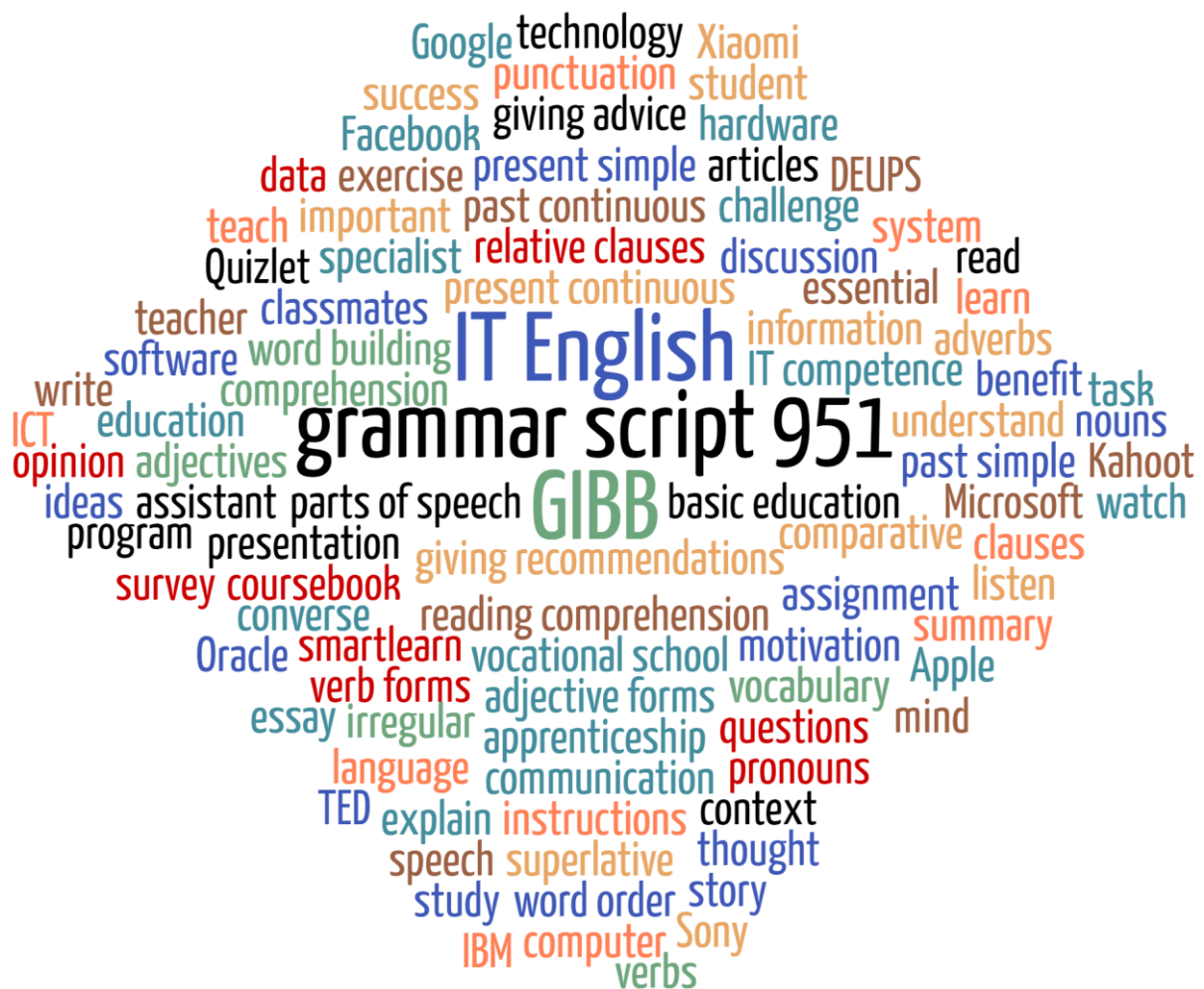


# IT-English

for apprentices

## Grammar script **Module 951**

August 2023



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# 1 Tense overview

## 1.1 The twelve main English tenses

Simple Present*	Simple Past*	Simple Future
<p>I <u>study</u> English every day.</p> <p>I am happy.</p>	<p>Two years ago, I <u>studied</u> English in England.</p> <p>I was happy.</p>	<p>I <u>will study</u> English.</p> <p>I <u>am going to study</u> English next year.</p>
Present Continuous*	Past Continuous*	Future Continuous
<p>I <u>am studying</u> English now.</p>	<p>I <u>was studying</u> English when you called yesterday.</p>	<p>I <u>will be studying</u> English when you arrive tonight.</p> <p>I <u>am going to be studying</u> English when you arrive tonight.</p>
Present Perfect	Past Perfect	Future Perfect
<p>I <u>have studied</u> English in several different countries.</p>	<p>I <u>had studied</u> a little English before I moved to the U.S.</p>	<p>I <u>will have studied</u> every tense by the time I finish this course.</p> <p>I <u>am going to have studied</u> every tense by the time I finish this course.</p>
Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
<p>I <u>have been studying</u> English for five years.</p>	<p>I <u>had been studying</u> English for five years before I moved to the U.S.</p>	<p>I <u>will have been studying</u> English for over two hours by the time you arrive.</p> <p>I <u>am going to have been studying</u> English for over two hours by the time you arrive.</p>

\* These tenses are taught in this module.

## 2 Parts of speech

### 2.1 Overview

From learning the parts of speech we begin to understand the use or function of words and how words are joined together to make meaningful communication. To understand what a part of speech is, you must understand the idea of putting similar things together into groups or categories.

Here is an example of how it can be helpful to know about the parts of speech. Look at the sentence: *The man surreptitiously entered the room.*

You probably don't know the meaning of the word “surreptitiously”\*, but if you know about parts of speech, you will recognize that it is an adverb and that it tells you something about how the man entered the room. You may still not understand the exact meaning of the word, but you can understand the whole sentence better than if you did not know about parts of speech.

When you look up a word in a dictionary, you will find not only the meaning of the word but also what part of speech it is. This information is very helpful in understanding the full meaning of the word and knowing how to use it.

\* the word means: “verstohlen”

### 2.2 The main parts of speech that are used to describe English words

- 1 **Noun:** A noun is often defined as a word which **names a person, place or thing**.
- 2 **Article:** An article is a kind of adjective which is always used with and **gives some information about a noun**. There are only two articles: **a / an** (indefinite) and **the** (definite), but they are used very often and are important for using English accurately.
- 3 **Verb:** A verb is often defined as a word which **shows action** or state of being. The verb is the heart of a sentence - every sentence must have a verb. Recognizing the verb is often the most important step in understanding the meaning of a sentence. There **are regular verbs, irregular verbs, auxiliary verbs and modal auxiliary verbs** that you will learn about in this module.
- 4 **Adjective:** An adjective is often defined as a word which **describes or gives more information about a noun or pronoun**. **Adjectives describe nouns** in terms of such qualities as size, colour, number, and kind. In the sentence “*The lazy dog sat on the carpet*”, the word “lazy” is an adjective which gives more information about the noun dog.
- 5 **Adverb:** An adverb is usually defined as a word that **gives more information about a verb, an adjective or another adverb**. **Adverbs describe verbs, adjectives and adverbs** in terms of such qualities as time, frequency and manner. In the sentence “*Sue runs fast*”, “fast” describes how or the manner in which Sue runs. In the sentence “*Sue runs very fast*”, very describes the adverb fast and gives information about how fast Sue runs.

- 6 **Pronoun:** A pronoun is often defined as a word which **can be used instead of a noun**. For example, instead of saying “*John is a student*”, the pronoun he can be used in place of the noun John and the sentence becomes “*He is a student*”. We use pronouns very often, especially so that we do not have to keep on repeating a noun.
- 7 **Preposition:** A preposition is a word which **shows relationships among other words in the sentence**. The relationships include direction, place, time, cause, manner and amount. In the sentence “*She went to the store*”, “to” is a preposition which shows direction. In the sentence “*He came by bus*”, “by” is a preposition which shows manner. In the sentence “*They will be here at three o'clock*”, “at” is a preposition which shows time and in the sentence “*It is under the table*”, “under” is a preposition which shows place.
- 8 **Conjunction:** A conjunction is a **word that connects other words or groups of words**. In the sentence “*Bob and Dan are friends*” the conjunction and connects two nouns and in the sentence “*He will drive or fly*”, the conjunction or connects two verbs. In the sentence “*It is early but we can go*”, the conjunction but connects two groups of words.

## 2.3 Exercises: The main parts of speech

**A Find out the correct part of speech of the following underlined words. Write the underlined words into the correct column:**

- |   |  |
|---|--|
| 1 Alex <u>doesn't</u> like C#.              | 6 This is a <u>fast</u> computer.          |
| 2 Does Pete <u>like</u> programming in PHP? | 7 He did <u>well</u> in the test.          |
| 3 They <u>work</u> hard every day.          | 8 My father drives <u>carefully</u> .      |
| 4 This is an <u>old</u> computer.           | 9 Has your <u>boss</u> ever worked abroad? |
| 5 The meeting <u>went</u> well.             | 10 The <u>software</u> is fantastic.       |

Auxiliary verb	Noun	Adverb	Adjective	Verb
doesn't	software	well	fast	work
	boss	carefully	old	went
				like

**B What parts of speech are these words?**

new adjective _____	but conjunction _____	she pronoun _____
happily adjective _____	on conjunction _____	wirelessly adjective _____
browse verb _____	magnetically adjective _____	purple adjective _____
an article _____	connect verb _____	software noun _____

**C Complete these sentences with the word in brackets and one of these noun suffixes: -tion, -er, -ing, -logy, -ness. Use a dictionary to help.**

- 1 Canon is a (manufacture) manufacture of photographic and imaging equipment.
- 2 To avoid red eye, use the camera's red eye (reduce) reduction feature.
- 3 (Crop) cropping a photograph means cutting out the parts of an image you don't need.
- 4 The (sharp) sharpness of a photograph is a combination of resolution and acutance – the ability to represent clear edges.
- 5 Digital (techno) technology is evolving so rapidly that some cameras have a resolution of 120 megapixels – that's 120 million pixels.

**D Match the correct adjective ending to the adjective. You will need to make spelling changes to some of the words:**

	less	ing	able	(l)y	ous	ful	ed	ive	gy	ny
1	power	ing								
2	sun	ny								
3	hope	ful								
4	excite	ed								
5	danger	ous								
6	comfort	able								
7	care	ful								
8	suit	able								
9	attract	ive								
10	create	ing								
11	interact	able								
12	enjoy	able								
13	protect	ed								
14	break	ing								
15	use	ing								
16	job	ing								
17	success									
18	friend	ly								
19	compare									
20	colour	ful								
21	harm	less								
22	thought	ful								
23	fog	gy								
24	wonder	ful								

**E Put the words in the word bank below into the correct column:**

threaten	journalist	quickly	colourful	logically
electronically	measurement	criticize	stimulate	exciting
update	partnership	harmless	dirty	widen

noun	verb	adjective	adverb
journalist	criticize	dirty	
partnership	stimulate	harmless	
measurement	update	locally	
		electronically	
		quickly	

**F Put in the corresponding noun, verb or adjective:**

1	noun	entertainment	verb	
2	noun		verb	attach
3	noun	cause	verb	
4	noun		verb	save
5	noun	addition	verb	
6	noun		verb	abbreviate



7	noun	<b>dependence</b>	verb	_____
8	noun	_____	verb	<b>measure</b>
9	noun	<b>comparison</b>	verb	_____
10	noun	<b>recommendation</b>	verb	_____
11	noun	_____	verb	<b>expand</b>
12	noun	_____	verb	<b>select</b>
13	noun	<b>protection</b>	verb	_____
14	noun	<b>equipment</b>	verb	_____
15	noun	_____	verb	<b>digitize</b>
16	noun	_____	verb	<b>choose</b>
17	noun	<b>product</b>	verb	_____
18	noun	<b>requirement</b>	verb	_____
19	noun	<b>information</b>	verb	_____
20	noun	<b>application</b>	verb	_____
21	noun	_____	verb	<b>contain</b>
22	noun	_____	verb	<b>solve</b>
23	noun	_____	verb	<b>mean</b>
24	noun	<b>pressure</b>	verb	_____
25	noun	_____	verb	<b>compete</b>
26	noun	_____	verb	<b>execute</b>
27	noun	_____	adjective	<b>high</b>
28	noun	<b>width</b>	adjective	_____
29	noun	_____	adjective	<b>weigh</b>
30	noun	<b>availability</b>	adjective	_____
31	noun	_____	adjective	<b>responsible</b>
32	verb	<b>rely</b>	adjective	_____
33	verb	<b>suit</b>	adjective	_____
34	verb	_____	adjective	<b>removable</b>
35	verb	<b>legalize</b>	adjective	_____

**G Choose the correct word to complete each sentence:****1 electronic, electronics, electronically**

- a An \_\_\_\_\_ pen is one example of an input device.
- b A computer solves problems \_\_\_\_\_.
- c Many \_\_\_\_\_ students go on to work as engineers.

**2 identify, identifying, identity**

- a Most computer companies will not allow people without an \_\_\_\_\_ card to enter their buildings.
- b A password is a mechanism for \_\_\_\_\_ the computer-user and allowing access.
- c He was able to \_\_\_\_\_ the criminal in the police line-up.

**3 computing, computerize, computerization**

- a The \_\_\_\_\_ of the factory will save a lot of money.
- b We need more money to \_\_\_\_\_ the school library.
- c I could tell from all the \_\_\_\_\_ on the whiteboard that a math lesson just ended.

**4 instructions, instructed, instructor**

- a Our math \_\_\_\_\_ explained to us the principles of binary arithmetic.
- b My boss \_\_\_\_\_ me to document our programs very carefully.
- c Both \_\_\_\_\_ and data have to be converted to machine code before the computer can operate on them.

**5 browse, browsing, browser**

- a The most widely used \_\_\_\_\_ is still Google Chrome.
- b \_\_\_\_\_ means surfing or exploring the web.
- c Most of the time, we \_\_\_\_\_ the web by clicking on links.

**H Complete this table with the correct form of the word:**

Verb	Noun	Adjective	Adverb	German verb
to deepen	depth	deep	deeply	vertiefen
to enlarge	largeness	large	largely	vergrössern
to strengthen	strength	strong	strongly	stärken
to be	height	tall	height	erhöhen
intresting	interest	interesting	interested	interessieren
to operate	operator	operative		bedienen (Maschine)
	collection			sammeln
to manufacture	manufaction			herstellen
			productively	produzieren
magnetize	magnet, magnetism	mangetiv	mangentivly	magnetisieren
to record				aufzeichnen
			digitally	digitalisieren
to power				mit Energie versorgen
	adaptability			angleichen

**I What are the opposites of the following adjectives?**

long		large	
narrow		heavy	
soft		low	
weak		bright	

**J Complete each sentence using the word in brackets and the correct suffix.**

- China's Tianhe-2A is one of the fastest and most \_\_\_\_\_ supercomputers in the world. (power)
- Most library databases are \_\_\_\_\_ via the internet. (access)
- I'll email my report to you as an \_\_\_\_\_. (attach)
- An \_\_\_\_\_ optical disc allows data to be deleted and new data to be recorded on it. (erase)

**K Highlight the correct word in brackets to complete this description of a digital voice recorder.**



**Olympus WS-320M digital voice recorder**

The WS-320M is the one in the middle of this roundup in all ways you can think of - it has more features than the VN-120, but it's not quite the high-end DS-2200 either. Coming with USB **(connect/connectivity/connector)** and 1GB of **(store/storage/stored)** space it is perhaps the ideal middle-of-the-road solution for most. The **(record/recordable/recorder)** weighs 1.62 oz. (46 grams) with batteries and measures 3.73" x 1.50" x 0.43" (9.47 cm x 3.81 cm x 1.09 cm).

Its black case, back-lit screen and stylish USB-key style (to get the USB bit you **(detach/detachment/detachable)** the recorder from the battery housing) make it look quite **(attraction/attract/attractive)**. Upon closer

inspection you'll find stereo L/R

**(microscope/microchip/microphones)** on the front, as well as the main controls arrayed along the middle-right and side.

The WS-320M also tries to be something of an MP3 player, with a specific switch between voice recording and playing music. Open up the music browser and you can look through folders as with any other MP3 player and plug in **(write head/headphones/cell-phone)** for audio fun. I suppose it depends on your circumstances, but I strongly consider using a voice recorder in place of an MP3 player. Saying that, you might want to get yourself a better pair of headphones than the rudimentary ones that come in the box (but that's a pretty standard complaint about any MP3 player.)

You can also connect an external microphone, though one isn't **(provision/provided/provide)** as with the DS-2200, though Olympus has a **(select/selected/selection)** of accessories available.

The voice recording quality can be changed, going from stereo (35 hours 25 minutes recording time), high quality (70 hours 50 minutes), medium (139 hours 30 minutes) and low (277 hours 20 minutes). Obviously that's with the unadulterated (=rein) 1GB. The more music you **(stick/sticker/sticking)** in the memory the less recording space you'll have.

To get to the USB you have to detach the battery pack from the recorder, making an L-shaped USB key. There's an **(extending/extension/extend)** cable in the box, but you can just plug in the recorder directly like any USB-key which makes it **(handful/handy/hand)** as you don't have to worry about carrying around the cable everywhere. It takes a bit of learning to get the whole thing clipped together, but once you figure it out (about five seconds work, after half a minute of swearing at it in my **(type/typically/typeface)** efficient problem-solving routine...) it's easy to do.

I can't see the stereo recording coming in too handy as essentially the left and right microphones are on the same face of the recorder, but it's a nice **(addition/add/adder)** to

have and you can use the (**capable/capability/disability**) further with a larger accessory microphone. In sum, if all you want to do is save your notes and have the extra (**flexy/flexible/flexibility**) afforded by USB then the WS-320m is the option for you.

**L Write a suitable verb into each gap, using the prefix:**

- 1 Our tech support told us to **un**\_\_\_\_\_ the software because it ran so slowly.
- 2 If you want to create a successful website one of the things you need to do is to **up**\_\_\_\_\_ it regularly.
- 3 Programmers always have to test and **de**\_\_\_\_\_ a program when they have finished writing it.
- 4 I'm sorry, I **mis**\_\_\_\_\_ what you said. Could you spell your name again?
- 5 The spelling of this word is **in**\_\_\_\_\_, look up the word in a dictionary to find the right spelling.
- 6 They had to **dis**\_\_\_\_\_ the power supply to repair the cable.
- 7 Online banks **en**\_\_\_\_\_ your financial information so it cannot be accessed by anyone else.
- 8 It was **im**\_\_\_\_\_ to get tickets for the match; it was completely sold out.
- 9 You can **down**\_\_\_\_\_ a widget that allows you to pair your iPhone to your Mac and transfer your contacts to the mobile phone.
- 10 DVD-RW means it is **re**\_\_\_\_\_; the disk can be erased and reused many times.

**M Fill the blanks with the correct form of the word in brackets.**

- 1 The hurricane caused terrible \_\_\_\_\_ in the area. (DESTROY)
- 2 You have to \_\_\_\_\_ all the new books that arrive in the school. (CLASS)
- 3 I'm sorry, I think I'll be \_\_\_\_\_ to attend the meeting. (ABLE)
- 4 She goes jogging every morning; she's really keen on physical \_\_\_\_\_. (FIT)
- 5 \_\_\_\_\_, nobody was killed in the accident. (FORTUNE)
- 6 He's quite nice, but when he's angry he becomes very \_\_\_\_\_. (FRIEND)
- 7 The Equator is an \_\_\_\_\_ line drawn round the Earth. (IMAGINE)
- 8 I really like her. She's got a very lively \_\_\_\_\_ (PERSON)
- 9 Tell me the \_\_\_\_\_, I won't get angry. (TRUE)
- 10 She likes her students to be \_\_\_\_\_ and call her Miss Jones. (RESPECT)
- 11 You must take a \_\_\_\_\_ as soon as possible. (DECIDE)
- 12 "\_\_\_\_\_ killed the cat." (CURIOUS)
- 13 I decline all \_\_\_\_\_ (RESPONSIBLE)
- 14 This design shows great \_\_\_\_\_ (ORIGINAL)
- 15 You're making the problem \_\_\_\_\_ hard for you. (NECESSARY)
- 16 My \_\_\_\_\_ is to leave the group as soon as possible. (INTEND)
- 17 He's a very \_\_\_\_\_ child. He's full of energy. (LIVE)
- 18 I'm trying to be \_\_\_\_\_ but he isn't making things easy for us. (REASON)
- 19 They program the software \_\_\_\_\_ because of the demanding client. (CARE)

## 3 Verb forms

### 3.1 The four verb forms of main verbs

The table below lists the four verb forms of main verbs and an example for a regular and an irregular verb:

	Name of the verb form	Example: Regular verb	Example: Irregular verb
1	base form (infinitive)	(to) work / help / ..	(to) cut / go / ..
2	past simple form	worked / helped / ..	cut / went / ..
3	past participle form	worked / helped / ..	cut / gone / ..
4	present participle form	working / helping / ..	cutting / going / ..

- 1 The infinitive is the **base form** of a verb. It may be preceded by “to” or stand alone (the zero infinitive).
  - *help / to help*

The base form of the verb can be used as it is or in an altered way. In the 3<sup>rd</sup> person singular of a positive sentence in the present simple tense for example, the verb “to work” is altered by adding the letter –s.

- *Peter **works** for IBM. (conjugated)*
- *The students **understand** the grammar well. (base form as it is)*

- 2 / 3 Regular verbs are called “regular” because their **past simple verb form** and the **past participle verb form** are the same. Both consist of the base form and the –ed suffix.
  - *The past simple verb form of the regular verb “to work”:* **worked**
  - *The past participle verb form of the regular verb “to work”:* **worked**

Irregular verbs are referred to as “irregular” because there is no common way to make them and therefore, you will need to learn their **past simple verb form** and **past participle verb form** by heart. A list of irregular verb forms can be found in chapter 7 of this script.

- *The past simple verb form of the irregular verb “to go”:* **went**
- *The past participle verb form of the irregular verb “to go”:* **gone**

- 4 The **present participle verb form** always consists of the base form and the –ing suffix for regular and irregular verbs. All continuous tenses are formed with the present participle verb form.

### 3.2 Exercises: The four verb forms

**A Which verb form is it? Tick (✓) the right answer(s).**

A = base form B = past simple form C = past participle form D = present participle form

Verb	A	B	C	D	Verb	A	B	C	D
helping					run				
worked					asked				
gone					using				
told					leaving				
studying					found out				
program					came				
edit					called				
thought					see				
looked					getting				
try					did				
made					had				
give					seem				
count					crying				
trained					repaired				
attending					assembled				
selling					specialize				
become					growing up				
combined					displayed				
sent					avoided				

### 3.3 The use of the four verb forms in the main English tenses

The four verb forms above are used in all tenses in the English language (see previous page).

The **base form of the verb** can be used as it is or in an altered way. In the third person singular of a sentence in the present simple tense for example, the verb “to work” is altered by adding the letter –s.

- *Peter **works** for IBM. (conjugated)*
- *The students **understand** the grammar well. (base form as it is)*



The **past simple verb form** of regular and irregular main verbs is only used in the past simple tense and only in positive sentences.

- *Mary **helped** me with my homework (regular verb). Joe **left** the office (irregular verb).*

In negative sentences and questions of the past simple tense, we have to use the auxiliary verb “to do” and therefore, the main verb is in the base form.

- *Mary **did not help** me with my homework (regular verb). Joe **did not leave** the office (irregular verb).*

We use the past simple form of the auxiliary verb “to be” in the past continuous tense.

- *Tom **was** driving a red car when the accident happened.*

The **past participle verb form** is used in numerous perfect tenses: Present perfect simple and continuous, past perfect simple and continuous, future perfect simple and continuous. In a higher module, you will learn that the past participle is also used in passive sentences.

- *I have never **been** to England.*

The **present participle verb form** is simply formed with the base form + -ing. It is used in all continuous tenses: Present continuous, past continuous, future continuous, present perfect continuous, past perfect continuous and future perfect continuous.

- *Andrea is **talking** to Chris at the moment.*

### 3.4 Exercises: The use of verb forms in tenses

**A** What verb forms do the following sentences consist of? Do you already know what tense they are in?

*Example 1: We **did not offer** webmaster services.*

*Answer: The auxiliary verb “to do” is in the past simple form. The main verb “to offer” is in the base form. This is the past simple tense.*

*Example 2: Mary **is talking** to Chris at the moment.*

*Answer: The auxiliary verb “to be” is in the base form (conjugated). The main verb “to talk” is in the present participle verb form of the main verb. This is the present continuous tense.*

*Example 3: Alex **was driving** his motorcycle when the accident happened.*

*Answer: The auxiliary verb “to be” is in the past simple form. The main verb “to drive” is in the present participle verb form of the main verb. This is the past continuous tense.*

1 I do not play games on my smartphone.

2 Anne liked Windows XP.

3 Tim was listening to a great radio show on the way to work.

4 Tom is not here.

5 He is exchanging the motherboard of his PC.

6 They are working on the project at the moment.

7 Do you still program in C#?

8 I play computer games every week.

9 Were the apprentices making a website when I called?

10 Amy likes the colour pink.

11 My fileserver didn't crash a single time last year. That's 100% uptime!

You probably noticed that some of the above sentences consist of two verbs, an auxiliary verb and a main verb, while others only consist of one verb, the main verb. You will learn why this is so in the following chapters of the grammar script.

## 4 Auxiliary verbs

### 4.1 Overview

Auxiliary (or helping) verbs are used together with a main verb and help us...

- ...identify the main verb's tense.
- ...form a negative sentence and a question in many different tenses. Most tenses only use one verb in a positive sentence, the main verb. In the present continuous, the past continuous and the present perfect tenses however, an auxiliary verb is needed to help us form a positive sentence.

The most common auxiliary verbs are “to do”, “to be” and “to have”.

In English, we have six different persons: first person singular (I), second person singular (you), third person singular (he/she/it/one), first person plural (we), second person plural (you), and third person plural (they).

The modal auxiliary verbs are missing here. You will learn about them in a higher module.

### 4.2 Conjugation

In order to use auxiliary verbs and main verbs with the above-mentioned persons correctly, we must conjugate (modify) them. To conjugate a verb means to manipulate the infinitive so that it agrees with the different possible persons (subjects) in different tenses. We must conjugate a verb for each person. Study how to conjugate the most important auxiliary verbs “to do”, “to be” and “to have” below.

#### to do

person	present simple		past simple	
singular	I	<b>do</b>	I	<b>did</b>
	you	<b>do</b>	you	<b>did</b>
	he / she / it	<b>does</b>	he / she / it	<b>did</b>
plural	we	<b>do</b>	we	<b>did</b>
	you	<b>do</b>	you	<b>did</b>
	they	<b>do</b>	they	<b>did</b>

**Use:** The auxiliary verb “to do” is used in the simple tenses (present simple, past simple, etc.). It is used to form negative sentences (-) and questions (?) in these tenses only. Please note: after the auxiliary verb “to do” (do, does, did), the main verb is always in the base form (infinitive).

<i>Present simple</i>	
+	<i>Alexandra programs well.</i>
-	<i>Alexandra <b>does</b> not (doesn't) program well.</i>
?	<i><b>Does</b> Alexandra program well?</i>
<i>Past simple</i>	
+	<i>We programmed well.</i>
-	<i>We <b>did</b> not (didn't) program well.</i>
?	<i><b>Did</b> we program well?</i>

**to be**

person	present simple		past simple	
singular	I	<b>am</b>	I	<b>was</b>
	you	<b>are</b>	you	<b>were</b>
	he / she / it	<b>is</b>	he / she / it	<b>was</b>
plural	we	<b>are</b>	we	<b>were</b>
	you	<b>are</b>	you	<b>were</b>
	they	<b>are</b>	they	<b>were</b>

**Use:** The auxiliary verb “to be” exists in the continuous tenses together with the main verb in the present participle form (present continuous, past continuous, etc.) and in the passive voice\* together with the main verb in the past participle form.

Please note: You can make positive, negative sentences and questions in the present simple and past simple tense if you use “to be” as a main verb together with a noun or an adjective.

<i>Present continuous</i>	
+	<i>She <b>is</b> working.</i>
-	<i>She <b>is not</b> (isn't) working.</i>
?	<i><b>Is</b> she working?</i>
<i>Past continuous</i>	
+	<i>Jim <b>was</b> working.</i>
-	<i>Jim <b>was not</b> (wasn't) working.</i>
?	<i><b>Was</b> Jim working?</i>
<i>Passive voice*</i>	
+	<i>The computer <b>is / was</b> assembled.</i>
-	<i>The computer <b>is / was</b> not assembled.</i>
?	<i><b>Is / was</b> the computer assembled?</i>
<i>Present simple</i>	
+	<i>The students <b>are</b> happy.</i>
-	<i>The students <b>are not</b> (aren't) happy.</i>
?	<i><b>Are</b> the students happy?</i>
<i>Past simple</i>	
+	<i>You <b>were</b> happy.</i>
-	<i>You <b>were not</b> (weren't) happy.</i>
?	<i><b>Were</b> you happy?</i>

\*This will be taught in a higher module.

**to have**

person	present simple		past simple	
singular	I	<b>have</b>	I	<b>had</b>
	you	<b>have</b>	you	<b>had</b>
	he / she / it	<b>has</b>	he / she / it	<b>had</b>
plural	we	<b>have</b>	we	<b>had</b>
	you	<b>have</b>	you	<b>had</b>
	they	<b>have</b>	they	<b>had</b>

**Use:** The auxiliary verb “to have” is used in the perfect tenses (present perfect\*, past perfect\*, etc.).

<i>Present perfect*</i>	
+	Nina <b>has</b> worked.
-	Nina <b>has</b> not (hasn't) worked.
?	<b>Has</b> Nina worked?
<i>Past perfect*</i>	
+	George <b>had</b> worked.
-	George <b>had</b> not (hadn't) worked.
?	<b>Had</b> George worked?

\*These tenses will be taught in a higher module.

**4.3 Exercises: Auxiliary verbs**

**A** Which person is it? Write which person singular or plural is meant in the table below.

example	person	example	person
the students	3 <sup>rd</sup> person plural (they)	you guys	
the file		the expression	
James and Sue		my boss	
the classroom		assignments	
our apprentices		my homework	
my class		I	
Tom's questions		their CD	
you		my coach	
PC		mistakes	

**B Fill in the blanks with appropriate auxiliary verbs from the brackets or do not write anything (—). Each sentence has only one correct answer.**

- 1 She \_\_\_\_\_ writing a documentation. (is / am / has)
- 2 He \_\_\_\_\_ in Japan last year. (is / been / was)
- 3 They \_\_\_\_\_ looking forward to seeing us soon. (are / have / —)
- 4 You \_\_\_\_\_ teaching me well. (has / have / were)
- 5 It \_\_\_\_\_ a black case with LED lights. (is / have / does)
- 6 They \_\_\_\_\_ engaged in a heated argument. (— / is / has)
- 7 I \_\_\_\_\_ a VOIP call with my friend in New York. (am / had / was)
- 8 They \_\_\_\_\_ answering our questions. (are / do / has)
- 9 They \_\_\_\_\_ a lot of disagreements lately. (do / had / were)
- 10 She \_\_\_\_\_ never promised to deliver it. (did / — / were)

**C Decide if the underlined verb is used as an auxiliary verb or a main verb.**

- 1 I saw a man who was reading a book on C#. auxiliary verb / main verb
- 2 He has a nice haircut. auxiliary verb / main verb
- 3 This is Mr. Troxler. auxiliary verb / main verb
- 4 I do not understand your question. auxiliary verb / main verb
- 5 Computer chips are omnipresent these days. auxiliary verb / main verb
- 6 Angela has two siblings. auxiliary verb / main verb
- 7 What does this term mean in German? auxiliary verb / main verb
- 8 What can I do for you? auxiliary verb / main verb
- 9 When I came in, all students were already there. auxiliary verb / main verb
- 10 What did you do? auxiliary verb / main verb
- 11 We did not go on holiday last year. auxiliary verb / main verb
- 12 We were talking about vocational school today. auxiliary verb / main verb
- 13 This company has three apprentices. auxiliary verb / main verb
- 14 She is happy. auxiliary verb / main verb
- 15 Did they program the app all by themselves? auxiliary verb / main verb
- 16 How many smartphones do you have? auxiliary verb / main verb
- 17 The apprentices are friendly to customers. auxiliary verb / main verb
- 18 My PC only has 4 Gb of RAM. auxiliary verb / main verb
- 19 I am tired of working on Sundays. auxiliary verb / main verb

**D Choose the correct auxiliary verb or write nothing “—”.**

- 1 Tell me, \_\_\_\_\_ you coming to the LAN party?
- 2 The students \_\_\_\_\_ not finish their assignment yesterday.
- 3 What subject \_\_\_\_\_ you like best at school?
- 4 This PC \_\_\_\_\_ not cost a lot when I bought it.
- 5 What \_\_\_\_\_ you do on Sundays?
- 6 I \_\_\_\_\_ not like to watch TV. I consider it a waste of time.
- 7 Aline \_\_\_\_\_ not want to have an early meeting tomorrow morning.
- 8 He \_\_\_\_\_ called me twice this morning.
- 9 \_\_\_\_\_ Tom a good programmer?
- 10 What \_\_\_\_\_ she do in her free time?
- 11 \_\_\_\_\_ they working quietly when you came to the office?
- 12 Where \_\_\_\_\_ my colleagues go yesterday?
- 13 She \_\_\_\_\_ wanted to meet an IT specialist at the trade fair.
- 14 What \_\_\_\_\_ the apprentices doing when you saw them?
- 15 I \_\_\_\_\_ work a lot.
- 16 We \_\_\_\_\_ informed our clients about the new OS.

**E Some of the following sentences have one mistake. Find and correct it.**

- 1 Timo and Sandra has a great workplace.
- 2 Thomas didn't do his homework.
- 3 My monitor does not has a good resolution.
- 4 I do listen to the teacher whenever she explains something.
- 5 Please solve the questions that is easy first.
- 6 Did you turn off your PC yesterday?
- 7 Tim was configuring a server when his boss did called.
- 8 My superior don't care if I am late for work.
- 9 The IT specialists in our company didn't worked much last year.
- 10 Where they learning how to code at the Gibb?
- 11 Lisa work for Swisscom.
- 12 What does this term mean in German?
- 13 Did he played with a Nintendo Gameboy when he was young?

## 5 Present tenses

All English tenses can be understood and used correctly if you understand two things about them: Their **use** and their **form**.

The use tells us in which situation of our lives we use a tense.

The formation tells us how to form the tense that we want to use so that the people we talk or write to understand the meaning of our statement correctly.

### 5.1 Present Simple

#### 5.1.1 The use of the present simple tense (PrS)

We use the present simple tense as follows:

- A** To talk about generalizations, present facts and laws of nature:
- *Everybody **makes** mistakes.*
  - *Apple **is** a large company.*
  - *The sun **sets** in the West.*
- B** To talk about repeated actions, habits and routines (hobbies):
- *She **takes** dancing lessons twice a week.*
  - *I always **drink** two cups of coffee in the morning.*
  - *I **play** soccer.*
- C** To talk about present states or a quality of something (not actions):
- *I **know** it now!*
  - *I **love** this burger.*
  - *Your success **depends** on how much effort you make at the moment.*

The following **stative verbs** are used with simple tenses only. These non-continuous verbs describe states and qualities, not actions:

<b>mental and emotional states</b>	believe, dislike, doubt, imagine, know, like, love, hate, prefer, realize, recognize, remember, suppose, understand, want, wish
<b>sense</b>	appear, hear, see, seem, smell, sound, taste
<b>communication</b>	agree, astonish, deny, disagree, impress, mean, please, promise, satisfy, surprise
<b>other states and qualities</b>	be, belong, concern, consist, contain, cost, depend, deserve, fit, include, involve, lack, matter, need, owe, own, possess

- D Note:** The present simple tense can also be used to make statements about the future when you talk about and discuss official events that happen at a set time such as arrivals and departure of means of transportation, scheduled events, timetables, meetings, itineraries, programs etc.
- *The train **leaves** at 10.20.*
  - *When **does** the concert **begin**?*
  - *What time **does** the meeting **begin** tomorrow?*

You will learn more about this in your next higher module.



### 5.1.2 The form of the present simple tense

Positive sentences:

I		He	
You		She	
We	<u>work.</u>	It	<u>works.</u>
They			

Note:

- We use only one verb for positive sentences in the present simple tense: The main verb in the base form.
- In the 3<sup>rd</sup> person singular, we add an –s suffix to the base form of the verb.

Negative sentences:

I		He	
You	<b>do not / don't</b>	She	<b>does not / doesn't</b>
We	<u>work.</u>	It	<u>work.</u>
They			

Note:

- We use two verbs for negative sentences in the present simple tense: The auxiliary verb “to do” in the base form and the main verb in the base form. Exception: present simple tense with “to be” as the main verb: ~~I don't be happy.~~ → I am not happy.
- In the 3<sup>rd</sup> person singular, we add an –es suffix to the base form of the auxiliary verb.

Questions:

<b>Do</b>	I		<b>Does</b>	he	
	you			she	
	we	<u>work?</u>		it	<u>work?</u>
	they				

Note:

- We use two verbs for questions in the present simple tense: The auxiliary verb “to do” in the base form and the main verb in the base form. Exception: present simple tense with “to be” as the main verb: ~~Does she be happy?~~ → Is she happy?
- In the 3<sup>rd</sup> person singular, we add an –es suffix to the base form of the auxiliary verb.

Negated questions:

<b>Do</b>	I you we they	<u>not work?</u>	<b>Does</b>	he she it	<u>not work?</u>
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<b>Don't</b>	I you we they	<u>work?</u>	<b>Doesn't</b>	he she it	<u>work?</u>
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Note:

- The adverb “not” can be placed before or after the subject of a negated question.
- We use two verbs for negated questions in the present simple tense: The auxiliary verb “to do” in the base form and the main verb in the base form.
- In the 3<sup>rd</sup> person singular, we add an –es to the base form of the auxiliary verb.

### 5.1.3 Spelling rules

Verbs that end in **o**, **s**, **ch**, **sh** and **x** add **–es** for the 3<sup>rd</sup> person singular.

- *He **goes** to school on Mondays and Tuesdays.*
- *She **watches** a lot of films on the weekends.*
- *She often **relaxes** with her boyfriend on Friday nights.*

To form the third-person singular (he, she, it) of verbs, we **change a -y ending to -ie** before adding “s” when there is a consonant before the y:

- *fly --> **flies***
- *cry --> **cries***

When there is a **vowel before** the y we just add “s”:

- *buy --> **buys***
- *destroy --> **destroys***
- *say --> **says***

## 5.2 Present Continuous

### 5.2.1 The use of the present continuous tense (PrC)

We use the present continuous tense as follows:

- A** For actions happening at the moment of speaking (now):
- *We are speaking English at the moment.*
  - *They are watching television.*
- B** For actions happening in a limited time around the moment of speaking (around now):
- *We are currently repeating the English tenses at school.*
  - *She is learning how to drive.*
- C** To talk about tendencies and gradual changes:
- *The price of petrol is rising again.*
  - *My PC is running slower and slower.*
- D** For actions that are in progress at the same time (parallel actions):
- *While Patricia is serving a customer, her colleague is talking on the phone.*
  - *They are having dinner, enjoying the scenery and laughing a lot.*
- E** **Note:** The present continuous tense can also be used to ask about and discuss future arrangements or plans with a future time expression, but only if these arrangements are very probable to take place and if you can pinpoint the event to 2-3 days.
- *She is meeting the manager at 12.00.*
  - *I am not going to the party tonight.*
  - *Is he visiting his parents next weekend?*

You will learn more about this in your next higher module.

### 5.2.2 The form of the present continuous tense

The present continuous tense is formed with the auxiliary verb “to be” (conjugated am/is/are) and the main verb in the present participle form.

Positive and negative sentences:

I you he, she, it we you they	<b>am</b> <b>are</b> <b>is</b> <b>are</b> <b>are</b> <b>are</b>	<u>working.</u>	I you he, she, it we you they	<b>am not</b> <b>aren't (are not)</b> <b>isn't (is not)</b> <b>aren't (are not)</b> <b>aren't (are not)</b> <b>aren't (are not)</b>	<u>working.</u>
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Questions and negated questions:

<b>Am</b> <b>Are</b> <b>Is</b> <b>Are</b> <b>Are</b> <b>Are</b>	I you he, she, it we you they	<u>working?</u>	<b>Am</b> <b>Are</b> <b>Is</b> <b>Are</b> <b>Are</b> <b>Are</b>	I you he, she, it we you they	<u>not working?</u>
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### 5.2.3 Spelling rules

Verbs that end in **e** drop the **e** before you add **-ing**

- *Sam is **coming** to the concert with us.*

Verbs with one syllable, ending in one vowel and one consonant, double the consonant before you add **-ing**

- *Come to the Marzili; we are **sitting** near the volleyball players.*

Verbs that end in **-ie** change the **-ie** to **-y**

- *He is **lying** under a tree in the garden reading a thriller.*

### 5.2.4 Non-continuous verbs / stative verbs

Generally, continuous tenses are used to describe what is happening at a particular moment in time. The focus when using continuous tenses is always on an action in progress.

However, there are some verbs that we **do not use with continuous tenses**. The following verbs are used with simple tenses only. These stative verbs describe states and qualities, not actions:

<b>mental and emotional states</b>	believe, dislike, doubt, imagine, know, like, love, hate, prefer, realize, recognize, remember, suppose, understand, want, wish
<b>sense</b>	appear, hear, see, seem, smell, sound, taste
<b>communication</b>	agree, astonish, deny, disagree, impress, mean, please, promise, satisfy, surprise
<b>other states and qualities</b>	be, belong, concern, consist, contain, cost, depend, deserve, fit, include, involve, lack, matter, need, owe, own, possess

### 5.3 Signal words for the present simple and continuous

These words tell you what tense you have to use. For the present simple and continuous, the following words are used frequently:

present simple	present continuous
always (immer) often (oft), frequently (häufig) usually (gewöhnlich), normally sometimes (manchmal) occasionally (gelegentlich) rarely, seldom, hardly ever (selten, kaum) never (nie), ever (jemals) still (immer noch) on Fridays... every Saturday morning...	today now at the moment after school today tomorrow next week... Look! Listen!

### 5.4 Exercises: Present simple and present continuous

**A** Put the following verbs into the base form (conjugated, 3rd person singular) and the present participle verb form.

- 1 introduce \_\_\_\_\_
- 2 drive \_\_\_\_\_
- 3 buy \_\_\_\_\_
- 4 destroy \_\_\_\_\_
- 5 make \_\_\_\_\_
- 6 cry \_\_\_\_\_
- 7 use \_\_\_\_\_
- 8 see \_\_\_\_\_
- 9 lie \_\_\_\_\_
- 10 fly \_\_\_\_\_
- 11 type \_\_\_\_\_

**B Make positive sentences in the present simple tense:**

- 1 He / to be / in the museum \_\_\_\_\_
- 2 Anne / to drive / a red car / every day \_\_\_\_\_
- 3 They / often / to listen / to music \_\_\_\_\_
- 4 I / to love / football \_\_\_\_\_
- 5 The sun / to shine / a lot / in Manaus \_\_\_\_\_
- 6 The dog / usually / to bark / at the postman \_\_\_\_\_
- 7 John / to work / as a trainee \_\_\_\_\_

**C Make negative sentences in the present simple tense:**

- 1 He / to go / to work / every day \_\_\_\_\_
- 2 They / to see / Peter / often \_\_\_\_\_
- 3 Anne / to play / tennis / regularly \_\_\_\_\_
- 4 He / to be / a friendly person \_\_\_\_\_
- 5 I / occasionally / to call / my godfather \_\_\_\_\_
- 6 It / to be / a rainy day / today \_\_\_\_\_
- 7 I / to be / in Bern / today \_\_\_\_\_
- 8 Mike / sometimes / to watch / the show \_\_\_\_\_

**D Make questions sentences in the present simple tense:**

- 1 They / to travel / to Australia \_\_\_\_\_
- 2 Anne / to call / John every Saturday \_\_\_\_\_
- 3 You / to walk / with the dog / often \_\_\_\_\_
- 4 She / to buy / milk / twice a week \_\_\_\_\_
- 5 He / to play / rugby / regularly \_\_\_\_\_
- 6 Mike / to watch / the show / always \_\_\_\_\_
- 7 Alex / to work / in the supermarket \_\_\_\_\_
- 8 He / to be / in the cinema / on Sundays \_\_\_\_\_

**E Make positive (+), negative (-) sentences and questions (?) in the present continuous tense:**

- |    |   |       |   |
|----|---|-------|---|
| 1  | I / to walk / to school                   | _____ | + |
| 2  | We / to visit / the museum                | _____ | - |
| 3  | Anne / to drive / her red car             | _____ | - |
| 4  | They / to listen / to music / currently   | _____ | ? |
| 5  | Tina / to agree / with Marlies / now      | _____ | ? |
| 6  | She / to help / Peter / with his homework | _____ | + |
| 7  | They / to play / football / right now     | _____ | ? |
| 8  | Look! / the sun / to shine                | _____ | + |
| 9  | Mike / currently / to talk / to Peter     | _____ | ? |
| 10 | Beat / to own / an iPhone / at the moment | _____ | - |

**F Underline the correct word or phrase:**

- 1 What time **you go / do you go** to school?
- 2 Why **are you waiting / do you wait** outside?
- 3 Don't ask Julie. She **doesn't know / isn't knowing** the answer.
- 4 I **have / am having** lunch at the moment. Can I call you back?
- 5 I **am not understanding / don't understand** this right now. What **is happening / happens?**
- 6 I **am reading / read** Lord of the Rings.

**G Form sentences or questions with a present simple or present continuous form, using the words in bold:**

- 1 **you like** \_\_\_\_\_ ham sandwiches?
- 2 **the sun rise** What time \_\_\_\_\_?
- 3 **you read** What \_\_\_\_\_ at the moment?
- 4 **go** Ann \_\_\_\_\_ to school by train every day.
- 5 **you usually wear** \_\_\_\_\_ a watch?
- 6 **she build** Julie has an interesting hobby. \_\_\_\_\_ boats.
- 7 **you talk** This is an exam! Why \_\_\_\_\_?
- 8 **it snow** Look out the window! \_\_\_\_\_.

**H Put the verbs in brackets into the present simple or present continuous:**

- 1 He can't stand horror films. He \_\_\_\_\_ (think) they are stupid.
- 2 Sara \_\_\_\_\_ (usually, not sit) next to Ellen.
- 3 Why \_\_\_\_\_ (you, not understand) this right now?
- 4 He \_\_\_\_\_ (not take) the train to school today.
- 5 Excuse me. (this bus, stop) \_\_\_\_\_ outside the station?
- 6 Joe \_\_\_\_\_ (stay) with Tom while (während) his apartment is being painted.
- 7 His sister \_\_\_\_\_ (seldom travel) in the summer.
- 8 Who \_\_\_\_\_ (this mobile phone belong to)?
- 9 I \_\_\_\_\_ (smell) something strange. Do you?
- 10 She \_\_\_\_\_ (take) a Pilates class twice a week.
- 11 The price of oil and gas \_\_\_\_\_ (increase) again.
- 12 What \_\_\_\_\_ (you do)? – I'm a programmer.
- 13 I'm sorry I can't talk long. I \_\_\_\_\_ (study) for my exams.
- 14 He \_\_\_\_\_ (occasionally buy) books over the internet.
- 15 Who \_\_\_\_\_ (own) this house?

**I Tick (✓) the correct sentence for each situation:**

- 1 You want to invite a friend to your party on Saturday. You say:
  - a. I have a party on Saturday. Do you want to come?
  - b. I'm having a party on Saturday. Do you want to come?
- 2 You find a wallet on your desk and ask the people nearby:
  - a. Who does this wallet belong to?
  - b. Who is this wallet belonging to?
- 3 A is calling you and asks: What are you doing? You reply:
  - a. I work as IT specialist.
  - b. I'm repairing a computer.
- 4 It's a hot day, but a friend has a heavy jacket on. You ask:
  - a. Why do you wear a heavy jacket?
  - b. Why are you wearing a heavy jacket?



**J Match each sentence (a-g) with a suitable response (1-7):**

- a What do you usually do on your birthday? \_\_\_\_\_
- b Would you like to meet again on Sunday? \_\_\_\_\_
- c What are you doing? \_\_\_\_\_
- d What do you do? \_\_\_\_\_
- e Have you finished your homework? \_\_\_\_\_
- f What are you doing on Monday? \_\_\_\_\_
- g Are you in the school soccer team? \_\_\_\_\_

- 1 I work in a travel agency.
- 2 I have a party.
- 3 Yes, we play every Friday.
- 4 I'm still doing it.
- 5 It's hot in here. I'm opening some windows.
- 6 I'm going back to Canada tomorrow.
- 7 I'm having a party.

## X Solve tests and exercises with knowledge now, speak and write using tenses correctly in the future.

When solving exercises, don't rely on your feeling any longer. Stop filling in gaps with the knowledge you already have. Instead, expand your knowledge and **do it like a pro**. You will learn more efficiently and your learning experience is more sustainable if you repeat the use of the tenses every time before you complete a gap in an exercise. In other words: **Be certain that you know the correct solution before you write anything**. This will take some time in the beginning but as you get used to verifying your answers, you will soon find the correct solutions quickly and almost automatically.

**How to get started?** Check your GS951 for the use of the tenses above (chapter 5.1 and 5.2 for PrS and PrC) and compare each use to the context of the gap you want to fill in. **Only then write down your answer.**

Here are four examples of such context involving the present simple (PrS) and the present continuous (PrC)tenses:

1. I \_\_\_\_\_ (eat) a delicious burger right now and I \_\_\_\_\_ (love) it.
2. Because of the coronavirus, Sara \_\_\_\_\_ (not commute) to the office very often anymore, instead, she \_\_\_\_\_ (usually work) at home.
3. Hamsiga \_\_\_\_\_ (solve) online exercises while Tim \_\_\_\_\_ (currently take) a break
4. I \_\_\_\_\_ (not understand) this at the moment.

Again, before writing what you think the correct solution is, match the context with what your GS states and choose one or more reasons (uses A, B, C, ...) for why your solution is correct. By doing so, you repeat the use and form of the respective tense and you will realise what it feels like not to make anymore mistakes with the tenses – **it feels great!**

1. I **am eating (PrC A, B)** (eat) a delicious burger right now and I **love (PrS C)** (love) it.
2. Because of the coronavirus, Sara **does not commute (PrS B)** (not commute) to the office very often anymore, instead, she **usually works (PrS B)** (usually work) at home.
3. Hamsiga **is solving (PrC D, A, B)** (solve) online exercises while Tim **is currently taking (PrC D, A, B)** (currently take) a break
4. I **do not understand (PrS C)** (not understand) this at the moment.

### Present Simple

The use of the present simple tense (PrS)

We use the present simple tense as follows:

**A**

To talk about generalizations, present facts and laws of nature:

- Everybody **makes mistakes**.
- Apple **is** a large company.
- The sun **sets** in the West.

**B**

To talk about repeated actions, habits and routines (hobbies):

- She **takes** dancing lessons twice a week.
- I always **drink** two cups of coffee in the morning.
- I **play** soccer.

**C**

To talk about present states or a quality of something (not actions):

- I **know** it now!
- I **love** this burger.
- Your success **depends** on how much effort you make at the moment.

The following **stative verbs** are used with simple tenses only. These non-continuous verbs describe states and qualities, not actions:

<b>mental and emotional states</b>	believe, dislike, doubt, imagine, know, like, love, hate, prefer, realize, recognize, remember, suppose, understand, want, wish
<b>sense</b>	appear, hear, see, seem, smell, sound, taste
<b>communication</b>	agree, astonish, deny, disagree, impress, mean, please, promise, satisfy, surprise
<b>other states and qualities</b>	be, belong, concern, consist, contain, cost, depend, deserve, fit, include, involve, lack, matter, need, owe, own, possess

**X1 Present tenses, simple and continuous. Complete the sentences using the correct form of the verbs in brackets and reason your choice with the GS951 (14 points in total).**

It's the year 2100. Ben \_\_\_\_\_ (be) a computer programmer and he \_\_\_\_\_ (live) on the moon. Every day at 18.00 he \_\_\_\_\_ (finish) work at the space station and \_\_\_\_\_ (go) to the Matrix café. It's 18.30 and Ben \_\_\_\_\_ (look out) of the café window at the space cars flying by. Every day he \_\_\_\_\_ (watch) the same space cars, but today is different. Ben \_\_\_\_\_ (not sit) alone. There \_\_\_\_\_ (be) a girl at his table. She \_\_\_\_\_ (read) a digital magazine while he \_\_\_\_\_ (flick) through the latest news online. The girl is very beautiful. She \_\_\_\_\_ (have got) short, orange hair and yellow eyes. She \_\_\_\_\_ (wear) a green space suit. Ben \_\_\_\_\_ (like) the fact that more and more people \_\_\_\_\_ (visit) the café.

**X2 Present tenses, simple and continuous. Complete the sentences using the correct form of the verbs in brackets and reason your choice with the GS951 (23 points in total).**

- 1 According to all the measurements, climate change \_\_\_\_\_ (happen), but science \_\_\_\_\_ (appear) to be split on what to do about it.
- 2 \_\_\_\_\_ (you do) anything at the moment? I \_\_\_\_\_ need) some help with my computer.
- 3 Sara \_\_\_\_\_ (begin) to regret not taking the job in France she was offered.
- 4 Someone \_\_\_\_\_ (call) me over skype, but I cannot answer it, because I \_\_\_\_\_ (talk) to a customer on the phone.
- 5 Let me explain what you have to do: First \_\_\_\_\_ (open) the file that \_\_\_\_\_ (contain) all the tickets from the first level support and \_\_\_\_\_ (sort) them into categories. Then you \_\_\_\_\_ (file) them according to subject.
- 6 I'm sorry to hear about your problem at work. I \_\_\_\_\_ (think) you \_\_\_\_\_ (do) the right thing, but I

- \_\_\_\_\_ (doubt) whether your boss  
 \_\_\_\_\_ (really know) his job from what you  
 \_\_\_\_\_ (tell) me!
- 7 \_\_\_\_\_ (you clean out regularly) the "junk" that accumulates  
 over time from your computer?
- 8 I \_\_\_\_\_ (not like) to get up early in the mornings.
- 9 I \_\_\_\_\_ (prefer) to sort out a problem as soon as I can.
- 10 The transformation from popcorn kernel to popcorn puff  
 \_\_\_\_\_ (happen) in the blink of an eye.
- 11 He \_\_\_\_\_ (usually catch) the train at 7.30 to go to school.
- 12 \_\_\_\_\_ (They be) on the bus?
- 13 I \_\_\_\_\_ (not believe) the news.

**X3 Present tenses, simple and continuous. Complete the sentences using the correct form of the verbs in brackets and reason your choice with the GS951 (12 points in total).**

In the USA some university students nowadays \_\_\_\_\_ (spend)  
 more and more time at university before graduating. In American universities, many  
 students \_\_\_\_\_ (pay) their own fees and this  
 \_\_\_\_\_ (mean) more time working and less studying. Alan Chester is  
 a 25-year-old journalism student from Ohio who \_\_\_\_\_ (take) six  
 years to complete his undergraduate degree. In order to pay tuition fees and other expenses  
 he \_\_\_\_\_ (work) four days a week in the university kitchen, while  
 in the university holidays he \_\_\_\_\_ (do) a full-time job. "I  
 \_\_\_\_\_ (find) it difficult at the moment to study and pay my bills at  
 the same time", he \_\_\_\_\_ (admit). "But I  
 \_\_\_\_\_ (try) my best and I \_\_\_\_\_  
 (manage) to have just enough money to be able to eat and live! It's hard, but I  
 \_\_\_\_\_ (learn) to look after myself and I  
 \_\_\_\_\_ (experience) stuff that might be useful one day when I am a  
 journalist."

## 6 Past tenses

### 6.1 Past Simple

#### 6.1.1 The use of the past simple tense (PaS)

We use the past simple tense as follows:

- A** For one or more completed action(s) in the past (Haupthandlung):
- *I **started** my apprenticeship in 2012.*
  - *Simon **woke up** with a headache this morning.*
  - *Last year, Patrick **won** a programming contest.*
- B** For repeated actions, habits and routines (hobbies) in the past:
- *Yesterday, I **finished** work, walked to the Aare, and found a nice place to swim.*
  - *I always **drank** two cups of coffee in the morning.*
  - *I **played** soccer when I was young.*
- C** For past facts:
- *George Bush **was** the president of the USA.*
  - *Daniel **lived** in London for two years.*
  - *Julia **enjoyed** working for Swisscom.*
- D** For a shorter action (past simple) that interrupted the longer background action (past continuous), or happened in the middle of it.
- *I was studying when Lukas **called** me.*
  - *She was answering an important e-mail when I **asked** her something.*
  - *I **broke** my leg while I was skiing.*
- E** To talk about past states or a past quality of something (not actions):
- *His idea **sounded** great.*
  - *I **loved** this song when I was ten years old.*
  - *Success **depended** on how much effort were willing to make.*

The following **stative verbs** are used with simple tenses only. These non-continuous verbs describe states and qualities, not actions:

<b>mental and emotional states</b>	believe, dislike, doubt, imagine, know, like, love, hate, prefer, realize, recognize, remember, suppose, understand, want, wish
<b>sense</b>	appear, hear, see, seem, smell, sound, taste
<b>communication</b>	agree, astonish, deny, disagree, impress, mean, please, promise, satisfy, surprise
<b>other states and qualities</b>	be, belong, concern, consist, contain, cost, depend, deserve, fit, include, involve, lack, matter, need, owe, own, possess

### 6.1.2 The form of the past simple tense

Positive sentences:

I	<u>worked.</u>
You	
He	
She	
It	
We	
They	

Note:

- We use only one verb for positive sentences in the past simple tense: The main verb in the past simple verb form.
- We add an –ed suffix to the base form of the main verb.

Negative sentences:

I	<b>did not / didn't</b>	work.
You		
He		
She		
It		
We		
They		

Note:

- We use two verbs for negative sentences in the past simple tense: The auxiliary verb “to do” in the past simple form and the main verb in the base form.  
Exception: past simple tense with “to be” as the main verb: ~~I didn't be happy~~ → I wasn't happy.

Questions:

<b>Did</b>	I you he, she, it we they	<u>work</u> ?
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Note:

- We use two verbs for questions in the past simple tense: The auxiliary verb “to do” in the past simple form and the main verb in the base form.  
Exception: past simple tense with “to be” as the main verb: ~~Did he be happy?~~ → Was he happy?

Negated questions:

<b>Did</b>	I you he, she, it we they	<u>not work</u> ?	<b>Didn't</b>	I you he, she, it we they	<u>work</u> ?
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Note:

- The adverb “not” can be placed before or after the subject of a negated question.
- We use two verbs for negated questions in the past simple tense: The auxiliary verb “to do” in the past simple form and the main verb in the base form.

### 6.1.3 Spelling rules

Verbs that end in a consonant + **-y** change to **-ie** before you add **-ed**.

- *He **tried** to fix the bug in the program.*
- *They **studied** for the test all weekend.*

Verbs that end with one vowel and one consonant double the final consonant.

- *They **stopped** working at 6.00.*
- *He **preferred** to work for a small company.*

Many common verbs are **irregular**; see chapter 7 of this script.

## 6.2 Past Continuous

### 6.2.1 The use of the past continuous tense (PaC)

We use the past continuous tense as follows:

**A**

For actions that were in progress at a certain moment in the past.

- *Yesterday at this time, I was sitting at my desk at work.*
- *I was working when James left the office.*

**B**

For actions that were in progress at a certain moment in the past (past continuous) and were interrupted by another action (past simple):

- *As I was writing an email, the computer suddenly shut down.*
- *The students were writing an essay when the teacher opened the door to the classroom.*

**C**

For descriptions and background information of a story that happened in the past:

- *The sun was shining and all my friends were laughing and chatting.*
- *Tim was listening to music and didn't notice that Alexandra was trying to reach him by phone.*

**D**

For actions that were in progress at the same time in the past (parallel actions in the past):

- *I was setting up a server while my colleague was configuring a router.*
- *When Urs was painting windows, Sandra was working in the kitchen.*

### 6.2.2 The form of the past continuous tense

The past continuous tense is formed with the auxiliary verb “to be” (in the past simple form) and the main verb in the present participle form.

Positive and negative sentences:

I	<b>was</b>	<u>working</u>	I	<b>wasn't (was not)</b>	<u>working</u>
you	<b>were</b>		you	<b>weren't (were not)</b>	
he, she, it	<b>was</b>		he, she, it	<b>wasn't (was not)</b>	
we	<b>were</b>		we	<b>weren't (were not)</b>	
you	<b>were</b>		you	<b>weren't (were not)</b>	
they	<b>were</b>		they	<b>weren't (were not)</b>	

Questions and negated questions:

<b>Was</b>	I	<u>working?</u>	<b>Was</b>	I	<u>not working?</u>
<b>Were</b>	you		<b>Were</b>	you	
<b>Was</b>	he, she, it		<b>Was</b>	he, she, it	
<b>Were</b>	we		<b>Were</b>	we	
<b>Were</b>	you		<b>Were</b>	you	
<b>Were</b>	they		<b>Were</b>	they	

### 6.2.3 Spelling rules

The spelling rules are the same as you learned for the present continuous tense. Please refer to chapter 5.2.3 of this script.

### 6.2.4 Non-continuous verbs / stative verbs

Please refer to chapter 5.2.4 of this script.

## 6.3 Signal words for the past simple and continuous

These words tell you what tense you have to use. For the past simple and continuous, the following words are used frequently:

past simple	past continuous
yesterday last week / month / year / August the day before yesterday in 2013 / May when I was 13 at 10.00 before breakfast on Monday two days <b>ago</b>	<b>when</b> (als) is used before the shorter or longer action. <b>while</b> (während) is used <u>only</u> before the longer background action. <b>During</b> (während) is used before a noun clause: <u>During summer</u> we went ... <b>While</b> (während) is used before a verb clause: <u>While</u> we <u>were talking</u> ...



## 6.4 Exercises: Past simple and past continuous

### A Make positive sentences in the past simple tense:

- 1 He / to be / in the museum yesterday \_\_\_\_\_
- 2 John / to visit / New York / last year \_\_\_\_\_
- 3 Anne / to drive / a red car last month \_\_\_\_\_
- 4 They / to listen / to the music \_\_\_\_\_
- 5 He / to love / football / when he was young \_\_\_\_\_
- 6 The teacher / to bring a cake / yesterday \_\_\_\_\_
- 7 The dog / to bark / at the postman \_\_\_\_\_
- 8 John / to work / as a trainee \_\_\_\_\_

### B Make negative sentences in the past simple tense:

- 1 He / to go / to work / yesterday \_\_\_\_\_
- 2 They / to see / Peter / last week \_\_\_\_\_
- 3 Anne / to play / tennis / last month \_\_\_\_\_
- 4 He / to be / friendly / this morning \_\_\_\_\_
- 5 I / to call / you / five minutes ago \_\_\_\_\_
- 6 It / to be / a rainy day / yesterday \_\_\_\_\_
- 7 I / to be / there / two weeks ago \_\_\_\_\_
- 8 Mike / to watch / the show / yesterday \_\_\_\_\_

### C Make questions in the past simple tense:

- 1 They / to travel / to Australia \_\_\_\_\_
- 2 Anne / to call / John / yesterday \_\_\_\_\_
- 3 You / to walk / the dog / in the morning \_\_\_\_\_
- 4 She / to buy / milk / yesterday afternoon \_\_\_\_\_
- 5 He / to play / rugby / two days ago \_\_\_\_\_
- 6 Mike / to watch / the show / last night \_\_\_\_\_
- 7 Alex / to work / in the supermarket / in 2011 \_\_\_\_\_
- 8 He / to be / in the cinema / last night \_\_\_\_\_

**D Make positive (+), negative (-) sentences and questions (?) in the past continuous tense:**

Yesterday, at eight o'clock in the morning...

- |    |   |       |   |
|----|---|-------|---|
| 1  | I / to walk / to school                   | _____ | + |
| 2  | We / to visit / the museum                | _____ | - |
| 3  | Anne / to drive / her red car             | _____ | ? |
| 4  | They / to listen / to music               | _____ | - |
| 5  | She / to help / Peter / with his homework | _____ | ? |
| 6  | I / to understand / the exercise          | _____ | + |
| 7  | The sun / to shine                        | _____ | ? |
| 8  | Mike / to talk / to Peter                 | _____ | + |
| 9  | John / to work / in his office            | _____ | - |
| 10 | Beat / to have / breakfast                | _____ | ? |

**E Complete the sentence with a time expression from the box. You can use an expression more than once:**

ago	in	last week	at	when	while	during
-----	----	-----------	----	------	-------	--------

- A burglar broke into the house \_\_\_\_\_ we were watching DVDs.
- I met an old friend of mine in the city \_\_\_\_\_.
- What were you doing \_\_\_\_\_ the police officer knocked on the door?
- Jeff met Sue \_\_\_\_\_ half past eight outside the cinema.
- \_\_\_\_\_ Sam was preparing lunch, he cut his finger badly.
- He first came to Bern more than ten years \_\_\_\_\_.
- We were watching a horror film \_\_\_\_\_ the thunderstorm.
- Toni bought his first motorcycle \_\_\_\_\_ 2012.
- \_\_\_\_\_ did you start playing basketball?
- Most of the young people left the village a long time \_\_\_\_\_.

**F Underline the correct word or phrase:**

- 1 While I **washed** / **was washing** my hair, my mobile **rang** / **was ringing**.
- 2 How **did you felt** / **did you feel** yesterday afternoon?
- 3 When **did you went** / **did you go** to school?
- 4 While solving the exercise, I **was realizing** / **realized** that it was a tough one.
- 5 When I **got** / **was getting** home I **received** / **was receiving** a text message.
- 6 In July 2014, Germany **won** / **was winning** the FIFA world championship.
- 7 Last summer I **was going swimming** / **went swimming** every weekend.
- 8 When the dog **bit** / **was biting** Lori's leg, she **screamed** / **was screaming**.
- 9 We **sang** / **sung** some song and then **ate** / **eat** some sandwiches.
- 10 When you **felt** / **fell** over the cliff, what **happened** / **was happening** next?
- 11 **When** / **While** we left the club, the sun **rose** / **was rising**.

**G Put the verb in brackets into the past simple or continuous form:**

- 1 When Harry \_\_\_\_\_ (wake) up, we \_\_\_\_\_  
(tell) him the news.
- 2 Everyone \_\_\_\_\_ (wait) for the concert to begin when we  
\_\_\_\_\_ (hear) a scream.
- 3 Al \_\_\_\_\_ (want) a relaxing holiday, so he  
\_\_\_\_\_ (choose) to stay on a small island.
- 4 When you \_\_\_\_\_ (go) to the new Japanese restaurant, what  
\_\_\_\_\_ (you eat)?
- 5 The door \_\_\_\_\_ (be) open so the dog \_\_\_\_\_ (run)  
into the living room when the storm \_\_\_\_\_ (start).
- 6 What \_\_\_\_\_ (you do) when you \_\_\_\_\_ (see) the  
snake? – I ran!
- 7 What \_\_\_\_\_ (you, do) when the accident occurred?  
B: I \_\_\_\_\_ (try) to change a light bulb that had burnt out.
- 8 After I \_\_\_\_\_ (find) the wallet full of money, I \_\_\_\_\_  
(go, immediately) to the police and \_\_\_\_\_ (turn) it in.
- 9 The doctor \_\_\_\_\_ (say) that Tom \_\_\_\_\_ (be) too sick  
to go to work and that he \_\_\_\_\_ (need) to stay at home for some days.

- 10 Sebastian \_\_\_\_\_ (arrive) at Susan's house a little before 9:00 pm, but she \_\_\_\_\_ (be, not) there. She \_\_\_\_\_ (study) at the library for her final examination in French.
- 11 Sandy is in the living room watching television. At this time yesterday, she \_\_\_\_\_ (watch, also) television. That's all she ever does!
- 12 A: I \_\_\_\_\_ (call) you last night after dinner, but you \_\_\_\_\_ (be, not) there. Where were you?  
B: I \_\_\_\_\_ (work) out at the fitness centre.
- 13 When I \_\_\_\_\_ (walk) into the busy office, the secretary \_\_\_\_\_ (talk) on the phone with a customer, several clerks \_\_\_\_\_ (work, busily) at their desks, and two managers \_\_\_\_\_ (discuss, quietly) and \_\_\_\_\_ (decide on) methods to improve customer service.
- 14 I \_\_\_\_\_ (watch) a mystery movie on T.V. when the electricity went out. Now I am never going to find out how the movie ends.
- 15 Sharon \_\_\_\_\_ (be) in the room when John told me what happened, but she didn't hear anything because she \_\_\_\_\_ (listen, not).
- 16 It's strange that you \_\_\_\_\_ (call) because I \_\_\_\_\_ (think, just) about you.
- 17 The Titanic \_\_\_\_\_ (cross) the Atlantic when it \_\_\_\_\_ (strike) an iceberg.
- 18 When I entered the bazaar, a couple of merchants \_\_\_\_\_ (bargain, busily) and \_\_\_\_\_ (try) to sell their goods to naive tourists who \_\_\_\_\_ (hunt) for souvenirs. Some young boys \_\_\_\_\_ (lead) their donkeys through the narrow streets on their way home. A couple of men \_\_\_\_\_ (argue) over the price of a leather belt. I \_\_\_\_\_ (walk) over to a man who \_\_\_\_\_ (sell) fruit and \_\_\_\_\_ (buy) a banana.
- 19 The firemen \_\_\_\_\_ (rescue) the old woman who \_\_\_\_\_ (be) trapped on the third floor of the burning building.
- 20 Samantha \_\_\_\_\_ (live) in Berlin for more than two years. In fact, she \_\_\_\_\_ (live) there when the Berlin wall came down.

## X Solve tests and exercises with knowledge now, speak and write using tenses correctly in the future.

When solving exercises, don't rely on your feeling any longer. Stop filling in gaps with the knowledge you already have. Instead, expand your knowledge and **do it like a pro**. You will learn more efficiently and your learning experience is more sustainable if you repeat the use of the tenses every time before you complete a gap in an exercise. In other words: **Be certain that you know the correct solution before you write anything**. This will take some time in the beginning but as you get used to verifying your answers, you will soon find the correct solutions quickly and almost automatically.

**How to get started?** Check your GS951 for the use of the tenses above (chapter 5.1 and 5.2 for PrS, PrC, and chapters 6.1 and 6.2 for the PaS, PaC) and compare each use to the context of the gap you want to fill in. **Only then write down your answer.**

Here are four examples of such context involving the present simple (PrS), present continuous (PrC), past simple (PaS) and the past continuous (PaC) tenses:

1. When I \_\_\_\_\_ (work) in the office, an old friend \_\_\_\_\_ (call).
2. She \_\_\_\_\_ (go) to school, \_\_\_\_\_ (take) out her textbook and \_\_\_\_\_ (begin) to learn.
3. While I \_\_\_\_\_ (program), my colleagues \_\_\_\_\_ (have) a discussion about our new concept. They \_\_\_\_\_ (understand) it now and they \_\_\_\_\_ (already tackle) some related projects.
4. When I \_\_\_\_\_ (look) outside, I \_\_\_\_\_ (see) that lots of birds \_\_\_\_\_ (fly) around.

Again, before writing what you think the correct solution is, match the context with what your GS states and choose one or more reasons (uses A, B, C, ...) for why your solution is correct. By doing so, you repeat the use and form of the respective tense and you will realise what it feels like not to make anymore mistakes with the tenses – **it feels great!**

1. When I **was working (PaC B, A)** in the office, an old friend **called (PaS D, A)**.
2. She **went (PaS A)** to school, **took (PaS A)** out her textbook and **began (PaS A)** to learn.
3. While I **was programming (PaC D, A)**, my colleagues **were having (PaC B, A)** a discussion about our new concept. They **understand (PrS C)** it now and they **are already tackling (PrC A, B)** some related projects.
4. When I **looked (PaS A)** outside, I **saw (PaS A)** that lots of birds **were flying (PaC C, A)** around.

### 6.2 Past Continuous

#### 6.2.1 The use of the past continuous tense (PaC)

We use the past continuous tense as follows:

**A**

For actions that were in progress at a certain moment in the past.

- Yesterday at this time, I was sitting at my desk at work.
- I was working when James left the office.

**B**

For actions that were in progress at a certain moment in the past (past continuous) and were interrupted by another action (past simple):

- As I was writing an email, the computer suddenly shut down.
- The students were writing an essay when the teacher opened the door to the classroom.

**X1 Present and past tenses, simple and continuous. Complete the sentences using the correct form of the verbs in brackets and reason your choice with the GS951 (14 points in total).**

**The term 'robot'**

What \_\_\_\_\_ (come) to mind when you \_\_\_\_\_ (think) about robots? Scientists all over the world \_\_\_\_\_ (work on) making robots smarter and smarter every year. The term robot \_\_\_\_\_ (invent) in the twentieth century, shortly after the First and just before the Second World War, at a time when the development of the machine \_\_\_\_\_ (be) *in full swing* (im vollen Schwung), but perhaps it is less \_\_\_\_\_ (suit) to the sophisticated, intelligent and autonomous technology that \_\_\_\_\_ (follow). Names \_\_\_\_\_ (be) the children of their time, and the term robot \_\_\_\_\_ (affect) by the harshness (Härte) and inhumanity of those years. In Slavic robot more or less \_\_\_\_\_ (mean) slave. But the definition of robots has varied over the years along with their development. The recent *IEEE Robotic & Automation Society* definition \_\_\_\_\_ (highlight) the fact that robots \_\_\_\_\_ (be) intelligent machines and systems which \_\_\_\_\_ (equip) with different types of sensors. Robots \_\_\_\_\_ (be) programmable with different degrees of freedom, capable of moving around environments to carry out planned tasks, without direct human intervention.

**X2 Present and past tenses, simple and continuous. Complete the sentences using the correct form of the verbs in brackets and reason your choice with the GS951 (36 points in total).**

**The millennium bug was real – and more than 20 years later we face the same threats**

*Today, a lot of people \_\_\_\_\_ (see) the Y2K (year 2000) problem as a kind of a joke – but only a fool would be complacent (selbstzufrieden) about the vulnerability of IT systems.*

On New Year's Eve 2000, Scottish air traffic controllers \_\_\_\_\_ (call) the emergency room in London to say their radar had failed as they \_\_\_\_\_ (can) see no aircraft. The radar \_\_\_\_\_ (actually, work) perfectly because the emergency room in London \_\_\_\_\_ (cancel) all flights. They \_\_\_\_\_ (fear) that planes would fail at midnight because of the

“millennium bug”. At the same time around the world, plenty of other people \_\_\_\_\_ (also, worry) about a catastrophe to happen. But today the same people \_\_\_\_\_ (laugh) about their fear 20 years ago.

The first signs of this “Y2K problem” or the Year 2000 bug \_\_\_\_\_ (appear) 12 years earlier in 1988 because a supermarket rejected a stack of tinned meat (Büchsenfleisch) because it \_\_\_\_\_ (seem) to be more than 80 years past its use-by date (Verfallsdatum). In 1993, the Associated Press \_\_\_\_\_ (report) that Mary Bandar, a 104-year old resident of Winona, Minnesota, \_\_\_\_\_ (get) an invitation to attend a kindergarten class, because according to a computer she \_\_\_\_\_ (be) four years old. She politely \_\_\_\_\_ (reject) the invitation.

This \_\_\_\_\_ (make) sense when all the dates \_\_\_\_\_ (be) in the same century. But the supermarket’s tinned meat \_\_\_\_\_ (have) a use-by date of January 2000, and Mary Bandar was born in July 1888; these dates, 01/00 and 07/88, \_\_\_\_\_ (look) like January 1900 and July 1988. This logic \_\_\_\_\_ (make) the meat 88 years too old in 1988 and \_\_\_\_\_ (give) 104-year-old Mary the age of four in 1992.

Such errors \_\_\_\_\_ (cause) amusement at first but gradually businesses \_\_\_\_\_ (realize) the huge problem they \_\_\_\_\_ (face). In the nineties, the New York Stock Exchange \_\_\_\_\_ (work) for seven years to correct all its systems at a cost of \$30m, but most organizations \_\_\_\_\_ (have) hardly started: a UK survey in 1995 found that only 15% of senior managers \_\_\_\_\_ (be) aware of the problem. Time was short and urgent action was needed. By 1998 the G8 summit and the UN \_\_\_\_\_ (coordinate) international action.

Programmers who \_\_\_\_\_ (want) to avoid the Y2K bug \_\_\_\_\_ (have) two options: whether they \_\_\_\_\_ (rewrite) their entire code which was a lot of work, or they just \_\_\_\_\_ (adopt) a quick fix called “windowing”, which would treat all dates from 00 to 20, as from the 2000s, rather than the 1900s. An estimated 80 per cent of computers fixed in 1999 \_\_\_\_\_ (use) the quicker, cheaper option. The theory \_\_\_\_\_ (be) that these windowed systems would be outmoded by the time 2020 \_\_\_\_\_

(arrive), but in 2020 many of those systems \_\_\_\_\_ (still, run)! These systems with the quick fix have now reached the end of that window, and have rolled back to 1920. So, for example in January 2020 tens of thousands of parking meters in New York City \_\_\_\_\_ (decline) credit card transactions because of that date glitch.

**X3 Present and past tenses, simple and continuous. Complete the sentences using the correct form of the verbs in brackets and reason your choice with the GS951 (19 points in total).**

**Changes at school**

Sam: Well, now the new extension \_\_\_\_\_ (complete) and the new computers \_\_\_\_\_ (install), we \_\_\_\_\_ (can) look at other changes that \_\_\_\_\_ (need).

Joe: How much money can \_\_\_\_\_ (spend) this year?

Sam: Well, last year, as you \_\_\_\_\_ (know), the school \_\_\_\_\_ (get) over £ 20,000 to cover running costs. For this year, the final figure \_\_\_\_\_ (not, decide) yet, but it \_\_\_\_\_ (expect) to be around £22,000.

Tim: We \_\_\_\_\_ (promise) more than that at the beginning of the year!

Sarah: That \_\_\_\_\_ (be) before the municipal elections. What politicians \_\_\_\_\_ (say) before the elections \_\_\_\_\_ (not, can, trust).

Sam: Anyway, what's urgent? Last year we \_\_\_\_\_ (replace) our old laptops. What do you think \_\_\_\_\_ (shall / do) this year?

Tim: I think we \_\_\_\_\_ (shall / update) our network, the connection \_\_\_\_\_ (be, not) stable and the bandwidth performance is pretty bad.

Sam: That \_\_\_\_\_ (sound) sensible and it would probably not take up the whole budget. What else?

Sarah: Why \_\_\_\_\_ (we, not, buy) a new coffee machine for the teacher's room, the old one really needs to be replaced.



## 7 Irregular verbs

### 7.1 Form

As opposed to regular verbs, irregular verbs cannot be formed using a set of rules, which is why you must learn the list below by heart.

### 7.2 The IET irregular verb list.

Base form	Past Simple	Past Participle	Translation
be	was / were	been	sein
become	became	become	werden
begin	began	begun	beginnen
break	broke	broken	brechen, verbrechen
bring	brought	brought	bringen, mitbringen
build	built	built	bauen
buy	bought	bought	kaufen
catch	caught	caught	fangen, erwischen
choose	chose	chosen	wählen
come	came	come	kommen
cost	cost	cost	kosten
cut	cut	cut	schneiden
do	did	done	tun, machen
drink	drank	drunk	trinken
drive	drove	driven	treiben, Autofahren
eat	ate	eaten	essen
fall	fell	fallen	fallen
feel	felt	felt	(sich) fühlen
fight	fought	fought	kämpfen, sich streiten
find	found	found	finden
fly	flew	flown	fliegen
forget	forgot	forgotten	vergessen
get	got	got	bekommen, erhalten
give	gave	given	geben, schenken
go	went	gone	gehen
grow	grew	grown	wachsen, anbauen
have	had	had	haben, besitzen
hear	heard	heard	(an-)hören
hide	hid	hidden	(sich) verstecken
hit	hit	hit	schlagen, treffen
hold	held	held	halten
hurt	hurt	hurt	verletzen, wehtun
keep	kept	kept	(be-)halten, fortfahren
know	knew	known	wissen, kennen
learn	learnt	learnt	lernen, erfahren
leave	left	left	abfahren, weggehen
lend	lent	lent	leihen

let	let	let	(zu-) lassen
lose	lost	lost	verlieren
make	made	made	machen, herstellen
mean	meant	meant	meinen, bedeuten
meet	met	met	(sich) treffen
pay	paid	paid	zahlen
put	put	put	legen, stellen, hintun
read	read	read	lesen
ring	rang	rung	läuten
run	ran	run	laufen, betreiben
say	said	said	sagen
see	saw	seen	sehen
sell	sold	sold	(sich) verkaufen
send	sent	sent	schicken, senden
show	showed	shown/showed	zeigen
shut	shut	shut	zumachen, schliessen
sing	sang	sung	singen
sit	sat	sat	sitzen
sleep	slept	slept	schlafen
speak	spoke	spoken	sprechen
spell	spelt	spelt	buchstabieren
spend	spent	spent	ausgeben, verbringen
stand	stood	stood	stehen
steal	stole	stolen	stehlen
swim	swam	swum	(aktiv) schwimmen
take	took	taken	(auf-) nehmen, hinbringen
teach	taught	taught	unterrichten, lehren
tell	told	told	erzählen
think	thought	thought	denken, meinen
throw	threw	thrown	werfen
understand	understood	understood	verstehen
wake	woke	woken	aufwachen
wear	wore	worn	am Körper tragen
win	won	won	gewinnen
write	wrote	written	schreiben

This list of 72 irregular verbs is also available on [www.quizlet.com](http://www.quizlet.com).

Use the direct link:

<https://quizlet.com/20195707/gibb-iet-grammar-irregular-verbs-flash-cards/>

### 7.3 Exercises: Irregular verbs

A Complete the table below.

German	Base Form	Past Simple Form	Past Participle Form
	lose		
	make		
			met
bezahlen			
legen, stellen			
	read		
laufen, rennen			
	say		
		saw	
			sold
			sent
	show		
schliessen			
sprechen			
	spend		
stehen			
			taken
		taught	
			told
		thought	
	understand		
schreiben			
	be		
			begun
		broke	
bringen			
	buy		

	catch		
	choose		
kommen			
			cost
tun			
	drink		
			eaten
fallen			
	feel		
	fight		
finden			
			forgotten
	give		
		went	
			heard
		kept	
wissen, kennen			
			learned/learnt
verlassen			

**B Translate and fill in the correct forms of the irregular verbs:**

	Base Form	Past Simple Form	Past Participle Form
1	buchstabieren	_____	_____
2	werfen	_____	_____
3	schwimmen	_____	_____
4	vergessen	_____	_____
5	meinen	_____	_____
6	am Körper tragen	_____	_____
7	schenken	_____	_____
8	abfahren	_____	_____
9	lernen	_____	_____
10	verlieren	_____	_____
11	fliegen	_____	_____
12	schliessen	_____	_____
13	behalten	_____	_____
14	erzählen	_____	_____
15	schreiben	_____	_____
16	Zeit brauchen	_____	_____
17	fallen	_____	_____
18	aufwachen	_____	_____
19	wachsen	_____	_____
20	lehren	_____	_____
21	werden	_____	_____
22	läuten	_____	_____

## 8 Sentence word order

### 8.1 Overview

subject	auxiliary verb / (frequency) adverb	main verb / main adjective	object	place	time
He	always	drinks	a cup of coffee	at home	in the morning.
They	don't usually	give	presents		at Christmas.
My car	is	red.			

### 8.2 Rules

The subject starts the sentence.

The object always follows the verb (they are never separated).

- *He drinks a cup of coffee at home. Not: He drinks ~~at home~~ a cup of coffee.*

The time always comes at the end of the sentence.

- *I go to school on Mondays and Tuesdays. Not: I go ~~on Mondays and Tuesdays~~ to school.*

The frequency adverbs always come before the main verb but after the verb "to be".

- *He **usually** goes out with his friends on Friday nights.*
- *Does he **often** go to work by car?*
- *They are **never** late.*

The place always comes before the time.

- *They don't go to France every summer. Not: They don't go ~~every summer~~ to France.*

If there is more than one verb in a sentence, they stay together.

- *He **doesn't go** to Spain every summer.*
- *We would **like to work** on the project too.*

### 8.3 Exercises: Sentence word order

#### A Put the words in brackets in the right place:

1 (never) I smoke in the office.

---

2 (always) Our meetings are useful.

---

3 (hardly ever / during the summer) José takes time off from work.

---

4 (usually) Do you drive to work?

---

5 (seldom) Pierre is late for meetings.

---

6 (often) I repair hardware problems.

---

7 (on Mondays) Anna gets to work a little early.

---

8 (usually) My boss doesn't check my work.

---

9 (before midnight / rarely) He goes to bed.

---

10 (still) Would you like to work for this company when you graduate?

---

11 (never) I can remember his name.

---

12 (usually) The bus isn't late.

---

13 (normally) Where do you have lunch when you work?

---

14 (every summer / always /to the same place) Do you go on vacation?

---

15 (ever) Do you go swimming in the river?

---

16 (occasionally) She works late when she has to finish a project.

---

## 9 Questions

### 9.1 Word order in questions

question word	(modal*) auxiliary verb	subject	main verb / main adjective	object	preposition
	Do	you	like	ice cream?	
Where	does	Peter	work?		
What	are	you	looking		for?
(What time)	*can/could/will/...	they	call	me?	
Who			won	the race?	
What			happened?		

### 9.2 Question words

Tom's <b>at home</b> . She will phone <b>at 10.30</b> . They watched the film <b>Matrix</b> . She prefers the colour <b>blue</b> . I go to school <b>by tram</b> . We saw <b>Tim</b> at the party. <b>Because I'm tired</b> . I go to the cinema <b>once a month</b> . We waited for <b>two hours</b> . We bought <b>four</b> steaks for dinner. This mobile phone costs <b>320 Francs</b> . <b>Peter's</b> PC is powerful.	<b>where</b> <b>when</b> <b>what</b> <b>which</b> <b>how</b> <b>who</b> <b>why</b> <b>how often</b> <b>how long</b> <b>how many</b> <b>how much</b> <b>whose</b>
--	---

Note: Most questions have **two verbs** in them, the auxiliary verb and the main verb.

- **Does he work** for Swiss Airlines?
- **Did you go** to the football game last night?
- **When does Tim want** to go to the movies?
- **Where did he go** last night?
- **Whose car did you use**?
- **How did they do** on the test?
- **Are you talking** about the project?

Note: There are two exceptions where a question only has **one verb**:

- 1 If the question has a main adjective or a main noun instead of a main verb:
  - **Are you happy** about your test result?
  - **Is this movie boring**?
  - **Is this Mr. Smith**?
- 2 If the question word or phrase is the subject of the main verb in the question:
  - **How many Americans** voted for Joe Biden?
  - **What** happened at the Mobile World Congress?
  - **Whose pen** is this?



Note: Prepositions come at the end of clauses in wh-questions when a wh-question word is the object of a preposition. Prepositions also come at the end of what-clauses which are not questions.

- **Who** are you talking **to**?
- **Who** is this present **for**?
- **What** are you looking **at**?
- **Why** did you ask the postman **in**?
- **Which** software are you talking **about**?
- Tell me **what you are looking for**.
- **What** a lot of trouble you have gotten **into**!

### 9.3 Which or what

We normally use **what** when there are many possible answers:

- **What's** her name?
- **What** is your favourite colour?

We normally use **which** when there is a small number of possible answers given:

- **Which** do you prefer, tea or coffee?
- **Which** room in the house is yours?

### 9.4 Exercises: Questions and question words

#### A Read the questions and correct the mistakes

- 1 Do you finish the report last night? \_\_\_\_\_
- 2 Wanted you to see me yesterday? \_\_\_\_\_
- 3 Did you attended the conference last year? \_\_\_\_\_
- 4 Does she travel to Spain last week? \_\_\_\_\_
- 5 Do you stayed in a nice hotel last time? \_\_\_\_\_

#### B Rewrite each sentence according to the instructions given:

- 1 I enjoyed the concert. (negative) \_\_\_\_\_
- 2 You ate all the bread (question) \_\_\_\_\_
- 3 Did John spend a lot? (positive) \_\_\_\_\_
- 4 I felt well yesterday. (negative) \_\_\_\_\_
- 5 Anna didn't buy a car. (positive) \_\_\_\_\_
- 6 They won the prize. (question) \_\_\_\_\_
- 7 Patrick didn't speak clearly. (positive) \_\_\_\_\_
- 8 I paid all the bills. (negative) \_\_\_\_\_

**C Put the words in the correct order to form questions.**

- 1 is / to/ basic education / everyone / entitled / a  
\_\_\_\_\_?
- 2 pay particular / basic IT education / attention / schools / many / to / do / in Switzerland  
\_\_\_\_\_?
- 3 subjects / various / most students / in / do / competences/ intend / to improve/ their  
\_\_\_\_\_?
- 4 trained / your / there / in / companies / are/ by / many / apprentices/ country  
\_\_\_\_\_?
- 5 advice / I / for / your / may / about / PC / building / a / ask  
\_\_\_\_\_?
- 6 on / what / play / PC / your / kind / games / do / you / of  
\_\_\_\_\_?
- 7 processor / recommend / you / type / what / of / would  
\_\_\_\_\_?
- 8 I / new / motherboard / much / need / will / to / on / spend / a / how  
\_\_\_\_\_?
- 9 PC / want / do / with / do / you / to / your / what  
\_\_\_\_\_?
- 10 money / spend / more / adapter / I / the / should / graphics / on  
\_\_\_\_\_?
- 11 do / prefer / Windows / people / over / OS X / why / work / some / for  
\_\_\_\_\_?
- 12 software / home / on / of / what / computer / your / run / sort / do / you / at  
\_\_\_\_\_?

**D Revisit exercise C and complete the rules below by using the following words:**  
**subject / verb / question word / main verb (2x) / auxiliary verb (2x) / what**

- 1 The \_\_\_\_\_ starts the sentences and is then followed by the \_\_\_\_\_.
- 2 Most questions have two verbs in them, the auxiliary verb and the \_\_\_\_\_.
- 3 If the question word is the \_\_\_\_\_ of the main verb in the question, then the question is formed with only one \_\_\_\_\_.
- 4 We normally use \_\_\_\_\_ when there are many possible answers
- 5 You need an \_\_\_\_\_ to form a question.

**E Translate the following questions into English.**

- 1 Welche Programmiersprache magst du am meisten?  
 \_\_\_\_\_?
- 2 Welche Art Musik hört der Schüler im Moment?  
 \_\_\_\_\_?
- 3 Welches Schulfach magst du am wenigsten?  
 \_\_\_\_\_?

**F Put in the correct question word:**

- |  |                                  |
|--|----------------------------------|
| 1 _____ are you going?                     | To the cinema.                   |
| 2 _____ are you leaving?                   | At six o'clock.                  |
| 3 _____ are you studying?                  | Because we have a test tomorrow. |
| 4 _____ did they get to France?            | By boat.                         |
| 5 _____ did you buy in Paris?              | A new coat.                      |
| 6 _____ are you going to the concert with? | Tom and Jane.                    |
| 7 _____ did Pam go to the police?          | Because she lost her wallet.     |
| 8 _____ do you have breakfast?             | At 6.30am.                       |
| 9 _____ is the restaurant?                 | In Carlton Street.               |
| 10 _____ are you?                          | Great, thanks.                   |

**G Put in: what / which / who**

- 1 \_\_\_\_\_ is that man's name?
- 2 \_\_\_\_\_ way shall we go? This way or the other way?
- 3 I can't find my umbrella. - \_\_\_\_\_ colour is it?
- 4 \_\_\_\_\_ is your favourite sport?
- 5 \_\_\_\_\_ is more expensive, meat or fish?
- 6 \_\_\_\_\_ is older, Ann or Tim?
- 7 \_\_\_\_\_ is your phone number?
- 8 \_\_\_\_\_ kind of TV programs do you like watching?
- 9 She has three cars. \_\_\_\_\_ does she use most?
- 10 \_\_\_\_\_ nationality are you? – I'm Brazilian.

**H Find the correct preposition.**

- 1 What are you crying \_\_\_\_\_?
- 2 Who shall I give this \_\_\_\_\_?
- 3 What are you waiting \_\_\_\_\_?
- 4 Which writer were you talking \_\_\_\_\_?
- 5 Which candidate did you vote \_\_\_\_\_?

**I Put in the correct question word AND underline the word(s) that answers the question:**

EXAMPLE: What is Sally learning? Sally is learning French.

- 1 \_\_\_\_\_ are you going to the concert? I'm going at eight o'clock.
- 2 \_\_\_\_\_ are Jeff and Vera drinking? They are drinking wine.
- 3 \_\_\_\_\_ is James? He's in the cafeteria.
- 4 \_\_\_\_\_ colour do you prefer, orange or blue? I prefer orange.
- 5 \_\_\_\_\_ is Sally training for? She's training to be a hairdresser.
- 6 \_\_\_\_\_ did the COVID-19 pandemic originate from? From China they think.
- 7 \_\_\_\_\_ did you buy for Mark? We bought him a new CD.
- 8 \_\_\_\_\_ are you running? Because I'm late for the meeting.
- 9 \_\_\_\_\_ old is James? He's 19 years old.
- 10 \_\_\_\_\_ are you going to the concert with? I'm going with Jack at eight o'clock.
- 11 \_\_\_\_\_ many people are there in your class? There are 18 students.

**J Write the correct question for each of the following answers:**

1 Peter Morgan is 26 years old.

\_\_\_\_\_?

2 He lived in London.

\_\_\_\_\_?

3 He works as an online researcher.

\_\_\_\_\_?

4 He uses the internet to find information requested by clients.

\_\_\_\_\_?

5 He wrote a book on e-commerce in 2012.

\_\_\_\_\_?

6 He finishes work at 6pm.

\_\_\_\_\_?

7 In his free time, he likes going to the movies and meeting friends.

\_\_\_\_\_?

8 He goes to the cinema twice a month.

\_\_\_\_\_?

9 He bought the new iPhone at Digitec.

\_\_\_\_\_?

10 This was Sue's favourite book in 2020.

\_\_\_\_\_?

11 He has never listened to folk songs.

\_\_\_\_\_?

12 Google 's AlphaGo defeated the world's best "Go" player this March.

\_\_\_\_\_?

13 Scott was contributing to Anna's project.

\_\_\_\_\_?

14 Ben works for his friend Sriram.

\_\_\_\_\_?

**K Match the answers (a-h) to the questions (1-7) and write your answer on the lines below.**

- 1 Do you need to run these pieces of graphic design software at the same time?
  - 2 What do you want your PC to be able to do?
  - 3 How much money do you want to spend on the PC?
  - 4 What would you recommend?
  - 5 How much memory will I need?
  - 6 Can I save money on the hard drive?
  - 7 Why is the speed of the processor so important?
- 
- a. This one. It is an octa-core and fast enough to handle anything you want to do.
  - b. I'd say not more than £450.
  - c. Just the usual stuff ... word processing and going on the internet.
  - d. Yes, I would recommend that if you can.
  - e. Some people think it provides a more stable environment.
  - f. No, not really.
  - g. Sure. What would you like to know?
  - h. That depends entirely on your needs.

Your answer:

1 = \_\_\_\_\_, 2 = \_\_\_\_\_, 3 = \_\_\_\_\_, 4 = \_\_\_\_\_, 5 = \_\_\_\_\_, 6 = \_\_\_\_\_, 7 = \_\_\_\_\_

## 10 Pronouns

### 10.1 Overview

Subject Pronouns		Object Pronouns	
I	ich	me	mir/mich
you	du/Sie	you	dir/dich/Ihnen/Sie
he	er	him	ihm/ihn
she	sie	her	ihr/sie
it	es	it	ihm/es
we	wir	us	uns
you	ihr	you	euch/Ihnen/Sie
they*	sie	them	ihnen/sie

Possessive Pronouns		
before the noun	noun	after or without the noun
my	mein	mine
your	dein/Ihr	yours
his	sein	his
her	ihr	hers
its	sein	its
our	unser	ours
your	euer/Ihr	yours
their	ihr	theirs

Note:

The relative pronouns are missing here. You will learn about them in Module 952.

\* There is a new definition of "they", reflecting its use as a singular personal pronoun for non-binary people (or genderqueer people - an umbrella term for gender identities that are neither male nor female). In this context, "they" was named Word of the Year for 2019 by Merriam-Webster. "It reflects a surprising fact: even a basic term - a personal pronoun - can rise to the top of our data," the dictionary said in a statement.

Examples: "The patient should be told at the outset how much they will be required to pay."

"A journalist should not be forced to reveal their sources."

### 10.2 Rules

Subject pronouns come before the verb in statements.

- *I work in Bern for Mr Jones. **He** is the owner of the company.*

Object pronouns come after verbs and prepositions in statements.

- Jack phoned **me** and he wants **you** to call **him**. I spoke to **him** about the project.

Possessive pronouns come before the noun and after or without the noun.

- *This is **my** car. Is this **your** book?* (before the noun)
- *Yes, it's **mine**.* (without the noun)
- *This book is **mine**.* (after the noun)

### 10.3 Exercises: Pronouns

#### A Complete the sentences with the words in the box:

I	you	he	him	her	it	it	we	us	they	you
---	-----	----	-----	-----	----	----	----	----	------	-----

- 1 I saw the new catalogue this morning. – Really, do \_\_\_\_\_ think \_\_\_\_\_ is nice?
- 2 Did the technician come to fix Ms Peterson's PC? – Yes, \_\_\_\_\_ came to fix \_\_\_\_\_ for \_\_\_\_\_ yesterday.
- 3 Did the sales people tell Mr. High about you and me? – Yes, \_\_\_\_\_ told \_\_\_\_\_ about \_\_\_\_\_ last week.
- 4 I really need a lift to the station. Can you help? – No problem. \_\_\_\_\_ can take \_\_\_\_\_ there. \_\_\_\_\_ can leave at 5.00.

#### B Complete the dialogues with one word from each box:

their	my	his	your	her
-------	----	-----	------	-----

name	hotel	colleague	mobile	address
------	-------	-----------	--------	---------

I need to talk to John and Sophie. Are they back from Paris yet?  
No, they're still there.

- 1 Do you know the name of \_\_\_\_\_?
- 2 No, I don't know where they are staying, but you can send John an email. I have \_\_\_\_\_.
- 3 I really want to talk to Sophie. Does she have \_\_\_\_\_ with her?  
Yes, I think so. I'll get the number you need and you can phone her.

- 4 Allan: Peter, I'd like you to meet \_\_\_\_\_ Juliet Smith.  
Peter: Hello, Juliet. Nice to meet you.
- 5 Juliet: I'm sorry, I didn't catch \_\_\_\_\_.  
Peter: I'm Peter Jackson.  
Juliet: Nice to meet you, Peter.

#### C There is one mistake in each sentence. Find it and correct it.

- 1 Deborah says this isn't her file. Is it your? \_\_\_\_\_
- 2 No, that's not my jacket. The mine is on the chair. \_\_\_\_\_
- 3 It's OK – we have our tickets and they have they're. \_\_\_\_\_
- 4 The problem is that their products are cheaper than our ones. \_\_\_\_\_
- 5 Is Mary bringing their CDs to the party? \_\_\_\_\_
- 6 Maria knows my husband, but I don't know his. \_\_\_\_\_



## 11 Articles

### 11.1 Overview

In the English language, there are two types of articles, definite (the) and indefinite articles (a, an).

### 11.2 Definite articles

“The” is a definite article. Use it when you’re talking about a specific object that both the person speaking and the listener know.

- *The car over there belongs to my neighbour.*
- *The teacher is very good, isn't he?*

### 11.3 Indefinite articles

“A” and “An” are indefinite articles. Use them when you speak about an object which has not been mentioned yet, or when it is one of many possible objects.

Note: The first time you speak of something use “a” or “an”, the next time you repeat that object, use “the”:

- *I live in a house. The house is quite old and has four bedrooms.*
- *I ate in a Chinese restaurant. The restaurant was very good.*

Note: “a” goes before all words that begin with **consonants**:

- *a cat*
- *a dog*
- *a big apple*

with the following exceptions: Use “an” before an **unsounded h** and for letters and numbers that begin with a **vowel sound**:

- *an honourable man*
- *an honest error*
- *an RSS feed*
- *an SSD*

Note: “an” goes before all words that begin with **vowels** (a,e,i,o,u):

- *an apricot*
- *an egg*
- *an Indian*
- *an umbrella*

with two exceptions: When **u** makes the same sound as the **y** in *you*, or **o** makes the same sound as **w** in *won*, then a is used:

- *a uniform*
- *a euro*
- *a one-legged man*

## 11.4 Rules

Do not use an article with countries, states, counties or provinces, and cities:

- *He lives in Liebefeld near Bern.*
- *They live in northern Zurich.*

Note: When the name of a country indicates multiple areas or when the word republic is used as part of the name, the definite article is required:

- *The US (The United States), The UK (The United Kingdom), The Philippines, The Netherlands, The Czech Republic, The Baltic States, The West Indies, The People's Republic of China*

Use an article with bodies of water, oceans and seas:

- *My country borders on the Pacific Ocean.*
- *They have a house near the Lake of Thun.*

Do not use an article when you are speaking about things in general:

- *I like Swiss chocolate.*
- *She likes reading books.*
- *Children are often noisy.*

Do not use an article when you are speaking about meals, places, and transport:

- *He has breakfast at home.*
- *I go to university.*
- *He comes to work by bus.*

## 11.5 Exercises: Definite and indefinite articles.

**A Use the correct article “a”, “an”:**

- |                    |                           |                       |
|--------------------|---------------------------|-----------------------|
| 1 ____ hacker      | 11 ____ horrible movie    | 21 ____ table         |
| 2 ____ idiot       | 12 ____ opera             | 22 ____ server        |
| 3 ____ good job    | 13 ____ fine opera        | 23 ____ paper clip    |
| 4 ____ rotten plum | 14 ____ television        | 24 ____ animal        |
| 5 ____ used fork   | 15 ____ earthquake        | 25 ____ usual feeling |
| 6 ____ uncle       | 16 ____ icicle            | 26 ____ interest      |
| 7 ____ historian   | 17 ____ plant             | 27 ____ alibi         |
| 8 ____ apple       | 18 ____ eggplant          | 28 ____ early bird    |
| 9 ____ hair        | 19 ____ honourable man    | 29 ____ couch         |
| 10 ____ artichoke  | 20 ____ intelligent woman | 30 ____ airplane      |

**B Complete the following sentences using the correct article “A”, “An” or “The”:**

- 1 \_\_\_\_\_ Aare flows right through the middle of Berne.
- 2 She had \_\_\_\_\_ boiled egg for breakfast.
- 3 I want \_\_\_\_\_ new printer for Christmas.
- 4 It was \_\_\_\_\_ exciting movie.
- 5 I spoke to \_\_\_\_\_ boss this morning about having next Friday off.
- 6 Can you tell me \_\_\_\_\_ way to the post office, please?
- 7 Samantha's bought a new car. It's \_\_\_\_\_ red one, parked next to that motorbike.
- 8 Have you ever seen \_\_\_\_\_ Charlie Chaplin film?
- 9 \_\_\_\_\_ Chaplin film *The Fold Rush* is very funny.
- 10 Did you watch \_\_\_\_\_ football match between GC and YB on TV last Sunday?
- 11 Have you got \_\_\_\_\_ video recorder at home?
- 12 Yes, we've got \_\_\_\_\_ video recorder that my parents gave us last Christmas.
- 13 I'd like to watch \_\_\_\_\_ adventure film this evening – I'm bored with love stories.

**C The or no article? Complete the sentences with “the” or leave the gap open.**

- 1 Do you enjoy \_\_\_\_\_ funny films?
- 2 \_\_\_\_\_ British enjoy films which have a lot of humour in them.
- 3 \_\_\_\_\_ British director, Sam Mendes, has been very successful in America.
- 4 \_\_\_\_\_ COVID-19 pandemic triggered unprecedented investment in cycling around Europe.
- 5 \_\_\_\_\_ films about famous people are always popular with film-goers.
- 6 \_\_\_\_\_ first James Bond film came out in 1962.
- 7 \_\_\_\_\_ big box office hits like Notting Hill were successful in - Britain and the United States.
- 8 \_\_\_\_\_ American audiences needed explanations of the English language used in \_\_\_\_\_ British film *The Full Monty*”.
- 9 \_\_\_\_\_ successful films are still made in Britain today, but with money from America.

## 12 Review exercises 951

**A For each gap in the text circle the correct word from the bank below:**

### How Disk Defragging Works

When the first file **1.** \_\_\_\_\_ to a disk drive, it is laid down on a track in clusters that are contiguous. In other words, the read/write head can move directly from one cluster in a file to the next, **2.** \_\_\_\_\_ in one continuous, smooth operation. The head stays in one place over a single track and writes the file as the disk moves beneath it. As more files **3.** \_\_\_\_\_, they too are written to contiguous clusters. As older files are erased, they leave empty clusters that are **4.** \_\_\_\_\_ for writing new files. **5.** \_\_\_\_\_, some of the empty clusters are not big enough to hold the new files. **6.** \_\_\_\_\_, part of the file is written to one cluster, and the rest of the file is divided – or fragmented – among whatever empty clusters exist elsewhere on the disk. Fragmentation **7.** \_\_\_\_\_ the drive to write and read information slower because the read/write head must spend time moving from track to track and waiting for the empty clusters in those tracks to pass under it as the disk spins. Defragmentation – sometimes **8.** \_\_\_\_\_ defragging or disk optimization – is a software-controlled operation that moves the scattered parts of files so that they once again are contiguous. Defragging begins with the software temporarily moving contiguous clusters of data to other, unused areas of the drive, **9.** \_\_\_\_\_ up a large area of free contiguous space available for recording files. The drive then moves fragmented parts of a **10.** \_\_\_\_\_ file to the newly opened space, laying down the parts so that they now are contiguous. The defragging software continues juggling files and parts of files **11.** \_\_\_\_\_ all files on the drive are contiguous.

- |    |               |            |               |
|----|---------------|------------|---------------|
| 1  | A saves       | B saving   | C is saved    |
| 2  | A each        | B all      | C every       |
| 3  | A are added   | B add      | C is add      |
| 4  | A. preventing | B accurate | C available   |
| 5  | A However     | B Because  | C Although    |
| 6  | A While       | B Since    | C As a result |
| 7  | A cause       | B caused   | C causes      |
| 8  | A calling     | B called   | C call        |
| 9  | A who opens   | B opening  | C opened      |
| 10 | A only        | B each     | C single      |
| 11 | A until       | B before   | C while       |

**B Circle the word which best fits the gap in each sentence:**

- 1 He is a very ..... programmer!  
**a. succeeded**                                      **b. succeed**                                      **c. successful**
- 2 Banks are losing money ..... online phishing frauds.  
**a. although**                                      **b. besides**                                      **c. because of**
- 3 ..... he failed his driving test twice, he won't give up.  
**a. Although**                                      **b. Since**                                      **c. However**
- 4 We have ..... work to do in our company at the moment.  
**a. little**                                      **b. few**                                      **c. any**
- 5 Microsoft usually offers ..... on what the minimum hardware requirements should be for Vista.  
**a. a few advice**                                      **b. a lot of advice**                                      **c. many advice**
- 6 Icons are graphic images ..... different tasks.  
**a. who represent**                                      **b. which represents**                                      **c. representing**
- 7 The new widget ..... he showed us is really useful!  
**a. who**                                      **b. where**                                      **c. –**
- 8 If you ..... the page, it sometimes helps if it is loading slowly.  
**a. download**                                      **b. reload**                                      **c. upload**
- 9 She worked really ..... for the exam so I'm sure she will pass it!  
**a. strong**                                      **b. hard**                                      **c. harder**
- 10 Our company \_\_\_\_\_ research in medical software.  
**a executes**                                      **b does**                                      **c makes**
- 11 With the right software a PC is \_\_\_\_\_ performing nearly everything you ask.  
**a capable about**                                      **b capable of**                                      **c capable on**
- 12 This system is \_\_\_\_\_ for your computer needs. You don't need anything faster.  
**a essential**                                      **b fine**                                      **c suitable**
- 13 The new OS will be \_\_\_\_\_ at the end of the month.  
**a possible**                                      **b available**                                      **c integrated**

- 14 We went to town \_\_\_\_\_ going to the cinema.  
a beside                                  b and                                  c instead of
- 15 “Thank you very much for installing the antivirus program!” “\_\_\_\_\_”  
a It doesn’t matter.                  b Please.                              c You’re welcome.
- 16 The CPU \_\_\_\_\_ three main parts.  
a involves                                b consists of                              c holds
- 17 Mac OSX is \_\_\_\_\_ to be less vulnerable to viruses than Microsoft.  
a considered                              b required                                c depended
- 18 Digital movies \_\_\_\_\_ a lot of space on your hard disk.  
a own                                        b execute                                 c require
- 19 The backspace key \_\_\_\_\_ the character to the left of the cursor.  
a returns                                  b changes                                c removes

**C Complete the second sentence so that it has a similar meaning. Use the given word(s):**

- 1 Excuse me, what's the price of this flat screen, please? **much**  
How \_\_\_\_\_ this flat screen cost?
- 2 During my holiday in London I met a lot of people. **on holiday**  
While I \_\_\_\_\_ in London I met a lot of people.
- 3 This program enables you to make phone calls over the internet. **can**  
You \_\_\_\_\_ phone calls over the internet with this program.
- 4 The new network is much faster than the old one. **as**  
The old network isn't \_\_\_\_\_ the new one.
- 5 How much does this smartphone cost, please? **price**  
What's \_\_\_\_\_ smartphone, please?
- 6 You needn't install the new OS now you can do it later. **have**  
You don't \_\_\_\_\_ the new OS now, you can do it later.
- 7 An LCD screen produces crystal clear pictures. **which**  
This is an LCD screen \_\_\_\_\_ crystal clear pictures.
- 8 I haven't written as much as you. **than**  
You've written \_\_\_\_\_ me.
- 9 Where is the bus station? **tell me**  
Could \_\_\_\_\_ bus station is?

- 10 Millions of people watch this TV series. It's a big hit. **that**  
The TV series \_\_\_\_\_ watch, is a big hit.
- 11 The girl was waiting and she got tired. **who**  
The girl \_\_\_\_\_ got tired.
- 12 I bought a new house. The couple I bought the house from both work in my office. **whose**  
The couple \_\_\_\_\_ I bought both work in my office.
- 13 Sarah is really good at swimming. **swims**  
Sarah \_\_\_\_\_ .
- 14 It would be a good idea for you to go to the dentist. **should**  
You \_\_\_\_\_ to the dentist.
- 15 Jim can program better than everyone else in class. **best**  
Jim is \_\_\_\_\_ in class.
- 16 Most of the time my boss arrives before 7 am at work. **usually**  
My boss \_\_\_\_\_ before 7 am at work.
- 17 I have always done the same thing. **never**  
I \_\_\_\_\_ anything else.

#### D Find the correct answer.

- 1 When I saw Mike, he \_\_\_\_\_.  

A	is working	B	worked	C	was working
---	------------	---	--------	---	-------------
- 2 You did have a good time at the party, \_\_\_\_\_ you?  

A	hadn't	B	didn't	C	weren't
---	--------	---	--------	---	---------
- 3 \_\_\_\_\_ when the telephone rang?  

A	Were you sleeping	B	Did you sleep	C	Were sleeping
---	-------------------	---	---------------	---	---------------
- 4 Hello, \_\_\_\_\_ - to me?  

A	do you listen	B	are you listening	C	are you listen
---	---------------	---	-------------------	---	----------------
- 5 Dave, when \_\_\_\_\_ working as an IT specialist?  

A	were you begin	B	began	C	did you begin
---	----------------	---	-------	---	---------------
- 6 You \_\_\_\_\_ me, did you?  

A	understood	B	weren't understanding	C	didn't understand
---	------------	---	-----------------------	---	-------------------

7 While I \_\_\_\_\_ to work, I saw an accident.

A	drove	B	was driving	C	did drive
---	-------	---	-------------	---	-----------

8 \_\_\_\_\_ well on this test?

A	Did you	B	Were you	C	Did you do
---	---------	---	----------	---	------------

9 \_\_\_\_\_ in ghosts?

A	Believe you	B	Do you believe	C	Are you believing
---	-------------	---	----------------	---	-------------------

**E Complete the list with the correct forms of the irregular verbs.**

	base form	past simple form	past participle form
auswählen	_____	_____	_____
fliegen	_____	_____	_____
stehlen	_____	_____	_____
wissen / kennen	_____	_____	_____
werden	_____	_____	_____
geben	_____	_____	_____
tragen	_____	_____	_____
sehen	_____	_____	_____
rennen	_____	_____	_____
wachsen	_____	_____	_____
nehmen	_____	_____	_____
vergessen	_____	_____	_____
gehen	_____	_____	_____
sprechen	_____	_____	_____
essen	_____	_____	_____



**F Past simple or past continuous?****1.**

When I \_\_\_\_\_ (look) through your books I \_\_\_\_\_ (notice) that you have a copy of "Murder in the Cathedral".

As they \_\_\_\_\_ (walk) along the road they \_\_\_\_\_ (hear) a car coming from behind them. Tom \_\_\_\_\_ (turn) round and \_\_\_\_\_ (hold) up his hand. The car \_\_\_\_\_ (stop).

**2.**

Mr. Müller never \_\_\_\_\_ (wake) in time in the mornings and always \_\_\_\_\_ (get) into trouble for being late; so one day he \_\_\_\_\_ (go) to town and \_\_\_\_\_ (buy) an alarm clock. To get home he \_\_\_\_\_ (must) go through a field where a bad-tempered bull usually \_\_\_\_\_ (graze). This bull normally \_\_\_\_\_ (not chase) people unless something \_\_\_\_\_ (make) him angry. Unfortunately, as Mr. Müller \_\_\_\_\_ (cross) the field, his alarm clock \_\_\_\_\_ (go) on. This \_\_\_\_\_ (annoy) the bull, who immediately \_\_\_\_\_ (begin) to chase Mr. Müller. Mr. Müller \_\_\_\_\_ (carry) an open umbrella because it \_\_\_\_\_ (rain) slightly. He \_\_\_\_\_ (throw) the umbrella to the ground and \_\_\_\_\_ (run) away as fast as he could. The bull \_\_\_\_\_ (stop) and \_\_\_\_\_ (begin) to attack the umbrella. While he \_\_\_\_\_ (do) this, Mr. Müller escaped.

**G Write questions for the underlined words in the sentences.**

1. My grandmother died 5 years ago.

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2. She's wearing jeans and a white blouse.

---

3. Our neighbour's dog barks a lot.

---

4. The tickets are 25 Francs.

---

5. Last year, they went to Canada on their holiday.

---

6. At the moment, we are revising the grammar topics of module 951.

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7. I talked to Tim about the incident.

---

8. My boyfriend is a teacher.

---

9. My dad gave us a lift to the game.

---

10. Sam is looking for his key.

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