

## 2 LANGUAGE FOCUS • Present simple: affirmative and negative

I can use the present simple to talk about routines.

### Present simple: affirmative

#### 1 Compare the sentences. Then match a–d with Spelling Rules 1–4.

- I study a lot. / Her older daughter studies hard.
- We have breakfast at 7.30 a.m. / He has breakfast at 5.30 a.m.
- My brother and I go to school. / He goes to work.
- I get up at 7 a.m. / Noel gets up at 4.45 a.m.

#### SPELLING RULES

We use the present simple when we talk about facts and routines. The verbs for *he*, *she* and *it* end differently:

- We add -s to most verbs: *play* → *plays*.
- We add -es when a verb ends with -o, -ch, -s, -sh, -x or -z.
- We remove -y and add -ies when a verb ends with a consonant + y.
- We use *has* instead of *have*.

#### 2 Choose the correct verbs.

- You go / goes to bed at 9.30 p.m.
- My parents relaxes / relax in the evening.
- My teacher speaks / speak four languages.
- Our English class finish / finishes at 3 p.m.
- I has / have lunch at home.
- My sister studies / study at the weekend.

#### 3 1.23 PRONUNCIATION: Third person -s

Listen to the third person form of the verbs and repeat. Which verbs end with an /ɪz/ sound?

- relaxes

Now indicate the word whose bold part differs from the other three in pronunciation.

- a. relaxes b. finishes c. studies d. boxes
- a. goes b. does c. watches d. toes
- a. aches b. watches c. beaches d. matches
- a. washes b. wishes c. makes d. witches
- a. takes b. makes c. aches d. watches

### Present simple: negative

#### 4 Complete the examples from the text on page 26. Then choose the correct words in Rules 1–3.

- The younger children ..... TV a lot.
- Sue ..... usually ..... to restaurants.

#### RULES

- We use *don't* / *doesn't* after *he*, *she* and *it* to make negative sentences.
- We use *don't* / *doesn't* after *I*, *you*, *we* and *they* to make negative sentences.
- In negative sentences, the main verb sometimes / never ends with an -s.

#### 5 Look at the information in the table. Write affirmative and negative sentences about the people.

Tom and Mina wash the dishes.  
Vicky doesn't wash the car.

	Tom	Vicky	Mina
wash the dishes	✓	✗	✓
wash the car	✓	✗	✓
sit on the sofa a lot	✓	✓	✗
make breakfast	✗	✗	✓
watch TV a lot	✗	✓	✗

#### 6 USE IT! Work in pairs. What does each person in your family do at home? Tell your partner. Use some of the verbs from pages 24–25 and exercise 5 (page 25) with adverbs of frequency.

My brother often gets up late. He doesn't help with the housework a lot, but he sometimes washes the dishes.

#### Finished?

Write five true sentences about your partner.

Long's brother often gets up late. He doesn't help with the housework a lot, but he sometimes washes the dishes.

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### Exercise 3 1.23

#### PRONUNCIATION: Third person -s

Model pronunciation of the /ɪz/ sound. Play the audio, pausing after each verb for students to note down which ones end with this sound. Check answers then play the audio again, pausing after each verb for students to repeat.

#### ANSWERS

1 c 2 c 3 a 4 c 5 d

### Present simple: negative

#### Exercise 4

Students complete the examples then compare their answers in pairs. Check answers with the class. Students then choose the correct words to complete the rules. Check answers with the class. Play the grammar animation.

#### ANSWERS

1 don't help 2 doesn't watch  
3 don't; go

Rules: 1 doesn't 2 don't 3 never

#### Exercise 5

Read through the information in the table with the class. Use the pictures to make sure students understand everything. Students write sentences individually then compare in pairs. Check the answers.

#### ANSWERS

Tom and Mina wash the dishes.  
Vicky doesn't wash the car.  
Tom and Vicky sit on the sofa a lot.  
Mina doesn't sit on the sofa a lot.  
Tom and Vicky don't make breakfast.  
Mina makes breakfast.  
Tom and Mina don't watch TV a lot.  
Vicky watches TV a lot.

## Language focus

### • Present simple: affirmative and negative

#### Aim

Talk about facts and routines using the present simple.

#### Warm-up

With books closed, ask students about their routines: *What time do you get up?* *What time do you have breakfast?* Write answers on the board using *I* and *he / she*, e.g. *I get up at 7 a.m. (Ana) has breakfast at 8 a.m.* Underline the verbs and explain that they are in the present simple tense. Tell students they are going to study this.

### Present simple: affirmative

#### Exercise 1

Read out the sentences and highlight the different forms for *I* and *he / she*. Students match the sentences with the spelling rules. Check answers with the class, and check that students understand all the rules.

#### ANSWERS

1 d 2 c 3 a 4 b

#### Exercise 2

Students choose the correct verbs then compare their answers in pairs. Check answers with the class.

#### ANSWERS

1 go 2 relax 3 speaks 4 finishes  
5 have 6 studies

#### Exercise 6 USE IT!

Allow students time to prepare their answers individually, then put them into pairs to discuss what happens in their home. Ask some students to report back on their partner's family.

#### ANSWERS

Students' own answers.

#### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class, adding in one false sentence about their partner. See if the class can guess which sentence is false.

#### More practice

Workbook page 19

#### Assessment

Five-minute test, Teacher's Resource Disk