

# **CBS**

## **Colegio Bautista Shalom**



### **English Course 1**

### **First Grade**

### **Second Bimester**

**Contents****FAMILY TREE**

- ✓ PERSONAL PRONOUNS
  - SUBJECT - OBJECT

**EXPRESSING POSSESSION OF THINGS, ANIMALS OR PEOPLE ACCORDING TO THE SUBJECT**

- ✓ POSSESSIVE ADJECTIVES
  - POSITION OF THE POSSESSIVE ADJECTIVES
  - CONCORDANCE OF THE POSSESSIVE ADJECTIVES
  - PLURAL O SINGULAR NOUNS WITH POSSESSIVE ADJECTIVES

**THE ARTICLES A – AN**

- ✓ PLURALS

**SIMPLE PRESENT TENSE**

- ✓ ENGLISH GRAMMAR RULES
  - VERB CONJUGATION & SPELLING
  - NEGATIVE SENTENCES IN THE SIMPLE PRESENT TENSE
  - NEGATIVE CONTRACTIONS
  - WORD ORDER OF NEGATIVE SENTENCES
  - QUESTIONS IN THE SIMPLE PRESENT TENSE
  - WORD ORDER OF QUESTIONS WITH DO AND DOES
  - SHORT ANSWERS WITH DO AND DOES
- ✓ VERB TO BE IN PRESENT TENSE
  - ENGLISH GRAMMAR RULES

**IRREGULAR VERBS**

- ✓ PRESENT CONTINUOUS
- ✓ PRESENT CONTINUOUS QUESTIONS
- ✓ PRESENT CONTINUOUS NEGATIVES
- ✓ STATIVE VERBS

**CARDINAL AND ORDINAL NUMBERS IN ENGLISH**

**NOTE:** As you progress in learning each of the topics developed you will find exercises to solve with the help of your teacher. Write each exercise on sheets and solve each one according to the instructions.

## FAMILY TREE

Do you know what a family tree is? It is a chart of the family lineage in a form of a tree.

The **trunk** represents the **parents**.

The **branches** grow from the trunk – they represent the **children**.

When the children get married, they add the name of their spouse to their branch.

Over the years, small new branches emerge from each branch –these are the grandchildren.

These branches, too, will grow young branches –these are the great grandchildren!

The trunk rises and grows from roots.

The **roots** of the family tree represent the **grand parents** and the great-grand parents.

There are family trees that contain more than 7 generations!

There are family trees that photographs of family members were added to it.

Here is the family tree of the Silver family.

Do you see how the tree is drawn?

Although we do not know this family at all, by looking at the tree we can learn a few things:

The Silver family has five children.

We know –according to the order of the branches from left to right –who is the oldest, who is next, and so on till the youngest child.

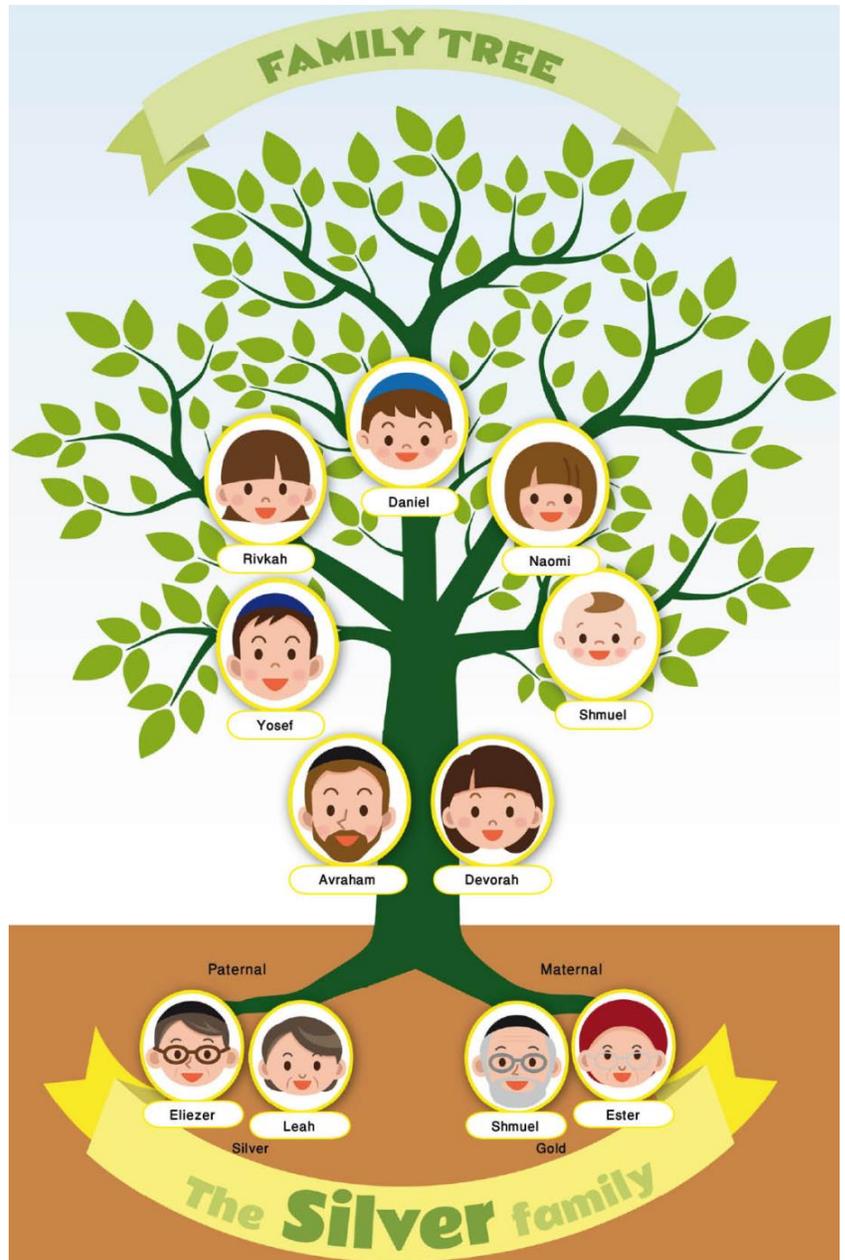
We know the names of all the family members.

We also understand that the mother’s maiden name is Gold –her parents’ last name is Gold.

And if we look into it more, and compare the names, it seems that the baby was probably named after his grandfather.

Since the family name is that of an Ashkenazic family –and the Ashkenazim do not name a child after someone that’s living –we assume that the grandfather passed away recently, because when the previous son was born –he was not named after his grandfather, which means that his grandfather was still living!

See how many things we can learn by studying an unfamiliar family tree!



## PERSONAL PRONOUNS

We have both subject pronouns and object pronouns:

Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

We use subject pronouns as the **subject** of a verb:

**I like** your dress.

**You are** late.

**He is** my friend.

**It is** raining.

**She is** on holiday.

**We live** in England.

**They come** from London.

Be careful!

English clauses always have a subject.

*His father has just retired. > **He** was a teacher. (NOT ~~was a teacher.~~)*  
*I'm waiting for my wife. > **She** is late. (NOT ~~is late.~~)*

The **imperative**, which is used for orders, invitations and requests, is an exception:

**Stop!**  
**Go** away.  
 Please **come** to dinner tomorrow.  
**Play** it again, please.

If there is no other subject, we use **it** or **there**. We call this a **dummy subject**.

We use object pronouns as the **object** of a verb:

Can you **help me**, please?

I can **see you**.

She doesn't **like him**.

I **saw her** in town today.

We **saw them** in town yesterday, but they didn't **see us**.

...and after **prepositions**:

*She is waiting **for me**.*  
*I'll get it **for you**.*  
*Give it **to him**.*  
*Why are you looking **at her**?*  
*Don't take it **from us**.*  
*I'll speak **to them**.*

## HE, SHE AND THEY

We use **he/him** to refer to men, and **she/her** to refer to women. When we are not sure if we are talking about a man or a woman, we use **they/them**:

*This is **Jack**. **He's** my brother. I don't think you have met **him**.*  
*This is **Angela**. **She's** my sister. Have you met **her** before?*  
*You could go to a **doctor**. **They** might help you.*  
*Talk to a **friend**. Ask **them** to help you.*

## YOU AND THEY

We use **you** to talk about people in general, including the speaker and the hearer:

***You** can buy this book everywhere. = This book is on sale everywhere.*  
***You** can't park here. = Parking is not allowed here.*

We use **they/them** to talk about institutions and organisations:

***They** serve good food here. (*They* = the restaurant)*  
*Ask **them** for a cheaper ticket. (*Them* = the airline)*

...especially the government and the authorities:

***They** don't let you smoke in here.*  
***They** are going to increase taxes.*  
***They** are building a new motorway.*  
***They** say it's going to rain tomorrow.*

## IT

We use **it** to talk about ourselves:

- on the telephone:

*Hello. **It's** George.*

- when other people cannot see us:

***It's** me. **It's** Mary. (Mary is knocking on the door)*

We also use **it** to talk about other people:

- when we point people out for the first time:

*Look. **It's** Paul McCartney.*  
*Who's that? I think **it's** John's brother.*

- when we cannot see someone and we ask them for their name:

*Hello. Who is **it**? (Someone answering the phone)*  
*Who is **it**? (Someone about to answer the door)*

**EXERCISE 01: Write on the line the correct personal pronoun**

- |  |  |
|--|--|
| 1. She _____ often reads books. <b>(Leila)</b>     | 7. _____ are in the garden. <b>(the roses)</b> |
| 2. _____ is watching TV. <b>(Alan)</b>             | 8. _____ is driving his car. <b>(John)</b>     |
| 3. _____ is green. <b>(the dress)</b>              | 9. _____ is from Bristol. <b>(Liza)</b>        |
| 4. _____ are on the wall. <b>(the pictures)</b>    | 10. _____ has got a brother. <b>(Diana)</b>    |
| 5. _____ is running. <b>(the cat)</b>              | 11. Have _____ got a car, Sue?                 |
| 6. _____ are watching TV. <b>(my sister and I)</b> |  |

**EXERCISE 02: Write on the line me, you, him, her, it, us, you or them**

- |   |  |
|---|--|
| 1. Who is that woman? Why are you looking at _____?     | 9. I don't like dogs. I'm afraid of _____.             |
| 2. Do you know that man? Yes, I work with _____.        | 10. Where is she? I want to talk to _____.             |
| 3. I am talking to you. Please listen to _____.         | 11. Those apples are bad. Don't eat _____!             |
| 4. These photos are nice. Do you want to look at _____? | 12. I don't know this girl. Do you know _____?         |
| 5. I like that camera. I am going to buy _____.         | 13. Alan never drinks milk. He doesn't like _____.     |
| 6. I don't know Peter's girlfriend. Do you know _____?  | 14. Where are the children? Have you seen _____?       |
| 7. Where are the tickets? I can't find _____.           | 15. I can't find my pencil. Can you give one to _____? |
| 8. We are going to the disco. Can you come with _____?  |  |

**EXPRESSING POSSESSION OF THINGS, ANIMALS OR PEOPLE ACCORDING TO THE SUBJECT**

There are some forms of expressing possession; one of the most common is using the possessive adjectives.

**Listen to the next dialogue between two students (scan the QR Code)**

In the English language there are different pronouns: personal pronouns, object pronouns, possessive pronouns, and more.

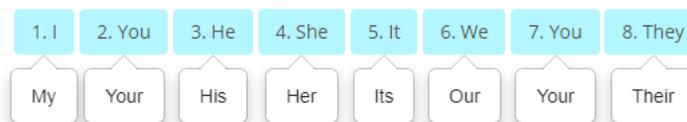
These pronouns sometimes confuse students so in this unit you will learn how to use the pronouns correctly.



**POSSESSIVE ADJECTIVES**

They are words that modify a noun to show a form of possession, a sense of belonging or ownership to a specific person, animal or thing.

The possessive adjectives that are used in the English language are: my, your, our, its, her, his, and their; each one corresponds to a subject pronoun.



**MY**

- It is always used for the pronoun *I*.
- It is used for singular or plural nouns.
- It is used for a girl or a man.

For example:



**My name** is Joe.

**My name** is Anna.

**My dog** is black.

**My cats** are white.

## YOUR

- It is always used for the pronoun *you* in singular or in plural.
- It is for male or female owners.

For example:



**Your name** is Christopher (a male subject).

What is **your e-mail** Sharon? (a female subject)

Girls, can you write **your phone numbers** on the list? (plural female subjects).

Please boys, write on the list **your first names** and **your e-mails** (plural male subjects).

## HIS

- It is used when the subject is a male person.
- It is for plural or singular nouns.

For example:



What is **his name**?

Harry lives in Paris; **his house** is near the Eiffel tower (singular).

Homer likes cars, **his cars** are four sport ones (plural).

## HER

- It is used when the subject is a female person.
- It is for plural or singular nouns.

For example:



What is **her name**?

Mary lives in New York; **her house** is small but beautiful (singular).

Anna likes animals; **her pets** are three white cats (plural).

### ITS

- It is used when the subject is only one thing or one animal.
- It is for plural or singular nouns.

For example:



What a cute puppy what is **its name**?

The dog always moves **its tail**, when it sees **its owner** (singular).

Hey, The TV wireless control doesn't have **its batteries** (plural).

The table has **its four legs** too short (plural).

### OUR

- It is used when the subject is we.
- It is used with singular or plural nouns.

For example:



We are rich; **our house** has pools and gardens (singular).

We like our school and **our teachers** (singular/plural).

**Our dogs** are not dangerous (plural).

### YOU

- It is always used for the pronoun you in singular or in plural.
- It is for male or female owners.

For example:



**Your name** is Christopher (a male subject).

What is **your e-mail** Sharon? (a female subject)

Girls, can you write **your phone numbers** on the list?  
(Plural female subjects).

Please boys, write on the list **your first names** and **your e-mails** (plural male subjects).

## THEIR

- It is used when the subject is they.
- It is used for people, animals or things.
- It is used for plural or singular nouns.

For example:



These dogs don't have **their tails** and **their ears**?  
(animals)(Plural /plural).

The boys gave me **their money** for **their books** (people) (singular/plural).

In Arabia the dogs don't have **their vaccines** for  
sicknesses (plural).

The boys have **their own apartment** (singular).

In Israel, all the cars don't have **their plates** (things)  
(plural).

## POSITION OF THE POSSESSIVE ADJECTIVES

They are adjectives, so like other adjectives they are located before the noun.

**Possessive adjective** + noun

Example:

**My** House

**Your** Book

**Their** Car

## CONCORDANCE OF THE POSSESSIVE ADJECTIVES

The possessive adjectives always agree with the possessor and not with the thing, animal or person that is possessed.

Examples:

**My house** is big ("**I**" is the subject that possess a house).

**Her husband** works in a bank ("**She**" is the subject that possess a husband).

**His mother** is a teacher ("**He**" is the subject that possesses a mother).

**PLURAL O SINGULAR NOUNS WITH POSSESSIVE ADJECTIVES**

They are used in the same form for plural or singular nouns

- **Our car** is expensive (a singular thing).
- **Our cars** are expensive (plural things).
  
- **My book** is interesting (Singular).
- **My books** are interesting (Plural).
  
- **Our son** is handsome (Singular).
- **Our sons** are handsome (Plural).

**EXERCISE 03: Write on the line my, your, his, her, its, our and their**

1. I don't know the time because I can't find \_\_\_\_\_ watch.
2. What's the boy's name? \_\_\_\_\_ name is Ben Scott.
3. Debbie has got a cat. \_\_\_\_\_ cat is very lively.
4. The dog is very cute. \_\_\_\_\_ name is Ben.
5. We are at school. \_\_\_\_\_ school is very nice.
6. I have a new laptop. \_\_\_\_\_ laptop is white.
7. I'm from Seattle. Most of \_\_\_\_\_ friends are from Seattle, too.
8. The rabbit is white. \_\_\_\_\_ cage is in the garden.
9. Sandra and Jenny are friends. \_\_\_\_\_ school is in the city centre.
10. The Millers have a new car. \_\_\_\_\_ car is blue.

**THE ARTICLES A - AN**

Articles in English are complicated, and there are many rules for their use. However, learning a few general rules about the use of the articles is helpful; the logic of these rules can be transferred to most uses of the article.

**a** + consonant sound      **a** bag  
**an** + vowel sound        **an** eraser

**PLURALS**

a bag            two bags.  
a key            two keys.  
a laptop            two laptops.

**Note:** Sunglasses and glasses are always plural.

**EXERCISE 04: Type the correct item by completing the following sentences**

1. My father is \_\_\_\_ doctor.
2. My mother is \_\_\_\_ architect.
3. My sister goes to \_\_\_\_ university in the north.
4. There is \_\_\_\_ hotel near here.
5. He is \_\_\_\_ honest person.

**EXERCISE 05: Write the correct article (a, or and) on the line**

A cake  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_ 

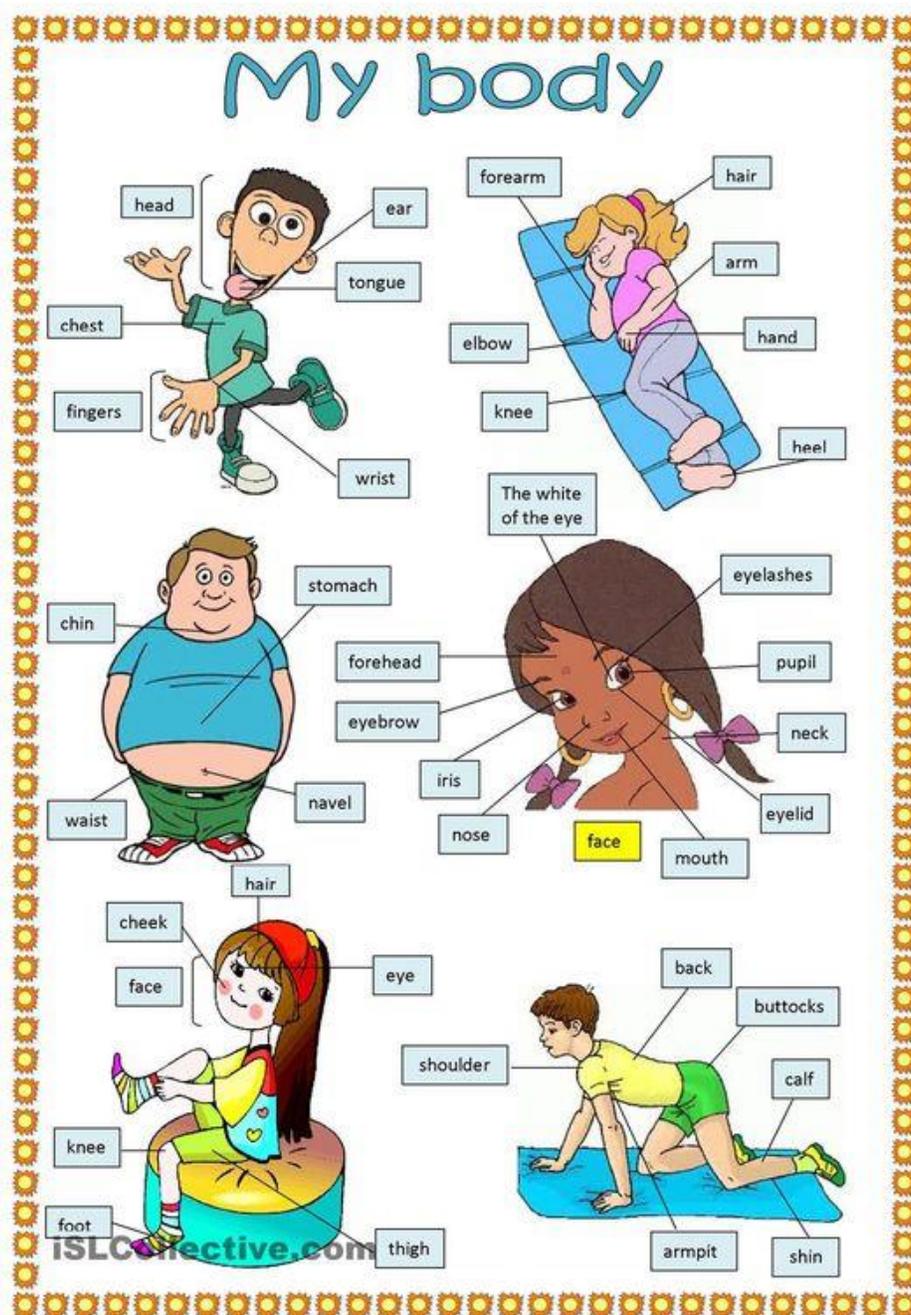
\_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_ 

\_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_ 

\_\_\_\_\_  \_\_\_\_\_ 

**PRACTICE THE FOLLOWING VOCABULARY**

# My body



**Boy running:** head, ear, tongue, chest, fingers, wrist

**Girl lying on stomach:** forearm, hair, arm, hand, elbow, knee, heel

**Boy's torso:** chin, stomach, waist, navel

**Girl's face:** forehead, eyebrow, iris, nose, mouth, eyelashes, pupil, neck, eyelid, face

**Girl sitting on cushion:** hair, cheek, face, eye, knee, foot, thigh

**Boy on all fours:** back, buttocks, calf, shoulder, armpit, shin

**EXERCISE 06:** Match the words to the correct pictures and complete the crossword. Then find a secret message

# BODY PARTS

Match the words to the correct pictures and complete the crossword. Then find a secret message.

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The secret message is \_\_\_\_\_.

**PRACTICE THE FOLLOWING VOCABULARY****SIMPLE PRESENT TENSE****ENGLISH GRAMMAR RULES**

The simple present tense in English is used 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 Berlin **leaves** every hour.
- ✓ John **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 Switzerland.

### 3. for habits.

- ✓ I **get up** early every day.
- ✓ Carol **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

We form the present tense using the base form of the infinitive (without the TO).  
In general, 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
- ✓ say – says

## 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**

I **don't** like meat = I **do not** like meat.

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

### WORD ORDER OF NEGATIVE SENTENCES

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.	

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

**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.
- ✓ John **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.

We **DON'T** use **Do** or **Does** in questions that have the verb **To Be** or **Modal Verbs** (can, must, might, should etc.)

## 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** Mary need a dictionary?
- ✓ **Do** we have a meeting now?
- ✓ **Does** it rain a lot in winter?
- ✓ **Do** they want to go to the party?
- ✓ **Does** he like pizza?

## 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.

However, if a question word such as **who, when, where, why, which** or **how** is used in the question, you cannot use the short answers above to respond to the question.

## FORM OF AFFIRMATIVE SENTENCES (PART 2)

### EXERCISE 07: Put the verbs into the correct form

1. I (to like) \_\_\_\_\_ lemonade very much.
2. The girls always (to listen) \_\_\_\_\_ to pop music.
3. Janet never (to wear) \_\_\_\_\_ jeans.
4. Mr Smith (to teach) \_\_\_\_\_ Spanish and French.
5. You (to do) \_\_\_\_\_ your homework after school.

## SIMPLE PRESENT WITH "HAVE" AND "BE"

**EXERCISE 08: Fill in the correct form of the verbs**

1. We (to have) \_\_\_\_\_ a nice garden.
2. She (to be) \_\_\_\_\_ six years old.
3. Simon (to have) \_\_\_\_\_ two rabbits and five goldfish.
4. I (to be) \_\_\_\_\_ from Vienna, Austria.
5. They (to be) \_\_\_\_\_ Sandy's parents.

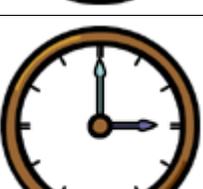
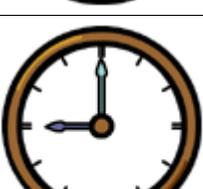
**NEGATIVE SENTENCES**

**EXERCISE 09: Make negative sentences**

1. My father makes breakfast. → \_\_\_\_\_
2. They are eleven. → \_\_\_\_\_
3. She writes a letter. → \_\_\_\_\_
4. I speak Italian. → \_\_\_\_\_

**PRACTICE THE FOLLOWING VOCABULARY**

**TIME**

	Twelve o'clock		Six o'clock
	One o'clock		Seven o'clock
	Two o'clock		Eight o'clock
	Three o'clock		Nine o'clock
	Four o'clock		Ten o'clock

	<p>Five o'clock</p>		<p>Eleven o'clock</p>
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Because it can be difficult to say whether 12 o'clock is during the day or the night, we use two special terms.

	<p>00:00 and 24:00 = Twelve midnight (or midnight)</p>		<p>12:00 = Twelve noon (or noon)</p>
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**EXERCISE 10: Determine the time**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**VERB TO BE IN PRESENT TENSE****ENGLISH GRAMMAR RULES****To Be – Affirmative**

Subject	To Be	Examples
I	am	I <b>am</b> from New Zealand.
You	are	You <b>are</b> Chilean.
He	is	He <b>is</b> twenty years old.
She	is	She <b>is</b> a nurse.
It	is	It <b>is</b> a big dog.
We	are	We <b>are</b> intelligent.
You	are	You <b>are</b> students.
They	are	They <b>are</b> married.

**To Be – Contractions**

Contractions of **To Be** are very frequent when we are speaking.

To Be	Contraction	Examples
I am	I'm	<b>I'm</b> from New Zealand.
You are	You're	<b>You're</b> Chilean.
He is	He's	<b>He's</b> twenty years old.
She is	She's	<b>She's</b> a nurse.
It is	It's	<b>It's</b> a big dog.
We are	We're	<b>We're</b> intelligent.
You are	You're	<b>You're</b> students.
They are	They're	<b>They're</b> married.

**To Be - Negative Sentences**

The negative of **To Be** can be made by adding **not** after the verb.

Subject	To Be	Examples
I	am not	I <b>am not</b> from Spain.
You	are not	You <b>are not</b> Australian.
He	is not	He <b>is not</b> thirty years old.
She	is not	She <b>is not</b> a secretary.
It	is not	It <b>is not</b> a small cat.
We	are not	We <b>are not</b> stupid.
You	are not	You <b>are not</b> teachers.
They	are not	They <b>are not</b> single.

**To Be - Negative Contractions**

There are two ways of forming contractions of **To Be** in negative sentences. One is with a contraction of the **subject** and the **verb** (e.g. I am = I'm) OR a contraction of the **verb** and **not** (e.g. are not = aren't)

<b>I'm not</b> from Spain.	---	-----*
<b>You're not</b> Australian.	OR	<b>You aren't</b> Australian.
<b>He's not</b> thirty years old.	OR	<b>He isn't</b> thirty years old.
<b>She's not</b> a secretary.	OR	<b>She isn't</b> a secretary.
<b>It's not</b> a small cat.	OR	<b>It isn't</b> a small cat.
<b>We're not</b> stupid.	OR	<b>We aren't</b> stupid.
<b>You're not</b> teachers.	OR	<b>You aren't</b> teachers.
<b>They're not</b> single.	OR	<b>They aren't</b> single.

\* Notice that the only possible contraction for **I am not** is **I'm not**.

### To Be – Questions

To create questions with **To Be**, you put the **Verb** before the **Subject**.

<b>Affirmative</b>	You	are	happy.
	<i>Subject</i>	<i>Verb</i>	
<b>Question</b>	Are	you	happy?
	<i>Verb</i>	<i>Subject</i>	

<b>Affirmative</b>	<b>Question</b>
I am intelligent.	<b>Am I</b> intelligent?
You are a student.	<b>Are you</b> a student?
He is a pilot.	<b>Is he</b> a pilot?
She is from Spain.	<b>Is she</b> from Spain?
It is a big house.	<b>Is it</b> a big house?
We are ready.	<b>Are we</b> ready?
You are doctors.	<b>Are you</b> doctors?
They are rich.	<b>Are they</b> rich?

### To Be - Short Answers

In spoken English, we usually give short answers in response to questions.

Are you a student? - Yes, I am (a student). The last part (a student) is not necessary. We use short answers to avoid repetition, when the meaning is clear.

<b>Question</b>	<b>Short Answers**</b>	<b>Short Answers</b>
Am I intelligent?	Yes, you are.	No, you aren't.
Are you a student?	Yes, I am.	No, I am not.
Is he a pilot?	Yes, he is.	No, he isn't.
Is she from Spain?	Yes, she is.	No, she isn't.
Is it a big house?	Yes, it is.	No, it isn't.
Are we ready?	Yes, we are.	No, we aren't.
Are you doctors?	Yes, we are.	No, we aren't.
Are they rich?	Yes, they are.	No, they aren't.

\*\* With **To Be**, We don't use contractions in **affirmative** short answers unless there is additional information after it (in which case they are no longer considered short answers).

## TO BE Simple Present Tense

SINGULAR

**AFFIRMATIVE**

I **am** happy.  
 You **are** at school.  
 He **is** hungry.  
 She **is** a nurse.  
 It **is** big.

**NEGATIVE**

I **am not** sad.  
 You **aren't** at home.  
 He **isn't** thirsty.  
 She **isn't** a pilot.  
 It **isn't** small.

**PLURAL**

**AFFIRMATIVE**

We **are** early.  
 You **are** students.  
 They **are** quiet.

**NEGATIVE**

We **aren't** late.  
 You **aren't** teachers.  
 They **aren't** noisy.

**QUESTIONS**

**Affirmative**

They **are** happy.      She **is** rich.

**Question**

**Are** they happy?      **Is** she rich?

**Short Answer**

Yes, they are / No, they aren't      Yes, she is / No, she isn't

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**CONTRACTIONS**

I am not...	He is not...	You are not...	We are not...	They are not...
= I'm not...	= He's not...	= You're not...	= We're not...	= They're not...
= X (not possible)	= He isn't...	= You aren't...	= We aren't...	= They aren't...

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### IRREGULAR VERBS

#### What's the Difference between Regular and Irregular Verbs?

In the context of verbs, we use the term inflection to talk about the process of changing a verb form to show tense, mood, number (i.e. singular or plural), and person (i.e. first person, second person, or third person).

#### Regular verbs

Many English verbs are **regular**, which means that they form their different tenses according to an established pattern. Such verbs work like this:

Verb	3rd person singular present tense	present participle
laugh	he/she laughs	laughing
love	he/she loves	loving
boo	he/she boos	booing

#### Present tense formation

In the present simple tense, the basic form of a regular verb only changes in the 3<sup>rd</sup> person singular, as follows:

Most verbs just add *-s* to the basic form (e.g. *take/takes, seem/seems, look/looks*).  
 Verbs that end with a vowel other than *e* add *-es* (e.g. *go/goes, veto/vetoes, do/does*).

Verbs that end with *-s, -z, -ch, -sh,* and *-x* add *-es* (e.g. *kiss/kisses, fizz/fizzes, punch/punches, wash/washes, mix/mixes*).

If the verb ends in a consonant plus *-y*, change the *y* to an *i* before adding *-es* (e.g. *hurry/hurries, clarify/clarifies*).  
 But if the verb ends in a vowel plus *-y*, just add *-s* (e.g. *play/plays, enjoy/enjoys*).

To make the present participle of regular verbs:

If the basic form of the verb ends in a consonant or a vowel other than *e*, add the ending *-ing* (e.g. *laugh/laughing, boo/booing*).

If the verb ends in *e*, drop the *e* before adding *-ing* (e.g. *love/loving, hope/hoping*).

If the basic form ends in *y* just add *-ing* (e.g. *hurry/hurrying, clarify/clarifying*).

### Irregular verbs

There are many **irregular** verbs that don't follow the normal rules. Here are the forms of some of the most common irregular verbs:

Verb	3 <sup>rd</sup> person singular present tense	present participle	Verb	3 <sup>rd</sup> person singular present tense	present participle
be	is	being	make	makes	making
begin	begins	beginning	meet	meets	meeting
bite	bites	biting	put	puts	putting
break	breaks	breaking	read /ri:d/	reads	reading
buy	buys	buying	ride	rides	riding
choose	chooses	choosing	ring	rings	ringing
come	comes	coming	rise	rises	rising
dig	digs	digging	run	runs	running
do	does	doing	say	says	saying
drink	drinks	drinking	see	sees	seeing
eat	eats	eating	sell	sells	selling
fall	falls	falling	set	sets	setting
feel	feels	feeling	sing	sings	singing
find	finds	finding	sell	sells	selling
get	gets	getting	set	sets	setting
go	goes	going	sing	sings	singing
grow	grows	growing	sit	sits	sitting
have	has	having	stand	stands	standing
hide	hides	hiding	stick	sticks	sticking
keep	keeps	keeping	take	takes	taking
know	knows	knowing	teach	teaches	teaching
lay	lays	laying	think	thinks	thinking
lead	leads	leading	wake	wakes	waking
leave	leaves	leaving			
lie	lies	lying			
lose	loses	losing			

**EXERCISE 11: Put the correct verb forms on the line use simple present**

- 1 I sing → she \_\_\_\_\_
- 2 I play → she \_\_\_\_\_
- 3 I read → she \_\_\_\_\_
- 4 I go → she \_\_\_\_\_
- 5 I ask → she \_\_\_\_\_
- 6 I say → he \_\_\_\_\_
- 7 I walk → he \_\_\_\_\_
- 8 I pass → he \_\_\_\_\_
- 9 I must → he \_\_\_\_\_
- 10 I hurry → he \_\_\_\_\_

**EXERCISE 12: Choose the correct form of verb "live" and write it on the line**

I \_\_\_\_\_ in Australia.



It \_\_\_\_\_ in Africa.



You \_\_\_\_\_ in Mexico.



We \_\_\_\_\_ in England.



He \_\_\_\_\_ in Brazil.



You \_\_\_\_\_ in Turkey.



She \_\_\_\_\_ in Italy.



They \_\_\_\_\_ in Spain.

**EXERCISE 13: Choose the correct form of verb "play" and write it on the line**

I \_\_\_\_\_ football.



You \_\_\_\_\_ tennis.



He \_\_\_\_\_ video games.



She \_\_\_\_\_ rugby.



It \_\_\_\_\_ golf.



We \_\_\_\_\_ the guitar.



You \_\_\_\_\_ the piano.



They \_\_\_\_\_ basketball.

## PRESENT CONTINUOUS

The present continuous is made from the **present tense of the verb *be*** and the ***-ing* form** of a verb:

<i>I am</i>	<i>working</i>
<i>You are</i>	<i>playing</i>
<i>He is</i>	<i>talking</i>
<i>She is</i>	<i>living</i>
<i>It is</i>	<i>eating</i>
<i>We are</i>	<i>staying</i>
<i>They are</i>	<i>sleeping</i>

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**?*

### 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?*

### 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.)*

### STATIVE VERBS

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

- verbs of thinking and feeling:

<i>believe</i>	<i>love</i>	<i>recognise</i>	<i>understand</i>
<i>dislike</i>	<i>hate</i>	<i>remember</i>	<i>want</i>

<i>know</i> <i>like</i>	<i>prefer</i> <i>realise</i>	<i>suppose</i> <i>think (= believe)</i>	<i>wish</i>
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- verbs of the senses:

<i>appear</i> <i>feel</i>	<i>look</i> <i>seem</i>	<i>smell</i> <i>sound</i>	<i>taste</i>
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- others:

<i>agree</i> <i>be</i>	<i>belong</i> <i>disagree</i>	<i>need</i> <i>owe</i>	<i>own</i> <i>possess</i>
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We normally use the simple instead:

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

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

#### **EXERCISE 14: Write on the line the correct form of verb: present simple or present progressive**

- I \_\_\_\_\_ I can do the homework all by myself. (THINK)
- She \_\_\_\_\_ to be a nice girl. (APPEAR)
- I \_\_\_\_\_ for a nonprofit organisation at the moment. (WORK)
- Ian \_\_\_\_\_ a shower at the moment. Could you call back later ? (TAKE)
- Jack \_\_\_\_\_ in a few minutes. You have to hurry. (LEAVE)
- I \_\_\_\_\_ to go swimming during the hot summer months. (LOVE)
- That book \_\_\_\_\_ to me. Give it back. (BELONG)
- I \_\_\_\_\_ what you are saying, but I \_\_\_\_\_ it. (UNDERSTAND, NOT BELIEVE)
- My mum \_\_\_\_\_ a day off during the summer months. (NOT GET)
- What \_\_\_\_\_ for a living ? (YOUR DAD, DO)

#### **EXERCISE 15: Complete the sentences with the correct form of the present tense of the verb in brackets !**

- John \_\_\_\_\_ to get up very early. (LIKE)
- I can see her . She \_\_\_\_\_ at the corner (WAIT).
- She \_\_\_\_\_ me because I speak too quickly. (NOT UNDERSTAND)
- We \_\_\_\_\_ our clothes in this wardrobe (KEEP).
- Everybody \_\_\_\_\_ to class at nine o'clock (COME).
- He \_\_\_\_\_ a letter to his boss at the moment (TYPE).
- Not many people \_\_\_\_\_ in the street. It's Sunday (WALK)

- 8. George \_\_\_\_\_ well when he is not tired (**WORK**)
- 9. He \_\_\_\_\_. His eyes are open (**NOT SLEEP**)
- 10. My brother \_\_\_\_\_ smoke. He says it's bad for you (**NOT SMOKE**)

**PRACTICE THE FOLLOWING VOCABULARY**

**THE WEEK**



**THERE ARE 12 MONTHS IN A YEAR**

January 01	February 02	March 03	April 04	May 05	June 06
July 07	August 08	September 09	October 10	November 11	December 12

**EXERCISE 16: Spelling. Here are the days, months, and seasons with only vowel letters. Add the consonant letters**

- 1. \_ \_ i \_ a \_
- 9. \_ a \_ u a \_ \_
- 17. \_ u \_ \_ e \_
- 2. O \_ \_ o \_ e \_
- 10. \_ o \_ e \_ \_ e \_
- 18. \_ u \_ \_
- 3. \_ \_ u \_ \_ \_ a \_
- 11. \_ a \_ \_ \_
- 19. \_ i \_ \_ e \_
- 4. A \_ \_ i \_
- 12. \_ u \_ e
- 20. \_ a \_
- 5. \_ e \_ \_ u a \_ \_
- 13. \_ u \_ \_ a \_
- 21. \_ e \_ \_ e \_ \_ e \_
- 6. \_ o \_ \_ a \_
- 14. \_ \_ \_ i \_ \_
- 22. A u \_ u \_ \_
- 7. \_ a \_ u \_ \_ a \_
- 15. \_ e \_ \_ e \_ \_ a \_
- 23. \_ u e \_ \_ \_ a \_
- 8. a u \_ u \_ \_
- 16. \_ e \_ e \_ \_ e \_

**EXERCISE 17: Spelling. Find the months of the year in the wordsearch**

A	J	R	E	B	M	E	C	E	D	F	E	B	R	J
J	M	A	O	C	T	O	B	E	R	D	E	C	E	A
M	A	P	R	I	L	D	E	N	C	S	E	J	U	N
A	Y	A	U	B	F	Y	L	U	J	U	N	F	J	U
I	E	A	P	R	U	L	Q	J	J	M	J	B	A	A
Y	F	T	S	U	G	U	A	M	A	A	U	L	N	R
O	C	T	O	E	R	B	F	E	B	R	U	A	R	Y
S	E	P	T	E	M	B	E	R	M	C	G	V	O	C
S	E	N	O	V	E	M	B	E	R	H	J	A	N	I

**CARDINAL AND ORDINAL NUMBERS IN ENGLISH**

<b><u>CARDINAL NUMBERS</u></b>	<b><u>ORDINAL NUMBERS</u></b>
<b>1. ONE</b>	<b>1<sup>st</sup> FIRST</b>
<b>2. TWO</b>	<b>2<sup>nd</sup> SECOND</b>
<b>3. THREE</b>	<b>3<sup>rd</sup> THIRD</b>
<b>4. FOUR</b>	<b>4<sup>th</sup> FOURTH</b>
<b>5. FIVE</b>	<b>5<sup>th</sup> FIFTH</b>
<b>6. SIX</b>	<b>6<sup>th</sup> SIXTH</b>
<b>7. SEVEN</b>	<b>7<sup>th</sup> SEVENTH</b>
<b>8. EIGHT</b>	<b>8<sup>th</sup> EIGHTH</b>
<b>9. NINE</b>	<b>9<sup>th</sup> NINTH</b>
<b>10. TEN</b>	<b>10<sup>th</sup> TENTH</b>
<b>11. ELEVEN</b>	<b>11<sup>th</sup> ELEVENTH</b>
<b>12. TWELVE</b>	<b>12<sup>th</sup> TWELFTH</b>
<b>13. THIRTEEN</b>	<b>13<sup>th</sup> THIRTEENTH</b>
<b>14. FOURTEEN</b>	<b>14<sup>th</sup> FOURTEENTH</b>
<b>15. FIFTEEN</b>	<b>15<sup>th</sup> FIFTEENTH</b>
<b>16. SIXTEEN</b>	<b>16<sup>th</sup> SIXTEENTH</b>
<b>17. SEVENTEEN</b>	<b>17<sup>th</sup> SEVENTEENTH</b>
<b>18. EIGHTEEN</b>	<b>18<sup>th</sup> EIGHTEENTH</b>
<b>19. NINETEEN</b>	<b>19<sup>th</sup> NINETEENTH</b>
<b>20. TWENTY</b>	<b>20<sup>th</sup> TWENTIETH</b>
<b>21. TWENTY-ONE</b>	<b>21<sup>st</sup> TWENTY-FIRST</b>
<b>22. TWENTY-TWO</b>	<b>22<sup>nd</sup> TWENTY-SECOND</b>
<b>23. TWENTY-THREE</b>	<b>23<sup>rd</sup> TWENTY-THIRD</b>
<b>24. TWENTY-FOUR</b>	<b>24<sup>th</sup> TWENTY-FOURTH</b>
<b>25. TWENTY-FIVE</b>	<b>25<sup>th</sup> TWENTY-FIFTH</b>
<b>26. TWENTY-SIX</b>	<b>26<sup>th</sup> TWENTY-SIXTH</b>
<b>27. TWENTY-SEVEN</b>	<b>27<sup>th</sup> TWENTY-SEVENTH</b>
<b>28. TWENTY-EIGHT</b>	<b>28<sup>th</sup> TWENTY-EIGHTH</b>
<b>29. TWENTY-NINE</b>	<b>29<sup>th</sup> TWENTY-NINTH</b>
<b>30. THIRTY</b>	<b>30<sup>th</sup> THIRTIETH</b>
<b>31. THIRTY-ONE</b>	<b>31<sup>st</sup> THIRTY-FIRST</b>
<b>32. THIRTY-TWO</b>	<b>32<sup>nd</sup> THIRTY-SECOND</b>
<b>33. THIRTY-THREE</b>	<b>33<sup>rd</sup> THIRTY-THIRD</b>
<b>34. THIRTY-FOUR</b>	<b>34<sup>th</sup> THIRTY-FOURTH</b>
<b>35. THIRTY-FIVE</b>	<b>35<sup>th</sup> THIRTY-FIFTH</b>
<b>36. THIRTY-SIX</b>	<b>36<sup>th</sup> THIRTY-SIXTH</b>
<b>37. THIRTY-SEVEN</b>	<b>37<sup>th</sup> THIRTY-SEVENTH</b>
<b>38. THIRTY-EIGHT</b>	<b>38<sup>th</sup> THIRTY-EIGHTH</b>
<b>39. THIRTY-NINE</b>	<b>39<sup>th</sup> THIRTY-NINTH</b>
<b>40. FORTY</b>	<b>40<sup>th</sup> FORTIETH</b>

**EXERCISE 09:**

Ordinal Number Names

Name \_\_\_\_\_

Color the first scoop blue.

Color the ninth scoop yellow.

Color the tenth scoop red.

Color the second scoop green.

Color the fourth scoop purple.

Color the eighth scoop brown.

Color the third scoop orange.

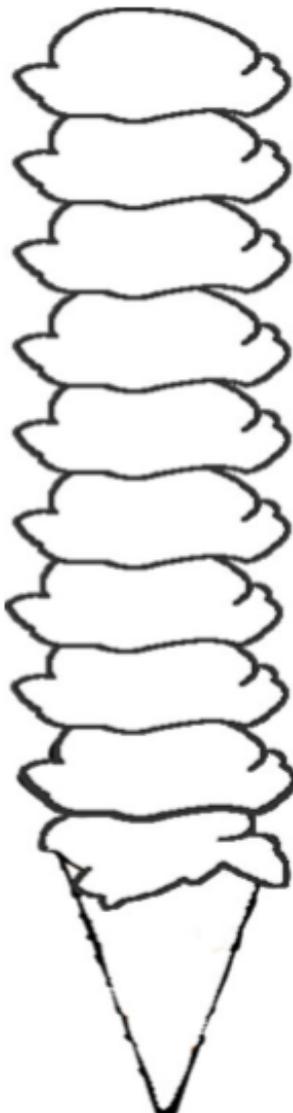
Color the fifth scoop green.

Color the sixth scoop brown.

Color the seventh scoop red.

I colored my cone  
\_\_\_\_\_.

My cone has \_\_\_\_\_ scoops.



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**EGRAPHY (OF THE NEW CONTENT INCLUDED IN THIS VERSION OF THE DOCUMENT)**

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