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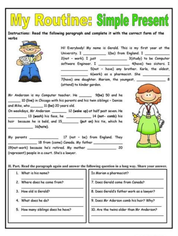
Simple present tense negative exercises worksheets



My Routine: Simple Present

Instructions: Read the following paragraph and complete it with the correct form of the verbs

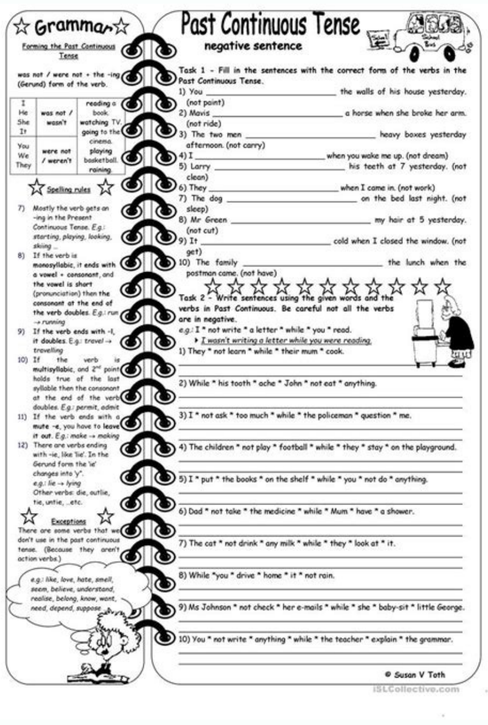
Hi! Everybody! My name is Ronald. This is my first year of the University. I _____ (live) from England. I _____ (be) a part _____ (of) the Computer software Engineer. I _____ (have) two sisters. I _____ (not + have) any brother. Kate, the oldest, _____ (work) as a pharmacist. She _____ (live) one daughter. Marian, the youngest, _____ (attend) to kinder garten.

Mr Anderson is my Computer teacher. He _____ (live) 50 and he _____ (be) married. He _____ (have) two and has two siblings - Donna and Rita who _____ (live) 25 and 27 years old.
On weekdays, Mr Anderson _____ (1) (wake up) at half past seven. He _____ (2) (work) his flats. He _____ (3) (get - ready) his hair. He _____ (4) (wear - suits) his hair because he is bald, and (5)_____ (put on) his tie, which he _____ (always)

My parents _____ (7) (not + be) from England. They _____ (8) (live) from Canada. My father _____ (9) (Wear work) because he's retired. My mother _____ (10) (represent) people in a court. She's a lawyer.

B. Part. Read the paragraph again and answer the following question in a long way. Share your answers.

1. What is his name?	6. Is Marian a pharmacist?
2. Where does he come from?	7. Does Ronald come from Canada?
3. How old is Ronald?	8. Does Ronald's father work as a lawyer?
4. What does he do?	9. Does Mr Anderson cook his hair? Why?
5. How many siblings does he have?	10. Are the twins older than Mr Anderson?



Grammar

Forming the Past Continuous Tense

was not / were not + the -ing (Gerund) form of the verb.

I He She It	was not / wasn't	reading a book. watching TV going to the cinema. playing basketball raining
You We They	were not / weren't	

Spelling rules

7) Mostly the verb gets an -ing in the Present Continuous Tense. E.g.: starting, playing, looking, skiing ...
8) If the verb is monosyllabic, it ends with a vowel + consonant, and the vowel is short (pronunciation) then the consonant at the end of the verb doubles. E.g.: run → running
9) If the verb ends with -l, it doubles. E.g.: travel → travelling
10) If the verb is multisyllabic, and 2nd point holds true of the last syllable then the consonant at the end of the verb doubles. E.g.: permit, admit
11) If the verb ends with a mute -e, you have to leave it out. E.g.: make → making
12) There are verbs ending with -ie, like 'lie'. In the Gerund form the 'ie' changes into 'y'. e.g.: lie → lying
Other verbs: die, outlie, tie, untie, ..etc.

Exceptions

There are some verbs that we don't use in the past continuous tense. (Because they aren't action verbs.)

e.g.: like, love, hate, smell, seem, believe, understand, realize, belong, know, want, need, depend, suppose ...

Past Continuous Tense

negative sentence

Task 1 - Fill in the sentences with the correct form of the verbs in the Past Continuous Tense.

1) You _____ the walls of his house yesterday. (not paint)
2) Mavis _____ a horse when she broke her arm. (not ride)
3) The two men _____ heavy boxes yesterday afternoon. (not carry)
4) I _____ when you wake me up. (not dream)
5) Larry _____ his teeth at 7 yesterday. (not clean)
6) They _____ when I came in. (not work)
7) The dog _____ on the bed last night. (not sleep)
8) Mr Green _____ my hair at 5 yesterday. (not cut)
9) It _____ cold when I closed the window. (not get)
10) The family _____ the lunch when the postman came. (not have)

Task 2 - Write sentences using the given words and the verbs in Past Continuous. Be careful not all the verbs are in negative.

e.g.: I * not write * a letter * while * you * read.
▸ I wasn't writing a letter while you were reading.

1) They * not learn * while * their mum * cook.
2) While * his tooth * ache * John * not eat * anything.
3) I * not ask * too much * while * the policeman * question * me.
4) The children * not play * football * while * they * stay * on the playground.
5) I * put * the books * on the shelf * while * you * not do * anything.
6) Dad * not take * the medicine * while * Mum * have * a shower.
7) The cat * not drink * any milk * while * they * look at * it.
8) While *you * drive * home * it * not rain.
9) Ms Johnson * not check * her e-mails * while * she * baby-sit * little George.
10) You * not write * anything * while * the teacher * explain * the grammar.

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Q. Add -s or -es to the following verbs:

1	try	
2	fry	
3	match	
4	answer	
5	watch	
6	decide	
7	close	
8	pinch	
9	Dance	
10	sing	

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Revision: Present Simple, Past Simple, Future Simple

1. Write positive sentences:
1. I/tidy/my room/every day.
2. Amy/play/the computer/yesterday.
3. Bob/send/the telegram/tomorrow.
4. Andrew/repair/his bike/two days ago.
5. They/often/watch TV/in the morning.
6. Tim/probably/receive/a letter/next week.
7. Kate/help/me/with my Maths/last week.
8. Lucy/have/two cheeseburgers/for lunch.
9. I/usually/call/my friends/in the afternoon.

2. Write negative sentences:
1. We/clean /the room/yesterday.
2. Robots/do/all the housework/in the future.
3. My sister/usually/get up/at 8 o'clock.
4. Sue/often/do/the shopping/ on Fridays.
5. They/make/a snowman/two days ago
6. We/move/to a new house/soon.
7. Nick/never/go/to school/by bus.
8. Sally/send/two e-mails/yesterday.
9. Tom/be/twenty/next year.

3. Write general questions:
1. My working day/usually/at nine/begin?
2. They/live/ last year/in a small flat?
3. Tim/a message/receive/yesterday?
4. Sally/to the cinema/go/tomorrow?
5. My brother/every day/play/the guitar?
6. Sam/that film/last week/see?
7. Liz/to the exhibition/go/next week?
8. I/forget/always/my keys/on the table?
9. Mary/at school/dance/tomorrow?

4. Write questions to the underlined words:
1. She arrived at two o'clock yesterday.
2. I shall have chicken and some salad.
3. Laura helps me with my English every day.
4. Timmy studied typing yesterday.
5. Jane always draws nice pictures.
6. They went to Italy last week.
7. Bob will see this comedy next week.
8. I often forget my things at home.
9. The porter will bring your luggage.

5. Fill in the correct form of the verbs:
I … (like) winter. It … (be) a very beautiful season. My friends often … (play) snowballs and … (make) snowmen. Last year we … (go) to Sweden. It … (be) fine there. There … (be) much snow. We … (ski), (skate), (play) hockey. The weather … (be) warm. The nature … (be) beautiful and I … (make) a lot of photos. My new friends … (teach) me Swedish. It … (be) a difficult language for me. Next year we … (go) to Italy on my holidays. I hope it … (be) warm and sunny. I believe I … (lie) in the sun and …. (swim) a lot. I … (make) photos too because I like to make photos.

SIMPLE PRESENT TENSE

POSITIVE	NEGATIVE	QUESTION
His wife sets the table.	His wife doesn't set the table.	Does his wife set the table ?
I like fruits.	I don't like fruits.	Do I like fruits ?
We love flying kites.	We don't love flying kites.	Do we love flying kites ?
My son makes his bed.	My son doesn't make his bed.	Does my son make his bed ?
I play chess.	I don't play chess.	Do I play chess ?
She feels good.	She doesn't feel so good.	Does she feel so good ?
It wants to eat it.	It doesn't want to eat it.	Does it want to eat it ?
They speak English very well.	They don't speak English.	Do they speak English ?
She has black hair.	She doesn't have black hair.	Does she have black hair ?
You love me.	You don't love me.	Do you don't love me ?

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GE, RenTrap RieHt OT ExnnnTTTS HAOE Tuo DaERG SSUT STAVAHD RITAD RIIHOR TUIIAD RNEHT The daily routine of Antonio and pretends to be Antonio. When students are finished, they discuss whether they have much in common with their partner or not. Students answer simple simple questions like Antonio, writing their answers first-hand. If the players land on the same square, they are not allowed to repeat the sentence of another student. That person then tells the student if they are right or wrong and more¹ information. In the business , students take on the role of an animal they would like to be and complete simple affirmative and negative sentences as if they were that animal. If the player can make a significant sentence, they read it to the group to show the match Ã¨ correct. Later, students identify errors in the current simple negative sentences and correct. The student with the most correct guess¹ Ã¨ the winner. When a player lands on a square, they make a true affirmative statement simple or negative by using the prompt on the square. If the student's assumption is wrong, their partner provides the correct information by first making a simple negative sentence, followed by an affirmative sentence, e.g. "I don't wake up at 7:00. I wake up at 6:00. Because I'm going jogging in the park. Click here to download this exercise in PDF (with answers) click here for more simple exercises click here for more simple exercises¹ present. This continues until the text has been fully dictated. In pairs, the students then bring in to read one of their current simple statements and their partner decides whether Ã¨ true or false. Players take it in turn to roll the dice and move the counter along the board. First, the students complete the sentences on the partner's lunedÃ¥, guessing the information and the In the spaces provided. Students read each sentence and decide if it is true or false putting a check or cross mark. If the phrase of the player is correct, place the paper at the bottom of the well and take one from the top.Report this listingNeed more practice? If the students think a sentence is right, they make a simple affirmative statement, such as, “Emma, watch TV at night”.The other members of the group listen to the sentence and decide whether it is grammatically correct or not. First, students choose an animal they would like to be. One student is the reader and the other the writer. Students then find out if their assumptions are right or wrong. For example, a student turns the verb âgo' on the square representing âWednesday morning, matches it with the noun âcyclingâ and says, “I don’t ride a bike on Wednesday morning”. If the group agrees that the sentence is grammatically correct and appropriate, the student puts its noun card on top of the verb card. Students then open the worksheet to reveal simple affirmative phrases about people. This worksheet helps students learn and practice third-person singular auxiliary verbs in simple negative phrases. Students then take turns turning a word card on the chart. Students start by filling out simple negative phrases with “not” or “not”.The first student to get rid of all the cards with the names wins the game. The next student then turns a verbal card and so on. Their partner tells them if the statement is right or wrong. The first player to get rid of all domino tiles wins the game. Students also create another simple sentence at the end. Students get one point for each correct hypothesis. This fun present simple domino game is perfect for practicing present simple affirmative and negative sentence structure. Students then use the questions to write simple sentences about their routine In this simple game to guess true or false, students make locators and then use them in Guess the game in which simple or false gifts are true affirmative and negative statements. If it is, the player remains on the square. When a player lands on a square, read the subject's pronoun and verb and match him with a place on one of their cards. The player therefore makes a simple affirmative phrase present, adding in correct preposition, eg. "They work in an office". The half of the sentences should be true and half should be false. false.

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