

101

Pre-Lesson Grammar Worksheets

Business English



free sample

get your students ready **BEFORE** class
maximize the time **IN** class

by Chris Cotter

Thank you for downloading the free sample of **101 Pre-Lesson Grammar Worksheets**.

These worksheets were designed to better maximize the time in the classroom. Although grammar is an integral part of learning a language, it can also be boring and dry. No one wants to sacrifice a lot of time with drills and controlled activities.

101 Pre-Lesson Grammar Worksheets are about getting your students familiar with the grammar before the lesson, which then lets them use new language more quickly and more correctly in the lesson. With less time needed for drills, there is more time to speak...

And students need as much opportunity to speak as possible. They need to connect new language with existing language, and also personalize the information to make it real and relevant.

Here are a few questions for you to consider:

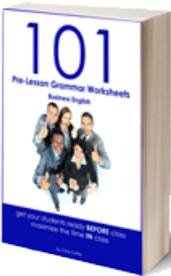
- Would you like send students grammar materials for self-study?
- Would you like spend less time presenting new grammar and more time practicing new grammar?
- Would you like effective materials that set your lessons apart from the lessons of other teachers?

101 Pre-Lesson Grammar Worksheets can provide solutions to all these questions, plus do a lot more.

Enjoy the free sample, and have a great class!

Chris Cotter

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HEADS UP ENGLISH

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Preface

As teachers, we assume a lot of responsibility for the success of our students. We must constantly improve in our lessons, expand our range of knowledge and ideas for learning, and discover new methods to help students reach their goals.

This book focuses on grammar, but it isn't your typical grammar handbook or resource. The contents instead prepare students for a lesson in advance, which then allows the teacher to more quickly present and practice the target language. Students get to maximize their output in a lesson.

Students need as much opportunity to speak. With productive practice, students can connect new language with existing language, personalize the information to make it real and relevant, and also maintain a high level of motivation. Whether a lesson focuses on grammar, listening, reading, etc, some speaking components for collaboration and practice is a must.

This definitely doesn't mean that you should base a lesson on free conversation. And these grammar worksheets represent specific planning in advance of a lesson. They allow students to more quickly improve accuracy, which then allows for extensive fluency practice. Students should be offered every opportunity to become familiar with new grammar structures, resulting in more confidence and familiarity when it comes time to do a role play, discussion, or other free(r) activity.

I hope these grammar worksheets, which represent a wide range of structures frequently taught and used, serve the same purpose as they have in my lessons: To further help your students reach their goals and achieve success with their new language.

Have great classes!

Chris Cotter

How to Use This Resource

101 Pre-Lesson Grammar Worksheets have been designed for students to become familiar with a new target structure in advance of a lesson. Whether you intend to teach grammar to beginner, intermediate, or advanced students, each worksheet means you can more quickly introduce and practice the language.

These worksheets have been bundled into a single book, but are also available as separate handouts. Each grammar structure consists of a *Pre-Lesson Comprehension* which provides an explanation of the language, a *Pre-Lesson Practice* with a handful of exercises, and the *Answers*.

It's important to note, however, that these *101 Pre-Lesson Grammar Worksheets* significantly differ from your usual grammar handouts.

First, the explanations, examples, and practice exercises are purposefully simple. Because students independently work in advance of the lesson, they might not have encountered the language, might have misunderstood the language from past studies, or might have misremembered the language and thus created fossilized mistakes. As a result, and without a teacher to answer additional questions, any difficult vocabulary or sentence structures get in the way of understanding the grammar point.

Each worksheet thus familiarizes students with the new language. If students have self-studied with one of the handouts, everyone will have a general understanding when the teacher asks about the language in the classroom. Put simply, more hands will go up when you ask: "Have you ever heard of tag questions?" or "Can anyone tell me when to use the present perfect tense?" or "Can someone give me an example of a countable noun?" You can more immediately elicit and provide examples, as well as more quickly practice with controlled or semi-controlled activities.

The worksheets don't incorporate every exception to a rule, though. Additional extensions can always be introduced in a lesson as needed. What's more, each worksheet focuses on an isolated grammar point, such as **present simple statements** or **present simple questions**. This allows students to more readily digest a grammar structure independent of the teacher and classroom.

Lastly, it's important to remember the above when looking at the practice exercises. These seek to get students somewhat comfortable with the language ahead of the lesson, so the exercises should prove relatively simple. In fact, the teacher shouldn't have to use valuable time in the lesson in order to check answers on the Pre-Lesson Practice worksheet.

So how do you, as a teacher, use the materials from *101 Pre-Lesson Grammar Worksheets*? Here are a few suggestions:

How to Use This Resource

Method One

- 1: The teacher has decided on a specific grammar point for the next lesson. He/She makes copies of the specific worksheet(s) or sends the worksheet(s) by email.
- 2: Students read and complete the worksheet(s) at home as self-study.
- 3: In the next lesson, the teacher briefly introduces the target language, as well as adds any important exceptions or information.
- 4: Students practice with controlled, semi-controlled, and free activities.

Method Two

- 1: In the course of a lesson, the teacher realizes students lack an understanding of an important, level-relevant grammar structure.
- 2: Rather than detour from the objective of the lesson in order to introduce and practice this grammar point, the teacher provides students with the relevant worksheet(s).
- 3: In the next lesson, the teacher can briefly review and/or check comprehension before moving on, or he/she may center the next lesson on the new target language.

Notice that in both methods above, students don't work through the whole book at their own pace. In general, any material which is at or above their level requires additional opportunities for productive practice in the classroom. However, this does constitute a third method, which can also be completed by students independent of the teacher or classroom.

Method Three

- 1: Students receive *101 Pre-Lesson Grammar Worksheets*.
- 2: Students work on the grammar worksheets slowly, with "slowly" being the key word. Only one or two worksheets should be attempted at any single sitting.
- 3: Following the Pre-Lesson Comprehension and Pre-Lesson Practice, students purposefully try to use the new grammar in their speaking and writing.
- 4: Review! Review! Review! Students should continually return to previously studied structures to re-familiarize themselves with the target structures.

Pre-Lesson Comprehension

Target Language: *simple present tense (statements)*

Focus: You will learn to use the *simple present tense* to talk about facts and everyday actions.

Read and understand the target language below.

We use the **simple present tense** for actions. These actions are facts, something that is true now, or something that is an everyday, repeated action. Let's look at some examples:

fact: Water **boils** at 100° C.

fact: My boss **speaks** Spanish and Italian.

true now: I **work** in Barcelona. I **like** Barcelona very much.

true now: My company **hires** many young people.

repeated action: I **have** a meeting at 10:00 every Monday.

repeated action: I **exercise** at the gym every Saturday.

"He," "she," "it," and names (third person singular) must add **-s**, **-es** or, **-ies** to verbs in the **present tense**.

MOST VERBS...

● play ⇨ plays ● dance ⇨ dances ● look ⇨ looks

VERBS THAT END IN... -ch, -s, -sh, -x, OR -z

● teach ⇨ teaches ● push ⇨ pushes ● fix ⇨ fixes

VERBS THAT END WITH A... consonant + y

● cry ⇨ cries ● fly ⇨ flies ● study ⇨ studies

● Maya **drinks** coffee every day.

● He **plays** tennis on the weekend with his colleagues.

For negative sentences, we use: **do not (don't)** or **does not (doesn't)**.

- I **do not drink** beer. I **do not like** it. = I **don't drink** beer. I **don't like** it.
- She **does not work** on the weekend. = She **doesn't work** on the weekend.
- They **do not come** to meetings. = They **don't come** to meetings.

Pre-Lesson Practice

Target Language: *simple present tense (statements)*

Practice: Now try some activities to help you use the target language.

Write the correct verb for each pronoun. Use *work*.

1: I work

6: we _____

2: you _____

3: he _____

7: they _____

4: she _____

5: it _____

Complete the sentences with the simple present tense.

8: He **(come)** _____ to meetings on time.

9: She **(play)** _____ tennis with her colleagues.

10: They **(live)** _____ in London now.

11: We **(go)** _____ to the trade fair in the summer.

Now use a negative (*don't / doesn't*) to complete the sentences.

12: He **(come)** _____ to meetings on time.

13: She **(play)** _____ tennis with her colleagues.

14: They **(live)** _____ in London now.

15: We **(go)** _____ to the trade fair in the summer.

Pre-Lesson Comprehension

Target Language: *simple present tense (questions)*

Focus: You will learn to use the *simple present tense* to ask and answer questions.

Read and understand the target language below.

We use the **simple present tense** to talk about facts, something that is true now, or an everyday, repeated action. **Closed questions**, or **Y/N questions**, use the following structure:

Q: Do / Does + subject + base verb + object?

A: Yes, subject + do / does.

No, subject + don't / doesn't.

Q: Do you speak Chinese?

A: Yes, I do. I speak Chinese.

No, I don't. I don't speak Chinese.

Q: Does she like her job?

A: Yes, she does. She likes her job.

No, she doesn't. She doesn't like her job.

Open questions, or **wh-questions**, use: **wh-question + do / does + subject + base verb.**

Q: What do you do?

A: I work in Sakes. I am a sales rep.

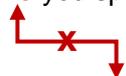
Q: When does your presentation start?

A: My presentation starts at 3:00 pm.

Watch out for mistakes!

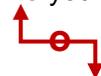
With **Y/N questions**, be careful of the verb. You should always answer with the correct verb. You should always give a complete sentence to practice too.

Q: Do you speak Japanese?



A: Yes, I speak.

Q: Do you speak Japanese?



A: Yes, I do. I speak Japanese.

Pre-Lesson Practice

Target Language: *simple present tense (questions)*

Practice: Now try some activities to help you use the target language.

Look at the answers, and then write closed questions with the present tense.

Q: Do you work for Apple?

A: Yes, I do. I work for Apple.

Q: _____

A: No, she doesn't. She doesn't live in Sydney.

Q: _____

A: No, he doesn't. He doesn't like coffee.

Next, write open questions with the present tense.

Q: _____

A: I eat a small salad for lunch.

Q: _____

A: Amanda works in IT. She is a network specialist.

Q: _____

A: He goes to the office at 7:00 am every morning.

Q: _____

A: He exercises for an hour after work every day.

Pre-Lesson Comprehension

Target Language: *adverbs of frequency with the simple present tense*

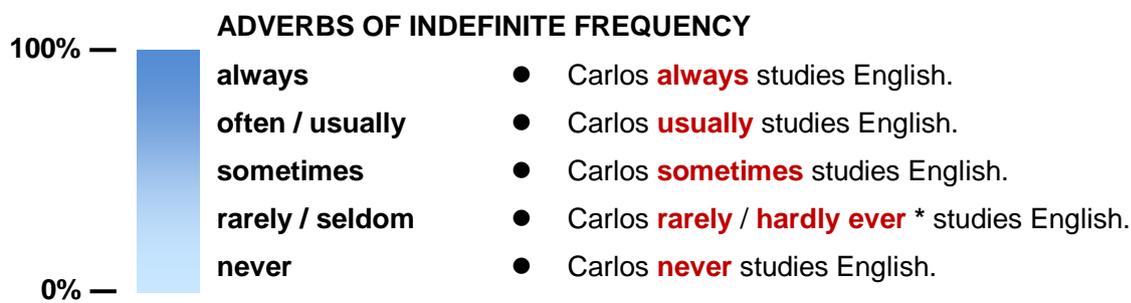
Focus: In this lesson, you will study *adverbs of frequency with the simple present tense* to talk about routines and habits.

Read and understand the target language below.

We use the **simple present tense** to talk about repeated actions, routines, and habits. For example:

- Carlos **studies** English for work.
- Sales **increase** in the last quarter every year. It is the most important quarter for us.

To show how often an action happens, we add **adverbs of frequency**.



* Note: **Hardly ever** is a frequency adverb, but **hardly** has a different meaning.

ADVERBS OF DEFINITE FREQUENCY

once	(a) morning	● Carlos studies English once a morning .
twice	(a) day	● Carlos studies English twice a day .
three times	(a) week	● Carlos studies English three times a week .
every	(a) month	● Carlos studies English every month .
	(a) year	

Adverbs of indefinite frequency usually come before an action verb, but after a be verb. For example:

- I **usually take** the train in the morning.
(action verb)
- I **am usually** on the train for twenty minutes, but it **is sometimes** slow.
(be verb) (be verb)

Adverbs of definite frequency are usually at the end of the sentence.

- I take the red eye to my client's office **twice a month**.

Pre-Lesson Practice

Target Language: *adverbs of frequency with the simple present tense*

Practice: Now try some activities to help you use the target language.

Complete the sentences with the correct adverb of frequency.

1: I _____ at work until midnight.

a: stay sometimes

b: sometimes stay

c: sometimes stays

2: We _____ meetings on Mondays. We are too busy!

a: never has

b: have never

c: never have

3: Vivian eats at a restaurant _____.

a: three times a week

b: three time a week

c: in a week three times

4: Denise _____ aerobics in the evening after work.

a: always do

b: always doing

c: always does

5: Lukas works part time _____.

a: two time a week

b: in a week two times

c: two times a week

6: She _____ from home on Fridays.

a: works usually

b: usually works

c: usually work

Write sentences about yourself with the following adverbs of frequency.

7: usually: _____

8: sometimes: _____

9: hardly ever: _____

10: once a week: _____

11: twice a month: _____

Pre-Lesson Comprehension

Target Language: *so, very, too, and enough (intensifiers)*

Focus: You will learn about *intensifiers* in this lesson. You will learn how to use **so, very, too,** and **enough** with adjectives.

Read and understand the target language below.

So, very, too, and **enough** are **intensifiers**. We use these words with adjectives. They give information about the amount or degree of something.

- My boss is **so supportive** to all staff. As a result, turnover is low at my company.
- I love my job. My coworkers are **very friendly**.
- The deadline is **too short**! I can't finish the project on time.
- The tech staff aren't **experienced enough**. They make many mistakes.

So and **very** mean there is a lot of something. These words can be used in positive or negative sentences.

- My colleague was **so happy**! He got a free trip to Hawaii because he reached his target.
- My colleague wasn't **very happy** because his trip was postponed. A snowstorm canceled all flights.

Too means there is more than needed or necessary of something.

- I spent **too much** on the training course. = I spent more money than was needed.
- This computer is **too old**. I need a new one. = The computer has more years than needed.

Lastly, **enough** can be used in a positive or a negative sentence. In a positive sentence, **enough** shows that the amount of something is satisfactory. In a negative sentence, **enough** means there is less than needed or necessary of something. For example:

- The shirt and tie are **formal enough**. I don't need a suit. = More formal clothing isn't needed.
- The tickets are **cheap enough**. = The tickets aren't expensive.
- His work is **not good enough** for a promotion. = His work needs to be better.
- My company is **not big enough** to go global. = My company must be larger to expand.

Pre-Lesson Practice

Target Language: *so, very, too, and enough (intensifiers)*

Practice: Now try some activities to help you use the target language.

Unscramble and write the sentences.

1: meeting / had / . / very / yesterday / we / long / a

2: enough / coffee / there / for / not / the / is / . / cream

3: worked / because / hours / am / fifteen / I / for / tired / ! / I / so

4: presentations / ! / too / my / are / boring / boss's

5: too / new / . / the / expensive / computer / is

6: for / isn't / the / enough / target / . / high / sales

Now make sentences with these intensifiers below.

7: so _____

8: very _____

9: too _____

10: enough _____

Pre-Lesson Comprehension

Target Language: *had better*

Focus: You will learn how to use **had better** for suggestions and advice.

Read and understand the target language below.

We use **had better** to strongly give advice and make suggestions. We use **had better** when there is a negative result. In other words, something bad will happen. The structure is: **had better + base verb**.

- You **had better correct** the report. You made a mistake with the latest figures.
- You **had better back up** your computer. You don't want to lose the data.

For negative sentences, we use: **had better not + base verb**. For example:

- He **had better not be** late again. He is going to get fired!

In spoken English, we usually use the contraction: **'d better**. For example:

- You **'d better correct** the data.
- You **'d better back up** your computer.
- He **'d better not be** late again.

Note also that **had better** is rarely used in questions. It isn't natural.

- ~~What **had** you **better do** by 6:00?~~
- What do you have to do by 6:00?
- What should you do by 6:00?

Watch out for mistakes!

Remember that **had better** means there is a negative result or problem.

- ~~You **'d better read** this book. It's very interesting.~~
- ~~You **'d better get** the new computer software.~~

These sentences are wrong. Nothing bad will happen if you don't read the book or buy the computer software.

Pre-Lesson Practice

Target Language: *had better*

Practice: Now try some activities to help you use the target language.

Read and practice the conversation. Circle *had better*.

Jana: I need some advice about visiting Japan. Can you help me?

Andrea: Maybe. When will you go there?

Jana: I'll go in August for an international seminar.

Andrea: Well, it's very hot in August. Business people don't wear suits or ties in the summer.

Jana: What else can you tell me?

Andrea: You had better bring a lot of cash. You can't use your bank card or credit card with Japanese ATMs.

Jana: How about traveling in Japan?

Andrea: Transportation is expensive, but visitors can get a special pass for bullet trains. You had better buy a pass because it's much cheaper.

Jana: Anything else?

Andrea: One more point. You had better book a hotel early. Many hotels are crowded in August.

Jana: That's a lot of help. Thank you!

Now answer the question.

What had you better do this week?

1: I had better

2: _____

3: _____

Pre-Lesson Comprehension

Target Language: *ought to*

Focus: You will learn how to use **ought to** for advice and suggestions, as well as for responsibility, in this lesson.

Read and understand the target language below.

There are many ways to give advice and suggestions. Some structures are strong and others are much softer. If you want to give advice or make a suggestion about something another person needs to do, then we use: **ought + infinitive verb (to + verb)**. For example:

- You **ought to practice** the presentation more. There will be many important people at the pitch.
- Louise **ought to sleep** more. She is always tired.
- Phil **ought to join** a gym and exercise.

We also use **ought to** for responsibility. A similar meaning is: **have + infinitive verb**.

- I have to finish the preliminary figures by the end of the day.
- I **ought to finish** the preliminary figures by the end of the day.

- He has to read the training packet before Monday.
- He **ought to read** the training packet before Monday.

Negative sentences use the following structure: **ought not + base verb**. This structure is more common in British English than in American English. Be careful! We don't use the infinitive (to + verb) for negatives.

- X** You ~~**ought not to miss**~~ work so much.
- You **ought not miss** work so much. The boss is going to fire you!
- Louise **ought not work** so much. She is always tired.
- I **ought not forget** the year-end figures again. I have to look at them by Friday.

Watch out for mistakes!

Be careful, though. We don't use **ought to** for polite requests.

- X** Shh. You ~~**ought to be**~~ quiet. This is the library.
- O** Shh. Could you be quiet? This is the library.

- X** Excuse me. You ~~**ought to call**~~ a taxi for me.
- O** Excuse me. Could you call a taxi for me?

Pre-Lesson Practice

Target Language: *ought to*

Practice: Now try an activity to help you use the target language.

Unscramble and write the sentences.

1: work / ought / to / time / he / . / at / on / arrive

2: fewer / to / you / . / work / hours / ought

3: not / . / coffee / so / Javier / ought / much / drink

4: money / Paula / . / much / not / spend / ought / so

5: some / to / suits / you / . / buy / new / ought

6: relax / learn / . / ought / he / to / how / to

7: meetings / not / so / Samantha / . / many / ought / miss

8: to / tomorrow's / arrive / I / . / presentation / ought / earlier / for

Pre-Lesson Comprehension

Target Language: *when and while with the past progressive tense*

Focus: In this lesson, you will learn *when and while with the past progressive tense*.

Read and understand the target language below.

We use the **past progressive tense** to talk about temporary or repeated actions that finished in the past.

- I **was shopping** for a present for my boss yesterday afternoon. He will retire next week.
- We **were traveling** to England often for work last year.

We use the **past progressive** with **when** and **while** to show a longer action was interrupted. The structure is:

longer action (past progressive tense) + when + shorter, interrupting action (past tense)

- She was shopping **when** someone stole her purse.
- I was taking the train to the office **when** my husband called.
- I was lunching with a client **when** I got the news. I was fired!

shorter action (past tense) + while + longer action (past progressive tense)

- Someone stole her purse **while** she was shopping.
- My husband called **while** I was taking the train to the office.
- I got the news **while** I was lunching with a client. I was fired!

While + longer action (past progressive tense) , + shorter, interrupting action (past tense)

- **While** she was shopping , someone stole her purse.
- **While** I was taking the train to the office, my husband called.
- **While** I was lunching with a client, I got the news. I was fired!

For two longer actions that happen at the same time, we use **while**.

longer action (past progressive tense) + while + longer action (past progressive tense)

- I was taking the train **while** my friend was shopping at the mall.
- We were dating each other **while** we were working together.
- I was studying for my MBA **while** I was working full time.

Pre-Lesson Practice

Target Language: *when and while with the past progressive tense*

Practice: Now try some activities to help you use the target language.

Complete the sentences with *when* or *while*.

- 1: I was listening to music _____ I was working on the PowerPoint slides.
- 2: I was meeting with my boss _____ he got an important phone call.
- 3: _____ Glen was waiting for the train, someone stole his wallet!
- 4: She was presenting _____ some people in the audience were sleeping.
- 5: Kevin was looking for a new job _____ he got fired.
- 6: We were living in Japan _____ there was a huge earthquake!
- 7: _____ I was studying at college, I was working as an intern.
- 8: We were discussing strategy _____ we heard the news on TV.
- 9: Nicole was freelancing _____ she was taking maternity leave.
- 10: I was working at home _____ it was snowing outside.

Pre-Lesson Comprehension

Target Language: *tag questions*

Focus: After this lesson, you will be able to use and understand *tag questions* to confirm information and ask for agreement.

Read and understand the target language below.

We use **tag questions** to confirm information and check for agreement. For example:

- Your flight leaves at 10:00, **doesn't it?** = I want to confirm that your flight leaves at 10:00.
- This meeting isn't interesting, **is it?** = I want you to agree that this meeting is boring.

Tag questions can be used in positive or negative statements. The verb in the tag must be the same tense as the main verb. The personal pronoun ("you," "he," "she," "it," etc.) must also match the subject of the sentence.

- **You studied** economics at university, **didn't you?**
(past tense)
- **She will** transfer to Sweden next fall, **won't she?**
(future tense)

In positive statements, the tag is negative. In negative statements, the tag is positive. Here are some examples:

POSITIVE STATEMENT

Kelly **finished** the project

He **is** our new team leader

Everyone **will** work all weekend

NEGATIVE TAG QUESTION

didn't she?

isn't he?

won't they?

NEGATIVE STATEMENT

Kelly **didn't finish** the project

He **isn't** our new team leader

Everyone **won't work** all weekend

POSITIVE TAG QUESTION

did she?

is he?

will they?

When we answer a tag question, "yes" is for a positive response and "no" is for a negative response. If the answer is "no," then you should always provide more information.

Q: The meeting starts at 10:00, **doesn't it?**

A: Yes, it does.

No, it doesn't. The meeting starts at 11:00.

Pre-Lesson Practice

Target Language: *tag questions*

Practice: Now try an activity to help you use the target language.

Choose the correct tag to complete the question.

1: You like your job, _____?

a: don't it

b: didn't you

c: don't you

2: He manages the project very well, _____?

a: doesn't he

b: does he

c: didn't he

3: Graham will work in New Zealand, _____?

a: won't he

b: will he

c: he won't

4: Tag questions are very difficult, _____?

a: are they

b: isn't they

c: aren't they

5: You haven't work for an international company, _____?

a: did you

b: have you

c: haven't you

6: Stacy didn't finish the report, _____?

a: didn't she

b: did she

c: does she

7: You haven't gotten any emails from Steve, _____?

a: have you

b: haven't you

c: did you

8: The new product will be released on August 25th, _____?

a: won't it

b: doesn't it

c: didn't it

9: Harry won't attend the seminar, _____?

a: didn't come he

b: won't he

c: will he

10: The new iPhone is expensive, _____?

a: isn't it

b: wasn't it

c: is it

Pre-Lesson Comprehension

Target Language: *passive causative*

Focus: You will learn how to talk about services you receive or ask someone to do with the *passive causative*.

Read and understand the target language below.

We use the **passive causative** to talk about services we receive or when we have someone do something for us. The structure is: **get / have + object + past participle**. Compare the sentences below:

PASSIVE CAUSATIVE

- I **got** the copier **fixed**. = A repair person fixed the copier.
- He **has** his hair **cut** every week. = A barber cuts his hair every week.
- They will **have** their office **remodeled**. = A contractor will remodel their office.

To show who did the action, we can add an agent. An agent is simply: **by + person**.

- I got the copier fixed **by a very good repair person**.
- He has his hair cut every week **by the same barber**.
- They will have their office remodeled **by a contractor**.

We can also use a variety of tenses with the **passive causative**. For example:

- present perfect:** I **have had** my hair **cut** by the same barber for many years.
past tense: Ellie **got** the report **copied** before the meeting started.
present tense: Pete **has** his shirts **dry-cleaned** every Friday.
future tense: They **are going to have** their computer network **upgraded** next month.

For questions with the **passive causative**, we use the following structure:

Closed Questions: auxiliary verb + subject + get / have + object + past participle

Q: **Does** your boss **have** your reports **checked** and **returned** quickly?

A: Yes, she almost always **has** my reports **returned** within a day or two.

Open Questions: wh-question + auxiliary verb + subject + get / have + past participle

Q: I heard you talking with the IT Department. **What will** you **have done**?

A: We **will have** new computers **installed**. Our computers are very old at the moment.

Pre-Lesson Practice

Target Language: *passive causative*

Practice: Now try an activity to help you use the target language.

Rewrite the sentences with the passive causative.

1: The photographer took pictures for our website.

We had pictures taken by the photographer for our website.

2: The dentist cleaned Susan's teeth.

3: The cleaning service cleans our office every Friday night.

4: A person from the IT Department installed a new firewall.

5: The restaurant will cook our manager a special meal for his retirement party.

6: The cleaners dry-cleaned and pressed Nick's suit.

7: My assistant will plan my business trip to France.

8: The store replaced her smart phone.

Pre-Lesson Comprehension

Target Language: *active causative*

Focus: After this lesson, you will be able to use the **active causative**. You will be able to explain how a person makes someone do something or make something happen.

Read and understand the target language below.

The **active causative** shows how a person makes something happen. In other words, one person causes another person or thing to do something. For example:

- My manager **encouraged** me **to try** many different things.
- The team leader **made** her staff **do** overtime.
- Ian **had** his coworker **lend** him \$20.

There are two structures for the **active causative**, depending on the verb. For the following verbs, we use: **causative verb + agent / object + infinitive verb (to + verb)**. The sentence may use any verb tense.

- allow:** My company **allowed** me **to work** from home three days a week.
convince: Hopefully, Steve **will convince** Leo **to invest** in the project.
encourage: Our team leader **encouraged** us **to do** our best.
permit: The company **permitted** everyone **to work** flextime.
require: The policy **requires** all staff **to follow up** on inquiries within one day.

We also use: **causative verb + agent / object + base verb**. Here are some examples:

- have:** When my boss was sick, she **had** me **negotiate** with our suppliers.
help: I **will help** Alvaro **finish** the figures for tomorrow's meeting.
let: My company's maternity leave **lets** me **leave** early.
make: Laura's boss **has** always **made** her **enter** all of the customer data.

Lastly, we can use the **active causative** with things too. For example:

- The Internet **allows** us **to search** for information easily.
- The training seminar **required** all attendees **to prepare** in advance.
- Exercising **has helped** me **lose** weight.
- Phone conversations in English **make** me **feel** very nervous.

Pre-Lesson Practice

Target Language: *active causative*

Practice: Now try some activities to help you use the target language.

Which verb uses which structure? Circle the infinitive or base verb for the correct active causative.

1: make (to do / do)

5: encourage (to do / do)

2: have (to do / do)

6: permit (to do / do)

3: let (to do / do)

7: help (to do / do)

4: get (to do / do)

8: require (to do / do)

Match the two phrases to complete the sentences below.

9: A good manager helps

● me to start my own business.

10: My company lets

● to lend him \$100.

11: My husband encouraged

● me work flextime.

12: A company requires

● meet her at the restaurant.

13: Nick convinced his colleague

● employees develop new skills.

14: Melanie had her client

● employees to give 100%.

Pre-Lesson Comprehension

Target Language: *second conditionals*

Focus: After this lesson, you will understand how to use *second conditionals* to talk about unlikely or impossible events in the future.

Read and understand the target language below.

We use **second conditionals** to talk about an unreal or unlikely action / event in the future based on an unreal condition now. **Second conditionals** are also called **type two conditionals**. Here are some examples:

- If I worked hard, I would get promoted next year. = I don't work hard now. I won't get promoted.
- If he were rich, he would retire in Hawaii. = He isn't rich. He won't retire in Hawaii.

The sentence structure is: **if-clause (condition) + , + would + base verb (result)**. The condition will always be in the simple past tense. For example:

CONDITION	,	RESULT
● If I spoke English	,	I would work for a global company.
● If Ken had a better work-life balance	,	he would find time to go on vacation with us.

In other words, these two examples mean the following:

- I don't speak English now, so I won't work for a global company in the future.
- Ken doesn't have a good work-life balance now, so he won't take a vacation with us in the future.

Questions can be made with the following structures:

Closed Questions: if-clause + , + Y/N question

Q: If you **spoke** English, **would** you **work** for a global company in the future?

A: Yes, I **would work** for a global company. I want to work in an international environment.

No, I **wouldn't work** there. I don't like traveling.

Open Questions: if-clause + , + wh-question

Q: If you spoke English, **what would** you **do**?

A: I **would work** for an international company (if I spoke English).

We also often use the **second conditional** to speculate about the future, especially if the event won't happen.

Q: What **would** you **do** if you **started** your own business?

A: Hmm. That's a good question. If I **started** my own business, I **would work** hard to make it successful.

Pre-Lesson Practice

Target Language: *second conditionals*

Practice: Now try some activities to help you use the target language.

Match the if-clause with the correct result to practice the second conditional.

- | | |
|--|---|
| 1: If Alex spoke English, | <ul style="list-style-type: none">● he would live overseas.● he will live overseas. |
| 2: If the meet and greet were earlier, | <ul style="list-style-type: none">● I would have gone.● I would go. |
| 3: If they listened carefully, | <ul style="list-style-type: none">● they would understand the new policy.● they understood the new policy. |
| 4: If she were supportive, | <ul style="list-style-type: none">● her staff would work harder.● her staff will work harder. |

Unscramble and write the sentences.

5: feel / if / an / . / I / less / had / , / would / I / assistant / stressed

6: he / he / KPIs / get / achieved / . / would / more / his / , / paid / if

7: would / productive / our / a / , / be / if / micro-manager / we / weren't / boss / .

8: wouldn't / mistakes / if / work / . / have / she / , / her / checked / she
