



Booklet

ENGLISH GRAMMAR

5th
grade

VERBS AND TENSES

The Present Simple Tense

We use the **Present Simple Tense** to talk about:

- everyday activities: *My grandmother **waters** the garden every day.*
- habits: *The twins **take** piano lessons at the weekend.*
- permanent states: *Horace **lives** in Italy.*

Common time expressions (adverbs of frequency): *always, usually, often, sometimes, never.*

Affirmative	Negative	Interrogative
I/you/we/they read	I/you/we/they do not / don't read	Do I/you/we/they read ?
He/she/it reads	He/she/it does not / doesn't read	Does he/she/it read ?

Spelling rules for the third person singular:

- We simply add **-s** to most verbs: burn – burns; shine – shines; grow – grows.
- Verbs ending in **-ch, -o, -sh, -ss, -x** take **-es**: watch – watches; go – goes; brush – brushes; hiss – hisses.
- Verbs ending in **consonant + y** drop the **-y** and take **-ies**: fly – flies; try – tries.

The Present Continuous Tense

We use the **Present Continuous Tense** to talk about events happening at the moment of speaking.

E.g. A: ***Is** Ann **jogging** today?*

B: *Yes, she **is enjoying** her time outdoors.*

Common time expressions: *now, at the moment, today.*

Affirmative	Negative	Interrogative
I'm / am reading	I'm not / am not reading	Am I reading?
You/we/they're / are reading	You/we/they aren't / are not reading	Are you/we/they reading?
He/she/it's / is reading	He/she/it isn't / is not reading	Is he/she/it reading?

Spelling rules:

- We simply add **-ing** to most verbs: cook – cooking; stay – staying; trust – trusting.
- Verbs ending in a **consonant + e** drop the **-e** and take **-ing**: write – writing; dance – dancing.
- Verbs ending in a **vowel + consonant** double the consonant and take **-ing**: run – running; stop – stopping.

The Present Tenses in Context

- The **Present Simple** is used to express habits and daily routines.

Routines	Habits
You often read a book before bedtime.	Ann sometimes cycles at the weekend.
We always dine with the family in the evening.	I never watch sports in the morning.
I usually eat omelette for breakfast.	Joe rarely plays water sports.
The squirrel runs along our fence in the mornings.	They usually write essays in French.
I never drink coffee at night.	He seldom does household chores.

- The **Present Simple** is also used to express likes and dislikes.

E.g. A: **Do** you **like** sweets?

B: Yes, I **do**. I **love** them. But I **dislike** having them for breakfast!

E.g. Tania **hates** cycling on a rainy day.

- The **Present Continuous** is used for actions happening now.

E.g. A: Dan **is researching** for a new project.

B: Yes... He **is using** my computer, unfortunately.

Remember! When talking about actions happening in the present:

- **Present Continuous** → what we are doing at a certain moment;
- **Present Simple** → routine and habitual actions.

E.g. Jane and her family **travel** a lot. They **live** by the sea, but they often **go** to the mountains. Right now they **are hiking** through the forest on the hills. They **are looking** for mushrooms and **singing** funny songs, I bet.

The Imperative

We use the **Imperative** to give orders or instructions. The subject 'you' is implied, so we don't usually say it:

E.g. **Come** here!

(order)

Use this cream in cold weather.

(instruction)

Cross on the zebra crossing!

(order)

Don't mix all the colours right now!

(instruction)

Affirmative	Negative
(you) Cycle on the cycling lanes!	(you) Don't cycle on the bus lane!
(you) Wear special sunglasses!	(you) Don't wear dark clothes!

The Verb 'Have Got'

We use **Have Got** to talk about possessions, relationships, illnesses, and obligations. It is often used in the present and is interchangeable with 'have':

E.g. Carla **has got** a flat, but she **hasn't got** a car.

Carla **has** a flat, but she **doesn't have** a car.

Affirmative	Negative	Interrogative
I/you/we/they've got / have got	I/you/we/they haven't got / have not got	Have I/you/we/they got ?
He/she/it's got / has got	He/she/it hasn't got / has not got	Has he/she/it got ?

The Modal Verbs 'Can' and 'May'

- We use **CAN** to express ability or inability in the present or to ask for, give or refuse permission:

E.g. My brother **can play** basketball well.

(ability)

He **cannot / can't do** aerobics.

(inability)

A: **Can** your friend **join** our team?

(asking for permission)

B: Of course he **can**.

(giving permission)

C: No, he **can't**. We are too many already.

(refusing permission)

- We use **MAY** to ask for, give or refuse permission in a more formal way:

E.g. A: Doctor, **may I practise** skiing this winter?

(asking for permission)

B: You **may**, as long as you warm up well.

(giving permission)

A: Teacher, **may I read** my composition first?

(asking for permission)

B: No, I'm afraid you **may not**.

(refusing permission)