

### **Present Continuous for Future and Going to – grammar exercise.**

**In each sentence below (using the verbs in brackets) you can use "Going to" OR Present Continuous for Future - if possible. "Going to" is possible in all answers.**

#### **Instructions:**

**a) Do the exercise once using only "going to" to practise the structure. Check your answers with your teacher.**

**b) Now do the exercise again. This time you should use Present Continuous for Future where possible. If it is NOT possible, use the "going to" form.**

**c) Check the new answers with your teacher.**

- 1) I (learn) Japanese at the University next year.
- 2) That man is very angry with the waiter. He (leave) without paying.
- 3) John and Mary (have) dinner in an expensive restaurant this evening.
- 4) What (you do) for your holidays this summer?
- 5) I (get) that job today! I don't want to be unemployed any longer!
- 6) I (not hurt) you ever again - I swear!
- 7) Look, the horses are at the starting gates. The race (start).
- 8) Aunt Mary (come) to see us next week. I'm looking forward to it.
- 9) If you walk on my garden, I (call) the police.
- 10) "Do you think the sun (come out)?" "I don't think so. It's still raining at the moment."

**Teacher's notes.**  
**Present Continuous for Future and Going to.**  
**Answers.**

**(Time for activity: 30 mins approx. Level: lower intermediate.)**

- 1) am going to learn / am learning (both are possible as this is a plan for the future).
- 2) is going to leave (a prediction - if you use present continuous here it would mean NOW and not refer to the future).
- 3) going to have / are having (both are possible as this is a plan for the future).
- 4) are you going to do / are you doing (both are possible as this is a plan for the future).
- 5) am going to get ("am getting" is possible here but there is less determination from the speaker with present continuous).
- 6) not going to hurt (if you say "not hurting" there is no sense of promise).
- 7) is going to start (a prediction - "is starting" would mean now not the immediate future).
- 8) is going to come / is coming (both are possible as this is a plan for the future).
- 9) am going to call (present continuous for future here does not give the idea of a threat).
- 10) is going to come out (present continuous would refer to now).

Enjoy the class!

[See explanation of "going to" and present continuous for future...](#)

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### English grammar help for English learners.

#### English irregular verbs (exercise 1)

Use one verb in the list of infinitives to fill in the gaps. You may need to change the verb to a past simple or past participle form. Use each verb only once.

-----  
bring | build | choose | beat | blow | drink | catch | drive | do |  
bite | cost | become  
-----

- 1) John won the photography competition. He \_\_\_\_\_ many good professional photographers.
- 2) I've \_\_\_\_\_ a pizza home this evening. I don't have time to cook a meal.
- 3) The policeman stopped my car and told me to \_\_\_\_\_ into a tube. Fortunately the alcohol test was negative.
- 4) John will be arriving soon. He's just phoned to say he's \_\_\_\_\_ a taxi.
- 5) You \_\_\_\_\_ a terrible day to come to the beach. It's rained all day!
- 6) The dinner \_\_\_\_\_ me a small fortune. We had nearly fifty guests!
- 7) I've \_\_\_\_\_ very lazy recently. I just watch television and read the newspaper.
- 8) Have you \_\_\_\_\_ the housework? Yes? Well, let's go then!
- 9) It was a very hot day and I was very thirsty. I \_\_\_\_\_ two litres of water.
- 10) I haven't \_\_\_\_\_ for ages. Sitting down hurts my back and I hate the traffic.
- 11) I told you not to \_\_\_\_\_ our guest. Now sit down in your basket!
- 12) The block of flats fell down last year. They never \_\_\_\_\_ a new one.

### Teacher's notes.

#### English irregular verbs (exercise 1)

(Time for activity: 25 mins approx.  
Level: elementary to lower intermediate.)

This exercise may be done with students who have studied the past simple but haven't formerly studied the present perfect. Usually, by the time students get to the past simple stage, they will have encountered the form of the present perfect even though they can't use it accurately at all times. All students have to do here is to select the correct form of the verb: infinitive, past simple or past participle.

They don't even need to choose between past simple and present perfect because the "have" auxiliary is already in place. Students just need to know that after the "have" auxiliary the past participle (third column verb forms) should be inserted. The objective of the exercise is to focus on meaning and awareness of sentence structure with these two tenses and the use of the infinitive.

#### Answers to cloze test:

1. beat	7. become
2. brought	8. done
3. blow	9. drank
4. caught	10. driven
5. chose	11. bite
6. cost	12. built

#### Follow up:

After the written exercise, you may like to use the material orally. Write the verbs "beat" and "win" on the board. Ask the class if anyone has been in a race or competition. Ask them who they beat, what did they win? Get them to use the verbs in context in the past etc.

Now write up on the board:

- "When did you last bring fast food home?" (nº 2)
- "When did you last invite people to a meal or drinks in a restaurant or bar?" (nº 6)
- "Do you always drive everywhere? Why? Why not?" (nº 10)

Divide into groups and get each group to choose a subject and discuss it among themselves in the same way. This should bring out other irregular verbs they know too.

### English grammar help for English learners.

#### English irregular verbs (exercise 2)

Use one verb in the list of infinitives to fill in the gaps. You may need to change the verb to a past simple or past participle form. Use each verb only once.

-----  
get | find | forget | have | go | feel | get | eat | go | keep | get | give  
-----

- 1) Do you \_\_\_\_\_ like a drink? If you're not feeling well, we can go another day.
- 2) I \_\_\_\_\_ to work early today. I did lots more work than I usually do.
- 3) Mary has \_\_\_\_\_ away and left me. She says she's never coming back.
- 4) My Dad has \_\_\_\_\_ me his old car. He's going to get a new one.
- 5) Sorry, I've \_\_\_\_\_ your telephone number. Again? But you wrote it down on a piece of paper.
- 6) The dog has \_\_\_\_\_ a bath. He doesn't smell bad now.
- 7) The dog's \_\_\_\_\_ the hamburger. Why did you leave it on the table where he could get it?
- 8) We \_\_\_\_\_ a nice little hotel in the centre of Venice. They gave us a lovely room.
- 9) What you're saying is very interesting. We must \_\_\_\_\_ talking.
- 10) Where have you \_\_\_\_\_ these past few days? Oh, I had to go to Paris on a business trip.
- 11) You haven't \_\_\_\_\_ my Christmas card?! But I sent it two weeks ago!
- 12) You musn't \_\_\_\_\_ angry with Mary. I'm sure she didn't mean to hurt you.

### Teacher's notes.

#### English irregular verbs (exercise 2)

(Time for activity: 25 mins approx.  
Level: elementary to lower intermediate.)

This exercise may be done with students who have studied the past simple but haven't formerly studied the present perfect. Usually, by the time students get to the past perfect stage, they will have encountered the form of the present perfect even though they can't use it accurately at all times. All students have to do here is to select the correct form of the verb: infinitive, past simple or past participle.

They don't even need to choose between past simple and present perfect because the "have" auxiliary is already in place. Students just need to know that after the "have" auxiliary the past participle (third column verb forms) should be inserted. The objective of the exercise is to focus on meaning and awareness of sentence structure with these two tenses and the use of the infinitive.

#### Answers to cloze test:

- |              |          |
|--------------|----------|
| 1. feel      | 7. eaten |
| 2. got       | 8. found |
| 3. gone      | 9. keep  |
| 4. given     | 10. been |
| 5. forgotten | 11. got  |
| 6. had       | 12. get  |

#### Follow up:

After the written exercise, you may like to use the material orally. Write these sentences on the board and ask the students: "When did you last feel ill? What was the matter?" "When did you last feel extremely happy? Why?" Get them to use the verbs in context. Discuss the differences in meaning between the two uses of "feel" here.

Now write the verb "GET" on the board. Ask students to look at sentences 2), 11) and 12). Discuss the differences in meaning of the three uses of "get" here. Can they think of synonyms?

Divide the class into groups and get each group to have a conversation. Ask the students to employ the three uses of "get" into the same conversation. When they have practised this, a group can repeat their conversation for the rest of the class.

### English grammar help for English learners.

#### English irregular verbs (exercise 3)

Use one verb in the list of infinitives to fill in the gaps. You may need to change the verb to a past simple or past participle form. Use each verb only once.

-----  
meet | leave | know | learn | make | mean | know | leave | lose |  
see | sell | make  
-----

- 1) Can you \_\_\_\_\_ that little white thing on the hill? That's my house!
- 2) Have you ever \_\_\_\_\_ Prince Charles? Yes, one day he visited our company in London.
- 3) Hi, I'm calling you from my cellphone. I can't \_\_\_\_\_ the meeting at ten o'clock; I'm in a traffic jam.
- 4) I \_\_\_\_\_ my car last week. I didn't get much money for it.
- 5) I've done a lot this morning. I've done the washing and \_\_\_\_\_ all the beds.
- 6) John has \_\_\_\_\_ Mary since he was a child. They've always been friends.
- 7) John is going to \_\_\_\_\_ his job. He says he needs a change in his life.
- 8) Steve \_\_\_\_\_ to be friendly; he said lots of nice things. But still nobody liked him.
- 9) They \_\_\_\_\_ Barcelona by car very early in the morning. They got home at midday.
- 10) We felt terrible when we \_\_\_\_\_ about the tsunami disaster.
- 11) We \_\_\_\_\_ it was going to be difficult. But we decided to do it.
- 12) We think the tourists have got \_\_\_\_\_ in the desert. It's very late and they are not here.

**Teacher's notes.****English irregular verbs (exercise 3)**

**(Time for activity: 25 mins approx.  
Level: elementary to lower intermediate.)**

This exercise may be done with students who have studied the past simple but haven't formerly studied the present perfect. Usually, by the time students get to the past perfect stage, they will have encountered the form of the present perfect even though they can't use it accurately at all times. Students only need to select the correct form of the verb: infinitive, past simple or past participle.

They don't even need to choose between past simple and present perfect because the "have" auxiliary is already in place. Students just need to know that after the "have" auxiliary the past participle (third column verb forms) should be inserted. The objective of the exercise is to focus on meaning and awareness of sentence structure with these two tenses and the use of the infinitive.

**Answers to cloze test:**

- |          |            |
|----------|------------|
| 1. see   | 7. leave   |
| 2. met   | 8. meant   |
| 3. make  | 9. left    |
| 4. sold  | 10. learnt |
| 5. made  | 11. knew   |
| 6. known | 12. lost   |

**Follow up:**

After the written exercise, you may like to practise these sentences orally. Write the verb "leave" on the board. Ask what the difference in meaning is. How are the meanings similar?

Choose lists of, say, three verbs from the above exercise. Write the lists on the board: leave x 2, see / meet, lose, know / etc.

Divide the class into groups and get each group to have a conversation. Ask the students to employ the three uses of a group of verbs into the same conversation. When they have practised this, a group can repeat their conversation for the rest of the class.



### English grammar help for English learners.

#### English irregular verbs (exercise 4)

Use one word in the list below to fill in the gaps. You may need to change an infinitive to a past simple or past participle form. Use each word only once.

-----  
tell | stand | steal | understand | speak | take | spend | think |  
spend | sleep | sit | asleep  
-----

- 1) Are you going out with Mary this evening? I don't know. I haven't \_\_\_\_\_ to her yet.
- 2) Everyone \_\_\_\_\_ the art exhibition was very good. There were lots of quality paintings.
- 3) He \_\_\_\_\_ at the bus stop all morning. But no bus came.
- 4) I feel absolutely exhausted. I haven't \_\_\_\_\_ down all day.
- 5) It was a terrible thing to happen and we all \_\_\_\_\_ how he felt.
- 6) I've been to the police station this morning. I \_\_\_\_\_ them all I know.
- 7) Oh, no! John's gone to work and he's \_\_\_\_\_ my car keys. What a stupid thing to do!
- 8) Please can you speak more quietly. The baby's \_\_\_\_\_ upstairs.
- 9) Somebody robbed the office last night. The thieves \_\_\_\_\_ all the computers.
- 10) The beds were really uncomfortable in that hotel. We \_\_\_\_\_ very badly.
- 11) There's no money in my wallet. Where is it? You've \_\_\_\_\_ it all!
- 12) We \_\_\_\_\_ the whole day in Paris sightseeing. We've had a lovely time.

**Teacher's notes.****English irregular verbs (exercise 4)**

**(Time for activity: 25 mins approx. Level: elementary to lower intermediate.)**

This exercise may be done with students who have studied the past simple but haven't formerly studied the present perfect. Usually, by the time students get to the past perfect stage, they will have encountered the form of the present perfect even though they can't use it accurately at all times. Students only need to select the correct form of the verb: infinitive, past simple or past participle (There is, in fact, an adjective here "asleep", which is used like a verb, "sleeping".)

They don't even need to choose between past simple and present perfect because the "have" auxiliary is already in place. Students just need to know that after the "have" auxiliary the past participle (third column verb forms) should be inserted. The objective of the exercise is to focus on meaning and awareness of sentence structure with these two tenses and the use of the infinitive.

**Answers to cloze test:**

- |               |           |
|---------------|-----------|
| 1. spoken     | 7. taken  |
| 2. thought    | 8. asleep |
| 3. stood      | 9. stole  |
| 4. sat        | 10. slept |
| 5. understood | 11. spent |
| 6. told       | 12. spent |

**Follow up:**

After the written exercise, you may like to practise these sentences orally. Write the verb "spend" on the board. Ask what the difference in meaning is. Also discuss: "sleep" and "asleep", "tell" and (not in this exercise) "say".

Choose lists of, say, three verbs from the above exercise. Write the lists on the board: spend x 2, see / take, steal, think / etc.

Divide the class into groups and get each group to have a conversation. Ask the students to employ the three uses of a group of verbs into the same conversation. When they have practised this, a group can repeat their conversation for the rest of the class.

### The English passive voice - activity 1 (guided discovery exercise)

watched / built / direct / object / bridge / were / subject / be / passive / important  
/ was / by / was / being / watch

The passive voice is used where there is less importance or emphasis on the ( 1. ) of the sentence and more importance on what happened and who (or what) it happened to. The passive voice uses the auxiliary verb ( 2. )

'The criminal ( 3. ) arrested.'

The fact that it was the police who arrested the criminal is not ( 4. ). What is important is that he/she was arrested. Grammatically, we now say that 'the criminal' is now the subject of the ( 5. ) sentence.

The passive is very flexible in English; the subject of a passive voice sentence can often be either the ( 6. ) object or the indirect ( 7. ) of the active voice sentence:

'She gave him some flowers' (active)  
'Some flowers ( 8. ) given to him' (passive)

'She gave him some flowers' (active)  
'He ( 9. ) given some flowers' (passive)

The following is a way to change an active voice sentence into a passive sentence in three easy steps:

Active voice: 'They are building a bridge'.

1) The complement of the active sentence is placed before the subject.

'A ( 10. )

2) The auxiliary 'to be' is placed in the same form of the verb as in the active form. (the verb here is in present continuous so this must be the same in the passive):

'A bridge is ( 11. )

3) The verb in the active form is then put in as a past participle:

'A bridge is being ( 12. )

Optionally, the active voice subject may be placed at the end (this is called the 'agent'). The preposition 'by' is used:

'A bridge is being built ( 13. ) them'.

With modal auxiliaries verbs the same steps are respected; the modal verb form is copied into the passive.

Active: 'The police could ( 14. ) the thieves through telescopes.'

Passive: 'The thieves could be ( 15. ) through telescopes.'

### English grammar help for learners of English.

#### The English passive voice - activity 2 (change active to passive)

Change the following active voice sentences into the passive. The agent "by" is not required unless the question asks for it.

- 1) John wrote the letter.
- 2) We solved the problems.
- 3) Her boyfriend gave her some flowers. (Passive subject = "She".)
- 4) Her boyfriend gave her some flowers. (Passive subject = "Some flowers".)
- 5) The greengrocer sells apples here.
- 6) His people had criticised him. (Mention the agent.)
- 7) You should insert the tubes first.
- 8) They say that... (It...)
- 9) People believed that... (It...)
- 10) You can see strange things.
- 11) They should have studied these subjects.
- 12) Nobody can do it.

### Teacher's notes.

**(Time for both activities: 45 mins approx. Level: lower intermediate.)**

### Answers to activity 1.

1. subject	9. was
2. be	10. bridge
3. was	11. being
4. important	12. built
5. passive	13. by
6. direct	14. watch
7. object	15. watched
8. were	

Note: The complete active sentence of "They are building a bridge". is "A bridge is being built by them." (This fills the other non-numbered spaces in the exercise. Tell students at the beginning that they should fill these spaces too.)

### Answers to activity 2.

1, The letter was written.	7, The tubes should be inserted first.
2, The problems were solved.	8, It is said that...
3, She was given some flowers.	9, It was believed that...
4, Some flowers were given to her.	10, Strange things can be seen.
5, Apples are sold here.	11, These subjects should have been studied.
6, He had been criticised by his people.	12, It can't be done.

Further study recommended. If students need to do these types of changing active to passive tests, then they should ensure they learn the irregular past participles for all the common irregular verbs.

### Past Continuous (Guided Discovery Grammar Exercise). (page 1)

Use the following words to fill the spaces below. Write one answer for each space.

-----  
while | simple | rang | at the same time | story | while | specific time | to be |  
in front of | negative | We don't know | unfinished | watched | past continuous |  
past simple | interrupted | weren't | Was | auxiliary | verb + ing  
-----

The English past continuous has a compound form (more than one part to the verb form). Past continuous uses an auxiliary verb (the verb "1, \_\_\_\_\_" in the past) and a present participle (2, \_\_\_\_\_).  
Examples:

**I was watching television.**  
**He was coming home.**  
**We were going to the cinema.**

To make a question in past continuous, we invert the subject and the 3, \_\_\_\_\_. Examples:

**Was I watching television?**  
**4, \_\_\_\_\_ he coming** home?  
**Were we going to the cinema?**

The 5, \_\_\_\_\_ form uses "not" after the auxiliary: "was not", "were not". These are usually contracted in spoken or informal written English.  
Examples:

**I wasn't watching television.**  
**He wasn't coming home.**  
**We 6, \_\_\_\_\_ going to the cinema.**

Past continuous is usually used with:

- a) the past 7, \_\_\_\_\_ or
- b) another past continuous sentence.

a) Past continuous often expresses an action which was 8, \_\_\_\_\_ by another action. This second action is in the past simple form. Examples:

**I was having a bath when the phone 9, \_\_\_\_\_.**  
**The student was doing her homework when her mother came in.**  
**John and Mary were playing tennis when it started to rain.**

(continued on page 2...)

(page 2)

We can see that the past continuous talks about 10, \_\_\_\_\_ actions in the past. Look at this next sentence:

**John and Mary were sleeping in bed when suddenly there was a loud knock at the door.**

Did John and Mary hear the knock? Did they get up? 11, \_\_\_\_\_.

The conjunction "when" that divides the two parts of a past continuous / past simple sentence can be put 12, \_\_\_\_\_ the past continuous part. In this case, we often change "when" to "13, \_\_\_\_\_". Examples:

**While (When) Mary was swimming in the sea, she saw a shark. Mary saw a shark 14, \_\_\_\_\_ (when) she was swimming in the sea.**

An unfinished action can also be expressed when we talk about a 15, \_\_\_\_\_ in the past. We understand that the action continued after the time mentioned. Examples:

**What were you doing at 6.00pm yesterday evening?  
At that moment John was driving back home.**

b) Past continuous can also be used with another 16, \_\_\_\_\_ sentence. In this case, one action doesn't interrupt another. The two actions happen 17, \_\_\_\_\_ and for the same length of time. Examples:

**While John was washing the car, Mary was repairing the engine.  
The children were playing in the park while their mother was reading a book.**

In a similar way, the past continuous is used in narrative to describe more than one scene happening at the same time. The action or 18, \_\_\_\_\_ (past simple) then interrupts the scene. Example:

**On Sunday morning the sun was shining and the birds were singing in the trees. John got out of bed and...**

Try to avoid making a mistake like this one:

**What did you do yesterday? I was watching a film at the cinema.**

Remember that single actions or a sequence of actions in the past are usually in the 19, \_\_\_\_\_:

**What did you do yesterday? I 20, \_\_\_\_\_ a film at the cinema.**

(Read the activity again. Do you understand everything? If not, ask your teacher.)

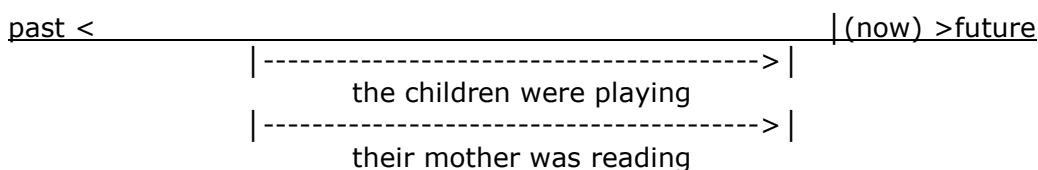
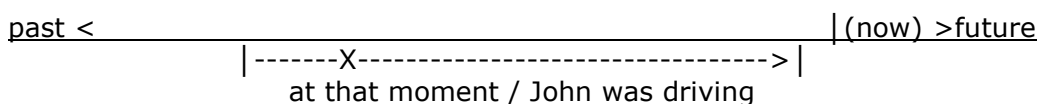
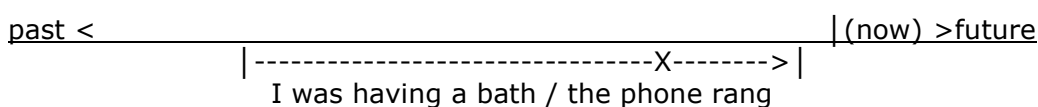
### Teacher's notes.

**The past continuous (answers). Time for activities: 40 mins. approx.**  
**Level: lower-intermediate.**

#### Answers

- |               |                   |                      |
|---------------|-------------------|----------------------|
| 1. to be      | 8. Interrupted    | 15. specific time    |
| 2. verb + ing | 9. Rang           | 16. past continuous  |
| 3. Auxiliary  | 10. Unfinished    | 17. at the same time |
| 4. Was        | 11. We don't know | 18. Story            |
| 5. Negative   | 12. in front of   | 19. past simple      |
| 6. weren't    | 13. While         | 20. watched          |
| 7. Simple     | 14. While         |                      |

After completion and correction of this exercise, it would be a good idea to go through the main points with the students. Explaining the concepts of past continuous is made easier by drawing time lines. This could be another guided discovery activity on the board, eg.



The solid lines represent time from past to present going into the future. | = now. The dotted lines represent the relatively more prolonged action of the past continuous and the X is the past simple action that interrupts the past continuous action.

You can just draw up the lines and symbols, explain their meaning then ask students to find sentences from the exercise which would fit. Which is the ----- action and which is the X action? Students copy these time lines for future revision.

**Oral activity:** write a list inside a cloud shape on the board of about twenty common infinitives. Divide the class into two groups. The first person of a group utters just one clause from a past continuous / simple sentence using a verb from the list eg. "I was walking along the road..." (erase "walk" from list). A student from the other group chooses another verb and completes the sentence: "I was walking along the road when a car hit me." (Erase "hit" from list.) Sentences may start with the past simple clause too: "A car hit me while..." Accept only sentences that are in correct context and award points.

Enjoy the lesson!



### The English past continuous – grammar activity 2 (structure)

**Something interrupted these actions in the following sentences. Fill in each space with the correct form of the verb in brackets.**

1) John was sitting in his office reading the newspaper when he a) \_\_\_\_\_ the sound of a car crash in the street. (hear)

2) While I was studying my English grammar lesson, my husband a) \_\_\_\_\_ in and b) \_\_\_\_\_ he wanted to watch the television. (come) (say)

3) We were driving along a country road when suddenly a fox a) \_\_\_\_\_ out in front of the car and b) \_\_\_\_\_ at us. (jump) (look)

4) Mary was walking home late one night when a strange man a) \_\_\_\_\_ her and b) \_\_\_\_\_ for a cigarette. (stop) (ask)

5) A group of friends were having dinner in an old house in the country when suddenly there a) \_\_\_\_\_ a noise and the door b) \_\_\_\_\_ slowly. (be) (open)

6) Policeman Plod was leaving home one morning when his wife a) \_\_\_\_\_ to him from the door. "You've forgotten your umbrella!" she said. (call)

**In the following sentences, two actions are happening at the same time and for the same length of time. Change the infinitives to past continuous.**

7) It was a cold day. The wind a) \_\_\_\_\_ hard and the rain b) \_\_\_\_\_ heavily. (blow) (fall)

8) John a) \_\_\_\_\_ in the sea while the children b) \_\_\_\_\_ on the beach. (swim) (play)

9) While John a) \_\_\_\_\_ the presentation, nobody b) \_\_\_\_\_. (give) (listen)

10) I a) \_\_\_\_\_ on the grass relaxing while the band b) \_\_\_\_\_ classical music. (lie) (play)

11) We a) \_\_\_\_\_ the plans while our boss b) \_\_\_\_\_ about the project. (draw) (talk)

### Teacher's notes.

**(Time for activity 2: 35 mins approx. Level: elementary – lower intermediate.)**

### Answers to activity 2.

- |                          |                                      |
|--------------------------|--------------------------------------|
| 1, a) heard.             | 7, a) was blowing, b) was falling.   |
| 2, a) came, b) said.     | 8, a) was swimming, b) were playing. |
| 3, a) jumped, b) looked. | 9, a) was giving, b) was listening.  |
| 4, a) stopped, b) asked. | 10, a) was lying, b) was playing.    |
| 5, a) was, b) opened.    | 11, a) were drawing, b) was talking. |
| 6, a) called.            |                                      |

The past continuous is generally only used to distinguish between background and interrupting actions, which means sentences 1 to 6 must use the past simple. If students can understand this last principle, then they will be able to avoid the common error of overuse of past continuous for sequential actions, which should be in past simple: "I got up, had a shower etc."

### **Oral activity: (building a story) (level – lower intermediate+).**

You may need to write a few help words on the board first. These are background events: wind – blow; rain – fall; sun – shine; birds – sing; lambs – play; Mum – wash car; Dad – do housework; people – walk by; somebody – sing; etc. This will give them an idea so they can invent their own. Explain that they are background actions and must be in past continuous, eg. "the wind was blowing (in the trees)". Tell the students that there will be an action line, which will start the story. This will begin with "suddenly".

Hand out identical pieces of card, one to each student. Each card is blank except for one which has the word "suddenly". Ask any student who has a blank card to raise his hand. He/she will start by uttering a background action. The turn then passes to the person next to him/her, who utters another background action. When the turn gets to the student with the "suddenly" card, that student must then begin the story with "suddenly...". The following student then utters another line to the story.

#### **Example:**

Student A: The birds were singing in the trees.

Student B: The sun was shining.

Student C: People were walking by in the street.

Student D: My brother was playing his guitar in the living-room.

Student with "suddenly" card: Suddenly, my sister came in.

Next student: She began to cry.

Next student: She said, "help me. There's a spider in the bathroom!"

Next student: I got up and ran to the bathroom.

Next student: etc.

This activity works well if you base the scene in an environment familiar to your students, eg, at work, at school, at university, etc.

Enjoy the class!

**The English past simple tense - activity 2 (structure)**

**Change the following present tense sentences into the past simple. Replace the underlined words with the word or words in brackets.**

- 1) The flight leaves Birmingham airport every morning at 9.45am. (yesterday)
- 2) I study my English verb tables every Wednesday. (last Wednesday)
- 3) We love going on holiday to the beach in summer. (last summer)
- 4) John goes to see Mary at weekends. (last weekend)

**Make the necessary changes to these affirmative sentences to change them into questions, eg. "They ate fish" = "Did they... etc?"**

- 5) The Town Hall sold all their official cars last week.
- 6) The children played football in the street on Saturday afternoon.
- 7) They went to see the new film by Almodovar last night.
- 8) The hypermarket was open every Sunday during December.

**Change the following sentences into the negative form of the past simple. The verbs to be adapted are underlined.**

- 9) The world was a better place a hundred years ago. People enjoyed life more.
- 10) The computer worked perfectly this week. We were very happy with it.
- 11) I caught the bus to work today. It was wet and cold again.
- 12) I had a lovely shower in the hotel this morning. The water came out hot.

### Teacher's notes.

(Time for both activities: 45 mins approx. Level: lower intermediate.)

### Answers to activity 2.

- 1) The flight left Birmingham airport yesterday at 9.45am.
- 2) I studied my English verb tables last Wednesday.
- 3) We loved going on holiday to the beach last summer.
- 4) John went to see Mary last weekend.
- 5) Did the Town Hall sell all their official cars last week?
- 6) Did the children play football in the street on Saturday afternoon?
- 7) Did they go to see the new film by Almodovar last night?
- 8) Was the hypermarket open every Sunday during December?
- 9) The world wasn't a better place a hundred years ago. People didn't enjoy life more.
- 10) The computer didn't work perfectly this week. We weren't very happy with it.
- 11) I didn't catch the bus to work today. It wasn't wet and cold again.
- 12) I didn't have a lovely shower in the hotel this morning. The water didn't come out hot.

After the exercise, clear up any problems with structure knowledge. Ensure that students are aware that the verb "to be" doesn't use the auxiliary "did". Ask students if auxiliary "did" has a meaning. Explain that auxiliary "did" doesn't have a dictionary meaning and that it's used to indicate interrogative and negative forms of the verb. Try to do this by questioning rather than by direct telling.

### Follow up.

Write up the following list of time phrases and activities. (Tip – Have them written on the board before the class come in or make a handout of these phrases for each student.

<p><u>Activities:</u>            Where – you – go?            Who – you – go – with?            What – you – do?            What – clothes – you – like to wear?            What – music – you – listen – to?            What – food – you – eat?            What – be – your – hobbies?            Where – you – live?            What – be – different – in your life?</p>	<p><u>Time phrases:</u>            - yesterday morning / afternoon / evening            - last Saturday / weekend / summer            - last week / month / year            - 2 weeks ago / a year ago / 10 years ago            - when / you were a child / you were 16</p>
--	--

Give the students an example sentence, which is made from combining phrases from both boxes, eg. "Where did you go last Saturday evening?"

Put students into groups of three or four and ask each group to interrogate one student with phrases only from the boxes. Students should make notes on what was said. After a couple of minutes another student is interrogated. Change after 2 minutes. When all students have been interrogated, ask each group to tell the rest of the class the most interesting or the funniest answers.

Enjoy the class!

### English grammar help for learners of English.

#### The past simple tense (guided discovery exercise). (page 1)

Use the following words to fill the spaces below. Write one answer for each space.

-----  
 change | implicit | became | negatives | completed actions | both | help | did |  
 irregular | questions | were | didn't | two weeks ago | infinitive | did + not  
 -----

The verb form in the past simple doesn't 1, \_\_\_\_\_ with the different persons.  
 For example:

I | you | she, he, it | we | they walked.

There is one exception - the verb 'to be':

I | he, she, it | was very hungry yesterday.  
 You | we | they | 2, \_\_\_\_\_ very hungry yesterday.

We can classify the English verb into two groups: regular verbs and 3, \_\_\_\_\_  
 verbs. All regular English verbs end in 'ed'. Examples:

I worked, she waited, we played.

Irregular verbs are very common in English and sometimes difficult to use as some  
 have different meanings. Examples with the irregular verb 'get':

I got angry = I 4, \_\_\_\_\_ angry.



I got a cold = I fell ill with a cold.



I got my hair cut = I asked somebody to cut my hair.



You should study irregular verb forms and their different meanings.

We use past simple tense to talk about 5, \_\_\_\_\_ actions in the past. These  
 actions are connected to a time in the past. This past time can be explicit ie. we use  
 a past tense time expression: Examples:

I had a lovely dinner last night.  
 I went jogging last weekend.  
 The world was a better place then.  
 I studied the English verb tables 6, \_\_\_\_\_ .

The past time can be 7, \_\_\_\_\_ ie. we're thinking about a time in the past but  
 we don't use a past tense time expression. Examples:

I had a lovely dinner. (I'm thinking about last night.)  
 I went jogging. (I'm thinking about last weekend.)  
 The world was a better place. (I'm thinking about then.)  
 I studied the English verb tables. (I'm thinking: two weeks ago.)

**The past simple tense (guided discovery exercise). (page 2)**

To make a question in the past simple we use the auxiliary 8, \_\_\_\_\_ with most verbs. The verb after the auxiliary must be in its 9, \_\_\_\_\_ form.

Examples:

Nick and Emma saw a good film last night.  
Did Nick and Emma see a good film last night?

She helped her friend with her English homework.  
Did she 10, \_\_\_\_\_ her friend with her English homework?

To make a negative sentence in the past simple we use 11, \_\_\_\_\_ (+ infinitive). This becomes 'didn't' in informal written language or in speech.

Examples:

Nick and Emma did not see the film last night.  
 Nick and Emma didn't see the film last night.

She did not help her friend with her homework.  
 She 12, \_\_\_\_\_ help her friend with her homework.

The verb 'to be' and 'to have' in past simple are exceptions. 'To be' doesn't use 'did' in its past form. It inverts with the subject in 13, \_\_\_\_\_ and 'was' and 'were' combine with 'not' in negatives without 'did'. Examples:

The book was on the table yesterday.  
Was the book on the table yesterday?  
 The book wasn't on the table yesterday.

The verb 'To have' can invert with the subject or use 'did' in past simple questions. In 14, \_\_\_\_\_, the verb 'have' can use 'did + not' or just 'had + not'. This sometimes depends on meaning.

They had a lot of money when they were younger.  
Did they have a lot of money when they were younger?  
Had they a lot of money when they were younger?  
 ('Had' has a possessive meaning.)

The tourists had a meal in a local restaurant.  
Did the tourists have a meal...?  
~~Had the tourists a meal...?~~  
 The tourists didn't have a meal...  
~~The tourists hadn't a meal...~~  
 ('Had' here means 'ate')

From the above examples we can deduce that when 'had' has a possessive meaning, we can use 15, \_\_\_\_\_ forms. But we can only use the 'did' form with the verb 'to have' if the meaning is not possessive.

### Teacher's notes.

#### The past simple tense (answers).

Time for activities: 30 mins. approx. Level: elementary.

#### Answers

1. change
2. were
3. irregular
4. became
5. completed actions
6. two weeks ago
7. implicit
8. did
9. infinitive
10. help
11. did + not
12. didn't
13. questions
14. negatives
15. both

There is quite a long section here which insists on the use of past simple when past time is explicitly or implicitly expressed. This may sound a little obvious and redundant. The reason for this is to pre-empt errors where students use present perfect to talk about completed actions, which are also connected to past time periods. This is not possible of course in English eg. "I have seen the film yesterday". You may (or may not if you think it too confusing) explain the following after the written exercise is finished.

"It is important to remember that if we talk about an action connected only to a time in the past, we use past simple. This is because sometimes we talk about completed actions in the past with another tense called 'present perfect'. But the actions of present perfect are also connected to the present and they don't mention the past. Example:

I have had a lovely dinner (and now I feel satisfied)."

#### Follow-up materials:

This can be combined with activity 2, which is a practice exercise on the structure of the past simple plus an oral activity to put their knowledge into spoken practice.

Enjoy the lesson!

[You can now do activity 2 on the past simple...](#)

[For English irregular verb tables and more free lesson plans and exercises please visit English Spanish Link...](#)

### The present continuous for future (structure and use).

You are Mary. Angela wants to go shopping with you next week. Angela is asking you which days you are free. Look at your schedule for next week and answer the questions. Use present continuous for future to answer.

MARY'S SCHEDULE	
MONDAY. AM:	8.30: Have breakfast with Dave from Marketing. 11.15: Give presentation to Marketing Department.
PM:	
TUESDAY. AM:	9.45: Meet boss about Marketing project.
PM:	7.00: Play squash with John.
WEDNESDAY. AM:	6.15: Get a flight to Geneva. 9.00: Pierre picks me up from airport. 9.30: Meet with Geneva team.
PM:	13.00: Have lunch with Pierre. 17.15: Fly back to Seville.
THURSDAY. AM:	Day off work! 11.00: Go with John to Doñana National Park.
PM:	20.30: Have dinner with John at San Marcos restaurant.
FRIDAY. AM:	8.30 to 14.30: Do paperwork about Geneva meeting.
PM:	14.30: (deadline) Hand in report about Geneva to boss.
SATURDAY. AM:	
PM:	15.00: Have lunch with John and his parents!
SUNDAY. AM:	Stay in bed!
PM:	16.00: Go swimming with John.

Eg. - Mary, can we go shopping together on Monday morning at about 10.30?  
- No, sorry, Angela. **I'm giving** a presentation to the Marketing Department at 11.15.

1) - I see. On Monday afternoon I'm busy. What about Tuesday morning at the same time?

- I'm afraid that's impossible. \_\_\_\_\_ my boss about a Marketing project at 9.45.

2) - Oh, what a shame! Shall we go shopping on Tuesday evening?

- Well, that's difficult. \_\_\_\_\_ squash with John. I promised.

3) -OK. Look, I'm free all day on Wednesday. Are you free too?

- Wednesday is definitely out! \_\_\_\_\_ a flight to Geneva at 6.15 in the morning. I'm in Geneva all day.

4) - What about Thursday? Do you have any time on Thursday?

- I'm sorry about this, Angela, but \_\_\_\_\_ to Doñana with John on Thursday.

5) - Mmm, John, again! Is this love or what? Well, when are you free next week?

- Let's see. On Friday morning \_\_\_\_\_ the paperwork about the Geneva trip.

6) On Saturday afternoon \_\_\_\_\_ lunch with John's parents! But on Saturday morning I'm free. What about then?

- Yes, I'm free too! Great! Let's go shopping on Saturday morning, then!

- Fine! I'll call you on Friday evening. Bye for now, Angela.

- Bye, Mary.



Teacher's notes on the present continuous for future (structure and use).  
(Time for activity: 50 mins approx. Level: elementary to lower intermediate.)

### Answers to activity.

- 1) I'm meeting
- 2) I'm playing
- 3) I'm getting
- 4) I'm going
- 5) I'm doing
- 6) I'm having

Not a difficult exercise at all if the students refer to the example sentence at the beginning. The main point here is to impress upon students the use of present continuous for futures of this type. Most elementary students avoid it preferring "going to" (which is possible too but unnecessary) or even "will", which sounds awkward and strange for diary talk. You may want to mention these points.

After the exercise you may also want to discuss/revise some of the spelling changes that occur to the verb when adding "ing". For example, silent "e" is omitted (have – having) and doubling of the last consonant when the verb ends in consonant – vowel – consonant (get – getting).

### Follow up.

a) Ask the students a few questions based on Mary's schedule to get some oral practice:

"What are you doing, Mary, on Wednesday morning at 9.30?"  
"I'm meeting with the Geneva team." etc.

Then give a couple of examples of "making arrangements" phrases from the text and elicit more from students working in pairs: "shall we go...?", "what about...?", "are you free...?", "do you have any time on...?", "what about then?" and "let's see", "no, sorry.", "I'm afraid that's impossible", "well, that's difficult". Discuss the meaning of these phrases.

Ask students to practise the text aloud in pairs. Ask them to concentrate on the use of the present continuous for future and the "making arrangements" phrases they've studied.

Get all students to make their own diary/schedule for a week. They must leave some time free. When finished, students get into pairs and try to arrange to meet as Mary and Angela did. (Students must not show their schedules to their partner – only answer questions about them.) Which students managed to find a time to meet up in their busy schedules?

Enjoy the class!

### English grammar help for learners of English.

#### Comparing the use of present simple and present continuous.

Look at the list of words and decide if the sentence should be present simple or present continuous. Write the full sentence with the correct verb form.

- 1) Nick / always / get up / at 7.30am.
- 2) My friend Angela / do a course / at Seville University / this year.
- 3) Sorry, John / not / be / here at the moment. He / have / breakfast / in the café.
- 4) Occasionally / we / go out / and / have a meal / in the centre of town.
- 5) It / snow / a lot / in Scotland / during the winter months.
- 6) We / have / good weather / this week. At last! I'm fed up with the rain.
- 7) What / you / do / in this photograph? I / lie / on the beach / and / drink / a beer.
- 8) Steve / never / take / his children / to see films. He / not / like / go / to the cinema / now.
- 9) These / be / the minister's travel plans. She / get / the train to London Heathrow / then she / take / the plane to New York at 16.15.
- 10) Where / they / stay / at the moment? They / stay / in a small flat / in the High Street. They / not / want / to stay / with me.
- 11) Nick and Emma / sometimes / pick up / the children from school. They / not always / get / the bus.
- 12) The situation / be / very bad at the moment. John / can / not / find work.

### Teacher's notes.

**(Time for activity: 20 mins approx. Level: elementary.)**

#### Answers to exercise:

- 1) Nick always gets up at 7.30am.
- 2) My friend Angela is doing a course at Seville University this year.
- 3) Sorry, John isn't here at the moment. He's having breakfast in the café.
- 4) Occasionally we go out and have a meal in the centre of town.
- 5) It snows a lot in Scotland during the winter months.
- 6) We're having good weather this week. At last! I'm fed up with the rain.
- 7) What are you doing in this photograph? I'm lying on the beach and drinking a beer.
- 8) Steve never takes his children to see films. He doesn't like going to the cinema now.
- 9) These are the minister's travel plans. She gets the train to London Heathrow then she takes the plane to New York at 16.15.
- 10) Where are they staying at the moment? They're staying in a small flat in the High Street. They don't want to stay with me.
- 11) Nick and Emma sometimes pick up the children from school. They don't always get the bus.
- 12) The situation is very bad at the moment. John can't (cannot) find work.

#### Notes:

The exercise only includes present usage of the present continuous tense (not future sense). The sentences have been contextualised so as not to confuse students when choosing between the two aspects of the present. Exceptions could be:

question 9 – students may write correctly: "she's getting" and "she's taking" (with future meaning). The present simple use for itineraries for is not hard and fast. It fact, in present simple, the travel plans could refer to a usual itinerary or a future one.

The only other variation might be where "always" is used. This could be used in the continuous when said in a complaining tone eg. "Nick's always getting up at 7.30am." This means somebody doesn't like it and complains. This use is not usually addressed at elementary level, however.

Enjoy the class!

### English grammar help for learners of English.

#### The present continuous tense (guided discovery exercise 1).

Use the following words to fill the spaces below. Write one answer for each space.

-----  
is | questions | temporary periods | Negative sentences | spoken | present  
continuous | how much time | Is everybody | for a few months | to be | ing |  
watching  
-----

Usually, we only use one tense to talk about actions happening now. This tense is called 1. \_\_\_\_\_ . Example sentences:

I'm reading at the moment.  
What's she doing there?  
She isn't doing anything.  
Look, it's raining.  
Is it raining or isn't it?  
Hey, I'm talking to you!  
Where are you going?  
I'm coming to see you.

The present continuous must use the auxiliary 2. \_\_\_\_\_ followed by the 3. \_\_\_\_\_ form of the verb. Examples:

John 4. \_\_\_\_\_ waiting for the bus.  
We are 5. \_\_\_\_\_ the football on television.

In 6. \_\_\_\_\_, the auxiliary and the subject are inverted. Examples:

Everybody is doing their Christmas shopping today. (affirmative)  
7. \_\_\_\_\_ doing their Christmas shopping today? (question)

8. \_\_\_\_\_ in present continuous use 'not' with the auxiliary. Examples:

I am not doing anything interesting at the moment.

and the contracted form in 9. \_\_\_\_\_ English is:

I'm not doing anything interesting at the moment.

Present continuous is also used to talk about 10. \_\_\_\_\_ in our lives. These are actions that may continue for a few days, months or perhaps years. Examples:

I'm working in Birmingham 11. \_\_\_\_\_ .  
I'm studying English at the university this term.  
I'm studying Economics at the polytechnic. (but not permanently)

Present continuous is not used to talk about a continuing action in the present when we say 12. \_\_\_\_\_ has passed. We use present perfect continuous instead. Examples:

I've been working in Birmingham for 2 months. (2 months have passed)  
I've been studying English since last summer. (All the time since last summer has passed.)

### English grammar help for learners of English.

#### The present continuous (structure of verbs and auxiliaries in affirmative sentences, questions and negatives – exercise 2).

Re-write these sentences in the present continuous tense. Replace the underlined words by the words in brackets:

- a) They catch the train every day at 6.00pm. (now)
  
- b) The letters arrive every morning. (at the moment)
  
- c) I work in the Health Ministry every day. (for two months)
  
- d) A plane flies weekly between Madrid and Moscow. (at this very moment [put at the end of the sentence])

Re-write these sentences in the question form of present continuous tense. Replace the underlined words by the words in brackets:

- e) Nick and Emma watch television at the weekend. (this weekend)
  
- f) Steve shops with his wife on Saturday mornings. (this morning)
  
- g) The computer usually works well. (right now [put at the end of the sentence])
  
- h) Mary always fries her food in margarine. (just now [put at the end of the sentence])

Re-write these sentences in the negative form of present continuous tense. Replace the underlined words by the words in brackets:

- i) Mary's baby cries all day. (today)
  
- j) Pedro sometimes goes to a football match. (at the moment [put at the end of the sentence])
  
- k) Sally washes her motorbike during her lunch hour. (now)
  
- l) My parents eat out on Friday evenings. (this Friday evening)

### Teacher's notes.

**Time for both activities: 40 mins. approx. Level: elementary.**  
**The present continuous tense (answers to exercises 1 and 2).**

#### Exercise 1 (answers)

1. present continuous
2. to be
3. ing
4. is
5. watching
6. questions
7. Is everybody
8. Negative sentences
9. spoken
10. temporary periods
11. for a few months
12. how much time

It's probably not a good idea to expand on the subject of present perfect continuous if your students haven't seen this tense before. The reason this point is mentioned is because learners of English frequently make the mistake of using present continuous for talking about periods of time that have already elapsed eg. "I am living here for 2 months" when they mean "I have lived" or "I have been living".

#### Exercise 2 (answers)

- a) They are catching the train now.
- b) The letters are arriving at the moment.
- c) I'm working in the Health Ministry for two months.
- d) A plane is flying between Madrid and Moscow at this very moment.
- e) Are Nick and Emma watching television this weekend?
- f) Is Steve shopping with his wife this morning?
- g) Is the computer working well right now?
- h) Is Mary frying her food in margarine just now?
- i) Mary's baby isn't crying today.
- j) Pedro isn't going to a football match at the moment.
- k) Sally isn't washing her motorbike now.
- l) My parents aren't eating out this Friday evening.

Exercise 2 purposely uses sentences in present simple aspect and context so that learners can clearly distinguish between the differences in use between simple and continuous. There are structure points here not covered, therefore, that should have been discussed when the learners studied present simple such as the verb forms. Adaptations are needed for verbs in present simple to change to the "ing" form eg. cries – crying, goes – going, washes – washing. You may want to revise this with other verbs they know too. Also point out that the time adverbs here don't usually take a mid-position in the sentence. Compare "always" and "just now".

The time adverbs mentioned here are not usually included in exercises at this level but nevertheless they are very common in spoken English: right now, just now, at the moment; variants of "now". You may want to ensure students understand these terms before they start. You may like to add some more eg. "at the present moment" is more formal and useful for email writing.

### English grammar help for learners of English.

#### The present continuous tense (guided discovery exercise 1).

Use the following words to fill the spaces below. Write one answer for each space.

-----  
is | questions | temporary periods | Negative sentences | spoken | present  
continuous | how much time | Is everybody | for a few months | to be | ing |  
watching  
-----

Usually, we only use one tense to talk about actions happening now. This tense is called 1. \_\_\_\_\_ . Example sentences:

I'm reading at the moment.  
What's she doing there?  
She isn't doing anything.  
Look, it's raining.  
Is it raining or isn't it?  
Hey, I'm talking to you!  
Where are you going?  
I'm coming to see you.

The present continuous must use the auxiliary 2. \_\_\_\_\_ followed by the 3. \_\_\_\_\_ form of the verb. Examples:

John 4. \_\_\_\_\_ waiting for the bus.  
We are 5. \_\_\_\_\_ the football on television.

In 6. \_\_\_\_\_, the auxiliary and the subject are inverted. Examples:

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8. \_\_\_\_\_ in present continuous use 'not' with the auxiliary. Examples:

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and the contracted form in 9. \_\_\_\_\_ English is:

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Present continuous is also used to talk about 10. \_\_\_\_\_ in our lives. These are actions that may continue for a few days, months or perhaps years. Examples:

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I'm studying Economics at the polytechnic. (but not permanently)

Present continuous is not used to talk about a continuing action in the present when we say 12. \_\_\_\_\_ has passed. We use present perfect continuous instead. Examples:

I've been working in Birmingham for 2 months. (2 months have passed)  
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### English grammar help for learners of English.

#### The present continuous (structure of verbs and auxiliaries in affirmative sentences, questions and negatives – exercise 2).

Re-write these sentences in the present continuous tense. Replace the underlined words by the words in brackets:

- a) They catch the train every day at 6.00pm. (now)
  
- b) The letters arrive every morning. (at the moment)
  
- c) I work in the Health Ministry every day. (for two months)
  
- d) A plane flies weekly between Madrid and Moscow. (at this very moment [put at the end of the sentence])

Re-write these sentences in the question form of present continuous tense. Replace the underlined words by the words in brackets:

- e) Nick and Emma watch television at the weekend. (this weekend)
  
- f) Steve shops with his wife on Saturday mornings. (this morning)
  
- g) The computer usually works well. (right now [put at the end of the sentence])
  
- h) Mary always fries her food in margarine. (just now [put at the end of the sentence])

Re-write these sentences in the negative form of present continuous tense. Replace the underlined words by the words in brackets:

- i) Mary's baby cries all day. (today)
  
- j) Pedro sometimes goes to a football match. (at the moment [put at the end of the sentence])
  
- k) Sally washes her motorbike during her lunch hour. (now)
  
- l) My parents eat out on Friday evenings. (this Friday evening)



### Teacher's notes.

#### The present continuous tense (answers to exercises 1 and 2).

##### Exercise 1 (answers)

1. present continuous
2. to be
3. ing
4. is
5. watching
6. questions
7. Is everybody
8. Negative sentences
9. spoken
10. temporary periods
11. for a few months
12. how much time

It's probably not a good idea to expand on the subject of present perfect continuous if your students haven't seen this tense before. The reason this point is mentioned is because learners of English frequently make the mistake of using present continuous for talking about periods of time that have already elapsed eg. "I am living here for 2 months" when they mean "I have lived" or "I have been living".

##### Exercise 2 (answers)

- a) They are catching the train now.
- b) The letters are arriving at the moment.
- c) I'm working in the Health Ministry for two months.
- d) A plane is flying between Madrid and Moscow at this very moment.
- e) Are Nick and Emma watching television this weekend?
- f) Is Steve shopping with his wife this morning?
- g) Is the computer working well right now?
- h) Is Mary frying her food in margarine just now?
- i) Mary's baby isn't crying today.
- j) Pedro isn't going to a football match at the moment.
- k) Sally isn't washing her motorbike now.
- l) My parents aren't eating out this Friday evening.

Exercise 2 purposely uses sentences in present simple aspect and context so that learners can clearly distinguish between the differences in use between simple and continuous. There are structure points here not covered, therefore, that should have been discussed when the learners studied present simple such as the verb forms. Adaptations are needed for verbs in present simple to change to the "ing" form eg. cries – crying, goes – going, washes – washing. You may want to revise this with other verbs they know too. Also point out that the time adverbs here don't usually take a mid-position in the sentence. Compare "always" and "just now".

The time adverbs mentioned here are not usually included in exercises at this level but nevertheless they are very common in spoken English: right now, just now, at the moment; variants of "now". You may want to ensure students understand these terms before they start. You may like to add some more eg. "at the present moment" is more formal and useful for email writing.

[For more free lesson plans and exercises please visit English Spanish Link...](#)

### **Present Perfect Simple 2 and Present Perfect Continuous.** **(Guided Discovery Grammar Exercise). (Page 1)**

Use the following words to fill the spaces below. Write one answer for each space.

-----  
present perfect simple / progressive / for / liked living here / has lived / has been living / since / result / began in the past / present perfect continuous / period of time / temporary situation  
-----

Present perfect simple and present perfect continuous can be used to talk about actions that 1 \_\_\_\_\_ and still continue in the present. Examples:

Dave has driven that old car all his life.

The students have been studying for their English exams for three weeks.

One difference in meaning between the two forms is that present perfect simple expresses a permanent situation and present perfect continuous talks about a relatively 2 \_\_\_\_\_. More examples:

The castle has stood on that hill for centuries.

Leaves have been falling from the trees recently.

Another difference between the two aspects of this tense is that 3 \_\_\_\_\_ suggests that the action is still happening now and is probably going to continue into the future but 4 \_\_\_\_\_ tells us that the action has now finished. Read these examples:

I've been studying law at the university this year. I'm finding it very hard.

I've studied five subjects since the beginning of this year. Now I think I'm going to study something else

Mary 5 \_\_\_\_\_ with her mother for a while until she finds another flat.

Mrs Jones 6 \_\_\_\_\_ in many European countries since she was a girl. Now she is back in the USA.

(continues on page 2...)

(...page 2)

Both simple and continuous forms of the present perfect can use the prepositions "since" or "for" when they refer to time expressions. The preposition 7 \_\_\_\_\_ is used to talk about periods of time and 8 \_\_\_\_\_ refers to a certain moment in the past.

Examples:

I've been a member of the sports club for ten years.

They've been working on that building since last summer.

Mary has been sitting there waiting for you for ages.

The locals have spoken English here since the days of the British Empire.

We cannot always use present perfect continuous with all verbs. This is because some verbs are not usually used in the 9 \_\_\_\_\_ form. Some of these verbs are: be, like, love, see, have (possessive), etc. Example:

"~~I've been liking living here~~" is not possible and we should say:

"I've 10 \_\_\_\_\_ ."

The last use of present perfect continuous we'll discuss here is when we make a reference to the 11 \_\_\_\_\_ caused by some action that has been happening over a 12 \_\_\_\_\_.

Examples:

- What have you been doing? You're all wet!
- Yes, I've been walking in the rain.
  
- Look at you! Your clothes are all torn. What have you been doing?
- I've been trying to get the cat out of a tree.

### Teacher's notes.

#### The present perfect simple 2 and continuous (answers).

Time for activities: 45 mins. approx.

Level: lower-intermediate.

#### Answers

1. began in the past
2. temporary situation
3. present perfect continuous
4. present perfect simple
5. has been living
6. has lived
7. for
8. since
9. progressive
10. liked living here
11. result
12. period of time

The correct use of the present perfect simple and continuous is not always easy for foreign students to grasp. Neither is it always clear to students how we should use one or the other. What is not explained here (so as not to be confusing as an exercise) is that in many situations the simple and continuous forms can be interchangeable without appreciable difference in meaning. Whether we should say: *The castle has stood on that hill for centuries* or *The castle has been standing on that hill for centuries* is probably not important for spoken colloquial English situations.

Modern use of English is more and more tolerant of progressive uses of verbs that many older grammars state are not possible. "I've been wanting to talk to you."; or the MacDonald's advertisement: "I'm loving it!" mean that you might want to reduce the emphasis you place on teaching verb lists that presumably shouldn't be used in the progressive. Are you liking what you're hearing? (Mmmm?!)

#### Oral activity:

This activity deals with the final use of the present perfect continuous in the above exercise, which should be clearer in students' minds than the other uses mentioned. That is, when we see the result of some action recently completed by someone, we comment on what *they have been doing*.

You can print out onto A4 some appropriate photos of people from the Internet, where the question could be asked "what do you think he's been doing?" "I think he's been running for a bus because he looks tired." Form small groups: three's, four's and hand out two or three photos to each group. Students comment on them in their groups. You go round and listen and note errors and then feedback to the class.

One possible error may be "She's been having an accident." Explain that completed momentary actions cannot be use in the progressive form. Most students can grasp this idea quite easily.

Enjoy the lesson!

### **Present perfect simple 2 and present perfect continuous – grammar exercise 2.**

**Use present perfect continuous where possible in the following sentences. If present perfect continuous isn't possible, use present perfect simple. Write your answers below each sentence.**

- 1) John (paint) the house all this weekend. He still hasn't finished though.
  
- 2) Dave (do) voluntary work at the Old People's Home over the past few weeks. He's going to continue working there until Christmas.
  
- 3) I (not have) time to finish this book yet. There are so many interruptions.
  
- 4) (You see) Mary's cat recently? We can't find him anywhere.
  
- 5) Steve (study) the trumpet at the Conservatory since last year. He's enjoying it very much.
  
- 6) The refugees (wait) for foreign aid since last spring. Nothing has arrived yet.
  
- 7) - What's wrong with your eyes? They're all red!  
- I (cry). Johnny hit me!
  
- 8) - What (you do)? You look very tired.  
- I've been driving all day. It's been a long journey.
  
- 9) The police (look for) the murderer since she escaped from prison last Thursday.
  
- 10) Spain (be) a member of the European Union since 1<sup>st</sup> January 1986.

### Teacher's notes.

### Present Perfect Simple 2 and Present Perfect Continuous.

### Activity 2 - answers.

**(Time for activity 2: 40 mins approx. Level: lower intermediate.)**

- |                       |                         |
|-----------------------|-------------------------|
| 1. has been painting* | 6. have been waiting*   |
| 2. has been doing*    | 7. have been crying*    |
| 3. haven't had time   | 8. have you been doing* |
| 4. Have you seen      | 9. have been looking*   |
| 5. has been studying* | 10. has been            |

(Contracted forms also acceptable, of course.)

\*Present perfect simple also possible but the continuous form is better in the context given.

I don't recommend going into lengthy explanations why present perfect simple may be possible as well in some of the above situations. The exercise just asks the student to use the continuous if possible. Only 3, 4, and 10 do not allow the progressive form because of the verb.

### **Oral activity:**

Make a few duplicate sets of cards with a phrase on each one like the following: study English; watch the Olympic Games on TV; go for walks in the country; go out with friends a lot; go to the cinema a lot; relax; practise Tai Chi, etc.

Write "What have you been doing recently?" on the board.

Explain to the class that the above question is a good conversation starter with people we know but haven't seen for a while. Ask a student the same question and then continue the theme with him/her:

- I've been doing some Christmas shopping.
- Really! So you like to do your Christmas shopping early?
- Yes, I can buy presents cheaper that way.
- Who do you buy presents for? etc.

Arrange the class into small groups or pairs and give each group a pack of the cards, which they place face down on the table. A student picks up a card and places it on the table face up. The other students start with the lead question and the student who has picked up the card must invent and pretend he/she has been doing that activity. The other students must maintain the conversation by questioning for a short while and then another card is picked up.

You may want to add some very unlikely actions to the card pack: train as an astronaut; visit the Antarctic; recording a song for a new album, etc.

Enjoy the class!

### **The English present perfect simple 1 – grammar activity 2.**

**Use present perfect where possible in the following sentences. If present perfect isn't possible, use past simple. Write your answers below each sentence.**

- 1) I (go) to the cinema last week to see Titanic 3D. It was very good.
  
- 2) Mary and John (get married) again. They're very happy at the moment.
  
- 3) Company sales (increase) this week by twenty percent. In a crisis, that's good news!
  
- 4) I (not study) the present perfect. I don't know how to use it.
  
- 5) The train (stop) at the station for three hours! We eventually arrived late last night.
  
- 6) You (have) a holiday last summer? Yes, in Greece. It was lovely.
  
- 7) If you (finish) your lemonade, you can have some more.
  
- 8) You (see) that strange light in the sky on Sunday evening? I think it was a UFO.
  
- 9) He (lose) all his money on the train. He's very upset. He doesn't know what to do.
  
- 10) You (buy) me a newspaper today or do I have to go and buy one myself?
  
- 11) John (forget) to bring his swimming trunks to the beach. Now he wants to borrow mine!
  
- 12) Mary, you (not shut) the door. Look, it's wide open!

### Teacher's notes.

#### Present Perfect Simple 1. Activity 2 - answers.

**(Time for activity 2: 40 mins approx. Level: lower intermediate.)**

- |                     |                     |
|---------------------|---------------------|
| 1. went             | 7. have finished    |
| 2. have got married | 8. Did you see      |
| 3. have increased   | 9. has lost         |
| 4. haven't studied  | 10. Have you bought |
| 5. Stopped          | 11. has forgotten   |
| 6. Did you have     | 12. haven't shut    |

(Any contracted forms with the subject are also possible, eg. Mary and John've got married... .)

What students should look for here are any time adverbs which indicate past time. If there are any, then present perfect cannot be used in that sentence. You may (or may not, if you don't want to confuse a happy class!) point out that the present perfect sentences here could be said in past simple. As mentioned in the guided discovery sheet on this (see link below), this is usually because the speaker is thinking about a past time – even though it is not mentioned. There are other reasons too, however. In US English, there is often a preference for past simple over present perfect in these situations. But in all cases, a past time adverb requires a past tense verb. (I know of only one exception with the adverb "just": the British say "he's just gone out" while in the US they often say "he just went out".)

**Oral activity:** Give out two pieces of blank card to each student. Ask each student to write (copying from a list on the board) a time adverb on one card. A suggested list could be:

Past time adverbs: yesterday, 2 days ago, last week, last month, 10 years ago, when I was a baby, etc.

Present time adverbs: this morning (if it is morning), today, this week, this month, this year, recently, etc.

On the other card each student writes the name of an object or an event: a book, a film, a rock concert, the Olympic Games etc.

Put the adverbs in one pile on the table and the others in a separate pile beside the first. Divide the class into two teams. A member from a team takes a card from each pile. She/he must make a sentence in present perfect IF POSSIBLE – if not, in past simple. Eg. THIS MORNING, ROCK CONCERT: "I haven't been to a rock concert this morning." The turn passes to the next team. The teacher decides what points to award.

Enjoy the class!



### **Present Perfect Simple 1 (Guided Discovery Grammar Exercise). (page 1)**

Use the following words to fill the spaces below. Write one answer for each space.

-----  
's / past simple / HAS / I'm very hungry now. / She can't find them now. / participle / past event / hasn't / subject / present / when / 've / more / Has / It's broken now. / Would you like some?  
-----

Present perfect simple has a compound form. That means it has 1, \_\_\_\_\_ than one part. The present perfect simple uses an auxiliary HAVE (or 2, \_\_\_\_\_ in third person singular - he, she, it) and a past 3, \_\_\_\_\_. The auxiliaries are usually contracted in spoken English or in informal written styles to 've or 4, \_\_\_\_\_.  
Examples:

I've found your wallet!  
He's gone out.  
Mary's been to the shops.  
We 5, \_\_\_\_\_ been to Paris.

The question form is made by inverting the auxiliary and the 6, \_\_\_\_\_.

Have you ever been to Moscow?  
Has she come back yet?  
7, \_\_\_\_\_ John bought a new car?  
Have we brought any money?

The negative form is made by combining HAVE or HAS with NOT. This is usually contracted to HAVEN'T or HASN'T.

I haven't heard the news today.  
It 8, \_\_\_\_\_ happened yet.  
Mary hasn't made a cake this weekend.  
We haven't seen the football match.

Present perfect often talks about past events with a connection to the present. Let's see an example. Jane wants to go to the cinema with a friend. She asks her friend, Mary, if she wants to come and see the film "Titanic" with her. Mary laughs at Jane and answers:

"Titanic! I've seen that film! Everybody has seen that film!"

(continued on page 2...)

(page 2)

The first meaning we understand from what Mary said is that in the past she saw the film Titanic. This is the 9,\_\_\_\_\_.

But there is also an implicit meaning here. Mary is also saying that she doesn't want to see the film again, she thinks that it's an old film and not interesting any more. This is the connection to the 10,\_\_\_\_\_.

Then Jane says that the film she wants to see is Titanic in 3D. Mary's eyes open wide. She says:

"Titanic in 3D! Oh, I haven't seen that!"

Mary makes a reference to the past when she says this. But Mary is also saying implicitly that now she wants to see the film. Now, she thinks it's interesting.

An alternative tense possibility for these examples is the 11,\_\_\_\_\_:

"Titanic! I saw that film! Everybody saw that film!"

If Mary used the past simple, it is probably because she was thinking about when she saw the film eg. "at that time" or "in 1997". If we make a reference to 12,\_\_\_\_\_ an event happened in the past, we cannot use present perfect.

Look at the following present perfect statements. Which implicit present meaning does each one have?

"I'm sorry! I've dropped your new vase." (13,\_\_\_\_\_)

"Mary has lost her car keys." (14,\_\_\_\_\_)

"John has made a cake." (15,\_\_\_\_\_)

"I haven't eaten all day!" (16,\_\_\_\_\_)

### Teacher's notes.

#### **The present perfect simple 1 (answers). Time for activities: 45 mins. approx.** **Level: lower-intermediate.**

##### Answers

- |               |                 |                          |
|---------------|-----------------|--------------------------|
| 1. more       | 7. Has          | 13. It's broken now.     |
| 2. HAS        | 8. hasn't       | 14. She can't find them  |
| 3. participle | 9. past event   | now.                     |
| 4. 's         | 10. present     | 15. Would you like some? |
| 5. 've        | 11. past simple | 16. I'm very hungry now. |
| 6. subject    | 12. when        |                          |

This exercise just deals with one aspect of the present perfect. See other exercises on present perfect at English Spanish Link for practice on other uses.

Many foreign students are not taught this essential view of the present perfect ie. for each present perfect utterance, we could say another implied meaning in the present. In many languages, similar perfect structures do not totally correspond to the English present perfect in use so it is often a tense that causes confusion for learners.

**Oral activity:** you can practise this aspect of the use of the present perfect in the following way. You will need to give handouts of photos to your students or choose pictures from their textbook. Look for pictures of people's faces with emotional expressions where something seems to have happened. Google images is a good source or you could just do your own line drawings showing a frightened face, crying face etc. You will also need to revise some basic emotion adjectives: frightened, sad, happy, surprised, tired etc.

Get students to copy the following chart from the board:

What do you think has happened? (Has it ever happened to you?)	How does he/she look? He looks...	When did it happen to this person? (When did it happen to you?)
--	--------------------------------------	---

Display one picture to the class as an example. Let's say it's a picture of a person looking frightened. Elicit ideas about what has happened:

Teacher - What do you think has happened to her? Student - She's seen a ghost. T - Why do you think that? S - Because she looks frightened. T - When did she see the ghost? S - She saw it yesterday. T - Have you ever seen a ghost? S - No, I've never seen a ghost / Yes, I saw one two years ago. etc.

Now form groups of three or four and hand out a selection of pictures to each group. Ask students to ask others in the group similar questions and to write their answers on the chart.

At the end of the activity, ask students to show their pictures to the rest of the class and say what they said and wrote. (Get them to use direct speech ie. We said, "She's seen a ghost" etc.)

You may want to emphasise at the end that they used present perfect to describe a past event but which had a connection to the present, a present simple sentence to explain that connection and past simple to say when the events happened.

Enjoy the lesson!





### English grammar help for learners of English.

#### The present simple tense (answers to exercises 1 and 2).

##### Exercise 1 (answers)

1. habitual actions.
2. true
3. itineraries
4. Frequency adverbs
5. in front of
6. after
7. at the beginning
8. present continuous
9. present continuous
10. present simple

To follow up on this exercise, it would be a good idea to introduce or revise all frequency adverbs and show their respective positions in a sentence relative to the verb. You could also mention final position too. "We go to bed late sometimes."

You could also mention more verbs that don't usually take present continuous and remain in present simple even when the meaning may be more continuous. Verbs; need, want, have (possession) etc.

##### Exercise 2 (answers)

- a) He catches the train every day at 6.00pm.
- b) The letter arrives every morning by post.
- c) The volunteer in Africa does wonderful things to help the local populations.
- d) The plane flies weekly between Madrid and Moscow.
- e) Do Nick and Emma rarely watch television at the weekend?
- f) Does Steve go shopping with his wife on Friday evenings?
- g) Does the computer break down very frequently?
- h) Do the English fry their food in margarine?
- i) Mary's baby doesn't cry all day.
- j) The Spanish don't love going to see bullfights.
- k) Sally doesn't wash her motorbike during her lunch hour.
- l) People in this country don't like eating out in bars and restaurants.

Explore other verbs in present simple they know that have irregular endings when in third person singular. You could also do an oral drill of these sentences. Get students to change them to either third person singular, questions or negatives.

##### Example:

Teacher: "Paco, he catches the train every day at 6.00pm. Negative.

Paco: "He doesn't catch the train every day at 6.00pm."

### **Differences between the uses of "will" and "going to".** **(Guided Discovery Grammar Exercise).**

Use the following words to fill the spaces below. Write one answer for each space.

-----  
habitual actions / won't / I'll take / unusual / going to / Will / plans / will / will / predictions / infinitive / speaking / won't / refusals / will / it's going / requests / deductions / won't / present  
-----

"Will" is a modal auxiliary. It always has the same form with all persons. The negative "will not" is contracted to 1. \_\_\_\_\_.

"Going to" is an auxiliary that can be used in front of the 2. \_\_\_\_\_ to express future. It always combines with the verb "to be".

"Will" and "going to" can be used to talk about 3. \_\_\_\_\_

The world will be a better place in twenty years time.

In the future, people are going to have cars that can fly.

What do you think 4. \_\_\_\_\_ happen at the end of the film?

I think it's 5. \_\_\_\_\_ rain a lot this winter.

But when we make a prediction based on evidence we experience in the 6. \_\_\_\_\_. We prefer "going to":

Look at that helicopter! 7. \_\_\_\_\_ to land in the field!

Can you see those black clouds? It's going to rain soon.

We also prefer "going to" when talk about decisions already made, or 8. \_\_\_\_\_ :

I'm going to buy some new trousers tomorrow.

We're going to start eating more salads next month.

(Page 2)

"Will" is preferred when we make a decision at the time of  
9. \_\_\_\_\_ .

"Did someone knock at the door?" "Yes, I'll open it."

"Have you decided yet?" "Mmm, I know. 10. \_\_\_\_\_ these ones."

"Will" is also the best choice for promises and intentions:

"You won't leave me, will you?" "No, of course I  
11. \_\_\_\_\_."

Don't worry, Mary. I'll take the car to the garage for you.

We use "won't" when we talk about 12. \_\_\_\_\_ . This can refer to people or objects that do not want to do what we want them to do.

I've told him hundreds of times but he won't take his scarf when he goes out.

"The computer won't switch on!" "Of course, it 13. \_\_\_\_\_ . You haven't plugged it in!"

"Will" is also preferred when we talk about 14. \_\_\_\_\_ and we don't like what somebody does or we think what they do is  
15. \_\_\_\_\_

She'll go off and play squash every evening and leave me to look after the children.

Cuckoos 16. \_\_\_\_\_ often lay their eggs in the nests of other birds.

We prefer "will" when making 17. \_\_\_\_\_ about what is happening in the present somewhere else:

It's not worth going to the football stadium now. It 18. \_\_\_\_\_ be full.

"Going to" isn't used when we make polite 19. \_\_\_\_\_ to people in a formal way:

"I'm afraid there are a lot of people waiting. 20. \_\_\_\_\_ you wait in the queue, please?"



### Teacher's notes.

**"Will" and "going to" (answers).**  
**Time for activities: 45 mins. approx.**  
**Level: intermediate (revision).**

#### Answers

- |                |                      |
|----------------|----------------------|
| 1. won't       | 11. won't            |
| 2. infinitive  | 12. refusals         |
| 3. predictions | 13. won't            |
| 4. will        | 14. habitual actions |
| 5. going to    | 15. unusual          |
| 6. present     | 16. will             |
| 7. It's going  | 17. deductions       |
| 8. plans       | 18. will             |
| 9. speaking    | 19. requests         |
| 10. I'll take  | 20. Will             |

It's probably true to say that confusing "going to" and "will" does not normally cause a breakdown in communication. Our concern here is with "correctness" and helping students to speak without sounding too "foreign".

#### **Oral activity:**

A common mistake that stands out is the use of "will" for predictions based on a *reaction* to seeing the evidence: "Look at that helicopter! It's going to land in the field!" (~~*It will land...*~~). We should choose "going to" in these situations. However, we can also give our own opinions (predictions) while commenting on a scene. So then someone could say: "No, I don't think it will land. It's too dangerous." or, "No, I don't think it's going to land. It's too dangerous".

Give each student a blank piece of paper. Ask them to draw a quick and simple picture illustrating an action. Tell the students that, if possible, draw the picture so that it seems something is about to happen. They don't write any words on the paper.

The students could sit in a circle or be arranged in some way so that the papers can be passed from one student to the next in a circular fashion. Students work in pairs. All students pass their picture to the left. As each pair receives a new drawing, one student says: eg. "Look! The dog is going to bite the boy." The other student then replies with another opinion or agrees. He/she may use: "I think" or "In my opinion" plus "will" or "going to" form. They then pass the drawing on and receive another one. Answers should vary from one pair to the next as they will probably interpret the (bad) drawings in different ways.



eg. "Look! The dog is going to bite the boy." "No, I think he'll (he's going to) escape to his bedroom."

Enjoy the lesson!

### Will and Going to – grammar exercise.

**Write either "going to" or "will" plus the verb in the spaces of each sentence below (use the words in brackets).**

1, "Where shall we go this weekend?" "I think the zoo is a good idea."  
"OK. \_\_\_\_\_ there, then." (we go)

2, He's such a lovely dog. \_\_\_\_\_ patiently outside the supermarket until I've finished shopping. (he wait)

3, It's too late to go to the station now. The last train \_\_\_\_\_ left. (have)

4, \_\_\_\_\_ this form, madam? The doctor needs it before you go in. (you please fill out)

5, "Who'll go and pick up the children from school?" "Don't worry. \_\_\_\_\_." (I)

6, I have everything clearer now. \_\_\_\_\_ physics at university. (I not study)

7, Everybody, run for your lives!! \_\_\_\_\_!! (it explode)

8, Ring the Jones's in Brighton. \_\_\_\_\_ there on holiday at this time of year. (they be)

9, "I heard a noise outside, Mary" "OK, \_\_\_\_\_ and see what it is." (I go)

10, "\_\_\_\_\_ tennis today?" "I'm sorry, John. I'm too busy today."  
(we not play)

11, \_\_\_\_\_ at home? I was thinking of inviting her to lunch.  
(your mother be)

12, Vampire bats \_\_\_\_\_ the blood from cattle at night. (suck)

13, They're beautiful flowers. \_\_\_\_\_ two bunches, please. (I have)

14, Oh, no. He's gone green in the face. \_\_\_\_\_ sick! (he be)

15, I just don't understand it! I can get the key in the lock but the door \_\_\_\_\_! (not open)

**Teacher's notes.**  
**"Will" and "going to" grammar exercise. Answers.**

**Time for activity: 30 mins approx.**  
**Level: intermediate (revision).**

**As with most exercises of this type, it is possible to interpret the sentences in a different context than the intended one – meaning that answers could vary. Below are the answers in the context which was assumed most likely.**

- 1, "Where shall we go this weekend?" "I think the zoo is a good idea." "OK. We'll go there, then." (decision at moment of speaking)
- 2, He's such a lovely dog. He'll wait patiently outside the supermarket until I've finished shopping. (habitual action)
- 3, It's too late to go to the station now. The last train will have left. (deduction)
- 4, Will you please fill out (Please, will you fill out) this form, madam? The doctor needs it before you go in. (polite request)
- 5, "Who'll go and pick up the children from school?" "Don't worry. I will." (intention)
- 6, I have everything clearer now. I'm not going to study physics at university. (plan)
- 7, Everybody run for your lives!! It's going to explode!! (prediction from present evidence)
- 8, Ring the Jones's in Brighton. They'll be there on holiday at this time of year. (deduction)
- 9, "I heard a noise outside, Mary" "OK, I'll go and see what it is." (decision at moment of speaking)
- 10, "Aren't we going to play tennis today?" "I'm sorry, John. I'm too busy today." (plan)
- 11, Will your mother be at home? I was thinking of inviting her to lunch. (deduction)
- 12, Vampire bats will suck the blood from cattle at night. (habitual action)
- 13, They're beautiful flowers. I'll have two bunches, please. (decision at moment of speaking)
- 14, Oh, no. He's gone green in the face. He's going to be sick! (prediction from present evidence)
- 15, I just don't understand it! I can get the key in the lock but the door won't open! (refusal)

Enjoy the class!