

Simple present negative form activities



SIMPLE PRESENT TENSE



Fill in the blanks using the correct form of the verbs in brackets

Hello everybody! My name **is** **(be)** Stewie and this **is** **(be)** my family.

My mother's name **is** **(be)** Louis. She **is** **(be)** a housewife and she **is** **(be)** 35 years old. She **gets up** **(get up)** at 7 o'clock every morning and **prepares** **(prepare)** breakfast. She **cleans** **(clean)** our house and **feeds** **(feed)** our dog. She **cooks** **(cook)** well. She **likes** **(like)** listening to the radio and watching soap operas on TV, but she **doesn't like** **(not like)** washing our dog. She usually **meets** **(meet)** her friends at home and she **makes** **(make)** delicious cakes. She **is** **(be)** the best mom and I **love** **(love)** her very much.

MEHMET GÜL ENGLISH TEACHER

My father's name **is** **(be)** Peter. He **is** **(be)** 35 years old and he **is** **(be)** fat. He **works** **(work)** at a factory. The factory **makes** **(make)** cars. My father **likes** **(like)** watching football matches on TV but he can't play football. He always **takes** **(take)** a shower at 7:30 and **leaves** **(leave)** home at 8:30. He **gets on** **(get on)** the bus and **arrives** **(arrive)** at the factory at 9 o'clock. He really **likes** **(like)** his job but he **doesn't** **(not earn)** much. He **comes back** **(come back)** home at 7 o'clock in the evening and **plays** **(play)** with me. I love him as well.

I have got a brother and a sister. Their names **is** **(be)** Meg and Chris. Meg **is** **(be)** 13 years old and she **is** **(be)** a collage student. She **is** **(be)** very intelligent. She **studies** **(study)** 5 hours a day. She can speak three languages, English, Russian and Spanish. Chris **is** **(be)** 15 years old and he **is** **(be)** a highschool student. He **isn't** **(not be)** very intelligent. He **fails** **(fail)** all his Maths exams. He

Name: _____ Date: _____

am is are - was were

Put the appropriate word in each gap.

TODAY	YESTERDAY
1) I _____ a student.	1) I _____ in Canberra last spring.
2) She _____ at home.	2) We _____ at school last Saturday.
3) You _____ bored.	3) Tina _____ at home yesterday.
4) My friends _____ tired.	4) He _____ happy.
5) My sister _____ happy.	5) We _____ tired.
6) It _____ cold today.	6) You _____ very busy on Friday.
7) I _____ at home now.	7) I _____ bored yesterday.
8) They _____ Korean.	8) I _____ in the museum.
9) She _____ my mother.	9) She _____ in Brazil last month.
10) My name _____ Nikita.	10) They _____ late for school.
11) We _____ from Ukraine.	11) We _____ in the castle.
12) That _____ right.	12) They _____ on the trip.
13) I _____ OK, thanks.	13) She _____ very hungry.
14) They _____ married.	14) My mother _____ ill.
15) I _____ an English teacher.	15) The coffee _____ too hot.
16) He _____ my father.	16) The cat _____ scared.
17) Tom _____ a carpenter.	17) It _____ very rainy.

Because I want it all
It started out with a kiss
How did it end up like this
It was only a kiss, it was only a kiss

Now I'm _____ (fall) asleep
And she's _____ (call) a cab
While he's _____ (have) a smoke
And she's _____ (take) a drag
Now they're _____ (go) to bed
And my stomach is sick
And it's all in my head
But she's _____ (touch) his chest
Now, he takes off her dress
Now, let me go

2) Fill in the blanks with the verb to be + present continuous.

I just can't look _____ (kill) me
And taking control
Jealousy, turning saints into the sea
Turning through sick lullabies
Choking on your alibis
But it's just the price I pay
Destiny is calling me
Open up my eager eyes
'Cause I'm Mr Brightside

And my stomach is sick
And it's all in my head
But she's _____ (touch) his chest
Now, he takes off her dress
Now, let me go

3) Organize the verse according to what you hear.

- () And taking control
- () Choking on your alibis
- () Open up my eager eyes
- () Turning through sick lullabies
- () Destiny is calling me
- () Jealousy, turning saints into the sea
- () But it's just the price I pay
- () 'Cause I'm Mr Brightside
- () 'Cause I just can't look its killing me

I never...
I never...
I never...



Find Someone Who ...



Have you ever cried during a sad movie?

Present Perfect

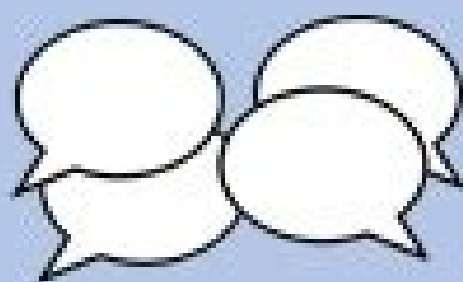
CLASSMATE'S NAME	Who...? What...? Where...?	ADDITIONAL INFORMATION	When...? Why...? How...?
... has cried during a sad movie.			
... has travelled to more than three countries.			
... has ridden a horse, or a camel, or an elephant.			
... has seen a ghost.			
... has been on television.			
... has stayed awake all night.			
... has gotten an A+ on an English exam.			

A: Have you ever cried during a sad movie?

B: Yes, I have!

A: What was the movie about?

B: It was about a boy and a dog called Lassie.



Simple present negative sentence example. Simple present negative example. Negative form in simple present tense. What is simple present negative.

This website uses cookies We and our advertising partners use cookies and other tracking technologies to improve your browsing experience on our website, to show you personalized content and targeted ads, to analyze our website traffic, and to understand where our visitors are coming from. You can find more information and change your preferences herePage 2 Here's an exercise where you need to make the present simple negative. Click here to review how to make the present simple. Click here to download this exercise in PDF (with answers) Click here for more present simple exercises Click here for more present simple exercises. report this adNeed more practice? Get more Perfect English Grammar with our courses. English Exercises > present simple exercises In this rewarding present simple game, students make affirmative and negative statements about their daily routines. Students put a verb card face down in each empty square on a chart that shows days of the week and parts of the day. Students then take it in turns to turn over a verb card on the chart. If the verb matches with one of the noun cards in their hand, the student makes a true present simple affirmative or negative statement about what they do or don't do at that time and day. For example, a student turns over the verb 'go' on the square representing 'Wednesday morning', matches it with the noun 'cycling' and says, "I don't go cycling on Wednesday morning." If the group agrees that the sentence is grammatically correct and appropriate, the student puts their noun card on top of the verb card. The next student then turns over a verb card and so on. The first student to get rid of all their noun cards wins the game. In this free present simple true or false guessing game, students make collocations and then use them in a guessing game where they make true or false present simple affirmative and negative statements. Students begin by matching verbs with nouns or noun phrases on their worksheet. The students then write 12 present simple affirmative and negative statements about themselves using the verb-noun collocations. Half the sentences should be true and half should be false. In pairs, students then take it in turns to read one of their present simple statements and their partner decides if it is true or false. Students score one point for each correct guess. The student with the most points at the end of the game is the winner. In this present simple speaking activity, students find out about their classmates' habits and lifestyles by playing a guessing game using present simple affirmative and negative statements. First, students write the names of 14 people in the class in a column. The students then unfold the worksheet to reveal present simple affirmative sentences about the people. The students read each sentence and decide whether it is true or false by putting a tick or cross. Students then find out if their guesses are right or wrong. They do this by checking their guess with the person who is the subject of the sentence. If students think a sentence is right, they make a present simple affirmative statement, e.g. 'Emma, you watch TV in the evening'. If students think a sentence is wrong, they make a present simple negative statement, e.g. 'Emma, you don't watch TV in the evening'. That person then tells the student if they are right or wrong and gives more information. If students guess correctly, they put a tick in the last column. If they are wrong, they put a cross. The student with the most correct guesses is the winner. This isn't or doesn't worksheet helps students learn and practice third-person singular auxiliary verbs in present simple negative sentences. Students start by completing present simple negative sentences with isn't or doesn't. Next, students identify errors in present simple negative sentences and correct them. The students then move on to use words to make complete present simple negative sentences with isn't or doesn't. Finally, students do a gap-fill exercise where they use words from a box to complete present simple negative sentences. In this free present simple speaking activity, students talk about their Monday to Friday routines using present simple affirmative and negative sentences. First, students complete sentences about a partner's Monday to Friday routine by guessing the information and writing it in the spaces provided. Students then take it in turns to read out each sentence to their partner, e.g. 'I think that you wake up at 7 a.m. every day'. Their partner tells them if the statement is right or wrong. If the student's guess is wrong, their partner gives the correct information by first making a present simple negative sentence followed by an affirmative sentence, e.g. 'I don't wake up at 7 a.m. I wake up at 6 a.m. because I go jogging in the park'. The student with the most correct guesses at the end of the activity wins. When the students have finished, they discuss whether they have a lot in common with their partner or not. This present simple worksheet is ideal for teaching young learners the present simple to express habitual actions. In the activity, students take on the role of an animal they would like to be and complete present simple affirmative and negative sentences as if they were that animal. First, students choose one animal they would like to be. The students draw a picture of their animal in a box on the worksheet. The students then complete present simple affirmative and negative sentences about their animal's habitual actions. The students write as if they are the animal using the first person. Students also create one more present simple sentence of their own at the end. Finally, in pairs, students take it in turns to read their sentences to each other. In this engaging present simple board game, students make true present simple affirmative or negative statements from prompts. Players take it in turns to roll the dice and move their counter along the board. When a player lands on a square, they make a true present simple affirmative or negative statement using the prompt on the square. If need be, the player indicates who they are talking about, e.g. 'He doesn't come from Spain'. The other group members listen to the sentence and decide if it is grammatically correct or not. If it is, the player stays on the square. If not, the player must go back two spaces. If players land on the same square, they are not allowed to repeat another student's sentence. The first player to reach the finish wins the game. This fun present simple dominoes game is perfect for practicing present simple affirmative and negative sentence structure. The first player tries to make a logical present simple affirmative or negative sentence by placing a domino down either before or after the domino on the table. If the player can make a meaningful sentence, they read it to the group to show the match is correct. The next player then tries to put down one of their dominoes at either end of the domino chain and so on. The first player to get rid of all their dominoes wins the game. In this present simple board game, students practice making affirmative sentences with prepositions of place. Players take it in turns to roll the dice and move their counter along the board. When a player lands on a square, they read the subject pronoun and verb, and match it with a place on one of their cards. The player then makes a present simple affirmative sentence, adding in the correct preposition, e.g. 'They work in an office'. If the player's sentence is grammatically correct, they place the card at the bottom of the pile and take one from the top. If the player's sentence is incorrect, they keep the card and go back two squares. The first player to reach the finish wins the game. Here is a present simple running dictation activity to help students practice present simple sentences and questions about daily routines in the first and third person. One student is the reader and the other is the writer. The reader runs to the text about Antonio's daily routine, reads the first part, tries to remember as much as they can, runs back and dictates it to their partner who writes it down. This continues until the text has been fully dictated. Next, the students read the text about Antonio's daily routine and pretend they are Antonio. The students then answer present simple Wh questions as Antonio, writing their answers in the first person. The students then use the questions to write present simple sentences about their own daily routine. After that, the students ask their partner about their routine and complete present simple sentences in the third person. Index of contents Video: present simple - negative Negate the first sentence in each task. Write the negation of the verbs in bold into the correct gaps. You can use long or short/contracted forms of the auxiliaries. Tom writes letters. - Tom writes letters. Answer: Tom writes letters. - Tom does not write letters. or Tom writes letters. - Tom doesn't write letters.

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