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Present simple present cont exercises pdf

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undefined Ir a la explicación del Simple Present (presente simple) Practica con estos ejercicios con el Present Simple (presente simple): Simple Present (presente simple) - Ejercicio 01 Simple Present (presente simple) - Ejercicio 02 Simple Present (presente simple) - Ejercicio 03 Simple Present (presente simple) - Ejercicio 04 Simple Present (presente simple) - Ejercicio 05 Simple Present (presente simple) - Ejercicio 06 Simple Present (presente simple) - Ejercicio 07 Simple Present (presente simple) - Ejercicio 08 Click Here for Step-by-Step Rules, Stories and Exercises to Practice All English Tenses 01 | siguiente | anterior | arriba 02 | siguiente | anterior | arriba 03 | siguiente | anterior | arriba 04 | siguiente | anterior | arriba 05 | siguiente | anterior | arriba 06 | siguiente | anterior | arriba 07 | siguiente | anterior | arriba 08 | siguiente | anterior | arriba < ¿Qué sigue? Aprende un nuevo tema GRAMATICAL Mejora tu VOCABULARIO By submitting your email, you consent to receiving updates and newsletters from us and to the sharing of your personal data with third parties for the purposes of sending you communications. We will not spam you. You can unsubscribe at any time. For more information, please see our privacy policy. Please share this page with others: Share — copy and redistribute the material in any medium or format for any purpose, even commercially. Adapt — remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms. Attribution — You must give appropriate credit , provide a link to the license, and indicate if changes were made . You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation . No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. Present simple vs present continuous PDF exercises with answers Online exercises Grammar rules PDF English grammar books PDF PDF book 1: English grammar exercises PDF PDF book 2: English grammar rules PDF Present simple and present continuous exercises See also: Present simple tense Present continuous tense PDF exercises to download for free: Present simple + continuous PDF 1 (multiple choice) Present simple + continuous PDF 2 (complete sentences) Present simple + continuous PDF 3 (jumbled words) Present simple + continuous PDF 4 (questions I) Present simple + continuous PDF 5 (questions II) Present simple + continuous PDF 6 (negative and question forms I) Present simple + continuous PDF 7 (negative and question forms II) Present simple + continuous PDF 8 (mixed forms) Online exercises with answers: Present simple vs continuous exercise 1 (two parts) Part 1. A multiple choice test. 2. Complete sentences. Present simple vs continuous exercise 2 (fill the gaps) Complete sentences with the verbs in brackets. Present simple vs continuous exercise 3 (make sentences) Put jumbled words in the correct order. Present simple vs continuous exercise 4 (all forms) Affirmative, negative and question forms. Present simple vs continuous exercise 5 (negative) Negative sentences in short dialogues. Present simple vs continuous exercise 6 (questions) Complete positive questions. Present simple vs continuous exercise 7 (wh- questions) Make wh- questions. PDF grammar rules: Present simple and continuous PDF rules Present simple vs present continuous tense Learn the difference between the present simple and continuous. Present simple tense This tense is used for repeated activities. We often use expressions such as: every Sunday, very often, sometimes, always, never. I sometimes go to school by bike. You don't speak Greek very often. Do they ever get up early? He always travels by train. She doesn't on Sundays. Does she ever help you? 2. We use it for facts that are always true. Our planet moves round the sun. Lions eat meat. 3. With a future time expression (tomorrow, next week) it is used for planned future actions (timetables). The train leaves at 8.15. They return tonight. Present continuous tense The present continuous is used for activities that are happening at the moment of speaking (just now). I am learning English at the moment. You aren't listening! Why is he sitting here? 2. We use it for temporary activities which are happening about this time (today, this week), but not necessarily at the moment of speaking. I am in London this week. I am staying at the hotel. (But you can be somewhere else at the moment of speaking.) She can't go out. She is writing her essay today. (But she can be having lunch at the moment of speaking.) You can't borrow this book today. Mary is reading it. (But not right now.) 3. With a future time expression (soon, tomorrow, tonight, on Monday) it is used for definite arrangements in the near future. I am leaving soon. We are meeting on Monday. Note The present simple and present continuous can be used for planned future actions. The present continuous, however, is more personal than the present simple, because it expresses the speaker's plan. Our tip: English grammar books PDF All PDF exercises and grammar rules from this website. top The 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 right at this moment. 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. 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, 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: to make a project early to swim a motorcycle late to get up Some tips on eliciting, etc: "To get up" can taught with a drawing or photo of someone getting 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 offer 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? Point to the first line, and say it out loud. Then turn to the class and "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 forms of the present simple as a reminder and as a contrast to the new grammar: Present Simple Use: facts, states, habits, repeated actions in general I work You work He/She/It works We/You/They work I don't work You don't work He/She/It doesn't work We/You/They don't work Do I work? Do you work? Does he/she/it work? Do we/you/they work? Present Continuous Use: a temporary activity now, in the present I am working You are working He/She/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. Read the lines aloud, filling the answers as you do I don't like homework. ALWAYS / IN GENERAL, I am drinking coffee. NOW 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 ("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" I don't like homework. ALWAYS / IN GENERAL, I am drinking coffee. NOW 1. I go to work at 8 o'clock. 2. Maria doesn't like motorcycles. 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. They are swimming at the pool. 8. You come to work late. 9. We play tennis on Saturdays. 10. It's raining. 11. I wake up early. 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 _____ 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 showing that the handout is the same exercise: Practice Two Fill in the blanks using either the present simple or present continuous tense. She _____ now. (to work) Answer: She is working now. I _____ Saturdays. (to not work) Answer: I don't work on Saturdays. 1. Peter _____ every day. (to not drive) 2. John _____ at the cinema tonight. (to work) 3. I _____ my parents every weekend. (to phone) 4. She _____ a book at the moment. (to read) 5. The work _____ always difficult. (to not be) 6. I am on a plane. I _____ to America. (to fly) 7. You _____ on a business trip next week, right? (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 students to slip up, so monitor carefully. Afterward, again have students each read at least one sentence. Practice Three This practice is a transition to the Production phase. Hand out the following dialogue. Divide the class in half with the technique you have learned previously. Have one half be Mary and the other Jim. Guide them through 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? 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 using two different handouts, each with the title "What am I doing?" with a long list of activities, like "driving a car" and "eating spaghetti." WHAT AM I DOING? -driving a car -eating spaghetti -brushing my teeth -drinking wine -eating ice cream -talking on the phone -reading a book -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. 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.