

Introduction to the elite English skills target series

These exercises are designed to allow students to practice **mixed tenses** in a natural way, just as we do in English. The tenses for each level match what is learned in Hong Kong's elite schools.

Worksheets that practice individual tenses are not useful for improving children's skills. Passages that relate to children's daily life are interesting and show how English is used in normal life. The answers are in passage form so you may use them as reading exercises also. A handy hints tense guide is provided.

Completing these exercises on a regular basis will improve:

- ★ Tense skills
- ★ Writing skills
- ★ Reading skills
- ★ Speaking skills
- ★ Thinking skills



Instructions for parents:

1. Print off the tense guide sheets (You may laminate it for your child to keep and look at).
2. Print off the blank exercises and ask your child to attempt them.
3. For very young children, the passages can be attempted together (parent and child).
4. Invite your child to answer the writing question (optional). Older children can write the answer.
5. Mark the book against the answers. You may print off the answer pages and read through them as a passage so it makes sense (or save paper by referring to your computer).
6. Give lots of encouragement and praise.
7. Provide guidance. Notice if your child is having problems with particular tenses.
8. Reprint the worksheet for another attempt if necessary.

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Handy Hints - Tense Guide

Subject-verb Agreement				
Make sure your subject agrees with your verb				
Tom	is	my friend.	Mary have a dog. ✗	Mary has a dog. ✓
Subject	Verb		We is Chinese. ✗	We are Chinese. ✓

Present Continuous		
How to form this tense		
I	He/She/It	We/They/You
am + -ing	is + -ing	are + -ing
Spelling rules		
Double the consonant for CVC (consonant-vowel-consonant) words: get → tt → getting	Remove the e for verbs ending in 'e': have → have → having	
Use	Example	
Talk about things we are doing now.	Peter is watching TV at the moment. The teachers are having a meeting.	
Negative form	Question	
Peter isn't watching TV at the moment. The teachers aren't having a meeting.	Is Peter watching TV at the moment? Are the teachers having a meeting?	

Present Simple - be + have		
How to form this tense		
I	He/She/It	We/They/You
am/has	is/has	are/have
Use	Example	
Talk about facts.	Jason is my friend.	
Talk about things we have/own. Talk about what people/animals look like.	David has a baby brother. Birds have wings.	
Negative form	Question form	
Jason isn't my friend. David doesn't have a baby brother. Birds don't have wings. (true for penguins)	Is Jason my friend? Does David have a baby brother? Do birds have wings?	

Present Simple - regular verbs

How to form this tense

I	He/She/It - ADD 's' or 'es'	We/They/You
go/eat/wash	go <u>es</u> /eat <u>s</u> /wash <u>es</u>	go/eat/w

Spelling rules for He/She/It forms

add 's' eat → eats	add 'es' to words ending with sh: wash → washes	add 'es' to words ending with o: do → does
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Use

Talk about habits.

Example

David goes to school by car.

Negative form - add *don't/doesn't* (no 's') on the main verb

David doesn't go to school by car.

Question form - add *do/does* (no 's') on the main verb

Does David go to school by car?

Commands

How to form this tense

Basic form of the verb (no endings)

Use

Ask/tell people to do something

Negative form - add *don't*

Don't walk on the grass.

Example

Listen, please.

Question form

ing forms

How to form this tense

I	He/She/It	We/They/You
love/like/hate/enjoy + -ing	loves/likes/hates/enjoys + -ing	love/like/hate/enjoy + -ing

Use

Talk about things you like/dislike

Negative form - add *don't/doesn't* (no 's' on main verb)

Mary doesn't like swimming.
John and Peter don't enjoy playing football.

Example

Mary likes swimming.
John and Peter enjoy playing football.

Question form - add *do/does* (no 's' on main verb)

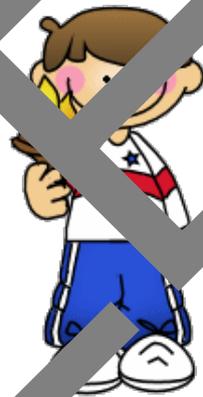
Does Mary like swimming?
Do John and Peter enjoy playing football?

Exercise 13

Fill in the blanks in the following passage, using the correct form of the verbs in brackets.

Never Give Up!

David still _____ (remember) the first running race he _____ (win) during Sports Day in Primary 1. When he _____ (get) to the finish line first, he _____ (feel) surprised as he _____ (have) no idea he was so good at _____ (run). Straight after the event, the PE teacher _____ (choose) him for the school team.



He _____ (train) three times a week and although it _____ (make) him very tired, he does his best never to miss a session. His coach _____ (push) all the members of the team hard and sometimes he feels like he can never _____ (be) good enough! Last week, he _____ (not/run) fast enough and the coach _____ (yell) at him!

“Come on David! You _____ (not/try) hard enough! If you _____ (not/work) harder I _____ (drop) you from the team!”

After that, David became determined not _____ (give) up and worked harder and harder. Every day he _____ (wake) up at five o'clock in the morning and _____ (go) to the running track.

His efforts _____ (pay) off. Yesterday, He _____ (join) the inter-school athletics competition and won first prize in the 60 Metre race. One day, he _____ (hope) to be an Olympic runner.

Thinking Skills

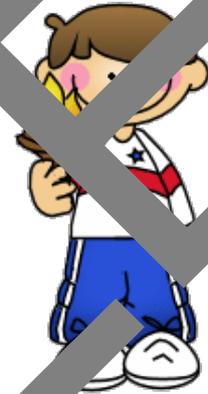
What do you think about David's character? Why should we never give up?

Exercise 13 - answers

Fill in the blanks in the following passage, using the correct form of the verbs in brackets.

Never Give Up!

David still **remembers** (remember) the first running race he **won** (win) during Sports Day in Primary 1. When he **got** (get) to the finish line first, he **felt** (feel) surprised as he **had** (have) no idea he was so good at **running** (run). Straight after the event, the PE teacher **chose** (choose) him for the school team.



He **trains** (train) three times a week and although **it makes** (make) him very tired, he does his best never to miss a session. His coach **pushes** (push) all the members of the team hard and sometimes he feels like he can never **be** (be) good enough. Last week he **didn't/did not run** (not/run) fast enough and the coach **yelled** (yell) at him!

“Come on David! You **are not trying** (not/try) hard enough! If you **don't/do not work** (not/work) harder, **I will drop** (drop) you from the team!”

After that, David became determined not **to give** (give) up and worked harder and harder. Every day he **wakes** (wake) up at five o'clock in the morning and **goes** (go) to the running track.

His efforts **are paying/paid** (pay) off. Yesterday, He **joined** (join) the after-school athletics competition and won first prize in the 60 Metre race. One day, he **hopes** (hope) to be an Olympic runner.

Thinking Skills

What do you think about David's character? Why should we never give up?