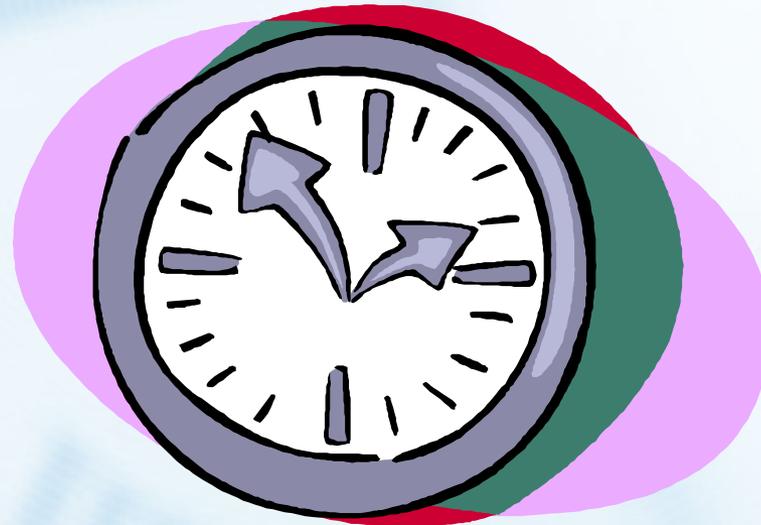


Tenses

Verbs in the past, present and future tense



What's wrong with these sentences?

Yesterday **I am playing** football.

Yesterday **I played** football.

Tomorrow **I went** to the zoo.

Tomorrow **I am going** to the zoo.

At the moment **I have washed** the dishes.

At the moment **I am washing** the dishes.

Past, Present or Future?

Yesterday **I played** football.

PAST

Tomorrow **I am going** to the zoo.

FUTURE

At the moment **I am washing** the dishes.

PRESENT

PAST

PRESENT

FUTURE



run

Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



run

Yesterday I went running.

Yesterday I ran a mile.

PAST

PRESENT

FUTURE



run

At the moment I am running.

I am running a mile.

PAST

PRESENT

FUTURE



run

Tomorrow I am going for a run.

Tomorrow I am running a mile.

PAST

PRESENT

FUTURE



Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



Yesterday I played football.

PAST

PRESENT

FUTURE



At the moment I'm playing football.

PAST

PRESENT

FUTURE



Tomorrow I'm going to play football.

PAST

PRESENT

FUTURE



swim

Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



swim

Yesterday I went for a swim.

I swam in the sea yesterday.

PAST

PRESENT

FUTURE



swim

I'm swimming in the sea.

PAST

PRESENT

FUTURE



swim

Tomorrow I' m going for a swim.

I' m going swimming tomorrow.

PAST

PRESENT

FUTURE



write

Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



write

I wrote a story yesterday.
I did some writing yesterday.
I've written a story.

PAST

PRESENT

FUTURE



write

I'm writing a story.

PAST

PRESENT

FUTURE



write

Tomorrow I'm going to write a story.

PAST

PRESENT

FUTURE



draw

Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



draw

Yesterday I drew a picture.

PAST

PRESENT

FUTURE



draw

I'm drawing a picture.

PAST

PRESENT

FUTURE



draw

I' m going to draw a picture tomorrow.

Tomorrow I' m drawing a picture.

PAST

PRESENT

FUTURE



drink

Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



drink

I drank a cola yesterday.

I have drunk two bottles of cola.

PAST

PRESENT

FUTURE



drink

I am drinking a cola.

PAST

PRESENT

FUTURE



drink

I am going to drink a cola later.

Today

Tomorrow

Yesterday

Everyday

**At the
moment**

I	we	they	he
she	my mum	my dad	my dog

go	run	walk	sing
shout	jump	leap	eat
try	drive	ride	move
dance	trip	hop	drink
write	fall	cry	catch

PRESENT SIMPLE

It 's always like this



PRESENT SIMPLE

We use the Present Simple to describe

habits, facts, states and regular actions.

It is the most common tense in English.

First:

We will divide the Pronouns into 2 groups.

I You We They

He She It

Positive Sentences-

Subject

I
You We They

verb1

Rest of the
sentence

+

+

The boys
pool.

go

to the

Subject

He She It

+

verb1+s

es

ies

+

rest of the

sentence

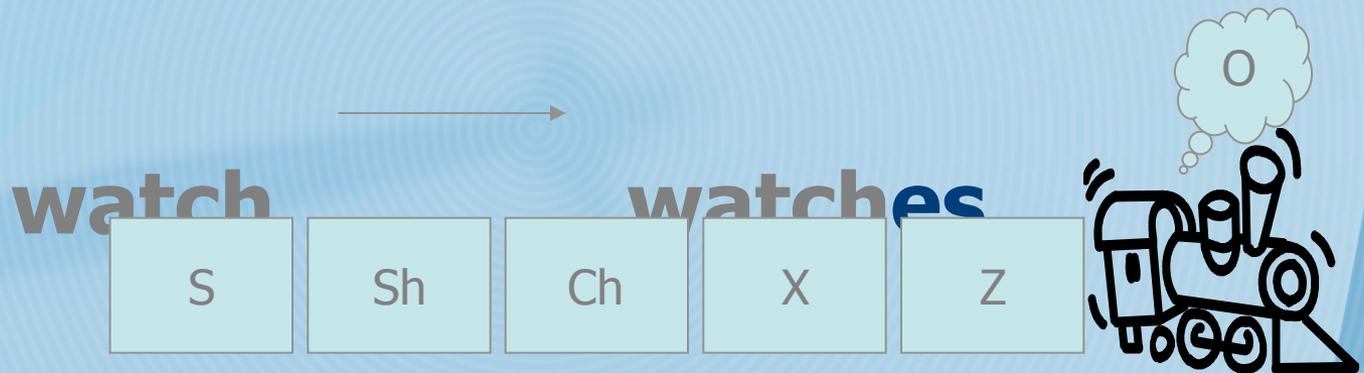
The boy

goes

to the pool.

Rules For Adding S To He She It

1) We add **es** to the base form when the verb ends with **ch, sh, s, x, z, o**



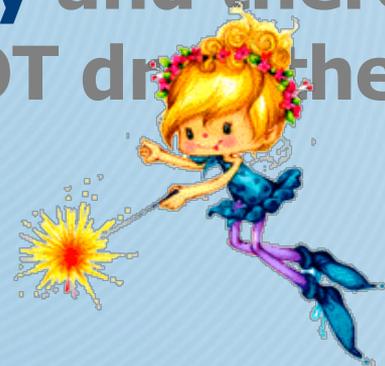
2) When the verb ends with **Y** and there is a consonant before , we will drop it and add **ies**

fly → fl **flies**



3) When a verb ends with **y** and there is a vowel before, we will **NOT** drop the **y** and add just **s**

play **plays**



LET'S PRACTISE

Fill in :

- 1) My brother sometimes _____
(go) fishing.
- 2) The dolls _____ (sit) on the shelf.
- 3) The boys _____ (play) on the
beach every summer.
- 4) The girl _____ (brush) her hair
twice a day.

LET'S CHECK

Fill in :

- 1) My brother sometimes **goes** fishing.
- 2) The dolls **sit** on the shelf.
- 3) The boys **play** on the beach every summer.
- 4) The girl **brushes** her hair twice a day.

Time expressions

Beginning or end of sentence

every..

once a..

On Sundays

twice a..

They go to ballet lesson **once a week.**

Adverb of Frequency

Before the main verb

After family Be

always

never

sometimes

usually

often

seldom

She **always** walks to school.

He is **often** late for school.

They don't **usually** read.

Check Yourself

Double click on the sites

http://www.homepages.ihug.com.au/%7Eadelegc/grammar/present_simple/pres_simple3.html

http://www.homepages.ihug.com.au/%7Eadelegc/grammar/present_simple/pres_simple4.html

<http://www.agendaweb.org/verb.htm>

PRESENT SIMPLE

VS

PRESENT CONTINUOUS

INDEX

1. FORM

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4. FUTURE SENSE

- 4.1 Time expressions

5. STATIVE VERBS

6. STATIVE OF PROGRESSIVE?

FORM: structure

PRESENT SIMPLE	PRESENT CONTINUOUS
Subject + Verb + s/es in third person + Supplements	Subject + Verb To be (aux. verb) + Principal verb in continuous form (+ing) + Supplements
<i>“She plays the piano”</i>	<i>“She is playing the piano”</i>

NOTE: the verb To be should be in accordance with the subject. For example, if the subject is the third person of singular, we have to use “is”.

NOTE: we can contract “I am”, “You are” and “He is”: “I’ m”, “You’ re” and “He’ s”

FORM: ANY SPELLING RULES

PRESENT SIMPLE	PRESENT CONTINUOUS
For s/es, the 3rd person	For -ing
<p>a) If the verb ends in a consonant + y, we change the y and add -ies: <i>study</i> → <i>studies</i>.</p> <p>b) If the verb ends in a vowel + y, we add -s: <i>play</i> → <i>plays</i>.</p> <p>c) If the verb ends in a vowel or a consonant and there's no y at the end, we add just -s: <i>show</i> → <i>shows</i>.</p> <p>d) With verbs ending in ss, x, ch, sh, o, we add -es: <i>dress</i> → <i>dresses</i>.</p>	<p>a) For most verbs, we add -ing: <i>start</i> → <i>starting</i></p> <p>b) If the verb ends in a consonant + e, we drop -e and add -ing: <i>live</i> → <i>living</i></p> <p>c) If the verb has one syllable that ends in a single vowel + consonant, we double the consonant and add -ing: <i>stop</i> → <i>stopping</i></p> <p>d) If the verb ends in w or x, we don't double the consonant: <i>fix</i> → <i>fixing</i></p> <p>e) If the verb has 2 syllables, ends in a vowel + consonant and the stress on the last syllable, it doubles the last consonant: <i>prefer</i> → <i>preferring</i></p> <p>f) If the verb has 2 syllables and ends in -l, it doubles the l: <i>travel</i> → <i>travelling</i></p> <p>g) If the verb ends in -ie, it changes -ie to -y and adds -ing: <i>die</i> → <i>dying</i></p>

FORM: negative structure

PRESENT SIMPLE

- We use the auxiliary verb **TO DO** and **NOT**:

Subject + **TO DO** (v. aux.) + **NOT**
(negative particle) + Principal **verb**
+ **Supplements**

*“She **doesn't** play the piano”*

*“You **don't** play the piano”*

- The verb **TO DO** has to be in **accordance** to the subject
- We can **contract** the verb **TO DO** and the negative particle:
do not → don't
does not → doesn't
- The verb **To be** is an **exception**, it doesn't use the aux. verb: «I' m not», «He' s not»

PRESENT CONTINUOUS

- We have to add “not”:

Subject + **TO BE** (v. aux.) + **NOT**
(negative particle) + Principal **verb**
(ing) + **Supplements**

*«I **am not** playing the piano»*

*«She **is not** playing the piano»*

FORM: interrogative structure

PRESENT SIMPLE	PRESENT CONTINUOUS
<ul style="list-style-type: none">We use the auxiliary verb TO DO: <p><i>Does she play the piano?</i></p> <p><i>Do you play the piano?</i></p> <ul style="list-style-type: none">We also use the aux. verb to make SHORT ANSWERS: <p><i>“Yes, I do”</i></p> <p><i>“No, she doesn’t”</i></p> <ul style="list-style-type: none">The verb To be is also in interrogative form an exception: <p>«Are you her boyfriend?»</p> <p>«No, I ’ m not»</p>	<ul style="list-style-type: none">We have to change the order of the parts: <p><i>Are you playing the piano?</i></p> <p><i>Is she playing the piano?</i></p> <ul style="list-style-type: none">We use the verb To be (with, if it’s necessary, the negative particle “not”) to make SHORT ANSWERS: <p>«Yes, I <i>am</i>»</p> <p>«No, she <i>isn ’ t</i>»</p>

USE

PRESENT SIMPLE	PRESENT CONTINUOUS
<ul style="list-style-type: none">• To describe repeated actions or habits: <i>I go to school at eight and a quarter</i>• To talk about things that are always or generally true: <i>The sky is blue</i>• To describe a permanent situation or a condition with no definite start or finish but which is true now: <i>I am 16 years old, I live in Murcia</i>• Opinions, likes and feelings: <i>I love you</i>• (PAST SENSE) To express a scene in the past in a vivid way: <i>Then I come and say...</i>	<ul style="list-style-type: none">• To talk about something which is in progress at the moment of speaking : <i>I'm watching the accepted lists</i>• To talk about something which is in progress around the present, but not exactly at the time of speaking: <i>I'm working in an important project</i>• To talk about situations that are developing or temporary: <i>Nanotechnology is gaining a lot of importance</i>

TIME EXPRESSIONS

PRESENT SIMPLE	PRESENT CONTINUOUS
<ul style="list-style-type: none">• Frequency adverbs: always, sometimes, only, never, ever, generally, usually, often, still, just...• Frequency phrases: every day/ week/month/year, on Sundays, at the weekends...	<ul style="list-style-type: none">• Time expressions: today, at the moment, at present, these days, nowadays, now, this week, right now, constantly, always...

TIME EXPRESSIONS: structure

PRESENT SIMPLE

- With frequency adverbs (BETWEEN SUBJECT AND VERB)

POSITIVE: **Subject** + Time expression + **Verb** + **Supplements** (“*She always does her homework*”)

NEGATIVE: **Subject** + Auxiliary verb to form the negative + Time expression + **Verb** + **Supplements** (“*She doesn’t always do her homework*”)

INTERROGATIVE: Auxiliary verb + **Subject** + Time expression + **Verb** + **Supplements** (“*Does she always do her homework?*”)

- With frequency phrases (AT THE BEGINNING / AT THE END)

POSITIVE: **Subject** + **Verb** + **Supplements** + Time expression (“*She studies maths every day*”)

NEGATIVE: **Subject** + Auxiliary verb to form the negative + **Verb** + **Supplements** + Time expression (“*She doesn’t study maths every day*”)

INTERROGATIVE: Auxiliary verb + **Subject** + **Verb** + **Supplements** + Time expression (“*Does she study maths every day?*”)

PRESENT CONTINUOUS

- With adverbs like “constantly” or “always” (which express annoyance or bother):

the **time expression** is placed between the verb To be and the continuous form of the principal verb: (“*You’re always chatting in class!*”; “*He is constantly screaming!*”)

- With the rest of time expressions (AT THE BEGINNING / AT THE END):

POSITIVE/NEGATIVE: **Subject** + **To be** + (Not) + **Continuous form of the verb** + **Supplements** + **Time expression** (“*You’re doing your homework right now*”)

INTERROGATIVE: We change the order as a normal interrogation but using at the end a **time expression** (“*Are you doing your homework right now?*”)

FUTURE SENSE

PRESENT SIMPLE	PRESENT CONTINUOUS
<p>To express future meaning with actions and events that are part of a fixed timetable (which doesn't depend on us):</p> <p><i>The plane takes off at 5:00 pm</i></p>	<p>To talk about future arrangements or plans:</p> <p><i>I'm getting married the next month</i></p>

FUTURE SENSE: time expressions

PRESENT SIMPLE	PRESENT CONTINUOUS
Tomorrow, tomorrow afternoon/ morning, at 6:00 pm, next day/week/ month/year...	Tomorrow, tomorrow afternoon/ morning, at 6:00 pm, next day/week/ month/year...

STATIVE VERBS

The stative verbs are those that refer on states instead of actions, so they can't be used in a continuous form. The progressive verbs can be in a continuous form.

- Classification by meaning:

- **LIKES:** like, love, hate, want, need, prefer, agree, disagree, dislike, deny...
- **RELATED TO MIND (mind as a noun):** mind, know, realize, suppose, mean, understand, believe, remember, matter, doubt, wish, think, imagine, be...
- **ABOUT RELATIONSHIPS AMONG PEOPLE:** satisfy, recognize, impress, surprise, owe, concern, astonish (asombrar), please (complacer), promise, involve...
- **SENSE:** depend, see, sound, hear, taste, smell, feel, lack (faltar)...
- **PHYSICAL:** fit, contain, consist, seem, appear, look, measure /meshoa/, weight, include...
- **POSSESSION:** own, deserve, belong...

STATIVE OR PROGRESSIVE?

Some verbs can be both stative and progressive, so they can be in a stative or in a progressive form:

- TO BE

- Be is usually a stative verb, but when it is used in the continuous it means 'behaving' or 'acting'
 - you are stupid = it's part of your personality
 - you are being stupid = only now, not usually.

- TO THINK

- think (stative) = have an opinion
I think that coffee is great
- think (dynamic) = consider, have in my head
What are you thinking about? I'm thinking about my next holiday

- TO HAVE

- **have** (stative) = own
I have a car
- **have** (dynamic) = part of an expression
I'm having a party / a picnic / a bath / a good time / a break

- TO SEE

- **see** (stative) = see with your eyes / understand
I see what you mean
I see her now, she's just coming along the road
- **see** (dynamic) = meet / have a relationship with
I've been seeing my boyfriend for three years
I'm seeing Robert tomorrow

TO TASTE

- **taste** (stative) = has a certain taste
This soup tastes great
The coffee tastes really bitter
- **taste** (dynamic) = the action of tasting
The chef is tasting the soup

('taste' is the same as other similar verbs such as 'smell')

SOURCES

- www.perfect-english-grammar.com
- <http://3esou1ms.blogspot.com/2007/12/present-simple-vs-present-continuous.html>
- www.englishpage.com
- www.isabelperez.com/grammar.htm

Days

- ***Monday***
- ***Tuesday***
- ***Wednesday***
- ***Thursday***
- ***Friday***
- ***Saturday***
- ***Sunday***
- ***Monday***
- ***Tuesday***

Months

- ***January***
- ***February***
- ***March***
- ***April***
- ***May***
- ***June***
- ***July***
- ***August***
- ***September***
- ***October***
- ***November***
- ***December***

Cardinal Numbers

- **1** *one*
- **2** *two*
- **3** *three*
- **4** *four*
- **5** *five*
- **6** *six*
- **7** *seven*
- **8** *eight*
- **9** *nine*
- **10** *ten*

Ordinal numbers

- **1st** *first*
- **2nd** *second*
- **3rd** *third*
- **4th** *fourth*
- **5th** *fifth*
- **6th** *sixth*
- **7th** *seventh*
- **8th** *eighth*
- **9th** *ninth*
- **10th** *tenth*

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

- **11th** eleventh
- **12th** twelfth
- **13th** thirteenth
- **14th** fourteenth
- **15th** fifteenth
- **16th** Sixteenth
- **17th** Seventeenth
- **18th** Eighteenth
- **19th** Nineteenth
- **20th** Twentieth

- **21** *twenty-one*
- **22** *twenty-two*
- **23** *twenty-three*
- **24** *twenty-four*
- **25** *twenty-five*

- **30** *thirty*
- **31** *thirty-one*

- **21st** *Twenty-first*
- **22nd** *Twenty-second*
- **23rd** *twenty-third*
- **24th** *Twenty-fourth*
- **25th** *Twenty-fifth*

- **30th** *Thirtieth*
- **31st** *Thirty-first*

The Date

- ***We write:***
- ***3rd April***
- ***We say:***
- ***The third of April***

Say these dates:

- ***15th. March***
- ***The fifteenth of March.***
- ***8th July***
- ***The eighth of July***
- ***22nd November***
- ***The twenty-second of November***
- ***30th October***
- ***The thirtieth of October***

The Date

- ***We write:***
- ***3/4/04***
- ***3rd April 2004***

- ***We say:***
- ***The third of April, two thousand and four.***

Years

- **1995** *nineteen ninety-five*
- **1942**
- **1968**
- **2000** *two thousand*
- **2001** *two thousand and one*
- **2002**
- **1492**
- **2765**
- **1066**
- **2003**
- **2004**
- **2006**

What's the Date ?

- ***13/9/2018***
- ***It's *the* thirteenth *of* September, two thousand-eighteen.***
- ***2/10/27***
- ***It's *the* second *of* October, nineteen twenty-seven.***

What's the Date

- **4/5/01**
- **It's *the* fourth *of* May, two thousand *and* one.**
- **30/7/26**
- **It's *the* thirtieth *of* July, nineteen *twenty-six*.**

Don't forget!

• *It's*

• *The*

• *of*

Fred

- 1. Born 18/06/62**
- 2. Started school 4/09/67**
- 3. Finished school 31/07/79**
- 4. Started work 2/09/79**
- 5. Got married 3/04/85**
- 6. Son born 19/10/86**
- 7. Went to Canada 20/09/01**
- 8. Fred was born ON the**
- 9. Fred started school ON the**

• THANKS

• ;)

HOPE YOU'VE UNDERSTOOD