singular (*she/he/it*) and *don't* for the others.

## Present simple questions

Look at these sentences & questions:

I play the piano. **Do** you *play* the piano?

I live in Mosul. **Where do** you *live*?

Jack plays football. **Does Jack** *play* football?

He comes from Iraq. **Where does he** *come from*?

Rita and Angela **live** in Manchester. **Do Rita and Angela** *live* in Manchester?

They work in company. **Where do** they *work*?

### Note :

We use *do* and *does* to make questions with the present simple. We use *does* for the third person singular (*she/he/it*) and *do* for the others.

We use *do* and *does* with question words like *where*, *what* and *when*:

**Where do** Angela and Rita *live*?

**What does** Angela *do*?

**When does** Rita usually *get up*?

But questions with *who* often don't use *do* or *does*:

**Who lives** in London?

**Who plays** football at the weekend?

**Who works** at Liverpool City Hospital?

Here are some useful questions. Try to remember them:

*Where do you come from?*

*Do you come from ...?*

*Where do you live?*

*Do you live in ...?*

*What work do you do?*

*Do you like ...?*

*Do you know ...?*

| Example  | Adverb of Frequency  | Frequency |
|--|----------------------|-----------|
| أنا دائماً <b>always</b> surf Facebook two hours a day<br>أتصفح الفيس بوك لمدة ساعتين في اليوم               | always               | 100%      |
| They <b>usually</b> have hot chocolate at night.<br>هم عادةً يتناولون الشوكولا الساخنة مساءً                 | usually              | 90%       |
| We <b>normally</b> spend our evenings reading books.<br>نحن عموماً / عادةً نمضي فترات المساء ونحن نقرأ الكتب | normally / generally | 80%       |
| She <b>often</b> eats fish with lemon.<br>هي غالباً تتناول السمك مع الليمون                                  | often* / frequently  | 70%       |
| I <b>sometimes</b> listen to folk music.<br>أستمع للموسيقى الشعبية في بعض الأحيان                            | sometimes            | 50%       |
| He <b>occasionally</b> plays tennis.<br>هو أحياناً "بالمناسبات" يلعب التنس                                   | occasionally         | 30%       |
| We <b>seldom</b> listen to the radio.<br>نحن نادراً ما نستمع للمذياع   | seldom               | 10%       |
| You <b>hardly ever</b> tidy your room.<br>أنت ترتب غرفتك بشكل نادر جداً.                                     | hardly ever / rarely | 5%        |
| He never calls me on weekends.<br>هو لا يتصل بي مطلقاً في عطل نهاية الأسبوع                                  | never                | 0%        |

