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 work 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.

© 2015 Wendy J Hall

www.elite-kids-hk.com
### Handy Hints - Tense Guide

#### Subject-verb Agreement

Make sure your subject agrees with your verb

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>is</td>
<td>my friend.</td>
</tr>
<tr>
<td>Mary</td>
<td>have a dog.</td>
<td>✗</td>
</tr>
<tr>
<td>We</td>
<td>is Chinese.</td>
<td>✗</td>
</tr>
<tr>
<td>Mary</td>
<td>has a dog.</td>
<td>✓</td>
</tr>
<tr>
<td>We</td>
<td>is Chinese.</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### Present Continuous

How to form this tense

<table>
<thead>
<tr>
<th>I</th>
<th>He/She/It</th>
<th>We/They/You</th>
</tr>
</thead>
<tbody>
<tr>
<td>am + -ing</td>
<td>is + -ing</td>
<td>are + -ing</td>
</tr>
</tbody>
</table>

Spelling rules:
- Double the consonant for CVC (consonant-vowel-consonant words: get → tt → getting)
- Remove the e for verbs ending in ‘e’ (have → hav → having)

Use

- Talk about things we are doing now.
- Example: Peter is watching TV at the moment.
- The teachers are having a meeting.

Negative

- Peter isn't watching TV at the moment.
- The teachers aren't having a meeting.

Question

- Is Peter watching TV at the moment?
- Are the teachers having a meeting?

#### Present Simple - be + have

How to form this tense

<table>
<thead>
<tr>
<th>I</th>
<th>He/She/It</th>
<th>We/They/You</th>
</tr>
</thead>
<tbody>
<tr>
<td>am/have</td>
<td>is/has</td>
<td>are/have</td>
</tr>
</tbody>
</table>

Use

- Talk about facts.
- Example: Jason is my friend.
- Talk about things we have/own.
- Example: David has a baby brother. Birds have wings.
- Talk about what people/animals look like.

Negative form

- Jason isn’t my friend.
- David doesn’t have a baby brother.
- Birds don’t have wings. (true for penguins)

Question form

- Is Jason my friend?
- Does David have a baby brother?
- Do birds have wings?
### Present Simple - regular verbs

**How to form this tense**

<table>
<thead>
<tr>
<th>I</th>
<th>He/She/It - ADD ‘s’ or ‘es’</th>
<th>We/They/You</th>
</tr>
</thead>
<tbody>
<tr>
<td>go/eat/wash</td>
<td>goes/eats/washes</td>
<td>go/eat/wash</td>
</tr>
</tbody>
</table>

**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

**Use**

<table>
<thead>
<tr>
<th>Talk about habits.</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>David goes to school by car.</td>
<td></td>
</tr>
</tbody>
</table>

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

| David doesn’t go to school by car. | Does David go to school by car? |

**Commands**

**How to form this tense**

<table>
<thead>
<tr>
<th>Basic form of the verb (no endings)</th>
</tr>
</thead>
</table>

**Use**

<table>
<thead>
<tr>
<th>Ask/tell people to do something.</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen, please.</td>
<td></td>
</tr>
</tbody>
</table>

**Negative form - add don’t**

| Don’t walk on the grass. | |

**Question form**

| --- | --- |

### -ing forms

**How to form this tense**

<table>
<thead>
<tr>
<th>I</th>
<th>He/She/It</th>
<th>We/They/You</th>
</tr>
</thead>
<tbody>
<tr>
<td>love/like/hate/enjoy + -ing</td>
<td>loves/likes/hates/enjoys + -ing</td>
<td>love/like/hate/enjoy + -ing</td>
</tr>
</tbody>
</table>

**Use**

<table>
<thead>
<tr>
<th>Talk about things you like/dislike</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary likes swimming. John and Peter enjoy playing football.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

| --- | --- |
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?
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 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. Everyday, 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 inter-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?