

IT-English

for apprentices

Grammar script **Module 951**

August 2023

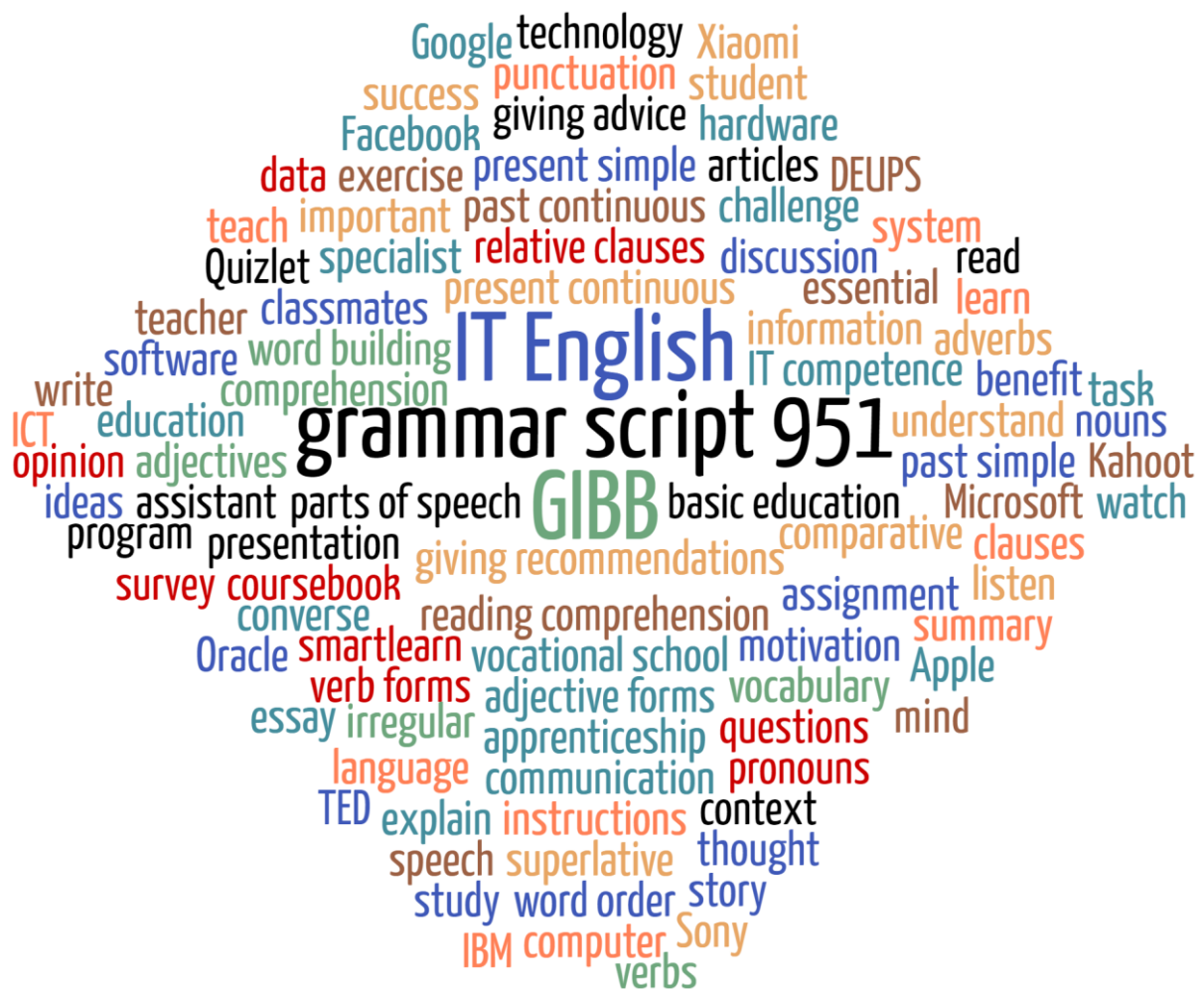


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1 Tense overview

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
----------------	------	--------	-----------	------

B What parts of speech are these words?

new

but

she

happily

on

wirelessly

browse

magnetically

purple

an

connect

software

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) _____ of photographic and imaging equipment.

2 To avoid red eye, use the camera's red eye (reduce) _____ feature.

3 (Crop) _____ a photograph means cutting out the parts of an image you don't need.

4 The (sharp) _____ of a photograph is a combination of resolution and acutance – the ability to represent clear edges.

5 Digital (techno) _____ 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_____				9	attract_____			17	success_____
2	sun_____				10	create_____			18	friend_____
3	hope_____				11	interact_____			19	compare_____
4	excite_____				12	enjoy_____			20	colour_____
5	danger_____				13	protect_____			21	harm_____
6	comfort_____				14	break_____			22	thought_____
7	care_____				15	use_____			23	fog_____
8	suit_____				16	job_____			24	wonder_____

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

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	dependence	verb	_____
8	noun	_____	verb	measure
9	noun	comparison	verb	_____
10	noun	recommendation	verb	_____
11	noun	_____	verb	expand
12	noun	_____	verb	select
13	noun	protection	verb	_____
14	noun	equipment	verb	_____
15	noun	_____	verb	digitize
16	noun	_____	verb	choose
17	noun	product	verb	_____
18	noun	requirement	verb	_____
19	noun	information	verb	_____
20	noun	application	verb	_____
21	noun	_____	verb	contain
22	noun	_____	verb	solve
23	noun	_____	verb	mean
24	noun	pressure	verb	_____
25	noun	_____	verb	compete
26	noun	_____	verb	execute
27	noun	_____	adjective	high
28	noun	width	adjective	_____
29	noun	_____	adjective	weigh
30	noun	availability	adjective	_____
31	noun	_____	adjective	responsible
32	verb	rely	adjective	_____
33	verb	suit	adjective	_____
34	verb	_____	adjective	removable
35	verb	legalize	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			vertiefen
to enlarge	largeness			vergrössern
to strengthen				stärken
	height			erhöhen
		interesting		interessieren
to operate				bedienen (Maschine)
	collection			sammeln
to manufacture				herstellen
			productively	produzieren
	magnet, magnetism			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 / ..

- 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 3rd 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)*

- 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**

- 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	do	I	did
	you	do	you	did
	he / she / it	does	he / she / it	did
plural	we	do	we	did
	you	do	you	did
	they	do	they	did

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

to be

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

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

*This will be taught in a higher module.

to have

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

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

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

mental and emotional states	believe, dislike, doubt, imagine, know, like, love, hate, prefer, realize, recognize, remember, suppose, understand, want, wish
sense	appear, hear, see, seem, smell, sound, taste
communication	agree, astonish, deny, disagree, impress, mean, please, promise, satisfy, surprise
other states and qualities	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 You We They	<u>work.</u>	He She It	<u>works.</u>
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Note:

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

Negative sentences:

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

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 3rd person singular, we add an –es suffix to the base form of the auxiliary verb.

Questions:

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

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 3rd person singular, we add an –es suffix to the base form of the auxiliary verb.

Negated questions:

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

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 3rd 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 3rd 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	am are is are are are	<u>working.</u>	I you he, she, it we you they	am not aren't (are not) isn't (is not) aren't (are not) aren't (are not) aren't (are not)	<u>working.</u>
--	--	-----------------	--	--	-----------------

Questions and negated questions:

Am Are Is Are Are Are	I you he, she, it we you they	<u>working?</u>	Am Are Is Are Are Are	I you he, she, it we you they	<u>not working?</u>
--	--	-----------------	--	--	---------------------

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:

mental and emotional states	believe, dislike, doubt, imagine, know, like, love, hate, prefer, realize, recognize, remember, suppose, understand, want, wish
sense	appear, hear, see, seem, smell, sound, taste
communication	agree, astonish, deny, disagree, impress, mean, please, promise, satisfy, surprise
other states and qualities	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:

mental and emotional states	believe, dislike, doubt, imagine, know, like, love, hate, prefer, realize, recognize, remember, suppose, understand, want, wish
sense	appear, hear, see, seem, smell, sound, taste
communication	agree, astonish, deny, disagree, impress, mean, please, promise, satisfy, surprise
other states and qualities	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:

mental and emotional states	believe, dislike, doubt, imagine, know, like, love, hate, prefer, realize, recognize, remember, suppose, understand, want, wish
sense	appear, hear, see, seem, smell, sound, taste
communication	agree, astonish, deny, disagree, impress, mean, please, promise, satisfy, surprise
other states and qualities	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	did not / didn't	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:

Did	I you he, she, it we they	<u>work</u> ?
------------	---------------------------------------	---------------

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:

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

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

Questions and negated questions:

Was	I	<u>working?</u>	Was	I	<u>not working?</u>
Were	you		Were	you	
Was	he, she, it		Was	he, she, it	
Were	we		Were	we	
Were	you		Were	you	
Were	they		Were	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 ago	when (als) is used before the shorter or longer action. while (während) is used <u>only</u> before the longer background action. During (während) is used before a noun clause: <u>During summer</u> we went ... While (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.

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

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.

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.

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.
