

Description of the module: It is undeniable fact that acquiring grammar aspect is very important in communication, and as it is said vocabulary is the flesh of the language and grammar is the skeleton. Grammar is the railway through which our message will be transported, without grammar, in the same way as a train cannot move. Students can't communicate accurately and fluently unless they understand grammar

Objective of the course: the main goal in **grammar teaching** is to enable learners to achieve linguistic competence and to be able to use **grammar** as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively, and appropriately.

- Teaching the learners the most used tenses in English.

- Make the students master the language when they write and speak.

Lecture: present simple

Level: 1st year students

Groups: 9-10

Teacher: Tayeb Bouhitem

Present simple

Simple Present Forms

The present tense is the **base form** of the verb:

*I **work** in Biskra.*

But with the third person singular (*she/he/it*), we add an **-s**:

*She **works** in Biskra.*

We use **do** and **does** to make **questions** with the present simple. We use *does* for the third person singular (*she/he/it*) and *do* for the other pronouns.

We use *do* and *does* with question words like *where*, *what* and *when*:

Where do Amina and Ahmed **live**?

What does Amina **do**?

When does Amina usually **get up**?

But questions with *who* often don't use *do* or *does*:

Who lives in Biskra?

Who plays football at the weekend?

Who works at Biskra University?

Present simple negatives

Look at these Examples:

*I like tennis but I **don't like** football. (don't = do not)*

*I **don't live** in Algiers now.*

*I **don't play** the piano but I play the guitar.*

*They **don't work** at the weekend.*

*John **doesn't live** in Manchester. (doesn't = does not)*

*Amina **doesn't drive** to work. She goes by bus.*

We use *do* and *does* to make negatives with the present simple. We use *doesn't* for the third person singular (*she/he/it*) and *don't* for the others.

Present simple Uses

USE 1: We use the present simple to talk about:

- something that is **true** in the present:

Examples: I'm nineteen years old.

I'm a student.

He lives in London.

USE 2

- something that **happens regularly** in the present:

I play football every weekend.

USE 3

- something that is **always true**:

*The human body **contains** 206 bones.*

*Light **travels** at almost 300,000 kilometres per second.*

USE 4

We often use **adverbs of frequency** (*never, sometimes, always, rarely ect..*) with the present simple:

*I **sometimes** go to the cinema.*

*She **never** plays football.*

USE 5 Now (stative Verbs)

Speakers sometimes use the simple present to express the idea that an action is happening or is not happening now. This can only be done with [non-continuous verbs](#) and certain [mixed verbs](#).

Examples:

- I **am** here now.
- She **is not** here now.
- He **needs** help right now.
- He **does not need** help now.
- He **has** his passport in his hand.
- **Do you have** your passport with you?

USE 6

We also use the present simple to talk about:

- something that is **fixed** in the future:

*The school term **starts** next week.*

*The train **leaves** at 19.45 this evening.*

*We **fly** to Paris next week.*

USE 7

- something in the future **after time words** like *when, after* and *before* and **after if** and *unless*:

*I'll talk to John **when** I **see** him.*

*You must finish your work **before** you **go** home.*

***If** it **rains** we'll get wet.*

*He won't come **unless** you **ask** him.*

USE 8

We sometimes use the present simple to talk about the past when we are:

- telling a story:

*I was walking down the street the other day when suddenly this man **comes up** to me and **tells** me he **has lost** his wallet and **asks** me to lend him some money. Well, he **looks** a bit dangerous so I'm not sure what to do and while we **are standing there** ...*

USE 9

- summarising a book, film or play:

*Harry Potter **goes** to Hogwarts School. He **has** two close friends, Hermione and ...*

*Shakespeare's Hamlet **is** the Prince of Denmark. One night he **sees** his father's ghost. The ghost **tells him** he **has been murdered** ...*