

Grammar **1**

TARGETS

Grammar Targets 1 gives students at Beginner level clear explanations and practice of English grammar.


Key features:

- clear simple explanations and examples
- a variety of stimulating exercises
- lively illustrations
- revision units
- exploring grammar sections

Components

Grammar Targets 1 Student's Book
Grammar Targets 1 Key




Express Publishing

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Virginia Evans - Jenny Dooley

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Unit 5

The Verb 'to be' (negative & interrogative)

Negative		Interrogative		Short Answers	
Long Form	Short Form				
I am not	I'm not	Am	I ...?	Yes, I am.	No, I'm not.
you are not	you aren't	Are	you ...?	Yes, you are.	No, you aren't.
he is not	he isn't	Is	he ...?	Yes, he is.	No, he isn't.
she is not	she isn't		she ...?	Yes, she is.	No, she isn't.
it is not	it isn't		it ...?	Yes, it is.	No, it isn't.
we are not	we aren't	Are	we ...?	Yes, we are.	No, we aren't.
you are not	you aren't		you ...?	Yes, you are.	No, you aren't.
they are not	they aren't		they ...?	Yes, they are.	No, they aren't.

- We do not repeat the whole question in short answers. We only use *Yes* or *No*, the subject pronoun and the appropriate verb form.
- We use the **long form** of the verb **to be** in **positive short answers**.
Is she OK? Yes, she is. (NOT: ~~Yes, she's.~~)
- We use the **short form** of the verb **to be** in **negative short answers**.
Are you from Spain? No, I'm not. (NOT: ~~No, I am not.~~)

1 Look at the pictures and the prompts, then complete the exchanges. Which form do we use in positive/negative short answers? Find examples.



- Sue: *Are* you from Britain, Tony?
Tony: Yes, I *am*.
- Sue: What your favourite colour?
Tony: Red.
- Tony: Peter's favourite colour red?
Sue: No, it
- Tony: Where you from, Peter?
Peter: I from Canada.
- Sue: Tony British?
Peter: Yes, he
- Tony: Sue from Canada?
Peter: No, she She from the USA.

2 Underline the correct form of the verb to be.

- 1 I'm from Egypt. I'm not / isn't from Britain.
- 2 They isn't / aren't from Canada.
- 3 Are / Is they your brother and sister?
- 4 Is / Are he from Poland?
- 5 "Are Bill and John students?"
"Yes, they are / is."
- 6 "Are you from the USA, John?"
"Yes, I is / am."
- 7 She isn't / aren't my friend.
- 8 They're / is my parents.

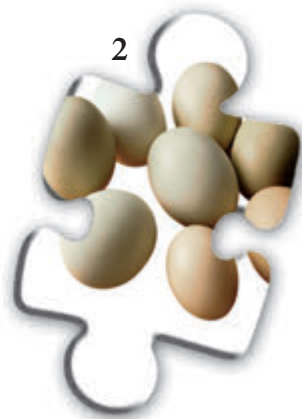
3 Look at the pictures. Ask and answer, as in the example.



1

Are they apples?
No, they aren't.
They're pears.

..... tomatoes?
.....
..... eggs.



2



3

..... a television?
.....
..... a computer.



4

..... a teacher?
.....
..... a doctor.



5

..... a policeman?
.....
..... a reporter.

4 Complete the questions, then answer them.

- 1 *Are* you from France?
No, I'm not.
- 2 your friends from Spain?
.....
- 3 your father thirty years old?
.....
- 4 your mother a teacher?
.....

5 Write questions for the answers.

- 1 A: *Are you sixteen?*
B: No, I'm not. I'm fifteen.
- 2 A: ?
B: No, I'm not. I'm from Italy.
- 3 A: ?
B: No, he's not. He's my brother.
- 4 A: ?
B: Yes, they are. They're from Madrid.
- 5 A: ?
B: Yes, I am. My brother is a teacher, too.

Unit 5

6 a) Look at the table. Then write short answers.

	country	age	job
Bill	Canada	28	vet
Rosa	Portugal	35	pilot
Hans	Germany	42	hairdresser
Sandra	Italy	42	doctor

- 1 Is Bill twenty-eight years old?
.....
- 2 Is Rosa Portuguese?
.....
- 3 Is Hans a vet?
.....
- 4 Is Sandra fifty years old?
.....
- 5 Is Bill Canadian?
.....
- 6 Are Sandra and Hans forty-two years old?
.....

b) Work in pairs. Look at the table again and ask questions as in Ex. 6a.

7 Match the questions to the answers.

- 1 Is Pedro from Spain?
- 2 Are they doctors?
- 3 Is Ann twenty years old?
- 4 Are you a pilot?
- 5 Are we friends?

- | | |
|--------------------|------------------|
| a No, they aren't. | d No, she isn't. |
| b No, I'm not. | e Yes, he is. |
| c Yes, we are. | |

8 a) Write the questions in the correct order.

- 1 from / are / Italy / you?
.....
- 2 your / is / father / Paul?
.....
- 3 mother / is / thirty / years old / your?
.....
- 4 years old / five / are / you?
.....
- 5 is / favourite / black / your / colour?
.....

b) Now, answer the questions about you.

- 1
- 2
- 3
- 4
- 5

Speaking

In pairs, ask each other questions. Ask about: • nationality • age • father's/ mother's name/job/age • brother(s) • sister(s)

- A: *Are you American?*
 B: *Yes, I am.*
 A: *What is your father's name? etc*

Writing

Use your partner's answers to write a short text about him/her and his/her family.

John is from the USA. His father's name is ...

The verb 'to be'

- 1 a) Read the text and underline all short forms of the verb *to be*. Then write the long forms.



My name's Mary and I'm from London. I'm twenty-five years old and I'm a secretary. My best friend is Nick. He's from the USA. **1) Nick's** 26 years old and he's a teacher. He's a very good teacher. Nick's sister's Laura and his brother's Mark. **2) Laura's** 23 and **3) Mark's** 22. **4) Laura and Mark** are students. They're very nice. We're all very good friends.

b) Which verb form do we use in the third person singular? first person plural?

- 2 a) Fill in: *is, isn't, are, aren't*.
- Mary a secretary.
 - Mark 25 years old.
 - Mary and Nick brother and sister.
 - Laura Mark's sister.
 - Nick Mary's brother.
 - Mark and Nick brothers.

b) How do we form the negative form of the verb *to be*?

Short Answers

- 3 a) Answer the questions.
- Is Mary from London? *Yes, she is.*
 - Is Laura a teacher?
 - Is Nick from London?
 - Is Mark 26 years old?
 - Are Nick and Mark brothers?
.....
 - Are Mary and Laura friends?
.....

b) When do we use long forms in short answers?

A/An

- 4 a) Make true sentences.

Mary	is	a	student.
Nick			teacher.
Laura	isn't	an	astronaut.
Mark			secretary.

b) When do we use *a/an*? Give more examples.

Personal Pronouns

- 5 a) Which personal pronouns can you find in the text in Ex. 1? Which personal pronouns do we use in the third person singular?
-
-

b) Look at the words in bold in the text in Ex. 1. Replace them with the appropriate personal pronoun.

1 2 3 4

c) Which personal pronoun is the same in the singular and the plural?

.....

Revision Units 1-5

Circle the correct answer.

- 1 Peter German?
A Is B Are C Am
- 2 What your favourite colour?
A am B is C are
- 3 We from Australia.
A am not B isn't C aren't
- 4 they from Spain?
A Am B Is C Are
- 5 "Is she a vet?"
"Yes, she"
A isn't B is C aren't
- 6 This is orange.
A a B an C —
- 7 Where Laura and Steve from?
A am B is C are
- 8 This is egg.
A a B an C —
- 9 are my friends.
A I B He C They
- 10 It's goldfish.
A a B an C —
- 11 This my family.
A am B is C are
- 12 "Are you from Germany?"
"..... ."
A Yes, I'm. B No, I'm not.
C Yes, they are.
- 13 "..... is this?"
"A parrot."
A Who B What C It
- 14 My name Helen.
A 'm not B isn't C aren't
- 15 How old you?
A am B is C are
- 16 "..... is she?"
"Mrs Smith."
A How B What C Who
- 17 My sister and my brother 18 years old.
A 'm not B isn't C aren't
- 18 "Is this a book?"
"Yes, is ."
A he B they C it
- 19 "Are they Spanish?"
"Yes,"
A we are B you are C they are
- 20 "Is she your sister?"
"No, she"
A is B isn't C aren't

(Mark: $\frac{\quad}{20}$)

Plurals

Nouns usually take -s in the plural.

hat - hats

friend - friends

book - books

1 Write, as in the example.

1



a ruler

three rulers

2



a bottle

.....

3



a calculator

.....

4



a baseball

.....

5



a cap

.....

6



a dog

.....

7



a pencil

.....

8



a flag

.....

2 Complete the table.

Singular	Plural
hat	<i>hats</i>
.....	desks
book	.....
.....	hotels
eraser	.....
.....	pens
cup	.....
pet	.....
.....	friends
umbrella	.....
.....	balloons
orange	.....
.....	houses
rabbit	.....
.....	cats
apple	.....

Unit 7

There is / There are

	Singular	Plural
Affirmative	There is a dog./There's a dog.	There are some dogs.
Negative	There isn't a dog.	There aren't any dogs.
Interrogative	Is there a dog?	Are there any dogs?

- We use **there is** before nouns in the singular.
There is a vase on the table. There's a book on the desk.
 (NOT: ~~There are~~ a book, a ruler and an eraser on the desk.)
- We use **there are** before nouns in the plural. **There are** hasn't got a short form.
There are three books on my desk.

Short Answers	
Is there ...?	{ Yes, there is. No, there isn't.
Are there ...?	{ Yes, there are. No, there aren't.

- In short answers we use **Yes, there is/are.** or **No, there isn't/aren't.** We do not repeat the whole question.
Is there a dog in the garden? Yes, there is.
 (NOT: ~~Yes, there is a dog in the garden.~~)

1 Look at the picture and complete the sentences, as in the example.

1 *There's* a mouse but *there isn't* a parrot.

2 two cats but any snakes.

3 three dogs but any rabbits.

4 a goldfish but a snake.

5 a horse but a tortoise.

2 Rewrite the sentences.

- 1 There is a bench in the park.
There are some benches in the park.
- 2 There aren't any pencils in my bag.
There isn't a pencil in my bag.
- 3 Is there a dog in the park?
.....
- 4 There aren't any cars in the street.
.....
- 5 There isn't a book on the desk.
.....
- 6 Are there any flowers in the garden?
.....
- 7 There are three hotels in the town.
.....
- 8 Is there a sharpener on the desk?
.....

3 a) Look at the picture. What is there in Jack's schoolbag? First say, then write.



There are two pencils in Jack's schoolbag.

b) What is there in your schoolbag? Tell your partner.

Game – Colin the Madman!

Colin the Madman is living in a mad one-room house in the mad city. Ask questions about his room and try to draw it on a piece of paper. Student A stands up in the middle of the class and answers your questions. The best 'mad room' wins!

Student B: *Is there a bed in the room?*
Student A: *No, there isn't!*

Student C: *Is there a mouse in the room?*
Student A: *Yes, there is!*

Speaking

Look at the pictures. Use the prompts to tell your partner what *there is/isn't* in each picture.

- | | | |
|----------|-------------|----------|
| 1 people | 4 buildings | 7 trees |
| 2 cars | 5 bench | 8 statue |
| 3 river | 6 hotel | |



- | | |
|---------------|---------|
| 1 bridge | 4 boat |
| 2 skyscrapers | 5 park |
| 3 cinema | 6 river |



A: *In picture A, there are four people. There aren't any cars.*

Writing

Choose a picture, A or B, and write a short paragraph. Write what *there is/isn't* in the picture.

Grammar **2**

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Key features:

- clear simple explanations and examples
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2

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Unit 1

Present Simple

Affirmative	Interrogative
I } drink You }	Do { I } Does { you } { he } Do { she } { it } Do { we } { you } { they }
He } drinks She }	
It } drinks	
We } drink You }	
They }	

Negative	
Long Form	Short Form
I } do not drink You }	I } don't drink you }
He } does not drink She }	He } doesn't drink She }
It } does not drink	It }
We } do not drink You }	We } don't drink You }
They }	They }

Short Answers	
Do you drink ...?	Yes, I/we do. No, I/we don't.
Does he/she/it drink ...?	Yes, he/she/it does. No, he/she/it doesn't.
Do they drink ...?	Yes, they do. No, they don't.

Spelling Rules

- Most verbs take **-s** in the third person singular.
I speak – he speaks, I eat – he eats
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I pass - he passes, I wash - he washes, I teach - he teaches, I fix - he fixes, I do – he does
- Verbs ending in a **consonant + y** drop the **-y** and take **-ies**.
I fly – he flies
- Verbs ending in a **vowel + y** take **-s**.
I buy – he buys

Form

- We form the affirmative in the present simple with the **subject** (noun or personal pronoun) and the **main verb**.
I talk, I teach, I cry
- The third person singular takes **-s, -es** or **-ies** in the affirmative.
he talks, he stays, he teaches, he cries
- We use **do + subject + main verb** in all persons except the third person singular to form the **interrogative**. In the third person singular we use **does + subject + verb**.
Do you play golf? Does he play golf?
- We form the third person singular in the **negative** with **does not/doesn't + main verb**.
He doesn't walk to work.
- We form all other persons in the negative with **do not/don't + main verb**.
They don't walk to work.

Pronunciation

-s or -es in the third person singular is pronounced:

/s/	/ɪz/	/z/
after verbs ending in /f/, /k/, /p/ or /t/ sounds	after verbs ending in /s/, /ʃ/, /tʃ/, /dʒ/ or /z/ sounds	after verbs ending in all other sounds
cough – coughs	touch – touches	read – reads

Use

We use the present simple for:

- **daily routines.** I **get up** at 8 o'clock every day.
- **repeated actions.** She **goes shopping** twice a week.
- **habits.** He **usually goes** to the cinema on Saturdays.
- **permanent states.** He **lives** in New York.
- **general truths or laws of nature.** The sun **rises** in the east.
- **timetables or programmes.** The film **ends** at midnight. The train **leaves** at 7pm.
- **sports commentaries.** Beckham **kicks** the ball and **passes** it to Ronaldo.

Time expressions used with the present simple: every hour/day/week/month/summer/year etc, usually, always, every morning/evening/afternoon/night, in the morning/evening/afternoon, at night, at noon, on Mondays/Tuesdays, at the weekend, etc.



The sun sets in the west.

Adverbs of Frequency

- We often use **adverbs of frequency** with the present simple. Adverbs of frequency tell us **how often** something happens. These are: **always** (100%), **usually** (75%), **often** (50%), **sometimes** (25%), **seldom/rarely** (10%), **never** (0%)
- Adverbs of frequency come **before the main verb** (drink, visit, eat, etc), but **after auxiliary verbs** (have, do, can, will, etc) and the **verb to be**.
Helen **always starts** work at 9 o'clock. Peter **is seldom** late for school. Jim **doesn't usually sleep** early. Mary **can never park** her car properly. **Do you often** have lunch at a nearby restaurant?

Unit 1

1 Write the third person singular of the verbs in the correct box. Then read the verbs out loud.

- dream • stay • kiss • speak
- catch • brush • kick • drive
- open • jump • listen • help
- travel • rain • see • dance
- drink • miss • wish • sleep
- stand • save • hate • begin

/s/	speaks,

/iz/	catches,

/z/	begins,

2 Put the verb in brackets into the present simple.

- 1 Janet (enjoy) going to clubs on Friday evenings.
- 2 Mr Wilson is a famous scientist who (give) lectures every Tuesday.
- 3 Mike (catch) the 8.30 train to work every morning.
- 4 They (not/stay) at luxury hotels when they go on holiday.
- 5 Alice (not/spend) a lot of money on clothes.
- 6 (he/usually/ride) his motorbike to college?

3 Write what Jenny does on Saturdays.

Jenny 0) wakes up at 8 o'clock on Saturdays. First, she 1) her bed, then she 2) a shower. After that, she 3) breakfast. Then she 4) to her dancing class. She 5) lunch at about 2 o'clock. In the afternoon she 6) TV or 7) her friends and they 8) coffee together. In the evening she 9) out with her friends. They 10) to the theatre or 11) dinner together. Jenny 12) to bed late on Saturdays.

4 In pairs, use the prompts to ask and answer questions about yourselves. Give as much information as possible.

- 1 like/rock music?
A: Do you like rock music?
B: Yes, I do./No, I don't. I like pop.

- 2 you/go shopping/Saturdays?
 - 3 your mother/eat/lots/sweets?
 - 4 your father/play/piano?
 - 5 your family/wake up/early/morning?
- 5 a) Put the verb in brackets into the present simple. What does Jane do?

Jane Hall 1) **lives (live)** in a big city in England. She 2) **(love)** the shops and the theatres, but she 3) **(hate)** the traffic and the noise. Jane 4) **(work)** in an office in the city centre. She 5) **(wake up)** at 7am every day and 6) **(have)** breakfast and a shower. Then she 7) **(get dressed)** and 8) **(walk)** to work. Her office is always busy. She 9) **(write)** reports and 10) **(go)** to meetings. Jane really 11) **(like)** her job. In the evening she 12) **(meet)** friends for dinner and a film or a play.

b) Ask and answer, as in the example.

- S1: Where does Jane live?
 S2: She lives in a big city in England. Does she like life in the city?
 S3: She loves ... etc

6 Read the information about Chris. Write questions and answers.



Name:	Chris Lester
Age:	30
Home:	Manchester
Job:	journalist, Star channel
Free time activities:	surfs online, plays basketball
Favourite clothes:	jeans and T-shirts

- 1 Chris/live/in/Essex?
 Does Chris live in Essex?
 No, he doesn't. He lives in Manchester.
- 2 he/work for Star channel?
- 3 he/play/golf in/free time?
- 4 he/like/wearing suits and ties?

7 Use the prompts to ask and answer questions about Max, as in the example.

- 1 What time/Max/get up? (7:00)
 What time does Max get up?
 He gets up at 7:00
- 2 What time/he/catch bus to work? (8:00)
- 3 What time/he/arrive at work? (8:30)
- 4 What/he/do/at/5pm? (leave work)
- 5 he/ever/work/late? (yes)
- 6 he/ever/work/on/Saturday? (no)

8 Complete the following sentences in order to make the statements true. Add don't/doesn't where necessary.

- 1 Water **boils (boil)** at 100°C.
- 2 The sun **(rise)** in the west.
- 3 Hens **(lay)** eggs.
- 4 Water **(turn)** into ice when the temperature falls below 0°C.
- 5 In England, people **(drive)** on the right.
- 6 Wool **(come)** from sheep.
- 7 Rice **(grow)** on trees.
- 8 The sun **(set)** in the east.

9 Put the adverb of frequency in the correct place in the sentence.

- 1 I don't stay in on Saturdays. **(usually)**
- 2 Does Mary study in the library? **(often)**
- 3 Jack drives into the city centre. **(rarely)**
- 4 Are your parents away on the weekends? **(always)**
- 5 Laura forgets to feed her cat. **(never)**
- 6 Rose and Dave travel abroad for their summer holiday. **(sometimes)**
- 7 Does Cathy visit her grandparents? **(often)**
- 8 Linda and Sue are late for class. **(never)**

Unit 1

10 Put the verbs in brackets into the correct tense.

- 1 A: Ben (sing) well.
B: I agree. But he
(not/dance) very well.
- 2 A: What does Helen
(usually/do) on Sundays?
B: She
(meet) her friends.
- 3 A:
(Frank/know) how to ride a bicycle?
B: No, he He is only four.
- 4 A:
(Sue and Nick/work) long hours?
B: Not really. They
..... (always/leave) at 5:00 o'clock.
- 5 A:
(the train/always/arrive) in York at 7 am?
B: It (be/often) late.
- 6 A: What (Mark/do)?
B: He is a racing driver. He
..... (drive) fast cars.

11 Ask your partner questions to find out how often they do things and compare their answers to your answers.

- go to parties • chat on the Net
- eat Chinese food • wash dad's car
- tidy your room • clean the house
- send emails

A: How often do you go to parties?
B: I sometimes go to parties.

12 What do you/don't you do every day/ every week/sometimes/never/usually? Make sentences.

S1: I get up early every day.
S2: I drink milk every day.
S3: I don't meet my friends every day. etc

13 a) Answer the questions about yourself.

- 1 What time do you:
• get up on weekdays? • get up at weekends? • start school/work? • come home from school/work?
- 2 Do you go to bed late on weekdays?
- 3 What do you do in your free time?
- 4 What do you do on Fridays? (in the morning/afternoon/evening?)

b) Use first, then, after that and finally to write about your daily morning/evening routine.

I usually get up at 8 o'clock. First, I have breakfast, then ... etc

Game

Divide the class into two teams and choose a leader. The leader thinks of a sentence e.g. "I read a comic." He/She says: "I do that in the evening." The teams in turn try to guess what the leader does by asking him/her questions. Each team can ask five questions.

Team A S1: Do you watch TV?

Leader: No, I don't.

Team B S1: Do you drink? etc

Speaking

Imagine you are a newspaper reporter interviewing a famous popstar. In pairs, ask and answer questions about:

- time/get up
- morning/afternoon/evening activities
- free time activities

Writing

Use the answers from the speaking activity to write a short article about the famous popstar's daily routine.

Grammar **3**

TARGETS

Grammar Targets 3 gives students at Pre-Intermediate level clear explanations and practice of English grammar.

Key features:

- clear simple explanations and examples
- a variety of stimulating exercises
- lively illustrations
- revision units
- exploring grammar sections

Components

Grammar Targets 3 Student's Book
Grammar Targets 3 Key



Grammar Targets 3 Student's Book

Virginia Evans - Jenny Dooley

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Student's Book **3**



Grammar

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3

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Unit 1

Present Simple

Form

Affirmative:	I work, you work, he/she/it works, we work, etc.
Negative:	I don't work, you don't work, he/she/it doesn't work, etc
Interrogative:	Do I/you work? Does he/she/it work? Do we work? etc
Short Answers:	Yes, I/you do. Yes, he/she/it does. etc No, I/you don't. No, he/she/it doesn't. etc

Spelling: 3rd person singular

- Most verbs take -s in the **third person singular**.
I drink – he drinks
- Verbs ending in -ss, -sh, -ch, -x or -o, take -es.
I miss – he misses, I brush – he brushes, I catch – he catches, I fix – he fixes, I do – he does
- Verbs ending in a **consonant + y**, drop the -y and take -ies.
I cry – he cries
BUT: I play – he plays

Pronunciation

-s/-es in the **third person singular** is pronounced:

- /s/ with verbs ending in /f/, /k/, /p/, or /t/ sounds. he works
- /iz/ with verbs ending in /s/, /ʃ/, /tʃ/, /dʒ/ or /z/ sounds. he watches
- /z/ with verbs ending in all other sounds. he leaves



He is a doctor. He works at Memorial Hospital.

Use

We use the **present simple** for:

- **daily routines.** I start work at nine o'clock in the morning.
- **repeated actions.** She walks to work every day.
- **habits.** They usually go to the park in the afternoon.
- **permanent states.** They live in Bristol.
- **timetables, itineraries.** The bus for Brighton leaves at 3 o'clock.
- **laws of nature.** Water boils at 100°C.

Time expressions used with the present simple: every hour/day/week/month/summer/year/etc, usually, always, every morning/afternoon/evening/night, in the morning/afternoon/evening, at noon, at night, etc.

1 Fill in the third person singular form of the verbs below.

- | | | | |
|---------------|--------------|----------------|----------------|
| 1 fly | 4 kiss | 7 lie | 10 lose |
| 2 catch | 5 stay | 8 give | 11 play |
| 3 miss | 6 fix | 9 finish | 12 dance |

2 Look at Tony's room. Then ask and answer questions about his habits and hobbies, as in the example.



- | | |
|---|----------------------------------|
| 1 Does Tony play baseball? Yes, he does. | 6 watch TV in bed? |
| 2 he play rugby? | 7 have a messy room? |
| 3 he like racing cars? | 8 he like fruit? |
| 4 read comic books? | 9 go to school? |
| 5 play video games? | 10 play the piano? |

3 Complete the exchanges with the present simple of the verb in brackets.

- 1 A:
(your brother/catch) any fish when he
..... (go) fishing?
B: Yes. He usually
(come) home with a bucket full of fish.
- 2 A: What
(you/usually/do) at the weekends?
B: I sometimes (go)
out with friends or I
(stay) in and (read)
a book.
- 3 A: How often
(you/travel) abroad?
B: I (fly) to Paris at least
twice a month.
- 4 A: What time
(you/have/dinner)?
B: (we/usually/eat)
around 7 o'clock.

- 5 A: Mark
(always/beat) me at chess.
B: Yes. I (know). He
..... (always/win).
- 6 A: (they/live) in
the centre of Naples?
B: No, their house (be)
on the outskirts.

4 Complete the questions, then answer them about yourself.

- 1 you
(play) tennis?
- 2 your friends
(go) hiking?
- 3 your teacher
(give) you lots of homework?
- 4 you
(go) to school by bus?
- 5 you (take)
a shower in the evening?
- 6 your friend
(play) the guitar?

Adverbs of Frequency

- Adverbs of frequency tell us how often something happens. They are used with the present simple. They are:
always (100%), **usually** (75%), **often** (50%), **sometimes** (25%), **seldom/rarely** (10%), **never** (0%).
- Adverbs of frequency usually come **before the main verb** (drink, work, leave, etc) but **after auxiliary verbs** (have, do, can, will, etc) and the verb **to be**.
He **always behaves** like this.
He **is always** late for work.
Do you **sometimes stay** at home on Saturday evenings?
- Some adverbs of frequency can come at the beginning or end of a sentence (sometimes, usually, often).
He **goes to the park sometimes**.



British buses **always run** on time.

1 Complete the table with the missing adverbs of frequency.

100%	always	25%	.....
75%	.....	10%	.....
50%	.....	0%	never

2 Tick the appropriate gap in the sentences below to indicate the correct position of the adverb of frequency.

- 1 Bob goes to the park with his friends. (**sometimes**)
- 2 Do you wake up early in the morning ? (**usually**)
- 3 Peter and Kate drive to work (**never**). They catch the eight o'clock bus. (**always**)
- 4 It rains in this part of the country. (**often**)
- 5 I can beat Tom at tennis. (**never**)
- 6 They are happy to see us. (**always**)
- 7 Paula goes to the theatre. (**rarely**)
- 8 Sheila has enough money to go out at weekends. (**seldom**)

3 Ask your partner about his/her habits. Use adverbs of frequency. Tell the class.

How often do you...?

- play in the park
- go cycling
- go swimming
- watch TV
- meet your friends
- listen to music
- read books/ magazines
- buy a newspaper
- do the shopping
- tidy your room
- cook

Tina **sometimes** plays in the park. She **often** goes cycling.

4 Rewrite the sentences including the adverb of frequency, as in the example.

- 1 You should play with fire. (**never**)
You **should never play with fire**.
- 2 Bill and his family have dinner at around 8 pm. (**usually**)
.....
- 3 Jane is at home on Sunday morning. (**always**)
.....
- 4 I play with my friend Jim at the weekends. (**sometimes**)
.....
- 5 My father drives me to school. (**often**)
.....
- 6 My parents go out in the evening. (**rarely**)
.....

Present Continuous

Form

Affirmative:	I'm working, you're working, he's/she's/it's working, we're working, etc
Negative:	I'm not working, you aren't working, he/she/it isn't working, etc
Interrogative:	Am I working? Are you working? Is he/she/it working? etc
Short Answers:	Yes, I am/you are. Yes, he/she/it is. etc No, I'm not/you aren't. No, he/she/it isn't. etc

Spelling

- Most verbs add **-ing** after the base form of the main verb.
tell – **telling**, catch – **catching**,
stay – **staying**
- Verbs ending in **-e** drop the **-e** and add **-ing**.
write – **writing**, leave – **leaving**
- Verbs ending in a **vowel and a consonant** double the consonant and add **-ing**.
cut – **cutting**, stop – **stopping**
- Verbs ending in **-ie** change the **-ie** to **-y** and add **-ing**.
lie – **lying**

Use

We use the present continuous for:

- **actions happening now, at the moment of speaking.**
She's **eating** some pizza now.
- **actions happening around the time of speaking.**
She's **staying** at her aunt's house this week.
- **fixed arrangements in the near future, especially when we know the time and the place.**
We're **going** on a picnic tomorrow.
- **changing situations.**
The Earth is **getting** warmer.



Time expressions used with the present continuous: now, at the moment, at present, these days, tomorrow, next week, etc.

1 Use the prompts to ask and answer questions, as in the example.

1 (tennis player/play tennis)
(tie his shoelaces)

A: What does the tennis player usually do?

B: He plays tennis.

A: What is he doing now?

B: He's tying his shoelaces.



3 (secretary/answer the phone)
(read a magazine)

.....

.....



2 (hairdresser/cut hair)
(drink juice)

.....

.....



4 (chef/cook food)
(talk on the phone)

.....

.....



Unit 1



2 a) Put the verbs in brackets into the correct form of the present continuous or the present simple.

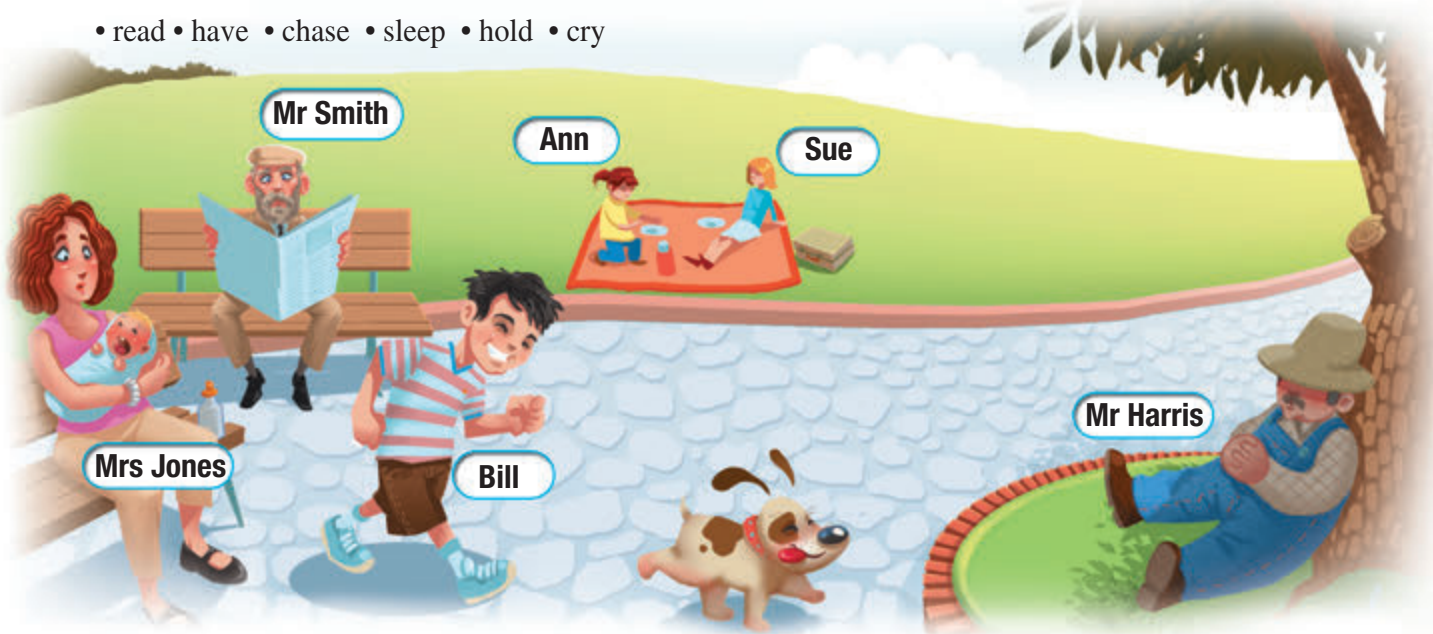
Mariella 0) **is staying** (stay) with her friend Lucy in Dublin at the moment and she 1) (really/enjoy) herself. She 2) (take) a course at Trinity College and 3) (plan) to be a translator when she finishes. She 4) (be) good at languages; she 5) (speak) French and German and she 6) (now/learn) Chinese. She 7) (find) the language rather difficult but she 8) (get) good grades and is sure to pass her exams. Now, she 9) (sit) on a bench in the college campus with some classmates. They 10) (talk) about the course because they 11) (work) on a project together. Later, they 12) (go) into town.

b) Read the text again and find examples of verbs describing:

- actions happening now
- actions happening around the time of speaking
- fixed arrangements in the near future

3 Look at the picture and correct the sentences, as in the example. Use the verbs below.

- read • have • chase • sleep • hold • cry



- | | |
|---|--|
| 1 Mr Smith is sleeping. No, he isn't. Mr Smith is reading a newspaper. | 4 Mr Harris is reading a newspaper. |
| 2 Ann and Sue are playing football. | 5 The baby is smiling. |
| 3 Mrs Jones is having a picnic. | 6 Bill is holding the baby. |

Game

Play in teams. Each team chooses one place and makes a list of what you can do there. The other team asks questions to find out what the members of the first team are doing.

- kitchen • garden • living room • bedroom

Team A S1: Are you in the kitchen?
Team B S1: Yes, I am.

Team A S2: Are you washing the dishes?
Team B S2: No, I'm not.

Stative Verbs

Stative verbs are verbs which do not normally have continuous tenses because they describe a state rather than an action. Some of them are: **have** (= possess), **like**, **love**, **hate**, **want**, **know**, **remember**, **forget**, **understand**, **think**, **believe**, **need**, **smell**, **see**, **cost**, etc.

I **love** Chinese food. (NOT: ~~I'm loving~~ Chinese food.)

I **believe** you're wrong. (NOT: ~~I'm believing~~ you're wrong.)

Some **stative verbs** have continuous tenses but there is a difference in meaning. Read the following examples:

- She **has** a red car. (= possesses)
She's **having** lunch now. (= is eating)
- I **think** she's a very clever girl. (= believe)
I'm **thinking** about working late tonight. (= I am considering)
- The flower **smells** nice. (= it has a nice smell)
She **is smelling** the flower. (= she is sniffing)
- Do you **see** that man over there? (= perceive with my eyes)
I'm **seeing** my doctor this evening. (= I am meeting)
- She **is** selfish. (= that's her character)
She **is being** selfish. (= that's her behaviour at the moment)
- They **look** tired. (= they appear to be tired)
They **are looking** at the building. (= they are examining)
- The food **tastes** delicious. (= has a nice flavour)
Why **are you tasting** the food? (= eat it to try its flavour)



She **is smelling** the flowers. They **smell** nice.

1 Put the verbs in brackets into the present simple or the present continuous.

- | | |
|---|--|
| <p>1 A: Those flowers smell (smell) lovely.
What are they?
B: They are orchids.</p> | <p>6 A: Have some of this. It
(taste) so good.
B: You're right. It's delicious!</p> |
| <p>2 A: What (you/look) at?
B: Oh, these are some pictures my sister drew.</p> | <p>7 A: Would you like to go to the cinema tonight?
B: I'm afraid I can't. I
(see) Michael.</p> |
| <p>3 A: Here! Touch this. It
(feel) so soft.
B: It's nice, isn't it?</p> | <p>8 A:
(you/understand) how it works?
B: No, could you show me, please?</p> |
| <p>4 A: Do you know that girl over there?
B: No, but I (think)
she's Spanish.</p> | <p>9 A: I (think)
about buying a new car.
B: Oh really? What's wrong with your old car?</p> |
| <p>5 A: Are you coming tomorrow?
B: Sorry, I can't. I (have)
lunch with my aunt.</p> | |

Unit 1

2 Put the verbs in brackets into the correct tense, present simple or present continuous.

- 1 A: What
(**you/think**) I should wear to go out to dinner?
B: Something smart, I guess. I
..... (**think**) about wearing a suit.
- 2 A: Why (**you/smell**) the milk?
B: I think (**it/smell**) funny. It might have gone off.
- 3 A: You (**look**) busy. What are you doing?
B: I (**look**) at a website for work.
- 4 A: (**you/have**) time to meet me at 12:30 today?
B: Sorry, I.....
(**have**) lunch with my boss. Maybe tomorrow.
A: OK, sure.
- 5 A: Brian told me that he would leave all the documents on my desk, but I
..... (**not/see**) them.
B: Don't worry, I
(**see**) him later today so I'll ask him.

Present Simple vs Present Continuous

Present Simple	Present Continuous
daily routines, habits, repeated actions I have breakfast at 8 am every morning.	actions happening at the time of speaking I'm having breakfast at the moment.
permanent states He works for a big company.	changing situations It's getting colder as winter approaches.
timetables, itineraries The bus leaves at 9.	temporary situations He's staying with his friend until he finds a flat of his own.
Time expressions every hour/day/week/month/summer/year/etc, usually, always, every morning/ afternoon/ evening/night, in the morning/afternoon/ evening, at noon, at night	fixed arrangements in the near future He's leaving for the airport in two hours. Time expressions now, at the moment, at present, these days, today, tomorrow, etc

It's 9 o'clock. He **is going** to work. He **usually starts** work at 8, but today he **is running** late.



1 Look at the pictures and complete sentences 1-6. Use the verbs:

- bake • write • drink • watch
- swim • play



- 1 It's Monday evening. Mrs Brown a letter. She to her friend every week.
- 2 It's Sunday morning. Mrs Jenkins biscuits with her son. She usually biscuits every Sunday morning.
- 3 It's Friday and Mr Black golf. He usually golf at the weekends, but today is a holiday.
- 4 It's 5 o'clock in the afternoon and Jenny tea. She usually tea every day after work.
- 5 It's Saturday morning. Spencer He usually at weekends.
- 6 It's 8 o'clock in the evening. Jake and Sue TV. They sometimes TV before they go to bed.

2 Put the verbs in brackets into the present simple or the present continuous.

- 1 Sasha (live) in Russia but at the moment he (stay) in France.
- 2 Fran usually (go) to the cinema with her friends at the weekend but this Saturday they (see) a play.
- 3 Matthew (catch) the bus to work in the mornings but today it (snow) very hard so he (take) the Underground.
- 4 Martha (clean) the flat on Sundays but this Sunday she (visit) her aunt.
- 5 Fred (think) of going to Portugal on holiday but he (hate) flying.
- 6 Ben (finish) work early, so he (meet) his friends for coffee this evening.

3 Put the verbs in brackets into the present simple or the present continuous.

- 1 A: Where 1) (you/go) now?
B: Shopping. 2) (you/want) anything?
A: Yes. I 3) (need) some envelopes.
- 2 A: Hi Jamie. 1) (you/wait) for someone?
B: No, I 2) (look) for a taxi.
A: 3) (you/want) me to drive you home?
- 3 A: Why 1) (your father/look) so tired?
B: He 2) (work) long hours.
A: What 3) (he/do)?
B: He is a doctor.

Unit 1

4 Put the verbs in brackets into the present simple or the present continuous.

4 Are you always walking to college, or do
A
you sometimes take the train?

B
5 Francis comes to work at 9 every day, but
A
today he is being late.
B

Sentence Transformations

6 Complete the second sentence so that it means the same as the first. Use up to three words.

1 She goes to ballet classes on Monday, Thursday and Saturday.

She goes to ballet classes **three times** a week.

2 Jake has an appointment with the dentist on Tuesday.

Jake the dentist on Tuesday.

3 The arrival time of John's train is 2 pm.

John's train 2 pm.

4 There is a party at Jackie's house next week.

Jackie a party at her house next week.

5 The flowers have a very nice scent.

The flowers very nice.

6 Jill has a blue dress and a white top on.

Jill a blue dress and a white top.

Speaking

a) Tell the class about the activities you do at the weekend.

b) Bring two pictures of yourself doing your favourite activities and describe them to the class.

Writing

You are on holiday. Write a postcard to a friend telling him/her about the activities you are doing now and every day. Use Ex. 4 to help you.

Greetings from Spain!

The weather here **0) is (be)** great. I
1) **(lie)** on the beach right now with
Susan. She 2) **(drink)** an enormous
glass of cold orange juice. The children
3) **(play)** in the water and Jane
4) **(watch)** them.

We 5) **(have)** a great time! We
6) **(stay)** in a lovely room in a small
hotel near the beach. We 7) **(get up)**
late every day and 8) **(spend)**
most of our time sunbathing. In the evening we
9) **(go)** for walks along the
waterfront before dinner. It's wonderful here!

I 10) **(look)** forward to seeing
you when I get home.

Love,
Betty

5 Circle the mistake (A or B), then correct it.

1 We usually going out on Fridays.
A B

We usually go out on Fridays.

2 On most days, Brian is taking the bus to
A

work. Today he's going in his car.
B

3 I travel to Austria tomorrow. My plane
A

leaves at 4:45 pm.
B