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Present simple review Form Positive:
Add -s after the verb with he / she / it.
I / you / we / they work for Ford. He /
she / it works really well. Negative:
Use the auxiliary do / does + not +
verb. He doesn ' t work. I don ' t
work. Exceptions 1 The verb be is
irregular: I am, you / we / they are, he
/ she / it is, I ' m not, you / we / they
aren ' t, he / she / it isn ' t. 2 Verbs
ending in ...~~

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Complete the sentences with the
Present Simple form of the verbs.

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Use the Present Simple or Continuous
form of the verb. Use short forms
where possible. have listen not agree
not believe speak think 1 She with
you.

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Exercise 1 - Present simple and
continuous Complete the sentences
with the present simple or present
continuous form of the verbs in
brackets. Use contractions where
possible.

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Test 1: The present simple and
present continuous. Choose the
correct answer. I orange juice. Andy
and Lucy with us at the moment. We
to school every day. What ? ~ I'm ...

Test 1: The present simple and
present continuous ...

Present Simple or Continuous Click on
any mistakes in the sentences. If there
isn't a mistake, tick the box. 1 What
are you read at the moment?

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Complete the sentences with the past
simple form of the verbs in brackets.
Use contractions where possible.

Exercise 1 - Past simple | Solutions |
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Complete the sentences with the
Present Simple form of the verbs. Jack
in Manitoba. (live) He a fireman. (be)
He early every day. (get up)

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the present simple to talk about
scheduled or timetabled events. The
gymnasium opens at 6.30 from
Monday to Friday. 3 Use the present
simple after conjunctions of time,
such as after, as soon as, when, by the
time. I ' ll call you back as soon as she
leaves. We can take off when
everyone is on the plane. Present
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Practice exercises. Practice exercise 01; Practice exercise 02; Practice exercise 03; Practice exercise 04

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The authors make a convincing argument for the kinds of activities they present and the Introduction is quite comprehensive for any teacher. For teachers just starting out in the profession, it is especially useful as it gives an overview of the field in simple language, with a minimum of jargon. The rest of the Introduction gives instructions for using the book. There are four chapters: Basic ...

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In this section, we provide a selective review of ELT research and offer some evidence-based suggestions for such evaluation. Coniam ' s (2014)research is one of the earliest studies in this regard, wherein responses generated from five conversation chatbots were examined in terms of vocabulary, grammar, and meaning fit.

A complete and flexible four-skills course that offers personalized speaking on every page, Smart

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used alongside any primary course

This book provides specific support to teachers who need to accommodate learners with dyslexia in their ELT classrooms – guiding them through the main steps of the process with clear explanations, suggestions, and practical tools. Areas covered include:

- the nature and causes of dyslexia
- emotional, cognitive, and linguistic factors connected to dyslexia and English as a foreign, second, or other language
- methodological guidelines for making English language teaching accessible for learners with dyslexia
- strategies for phonological and orthographic work
- developing communicative skills in oral and written language

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accessible language testing and assessment in classroom-based and official contexts. Extra resources are available on the website: www.oup.com/elt/teacher/supportingdyslexia

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