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Present simple present continuous exercises with answers

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PRESENT SIMPLE OR PRESENT CONTINUOUS

Fill in the blanks with the correct form of the verbs in brackets. Use the present simple or continuous:

1. My father _____ (wash) the car. He always _____ (wash) it on Saturday morning.

2. "What _____ (do) the homework in his bedroom?" "I _____ (think) he _____ (do) the homework in his bedroom."

3. "Don't make a noise! The baby _____ (sleep) at the moment."

4. Mary's father usually _____ (drive) her to school, but this week she _____ (take) the bus.

5. We _____ (start) school at 8:30 and the last lesson _____ (be) at 2:30 p.m.

6. "Where _____ (you/ go) on holiday, Susan?" "I _____ (not/ know), my parents _____ (not/ want) to go to the beach again."

7. I _____ (be) afraid I _____ (can/ not/ go) to the cinema this evening. I _____ (revise) for tomorrow's exam this afternoon.

8. Hurry up, children! The bus _____ (come).

9. _____ (Mandy/ like) pasta? No, she _____.

10. The new agent's _____ (not/ open) at 9:30 a.m., it _____ (open) at 9:45 a.m.

11. Paul sometimes _____ (watch) TV after lunch.

12. How often _____ (the children/ play) football?

13. Don't go out! It _____ (rain) cats and dogs.

14. Mum _____ (water) the flowers right now.

15. Why _____ (you/ not/ come) to the café with me? I _____ (meet) Susan there at 6:30 p.m.

16. "_____ (you/ like) my new dress, Alice?" "Yes, I _____. You _____ (look) great!"

17. My brother _____ (study) a lot these days; he _____ (want) to pass his exams.

18. Tony never _____ (have) lunch at the canteen because he _____ (finish) school at 2:15 p.m.



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THE PRESENT SIMPLE OR THE PRESENT CONTINUOUS?

1. Diana _____ (work) as a nurse in a big hospital and she usually _____ (help) patients.

2. At the moment David _____ (travel) in North America.

3. _____ (Bob/ like) dogs or cats?

4. James _____ (not+visit) his grandparents every weekend. He _____ (go) to his grandmother twice a week.

5. The Browns _____ (live) in the countryside but this week they _____ (stay) in a hotel.

6. Who usually _____ (do) the ironing? – My granny _____.

7. I can't come with you because we _____ (have) lunch now.

8. The Moon _____ (go) round the Earth _____.

9. Be quiet! I _____ (try) to listen to his talk on Queen Victoria. He _____ (always/ use) interesting facts.

10. Let's go for a walk. It _____ (not+rain) just now.

11. Hurry up! They _____ (wait) for us.

12. Look! Somebody _____ (hide) there behind the tree.

13. Water _____ (boil) at 100 degrees and _____ (freeze) at 0 degrees.

14. The water _____ (boil). Will you please turn it off?

15. You should go now. It _____ (get) dark.

16. Look! They _____ (be) in the sun again.

17. It seldom _____ (rain) in the desert but in the jungle it _____ (rain) almost every day.

18. Why _____ (the little girl/ cry) so unhappily?

19. _____ (your baby brother/ cry) much?

20. You must not go there. They _____ (practise) for the concert there.

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Present Simple vs. Present Continuous



This is Mrs White. She _____ (be) a primary school teacher.

She _____ (teach) English, Maths and Geography.

At the moment, she _____ (teach) Maths.

She _____ (live) in London and _____ (be) married to Georges, who is French. They _____ (have) three children.

They all _____ (love) animals, but they _____ (not have) any pets because they _____ (live) in an apartment. Mrs White _____ (speak) French as well as English, but she _____ (not teach) it.

=====

Mrs White's niece Sophie _____ (stay) with the Whites for a few days.

Sophie _____ (live) and _____ (study) in Liverpool, but she _____ (enjoy) her mid-term break in London at the moment. She _____ (plan) to do some serious shopping and sightseeing.

=====



Mrs White's son Arnold _____ (not like) shopping, but he _____ (love) hanging out with friends. They usually _____ (go) to the local park where they _____ (play) football or basketball.

good news about the present continuous tense is that teaching this grammar provides a good opportunity for your students to have fun while learning. A class on the present continuous will come after classes on the present simple, so the students will already know the concept of speaking about daily activities, facts, etc. which use the simple present tense. After classroom lessons on the present simple, you can then teach it together with the present continuous in order to reinforce both the students' understanding of what they've already learned as well as how it relates to the present continuous. You will see this in the lesson plan below. Challenges in teaching the present continuous: Even though learning it can be fun, it can take time for some students to understand the grammatical difference between what they do every day and what they are doing at the moment. The point is to get the students to understand there is a different grammar form for speaking about their daily or regular activities versus speaking about their actions at the moment. This is not a minor or unimportant difference, but one that can lead to miscommunication if not used in the right way. At first, they might not understand the major difference in meaning between saying, for example while they're talking to a friend on their mobile phone, "I eat lunch in the school cafeteria" as opposed to "I'm eating in the school cafeteria." Another sticky point about teaching the present continuous is explaining the different ways the grammar can be used, explaining that the present continuous can be used not just for things that are happening right now, but for things that we are doing in general right now, though not at this moment.

Present Simple or Present Continuous

Kim's

1. Compare the dialogue with the words in brackets. (Use to be, have got, Present Simple or Present Continuous.)

Kim: Where ^{are you going} _____? (you / go) Kim: I'm ^{going} _____ at 7 o'clock in the morning.

Kim: Is ^{am going} _____ you to the shopping centre?

Kim: But she stops ^{don't open} _____ (she opens before 7 o'clock).

Kim: There ^{is} _____ a new bakery in the shopping centre. It ^{opens} _____ (opens) at 7 o'clock every morning.

Chris: What ^{do you want} _____? (you / want from the bakery?)

Kim: Come break. We ^{haven't got} _____ anything for breakfast.

Chris: Yes, we ^{have} _____, I ^{am making} _____ (makes) pancakes now.



2. Complete the paragraph with the correct form of the Present Simple or Present Continuous.

The picture ^{are showing} _____ (you / show) what the people in the city are doing! They ^{are creating} _____ (create) a mosaic. But they ^{aren't creating} _____ (not make) an ordinary mosaic. They ^{are painting} _____ (paint) footballs on the floor to make a huge mosaic. The people ^{belong} _____ (belong) to a football club in Tipperary. Ireland ^{are using} _____ (use) about 1,500 teams in Tipperary's blue and gold colours. They ^{want} _____ (want) to break the world record for the largest football mosaic.



3. Complete the paragraph with the correct form of the Present Simple or Present Continuous.

I ^{enjoy} _____ everything I enjoy me visit in Vienna Today I went to _____ some art galleries which are big as well as has got things more on and over half million people. I am visiting - visiting _____ every year. I saw a fashion painting by Raphael - "Thomas in the Snow". In the painting, there he wears "an amazing" red "steak" (steak) on all his body. I don't know how I can see it. I don't know if I can see them there in - there more all around the heaters. I look books in looking read below there. I will say _____ people are sitting on the snow - maybe I'll go back tomorrow!

Love,
Charlie



For example, "I am working on a new project at work" can be said by a student during the class, even though it's not what the student is doing exactly at that moment such as sitting in class, learning English, listening to the teacher, etc.

Present Simple, Past Simple or Present Continuous?

1. My mother _____ (cook) dinner every day.
2. He _____ (not, go) to school last year, but he _____ (be) five.
3. What _____ (you, do) now? - I _____ (wash) my face and hands.
4. He _____ (not, write) his home task at the moment. I _____ (think) he _____ (play) on the computer.
5. _____ (she, eat) ice cream yesterday?
6. We _____ (usually, drink) coffee in the morning. But now I _____ (have) tea.
7. Little Kate _____ (see) an elephant two days ago and _____ (be) very surprised.
8. Listen! My sister _____ (sing) her favourite song. She _____ (like) to sing a lot. Last week she _____ (take) part in a big concert and _____ (feel) proud of it.
9. What _____ (he, draw) last Sunday?
10. My friend _____ (always, have) breakfast before school. He _____ (not, like) to eat somewhere else.

In a more advanced class, this aspect can be taught as the same time as the first introduction of the present continuous. There is also the problem that the present continuous can be used in talking about the future, as in "I am meeting with the boss tomorrow." This aspect of the present continuous is often saved for a separate classroom lesson on different ways to talk about the future. In the classroom lesson plan presented here, you will be shown how to both remind the students of the use of the present simple they have already learned while showing them how to use the present continuous. You will learn techniques that can be adapted if you are using a textbook instead of this lesson plan.

Lesson plan Classroom objectives -how to use the present continuous in a text-how to speak about activities in the present continuous.-the vocabulary to make, to swim, to get up, to go, a project, a motorcycle, early, late. Presentation Use the techniques we have discussed in previous lessons to present this vocabulary. Here is an example of how your boardwork might look like to get up to get up to get up. Some of the vocabulary to use is: "To get up" can be taught with a drawing of a person out of bed, and after that the words "early" and "late" can be taught by writing a time next to the image. Write the time like "5:00 a.m." with a clock face showing the time. And then elicit by saying, for example, "She gets up." Students might give answers that are good but not what you are looking for, like "In the morning" or "at five." If they do, you can encourage them for good guesses while continuing to prompt them: "Okay. At five. In the morning." It's good to keep them offering answers, thinking aloud in English. If the right answer isn't forthcoming, you could write the first letter, and see if anyone guesses "early." After the full vocabulary presentation (including when the students write the words in their notebooks, you erase the pictures on the board, check their comprehension with simple questions about each word, etc.) go back to the board and write: I work every day. I am working now. She gets up early every day. She is not getting up now. Do you work every day?

Are you working now? poultry vaccination program.pdf Point to the first line, and say it out loud. Then turn to the class and say "Monday, Tuesday, Wednesday," and then indicate the line again and say, "I work every day." Have the class repeat out loud with the technique we have covered (as a class many times, with selected individuals, etc.) Turn to the class again and say, "Now." You can point to the ground and point to the clock. You can say, "Now, at (for example) 10:45, I am working." Indicate the line on the board again, say "I am working now." Have the class repeat out loud. Do this for each line. Then give a class handout with the forms of the present continuous. The following also includes the boardwork for the second part of the lesson, which is a role play. Present Simple/It is working We/You/They are working I am not working You aren't working He/She/It isn't working We/You/They aren't working Am I working? Are you working? Is he/she/it working? Are we/you/they working? Have the students repeat each line after you, going from left to right.

With the first column use the word "every day" as in "I work every day." Then go to the second column and say "I am working now." Practice After the presentation you will be handing out exercises. Before handing them out, first write on the board: I don't like homework. I am drinking coffee. android shared/preferences.clear all Read the lines aloud, filling the answers as you do I don't like homework. ALWAYS / IN GENERAL I am drinking coffee. NOW Now that you have modeled the activity, hold up the handout (below) next to the lines on the board, to indicate that the handout is the same kind of exercise. As you hand them out, you can say "Okay, please work. Five minutes!" While the students work, go around and check their work, encouraging correct answers (or "good!!"), and pointing out incorrect answers by encouraging self-corrections in the way we have discussed in previous lessons. Practice One Write "Now" or "Always / In General / In General / I don't like homework. ALWAYS / IN GENERAL I am drinking coffee. NOW I go to work at 8 o'clock. 2. Maria doesn't like motorcycles. comfort.sentry.thermostat.instructions 3. We are eating breakfast. 4. Juan and Maria have three children. 5. They don't eat meat. 6. New York isn't in England. 7. We play tennis on Saturdays. 8. You come to work late. 9. I wake up early. 10. It's raining. 65122358780.pdf As always, go through the class during the exercise, monitor, encourage, correct. When they are finished, quickly have students read aloud their answers by picking students one at a time at random. For example, say "Number one, Juan. Number two, Malika." If you have more students than numbers in the assignment, start again at number one with a fresh student until all students have read aloud at least one. For the second exercise, go to the board and again model the practice on the board She is now. (to work) Answer: She is working now. I on Saturdays. (to not work) Answer: I don't work on Saturdays. Hand out the exercise, again assigning that the handout is the same exercise: Practice Two Fill in the blanks using either the present simple or present continuous tense. She is now. (to work) Answer: She is working now. I on Saturdays. (to not work) Answer: I don't work on Saturdays. Peter always goes to the cinema every weekend. (to read) She is always difficult. (to not be) I am on a plane. I to America. (to fly) 7. She on a business trip next week, right? harvard 4 run.sing.pdf download (to go) 8. He early every day. (to get up) 9. They on Saturday. (to not get up) Notice that #5 is a review of the verb to be which the students will have learned in a previous lesson. This could cause some reading the dialogue, one half of the class at a time, and then have each side switch roles and read again: Mary: Hi, Jim. What are you doing? It's lunchtime. Jim: I'm working on the Fabio project. Mary: Do you always work during lunch. Jim: No, I don't usually work during lunch, but Fabio Inc. is a very important client. We are working very hard. Mary: What does Fabio do? game center android clash royale Jim: They make car parts. Now put the class into pairs and have them read the dialogue in their pairs. Walk around the class and make sure that each student takes a turn doing each role. If time is short, skip this last part of the exercise and go straight to the Production phase. Always leave plenty of time for the Production. PRODUCTION You will be giving the students a handout with a list of activities to do. They will be listening to music, watching TV, taking a shower, putting on shoes, swimming, drinking coffee, taking a photo (etc.) Model the activity by indicating the handout and acting out one yourself. gugulometuribufakux.pdf Say "What am I doing?" Then, for example, pretend to be driving a car. When you get the correct reply, call up two students to the front of the class. Have the first student read the line "What am I doing?" and then act out the first line. Indicate for the second student to answer. After this modeling, give the handouts to the pairs, making sure each person in the pair gets a different list. Encourage the pairs to start the activity on their own, and then let them continue for the rest of the class. You can monitor and make sure they are exchanging roles and asking the question, but let them have as much fun with it as they want at this point. Sometimes the students will even start to create their own activities to act out in the pairs. Index of contents Video: describing activities