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DEPARTMENT OF INNOVATION ENGINEERING

MASTER'S DEGREE IN COMPUTER ENGINEERING

ENGLISH II

English II

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Sommario

Le seguenti dispense vogliono essere uno strumento didattico utile alla preparazione del corso di Inglese II, il quale docente è il prof. Pietro Luigi Iaia, presso il CdL in Ingegneria Informatica et Ingegneria delle Telecomunicazioni at Unisalento.

Abstract

The following work want to be a useful instrument for the preparation of the English II exam, whose teacher is the prof. Pietro Luigi Iaia, at Computer Engineering and at Communication Engineering AT UNISALENTO.

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Capitolo 1

Specialized Discourse

1.1 SD: EARLY DEFINITIONS

- **1920s-1930s – Prague School**

focus on the **functional style** of scientific/technical discourse, diverging from everyday texts at the level of

- word morphology (e.g., foreign words with original plural suffix; obsolete forms of verbs/adjectives);
- word formation (e.g., use of classical prefixes, nominal premodifications, etc.).

- **1940s-1960s – Halliday, McIntosh & Stevens (1964)**

focus on the notion of **specialized register** as a language variety with specific morpho-syntactic, lexical and stylistic features diverging from common language in relation to:

- the topic of communication;
- the ‘community of specialists’ using it.

1.2 THE ISSUE OF TERMINOLOGY

Specialized discourse as:

- **Restricted language:** i.e., standard messages using set phrases with only few established variants (cf. Dodson 1974; Wallace 1981) – inappropriate because specialized discourse exploits the language code in more creative ways;
- **Special language:** using linguistic and non-linguistic conventions which may be absent from general language (e.g., language for maritime telecommunications) – inappropriate because specialized discourse uses conventions in more varied pragmatic ways;
- **Microlanguage:** inappropriate for its reference to a microcosm lacking the expressive (lexical, morpho-syntactic and textual) richness of standard language;

1.3 RECENT DEFINITIONS OF SPECIALIZED DISCOURSE

- Gotti (2005): “Specialized discourse reflects the specialist use of language in contexts which are typical of a specialized community, stretching across the academic, the professional, the technical and the occupational areas of knowledge and practice.”;
- Halliday (1978): specialized registers classified according to:
 - **Mode** medium of communication;
 - **Field** topic of communication;
 - **Tenor** relationship between the participants in specialized interaction.
- Turner (1980): use of jargon determining opacity in specialized discourse, depending on unfamiliar lexis and content for the unqualified participant:
 - *Patient (to Nurse)*: Good morning. I’m here to have my tonsils out.
 - *Nurse (to GP)*: Doctor, there’s a patient here for a tonsillectomy.

1.4 SD: MULTIDIMENSIONAL NATURE

Tenor-based distinctions

- **Scientific exposition**: specialized terminology with no explanation;
- **Scientific instruction**: specialist addressing non-specialists: explanation of specialized lexis for educational purposes;
- **Scientific journalism**: specialist providing technical information through everyday lexis drawing on the layman’s everyday experience;

1.5 SD: GENERAL FEATURES

- Hoffmann (1984): 11 pragmatic features of specialized discourse:
 - exactitude, simplicity and clarity;
 - objectivity;
 - abstractness;
 - generalization;
 - density of information;
 - brevity;
 - emotional neutrality;
 - unambiguousness;
 - impersonality;
 - logical consistency;
 - use of defined technical terms, symbols and figures.

- Inconsistency in Hoffmann's criteria:
 - clarity may conflict with simplicity;
 - unambiguousness may conflict with conciseness and abstractness.
- Sager et al. (1980): 3 criteria ensuring maximum efficiency in specialized communication with minimum cognitive effort:
 - economy;
 - precision;
 - appropriateness.

1.6 SD: LEXICAL FEATURES

1.6.1 MONOREFERENTIALITY

- not used to indicate that each term has only one referent, but that in a given context only one meaning is allowed;
- semantic uniqueness of a word: prevalence of denotation; impossible substitution with a synonym, but only by its definition or paraphrase;
- it is limited to the disciplinary field in which a term is employed;
- primarily due to the scientific community's effort to avoid alternative terms for the same concept.

Results: *conciseness* and *lack of ambiguity* among scientific community.

1.6.2 LACK OF EMOTION

- words have connotation; specialized terms have denotation;
- Lion: (zoology field) = specific feline species [denotation], (everyday use) = aggressiveness, majesty, etc. [connotation];
- the tone of specialized texts may seem cold and artificial.

Hence: Neutral tone of scientific discourse (informative purpose) vs. emotive tone of argumentative discourse (persuasive purpose).

1.6.3 PRECISION

- every term must point to its own concept;
- it arose in response to the need for precision advocated in the 17th century;
- see the case of the 'Cambridge don'.

1.6.4 TRANSPARENCY

- criterion valued by Lavoisier and Linnaeus, who respectively thought that scientific nomenclature has to convey facts and idea precisely;
- every term's meaning must be accessed immediately through its surface form:
 - Medical discourse: separate lexical components of a specialized term easily decodable to reconstruct the meaning of the whole word:
 - *Gastroenterology*: *gastro* = stomach + *entero* = intestine + *logy* = study (i.e., *the study of stomach and intestine*)..

1.6.5 CONCISENESS

- criterion applied to word formation: concepts are expressed in the shortest possible form;
- **merging of two lexemes into a single terms**: *informatique*, from *information* + *automatique*; *telematica*, from *telecomunicazione* + *informatica*.
- **reduction of the term itself**: both internally (e.g., *contraception*, from *contraconception*) and terminally (e.g., *haemostat*, from *haemostatic forceps*);
- **juxtaposition**: omitting prepositions and premodifiers in nominal groups containing two nouns: - *capostazione*; *estratto-conto*;

1.6.6 CONSERVATIVISM

- types of specialized discourse (cf. Law) are extremely conservative, preserving linguistic traits and old formulae that have disappeared from everyday language, also avoiding monoreferentiality of Classical terms;

Purpose: formulaic language used to ensure the action's validity through reverence for tradition:

- antiquated legal lexis: *whereas* (= *premesso che*); *whosoever* (= *chiunque*); *thereof* (= *al riguardo*); *fortwith* (= *immediatamente*); *henceforth* (= *d'ora innanzi*);
- archaic word-forms: third-person singular *-eth* instead of *-(e)s*, with the present simple of verbs – e.g., he witnesseth; she doth.

1.6.7 IMPRECISION

- violation of the principle of precision: cases of referential fuzziness of terms;
- legal discourse: against precision because of the use of adjectives often allowing subjective, arbitrary interpretations:
 - “The Tenant will pay for a proper proportion of the *recurring* charges [...]”;
 - “The Tenant will permit the Landlord at *reasonable* hours in the daytime to enter the Property [...]”.

1.6.8 REDUNDANCY

- violation of the principle of conciseness: when the number of the lexemes used is far higher than necessary;
- legal discourse: redundant for its frequent violations of the conciseness principle:
 - two synonyms for the same concept: *new* and *novel*; *false* and *untrue*; *terms and conditions*;
 - redundant expressions in contracts: *mutually agreed*; *solemnly declared*; *undertakes to employ*;
 - redundant repetition of a concept through its negative opposite: *within and not exceeding two months*;
 - synonyms semantically distinct in earlier centuries:
 - * last will and testament: will = movables; testament = real estate;
 - witnesses' oath in court:
 - * to tell the truth, the whole truth, and nothing than the truth. Not different truths, but reference to Aquina's argument for not feeling compelled to tell "the whole truth".

1.6.9 METAPHOR

METAPHOR (to put "new senses into old words to remedy a gap in the vocabulary" — Black 1962):

- Advantages:
 - *transparency* by semantic association with existing concepts;
 - *conciseness* by immediate recall of existing information with no lengthy explanations;
 - *effectiveness* of the presentation of new abstract concepts by means of concrete images and experiences from the physical world:
 - * Economic discourse: elasticity of demand; economic depression;
 - * Popular scientific discourse: an atom is a tiny solar system; the brain is a computer.
- Ambiguities:
 - *Parent company* = "a firm controlling another firm", not "a firm that has established another firm" (which may be a 'branch').

1.7 SD: SYNTACTIC FEATURES

- The syntactic construction of a specialized discourse provides evidence of the specialists' organization of their logical thought through language;
- The specificity of the syntactic features is not qualitative, but quantitative;
- Certain features may occur in general language, but their frequency in specialized discourse is higher;

- Focus on:
 - the main syntactic features most frequently occurring in specialized discourse;
 - the pragmatic reasons for which they occur.

1.7.1 OMISSION OF PHRASAL ELEMENTS

- the principle of conciseness justifies the extremely compact syntactic structure of specialized discourse;
- omission of some constituents of a sentence, especially in technical manuals focusing on instructions:
 - “Grasp each end of * patch. Stretch and roll * center of * patch into * eye of * needle. Remove * protective covering from both sides [...]”;
 - italian: *premere pulsante A; accusare ricevuta; presentare istanza; depositare denuncia*.

1.7.2 HOW TO ACHIEVE CONCISENESS

- Substitution and simplification of relative clauses:
 - with adjectives obtained by means of affixation (prefixes and suffixes):
 - * workable metal = ‘a metal which can be worked’;
 - * unproductive capital = ‘capital which does not produce goods’.
 - by omitting subject and auxiliary in passive voice:
 - * an instrument called a spectroscope = an instrument which is called a spectroscope;
 - by turning the verb into a past participle and using it as a premodifier:
 - * Compressed air can be used ... = Air which is compressed can be used;
 - by placing the agent before the past participle and linking the two components by a hyphen:
 - * Computer-calculated result = A result which was calculated by a computer;
 - by joining the adverb that modifies the passive form to the past participle of the verb by a hyphen:
 - * “An incorrectly-designed bridge may have a short life” = A bridge which is designed incorrectly;
- by using *thus* and *so* to:
 - “the result thus/so obtained were inaccurate” = the results which were obtained in this way were inaccurate;
 - “[...] the air below the piston rises, thus causing the pressure to fall” = the air rises, and in this way it causes ...
- by using *whereby* to avoid the extended adverbial phrase by means of which:

- cracking is the process whereby kerosene is extracted = cracking is the process by means of which kerosene is extracted
- transforming the verb of a relative clause into a present participle:
 - Tungsten is a metal *retaining* hardness = Tungsten is a metal which retains hardness
- Sometimes, the strategies activated to achieve conciseness are somewhat ‘extreme’. Consider, by way of example:
 - the disappearance of the subject and the auxiliary of the secondary clause and the verb itself:
 - * a pentagon is a figure which has five sides \implies a pentagon is a five-sided figure;
- the gradual simplification process leading to a noun specifying another noun:
 - an engine which is driven by diesel oil \implies an engine driven by diesel oil \implies a diesel (oil)-driven engine \implies a diesel engine;

1.7.3 PREMODIFICATION

- differently from Italian, English can also employ the right-to-left construction to shorten sentences and to make them denser. Premodification is a distinctive aspect of right-to-left construction, allowing:
- nominal adjectivation (the use of a noun to specify another noun):
 - *silicon chip* [material]; *access program* [use]; *control byte* [function];
- merging two short nouns into a single term functioning as an adjective, at first hyphenated, then a one-word compound:
 - flow-chart \implies flowchart; plug-board \implies plugboard;
- using attributive nouns instead of adjectives:
 - gravity anomaly; energy-rich molecules.
- ambiguity cases: specialists must rely on knowledge of both syntactic rules and their specialized discipline;
- disambiguation may be achieved by the use of hyphen:
 - a small car-factory;
 - a small-car factory;
 - an L-shaped computer room.

1.7.4 NOMINALIZATION - DEFINITION

- the use of a noun instead of a verb to convey concepts concerning actions or processes;

1.7.5 NOMINALIZATION - REALIZATION

- nominal adjectivation and premodification:
 - a day and night weather observation station
- verb nominalization weakens the verb, reducing it to the function of copula linking complex noun phrases. Non-copulative verbs are thus reduced into adjectival forms:
 - oscillations are frequency-dependent = oscillations depend on frequency

1.7.6 SENTENCE COMPLEXITY

- simplification of sentence structure into: NOUN PHRASE + VERB + NOUN PHRASE;
 - the complete development of the fracture model *requires* an understanding of the bond-rupture reaction;
 - the testing of machine by this method *entails* sole loss of power.
- high number of non-finite forms (infinite, present/past participle), which may nonetheless complicate comprehension:
 - the proton is the opposite of electron, being a particle ... = the proton is the opposite of electron, *since it is* a particle ...

use of *thereby* + present participle to avoid clause subordination.

1.7.7 SENTENCE LENGTH - LEGAL DISCOURSE

- sentences are longer (and considerably longer in legal discourse) to minimize ambiguity and misunderstandings by means of specification and clarifications;
- to specify with precision any reference to people, time and place:

“This Agreement, effective as of the first day of April 1987 between Dale Johnson Ryder Warren, an Association organized and existing under the laws of Switzerland (‘Grantor’), its successors and assigns, and DJRW Johnson Ryder Simpson & C., its successors and assigns (‘Member Firm’).

1.7.8 VERB TENSES

- present/past participle is used to achieve conciseness by simplifying relative clauses or omitting phrasal elements that are not considered important; yet, the general use of verb tenses is as follows:
- present simple is more used in expository scientific texts, whose pragmatic functions are: definition, description, stating general truths, postulating scientific laws, explaining standard procedures;
- infinite when relative clause is eliminated:
 - “The record to be located [= which is to be located] is searched in the file”;
- other verb tenses are found in argumentative texts, whose pragmatic functions may be several and the degree of generality attributed to the phenomenon described may be low.

1.7.9 USE OF THE PASSIVE + DEPERSONALIZATION

- Discourse is depersonalised by emphasizing the result of an action rather than its agent or doer:
 - the experiment *has been carried out* by the researcher ...
- whereas the passive voice may suggest a standardized procedure, the active voice identifies a special procedure developed by the author(s):
 - in this paper *we develop* the theory of ...
- the active voice is prevalent in legal discourse.

1.8 SPECIALIZED DISCOURSE: TEXTUAL FEATURES

Avoidance of standard textual norms, in favour of ‘deviant’ alternatives for pragmatic reasons.

1.8.1 ANAPHORIC REFERENCE

- The use of ‘pro-nouns’ to substitute nouns is common to increase cohesion, but this may be disregarded in specialized discourse;
- In Legal discourse, anaphoric reference is avoided in favour of lexical repetition, to achieve maximum clarity and avoid ambiguity:
 - The Tenant will permit the *Landlord* or the *Landlord’s* agents ... to enter his property
- Avoiding *anaphoric reference* to achieve precision and clarity by a frequent reference to parts of the text itself by the adverbials *hereto*, *herein*, *hereof*, *thereto* (‘textual mapping’ – Bhatia 1987):
 - A copy of the agreement is attached *hereto* as Appendix B (without Appendices A and B attached *thereto* which are Appendix A *hereto* and a form of this Agreement) and made a part *hereof* is fully recited *herein*;
- Using a lexical anaphora that does not repeat words but clarifies the illocutionary value (intentionality) of the word it refers to:
 - The way to solve some problems connected with congestion in air traffic is to raise prices at peak times and lower them at others. This proposal is based on nothing more the principles of demand and supply.

1.8.2 USE OF CONJUNCTIONS

- Conjunctions add cohesion to texts, but also clarify the pragmatic purposes of the sentence that follows them:
 - *but*; *however*; *on the other hand* introduce a sentence semantically opposed to the previous one;
 - *as*; *since*; *for*; *because*; introduce a reason or explanation.

1.8.3 THEMATIC SEQUENCE

- The thematic structure of specialized discourse (Halliday 1973; Halliday & Martin 1993) focuses on a sequence of **THEME** (introducing the topic, or also ‘given’ information known to the addressee) and **RHEME** (‘new’ information not found in the preceding text).

EXAMPLES OF THEME/RHEME STRUCTURE

“It is essential to *keep* magnetic disks in *fireproof* safes [Rheme]. *This protection* [Theme] of original software, however, *is not sufficient* [Rheme]. An *additional security precaution* [Theme] consists in storing copies at different sites, away from the computer.

1.8.4 ARGUMENTATIVE PATTERN

- Aim of argumentation: to convince readers that the author’s perspective is the right one;
- ‘Compositional plan’ of the text (Weirlich 1976): CLAIM based on DATA and supported by WARRANT yet: CLAIM undermined by REBUTTAL by a QUALIFIER (e.g., ‘presumably’) so: CLAIM strengthened by BACKING ITEM;
- Overall pattern underlying argumentative texts (Toulmin 1958):
DATA observation – PROBLEM identification – suggest of SOLUTION – argumentation supported by PROOF - CONCLUSION
- The author’s criticism to alternative claims is carried out by projecting his/her ‘authorial self’ in the text, by means of the first-person pronouns I, we:
 - *I shall argue* that the postulates of the classical theory are applicable to a special case only and not to the general case.
- by indirect expression of critical views by means of indefinite forms such as *one*, *someone*, or general nouns such as *people*, *the majority*, etc.:
 - In the case of a change peculiar to a particular industry *one* would expect the change in real wages to be in the same direction as the change in the moneywages;
 - *Some people* still seem to accept that war is a risk of power politics. But *the majority* would probably hold that war is a completely inappropriate means of politics
- To make his/her persuasive function more effective, the author can appeal directly to the reader:
 - *The reader* can notice that ...
- The author can choose not to mention the reader explicitly, preferring to use more impersonal sentences or a persuasive use of *modals* such as *must* or *should*:
 - These conclusions are intended, *it must be remembered*, to apply to ...
- The author can compel the reader to obey his/her argumentative instructions, choosing a neutral tone, as well as use of *modals* indicating a logical conclusion based on evidence:
 - If employment increases, then the reward per unit in terms of wage-goods must, in general, decline and profits increase;

1.8.5 THE EMOTIVE FORCE OF SPECIALIZED TEXTS

- Objectivity of SD requires the removal of emotive content (Walton 1989);
- **YET**:
- ‘persuasive rhetoric’ (Frye 1957) requires a reconsideration of the emotive element in argumentation;
- **HENCE**: use of figurative and emotive language also in SD to reinforce the persuasive aims of argumentation:
 - use of adjectives such as: *extreme, extensive, enormous, disastrous, violently, prevailing*, etc. and attitudinal adverbials such as: *obviously, surely, indeed, of course, frankly*, etc.;
 - Day-to-day fluctuations in the profits of existing investments tend to have an *extensive*, and even an *absurd*, influence on the market.

1.9 THE LEXIS OF COMPUTER SCIENCE

- **Main features of the lexis of computer science**
- Information Science: new specialized field with specific concepts and tools, developing its own terminology. Its lexis is often derived from:
 - other disciplines;
 - general English.
- Focus on technical words used by specialists to communicate with other specialists as regards computer applications.

1.9.1 COMPUTER SCIENCE: SPECIALIZATION AND BORROWING WORDS BORROWED FROM THE GENERAL LANGUAGE

- - hardware;
 - chat group;
 - program;
 - disk.
- Use of American English (AE) instead of British English (BE) because of the US computer industry:
 - program (AE) vs. programme (BE);
 - disk (AE) vs. disc (BE).

METAPHORS

reformulation of new concepts to create analogy (which, however, is often misleading):

- *memory*; *bus*;
- *gate*; *store*;
- *menu*; *domain*;
- *mouse* [singular \Rightarrow *mouses* – regular plural \Rightarrow *mice* – irregular plural in general English];
- spamming [= brand of canned meat].

CHANGE OF GRAMMATICAL CATEGORY

- *e-mail* / *emails* \Rightarrow *e-mail* (verb) [but *mail* is uncountable in English];
- *format* [noun and verb \Rightarrow only noun in general English];
- *peripheral* [noun and adjective \Rightarrow only adjective in general English].

USE OF COMPRESSION TECHNIQUE

- *alphametric* from *alphanumeric*;
- *digitize* from *digitalize*;
- *optronics* from *optoelectronics*.

1.9.2 COMPUTER SCIENCE: NEOLOGY

- Creation of new words when they cannot be borrowed from general English, or specialized languages, or foreign languages;
- Derivation processes by:
 - Association:
 - * *byte* = a blend of *bit* ('morsel') and *bite* ('chew'), but also acronym of *Binary digIT Eight*;
 - Affixation (suffixes/prefixes):
 - * *Autocode*; *kilobyte*; *megabit*; *postprocessing*; *nonformatted*; *multiaddress*;
 - Analogy (new words modelled on already existing lexeme):
 - * *software* from *hardware*;
- Derivation process by:
 - Simile: (new expressions referring to aspect or category of an item):
 - * *bridge connector*; *banana plug*; *star connection*; ...
 - Compounding economy (new expressions as short and concise as possible):
 - * *computer programmer* from *programmer of computers*;

- Material specification:
 - * *ferrite core; silicon chip;*
- Use specification:
 - * *access arm; control byte; load program; ...*

1.9.3 COMPUTER SCIENCE: ACRONYMS AND ABBREVIATION

- Acronyms to make group of words as concise as possible:
 - *ASCII = American Standard Code for Information Interchange;*
 - *RAM = Random Access Memory;*
 - *ROM = Read Only Memory.*
- Acronyms suggesting an implied meaning:
 - *BASIC = Beginners' All-purpose Symbolic Instruction Code;*
 - *EDIT = Error Deletion by Iterative Transmission.*
- Abbreviations:
 - *CPU = Central Processing Unit;*
 - *ALU = Arithmetic and Logical Unit;*
 - *EDP = Electronic Data Processing.*

1.9.4 COMPUTER SCIENCE: RECENT DEVELOPMENT

- Suffixation
 - **-er** = referred to person performing a certain action:
 - * *emailer* (= email sender); *nternetter* (= Internet user); *lurker* (bulletin subscriber who reads but doesn't contribute to it); ...
 - **-ing** = deriving nouns from verbs and referred to processes:
 - * *cyberizing* (= causing someone's interest in computer use); *netwriting* (= writing on the Internet); ...
 - **-ie** = referred to newcomers to the field of computer science:
 - * *nettie* and *newbie* (= inexperienced Internet user).
- Prefixation
 - **re-** = denoting repetition of an operation:
 - * *remailer* (= network-connected computer that takes email, sends it on to a destination, and places a veil between sender and receiver);
 - **cyber-** = [from 'cybernetics'] creating compound neologisms referred to computer usage:
 - * *cyberboard; cyberchat; cybercrime; cybersex;*
 - * *cyber culture; cyber science; cyber world.*

- **info-** = [from ‘information’] creating neologisms:
 - * *Infomania; infomercial; infotainment.*
- Analogic derivation
 - *offline / online reader* (= reading email messages with the Internet ‘off’ or ‘on’);
 - *Internaut* (from ‘austonaut’ = one who explores the Internet).

1.10 POPULARIZATION

•

Definition 1. *Popularization*

The conveyance of specialist knowledge for education or information purposes for an audience of nonspecialists;

- Difference between pedagogic texts (a) and *popularizations*:
 - (a) = systematically providing students with conceptual and terminological resources suited to the subject content (“secondary culture”—Widdowson 1979), such as undergraduate textbooks, instruction manuals;
 - (b) = providing a wide reading public with specialized topics through everyday language and experience (thus extending the reader’s knowledge).

1.10.1 POPULARIZATION AND TRANSLATION

- Popularization is close to translation in that it involves the transformation of a source text (the specialized text) into a derived text (the popular text);
- Popularization as ‘redrafting’ that does not alter the disciplinary content but its language to suit a new target audience (‘intralinguistic translation’);
- Its language presents a wide use of metaphors and similes linking specialized content with the public’s general knowledge.

1.10.2 POPULARIZATION: FEATURES

- Absence of argumentative patterns stressing authorial innovations:
 - ‘I have called’; ‘I argue that’; ‘I mean by this’;
- Prevalence of the informative function;
- Use of definitions;
- Schematic distance between Senders and Recipients;
- Novel forms of popularization, resorting to humorous discourse.

1.10.3 POPULARIZATION: DEFINITIONS

- Absence of the first-person author or the third-person originator of definitions because the popularising purpose is ‘informative’, not ‘innovative’;
- Preference for impersonal or passive forms:
 - A ‘doughnut complex’ is a term that has been applied to describe [...] a decaying central city and a ring of prosperous and growing suburban region”;
- Reference to an entire category or profession originating a definition:
 - “relict being the name scientists give to an animal or plant that was once widespread but is now confined to a small area”.
- Juxtaposition \implies specialized term + periphrasis, separated by a comma, dash, or parenthesis [1]; or periphrasis + specialized term [2];
 - 1 “More than 99% of atmospheric water is in the troposphere, the turbulent, weather-producing zone below about 40,000 feet” – **DEDUCTIVE PROCESS**;
 - 2 “After 25 years of repeated review, an injectable synthetic hormone, Depo-Provera, was approved by the Food and Drug Administration last year”. – **INDUCTIVE PROCESS**.
- Term + Definition joined by expressions as ‘called’, ‘known as’, ‘that is’, ‘meaning’, etc.:
 - “The M.I.T. experimenters had to work with atoms in special states known as Rydberg states;
- Use of ‘technically’ to signal the divergence of specialized definition from nonspecialists’ definition:
 - “disparities in the timing of signals reaching the two ears — technically called interaural time differences”.
- Use of the disjunctive conjunction ‘or’:
 - “Most polymers are nothing more that identical molecular units, or monomers”;
- Semantic approximation through periphrasis introduced by ‘a little’, ‘like’, ‘a sort of’, etc.:
 - “The brain is *a sort of* computer”.
- Figurative, everyday language taken introduced by ‘in other words’, ‘so-called’, etc.:
 - “female birds represent the greatest source of stress for the males. In other words, the stress has a *so-called* femme fatale effect on the male”.
- Metaphors & similes; inverted commas (approximation):
 - “the reactor core, by absorbing neutrons, could be used to ‘*breed*’ new plutonium for reuse in the core”.

- Etymological or explicative remarks (informative role):
 - “pharmacogenetics, *the study of genetics differences in response to drugs* [...]”;
- Critical views often introduced by ‘perhaps’:
 - “*Perhaps* more novelty lies in what we call empty space”.

1.10.4 POPULARIZATION: SCHEMATIC DISTANCE

- Popularization can be generally analysed according to (cf. Whitley 1985):
 - the audiences for scientific knowledge;
 - the producers of knowledge;
 - the knowledge itself and its transformation;
 - the effects upon the production and validation of new knowledge.
- Popularization represents the socio-cognitive contrast between the producers — who consider themselves part of an ‘élite group’ — and receivers;
- Recall the distinction between scientific exposition and scientific journalism.

1.10.5 POPULARIZATION: NOVEL FORMS

- The ‘expansion and differentiation’ (Whitley 1985) of sciences has broadened the scope of popularization and provided novel means for its realization;
- For example, popularization may be achieved by integrating its peculiar linguistic knowledge and the strategies of humorous discourse:
 - *The Big Bang Theory*;
 - *1000 Ways to Die*;
 - *Curious & Unusual Deaths*.
- These novel forms of popularization integrate the informative and entertaining features.

1.11 MULTIMODAL POPULARIZATION

•

Definition 2. Multimodal Popularization

Types of popularization where the conventional linguistic and novel audiovisual strategies of reformulation of specialized knowledge interact.

- Aim:
 - to increase the receivers’ knowledge, to inform by means of general language, not aiming at developing their secondary culture;
- Sharing popularization main features:
 - lack of knowledge advancement;

- focus on receivers.
- Translation strategies:
 - to develop equivalent target scripts;
 - to respect the different illocutionary dimensions in recent, hybrid documentaries.
- Lexical and syntactic features:
 - adoption of **periphrasis**; juxtaposition of **definitions**, mainly by means of the deductive logical process;
- Multimodal construction:
 - ‘demand images’ when specialists take the floor to mark highstatus participants and communicate objectivity;
 - ‘offer images’ to represent everyday situations (docufiction).
- Humorous discourse:
 - integration of **cognitive**, **superiority**, **derogatory** and **safe/arousal** strategies to aim to a larger group of non-experts;
 - depending on the construction of humorous discourses, receivers may be accomplices and targets, or only accomplices of jokes.

Capitolo 2

Cambridge English for Engineering - Esercizi Risolti

2.1 UNIT 1: Technology in Use

2.1.1 2

a

Paula, a design engineer for a CPS manufacturer, is discussing product development with José, a senior manager new to the company. Listen to the conversation and complete the following notes:

- the primary application of GPS: *navigation*;
- associated applications:
 - Tracking systems for: *(monitoring) delivery vehicle*;
 - Tracking systems for: *(finding) stolen cars*.
- more creative features:
 - *drift alarms*;
 - *man overboard button*.
- not technical innovations: *innovative use of* technology.

b

Complete the following extracts from the discussion with words that come from use:

- Then you've got associated applications, *uses* that are related to navigating;
- .. tracking system you can *use* for monitoring delivery vehicles;
- .. from the end-*user's* point of view, accuracy is no longer the main selling point. Most devices are accurate enough. The key is to make them more useful.

2.1.2 3

a

Match the GPS applications (1-6) to the descriptions (a-f):

- *topographical surveying*: mapping surface features;
- *geological exploration*: applications in mining and the oil industry;
- *civil engineering*: setting out positions and levels of new structures;
- *avionics equipment*: air traffic control, navigation and autopilot systems;
- *maritime applications*: navigation and safety at sea;
- *GPS in cars and trucks*: highway navigation and vehicle tracking.

2.1.3 4

a

Complete the following extracts from the conversation by underlining the correct words

- there's a setting on the GPS that *allows* it to detect the movement;
- an alarm sounds to warn you, and *prevents* the boat from drifting unnoticed;
- and *ensures* that you don't lose track of where you were, which then *enables* you to turn round and come back to the same point..

b

Match the words in Exercise 4a to the synonyms:

- *ensures*: make sure;
- *enables/allows*: permits;
- *prevents*: stops.

c

Complete the following extract from the user's manual of a GPS device using the verbs in Exercise 4a. Sometimes, more than one answer is possible:

The core function of your GPS receiver is to *allow/enable* you to locate your precise geographical position. To *allow/enable* - the device to function, it receives at least three signals simultaneously from the GPS constellation - 30 dedicated satellites which *ensure* - receivers can function anywhere on earth. To *allow/enable* - extremely precise positioning and *prevent* errors from occurring due to external factors, this device is designed to receive four separate signals (see enhanced system accuracy on page 18).

2.1.4 6

c

Match the verbs (1 -9) from the text in Exercise 6b to the definitions (a-i):

- *connecting*: joining;
- *raise*: lift / make something go up;
- *transported*: carried (objects, over a distance);
- *support*: hold something firmly / bear its weight;
- *attached*: fixed;
- *ascend*: climb up;
- *descend*: climb down;
- *powered*: provided with energy / moved by a force;
- *controlled*: driven / have movement directed.

2.1.5 7

a

James, an engineer, is giving a talk on space elevators. Complete his notes using the correct form of the verbs (1-7) in Exercise 6c:

- Challenge of *connecting* a satellite to earth by cable is significant;
- To *support* its own weight, and be securely *attached* at each end, cable would need phenomenal strength-to-weight ratio;
- How could vehicles be *raised* into space, up cable?
- Self-contained energy source problematic, due to weight (heavy fuel or batteries required to *power* vehicle);
- Two possible ways round problem:
 - Transmit electricity wirelessly. But technique only at research stage;
 - Solar power. But would only allow vehicle to *ascend* slowly. Not necessarily a problem, as car could be controlled remotely, allowing it to *transport* payloads unmanned.

2.1.6 12

a

Complete the following tips on emphasising technical advantages using the words in the box:

When describing technical advantages, it's useful to emphasise ...

- *enhanced* performance, compared with the older model of the same product;

- negative issues that have been *reduced*, or completely *eliminated*;
- special features that differentiate the technology from *conventional* systems;
- performance levels that make the technology *superior* to the competition.

c

Complete the following sentences from the briefing by underlining the correct emphasising word:

- We've come up with a completely unique profile;
- It dramatically reduces vibration;
- Machines like this can never be entirely free from vibration;
- The new design runs extremely smoothly;
- Another advantage of the new profile is that it's considerably lighter;
- So compared with our previous range, it's highly efficient;
- Trials so far suggest the design is exceptionally durable;
- We expect it to be significantly more reliable than rival units.

d

Match the words in Exercise 12c to the synonyms:

- *entirely/totally*: completely;
- *considerably/dramatically*: significantly;
- *exceptionally/highly*: extremely.

2.1.7 13

You are Otis engineers back in the 1850s, when elevators were new. In pairs, prepare a short talk to brief your sales colleagues on the advantages of elevators for lifting people and goods. Emphasise the points below using the phrases and techniques from this section. Remember that people at this time are sceptical about the technology:

- Have you ever tried to get a full shop bag for five or more stories of stairs? It is not so easy, I would say.
- An elevator will sort things up! It's a comfortable way to simplify your life. No more shop bags or water bottles, for example.
- It will considerably lower your work. And I know what you will think. It's unsafe! It's Dangerous! **WRONG!**
- It's actually safer than climbing stairs. As you can see in this blackboard, the car is attached with a steel cable that can support several tons.

- Surely safer than climbing stairs and maybe undergo a fall due to a slippery surface. And it's not so difficult to use as you can think.
- Not more than climbing stairs!
- The lift is controlled from the inside of the car, simply pressing a button. Just by doing this, you can climb from the basement up to the top of a skyscraper.
- And don't forget about the economic aspects of the things. A significantly large use of lifts will help the economy of our great America.
- How, shall you ask?
- Using lifts we can build taller buildings. And no one will complain about living at the top floor. This way, the value of the land will extremely skyrocket!

Marco Chiarelli
Matteo Settembrini
03/11/2015

2.2 UNIT 2: Materials Technology

2.2.1 2

a

Read the following web page and complete the missing headings using the words in the box:

- *Steel* Scrap can be sorted easily using magnetism. If the metal is galvanised (coated with zinc) the zinc is fully recyclable. If it is stainless steel, other metals mixed with the iron, such as chromium and nickel, can also be recovered and recycled;
- *Glass* Sorting is critical, as there are key difference between the clear and coloured material used in bottles and jars, and the high-grade material used in engineering applications, which contains traces of metals;
- *Copper* Scarcity makes recycling especially desirable, and justifies the cost of removing insulation from electric wires, which are a major source of scrap. Pure metal can also be recovered from alloys derived from it, notably brass (which also contains quantities of zinc and often lead) and bronze (which contains tin);
- *Aluminium* The cost of melting down existing metal is significantly cheaper than the energy-intensive process of electrolysis, which is required to extract new metal from ore;
- *Timber* Hardwood and softwood can be reused. However, the frequent need to remove ironmongery and saw or plane off damaged edges, can make the process costly;
- *Rubber* Tyres are the primary source of recyclable material. These can be reused whole in certain applications. They can also be ground into crumbs which have varied uses;
- *Plastic* An obstacle to recycling is the need to sort waste carefully. While some types can be melted down for reuse, many cannot, or result in low-grade material.

b

Match the materials from the web page (1-8) in Exercise 2 to the definitions (a-h):

- *stainless steel*: a type of steel not needing a protective coating, as it doesn't rust;
- *zinc*: a metal used to make brass, and in galvanised coatings on steel;
- *iron*: the predominant metal in steel;
- *bronze*: an alloy made from copper and tin;
- *lead*: a dense, poisonous metal;
- *hardwood*: timber from deciduous trees;
- *ore*: rocks from which metals can be extracted.
- *softwood*: timber from pine trees.

c

Complete the following sentences using *from*, *with* or *of*:

- Bronze contains significant amounts *of* copper;
- Galvanised steel is steel coated *with* zinc;
- Steel is an alloy derived *from* iron;
- Pure metals can usually be recovered *from* alloys;
- To produce stainless steel, iron is mixed *with* other materials;
- Stainless steel contains quantities *of* chromium and nickels;
- Glass tableware contains traces *of* metals, such as lead;
- When new metal is extracted *from* ore, the costs can be high.

2.2.2 3

b

Listen to an extract from the talk and compare your ideas with what Irina says. What example does she use to illustrate her main point?:

The main point that Irina makes is that it's important to consider the total environmental impact of a product, including producing it (pre-use), using it (in-use) and recycling it (post-use). She gives the example of an energy-saving light bulb.

c

Irina asks the engineers to do a simplified environmental audit. Their task is to compare steel and aluminium car bodywork from an ecological perspective. Listen to Sophia and Pete, two of the engineers, discussing the topic and make notes of their ideas:

Sophia and Pete's ideas: Pre-use: aluminium production (extraction from ore and recycling), coating steel (galvanising), transporting and handling bulk material, cutting and welding In-use: weight (impact on fuel consumption), lifespan (frequency of manufacturing).

2.2.3 5

a

Read the article on braking systems. In the title of the article, what do the colours green and red refer to?

Green refers to ecological issues. Red refers to heat (red hot means very hot). Also, a hot topic is a current important topic.

b

In pairs, answer the following questions:

- Why do most braking systems waste energy? *Because they use friction, which wastes energy as heat;*
- What are regenerative braking systems, and how do they save energy? *They recover heat and use it to power the car;*
- What characteristics are required of materials used for the brakes on racing cars? *The ability to generate high levels of friction, and to resist the effects of friction and consequent heat;*
- What is meant by heat soak, and why is it a problem in racing cars? *Heat from the engine being absorbed by the chassis, which can damage sensitive parts such as electronic components and plastic parts.*

c

Match the materials from the text (1-7) to the descriptions (a-g):

- *compounds*: combinations of materials;
- *exotic*: rare or complex;
- *ferrous*: iron and steel;
- *ceramics*: minerals transformed by heat;
- *alloy*: mixture of metals;
- *non-metallic*: materials that are not metal;
- *polymers*: plastic materials.

2.2.4 6

e

Match the parts of the cable (a-e) in Exercise 6c to the following categories of materials (1 -5). You will need to use some parts more than once:

- non-metallic: *insulation, waterproof membrane, outer jacket*;
- metallic: *armoured protection, conductor*;
- ferrous metal: *armoured protection*;
- non-ferrous metal: *conductor*;
- polymer-based: *insulation, waterproof membrane, outer jacket*.

2.2.5 8

c

Find words in the text in Exercise 8b to match the following definitions:

- *toughness* = the opposite of fragility;
- *abrasion resistance* = resistance to damage caused by friction;
- *thermal stability* = resistance to problems caused by temperature change;
- *durable* = long lasting;
- *lightweight* = the opposite of heavy;

2.2.6 9

a

Match the automotive parts (1 -5) to the descriptions (a-e):

- *drive belts*: flexible bands used in transmission systems;
- *brake pads*: pads pressed against discs to induce deceleration;
- *tyres*: pneumatic envelopes in contact with the road surface;
- *sealing gaskets*: sheets inserted between parts to prevent gas or fluid leakage;
- *bullet-resistant armour*: protective barriers capable of resisting gunshot.

Read the information from DuPont'u on the following page explaining some of the automotive applications of Kevlar®. Complete the text using the automotive parts in Exercise 9a:

- Car and truck *tyres* have incorporated Kevlar into their construction because it offers superb puncture, abrasion and tear resistance;

- The high modulus and abrasion resistance of Kevlar help *drive belts* retain their original shape and tension over the millions of revolutions they go through over the lifespan of a vehicle;
- The frictional forces that *brake pads* are designed to endure take less of a toll on those made with Kevlar pulp. The enhanced thermal stability and inherent abrasion resistance of Kevlar allow them to last long and stop the vehicle safely and quietly;
- Kevlar provides an effective, lightweight *bullet-resistant armour* solution for vehicles that require protection against ballistic attack, allowing cars and light trucks to retain most of their original handling characteristics;
- Chemical stability and thermal stability help make *sealing gaskets* reinforced with Kevlar pulp strong and durable. The galvanic corrosion resistance of Kevlar also contribute to long-term engine performance.

2.2.7 10

a

Listen to a conversation about the properties of materials used in a specific type of tool and answer the following questions:

- Where does the conversation take place? *At the dentist's;*
- What tool is being discussed? *The tool is a dental drill;*
- Which materials can be used for its different parts? *Titanium can be used for the handle, and tungsten-carbide and diamond for the bur.*

b

Complete the following extracts from the conversation using the properties in Exercise 8c. Listen again and check your answers:

- The handle mustn't be heavy. Ideally, you want it to be *lightweight*;
- Resisting friction is essential. The key requirement is *abrasion resistance*;
- The bur has to be built to last. Obviously, they need to be very *durable*;
- Heat builds up in the bur. You need a good degree of *thermal stability*.

c

Match the words and phrases (1-5) from Exercise 10b to the synonyms (a-e):

- *ideally*: for the best results;
- *obviously*: it's clear that;
- *the last thing you want*: the worst situation;
- *the key requirement*: the most important factor;
- *a good degree of*: a lot of / a high level of.

2.2.8 14

c

Listen to the following phrases from the conversation and underline the stressed syllable. Practise saying the phrases:

- not particularly suitable;
- exceptionally resistant;
- not at all suitable;
- tremendously marketable;
- relatively complex;
- not at all that good.

d

Complete the following table using the words in the box:

- extremely, exceptionally, tremendously;
- quite, fairly, pretty, relatively;
- not very, not particularly, not (all) that;
- not enough, insufficiently, not adequately;
- definitely not, not at all.

2.3 UNIT 3: Components and assemblies

2.3.1 2

c

Erin, an engineer with the same company, is describing different electrical plug and socket formats during the briefing. Listen and match the descriptions (1-6) to the pictures (a-f):

- a: *triangular*;
- b: *cylindrical*;
- c: *circular*;
- d: *linear*;
- e: *rounded*;
- f: *rectangular*;

d

Complete the following phrases from the descriptions using adjectives based on the words in brackets:

- there are *circular* pins for live and neutral. (circle);
- the earth slot's got a flat base with one side *rounded* over to form a semi-circle (round);
- This one has *rectangular* blades for live, neutral and earth... (rectangle);
- it has a *cylindrical* slot to receive the earth pin (cylinder);
- the pins are arranged in *linear* configuration (line);
- they're laid out in *triangular* configuration (triangle).

e

Listen and underline the stressed syllable in each of the following words:

- rectangle;
- rectangular;
- triangle;
- triangular;
- cylinder;
- cylindrical;
- line;
- linear.

2.3.2 3

a

Listen to a longer description from the meeting. Which picture (a-f) in Exercise 2c does Erin describe?

cylindrical

b

Complete the following extracts from the description using the correct form of the words in the box:

- there's a circular slot at the top. It's obviously a blind *hole*, it doesn't go right through;
- there are two plastic *ridges*, one of either side of the plug casing, and they slot into corresponding *grooves* at each side of the socket. In addition, the centre of the socket is *recessed*. So rather than being *flush with* the front of the socket, on the same face, the circular area that receives the plug is *set back* from the surrounding casing;
- These covers only open when pressure is applied to both by the two *pin* of the plug simultaneously.

2.3.3 4

a

Andy and Karin, two electrical engineers, are evaluating a plug and socket format in Exercise 2c. Listen to the conversation and make notes of the advantages and disadvantages of the following features:

- Plug slots into a recess in the socket:
 - Advantages:
 - * *The plug resists pullout forces;*
 - * *Nothing can touch the pins if the plug is partially pulled out;*
 - Disadvantages: *It's difficult to pull out;*
- Covers protect live and neutral slots:
 - Advantages: *Children can't stick things in the socket;*
 - Disadvantages: *If the mechanism is too sensitive, it can be difficult to insert the plug*

2.3.4 6

a

Complete the following training material for graduate engineers using the words in the box:

MANUFACTURING TECHNIQUE EVALUATION: CUTTING OPERATIONS

Key factors in determining the most appropriate cutting technique are: material characteristics (notably hardness, and thermal and electrical properties), component thickness, component shape and complexity, required edge quality, and production volume. Select cutting options below for a detailed analysis of techniques.

CUTTING OPTIONS:

- *Sawing*: abrasive cutting, removing a kerf of material. Includes cutting with toothed blades and abrasive wheels;
- *Shearing*: use of pressure on smooth-edged blades for guillotining and punching;
- *Drilling*: removal of materials across the full diameter of a hole, or using hole-saws for cutting circumferential kerfs;
- *Milling*: removal of surface layers with multiple cutting wheel passes;
- *Flame-cutting*: using oxy-fuel (oxygen + combustible gas, often acetylene).

c

Complete the following definitions using the words in the box:

- A *punch* makes holes by applying pressure to shear the material;
- A *guillotine* makes straight cuts by applying pressure to shear the material;
- A *kerf* is the width of the saw cut;

- A *toothed blade* has sharp edges for cutting or milling;
- An *abrasive wheel* has a hard, rough surface for cutting or grinding;
- A *hole-saw* cuts a circular piece to remove an intact core of material.

2.3.5 7

a

Read the following extract of promotional literature from a leading producer of ultra-high-pressure (UHP) waterjet cutting machines. In pairs, explain the phrases in bold

- **secondary operations**: additional machining, such as polishing;
- **net-shaped parts**: parts with accurately cut edges; often intricate shapes;
- **heat-affected zone**: the area modified by high temperatures (resulting from the heat of cutting);
- **mechanical stresses**: physical forces such as shear forces when sawing or guillotining metal;
- **narrow kerf**: narrow thickness of material removed during cutting; especially easy to do with waterjet cutting;
- **tightly nested**: when several components are cut from the same piece of material the components can be placed close together, making better use of the material.

b

Evan is talking to Mr Barrett about UHP waterjet cutting. Listen to the conversation and match the phrases in the box to the extracts (1-4):

- Extract 1: *net-shaped parts*;
- Extract 2: *heat-affected zone*;
- Extract 3: *mechanical stresses*;
- Extract 4: *narrow kerf*.

c

Complete the following extracts from the conversation by underlining the correct phrases:

- So they are *especially good when* you have intricate shapes;
- Saw blades are obviously *useless* when you're cutting curved shapes;
- sawing is *not the best solution* if you want to avoid altering the material;
- it's *ideal for* metals.

2.3.6 10

b

Complete the following table using the words in the box:

- Mechanical fixings:

- *bolt*;
- *screw*;
- *rivet*;
- *clip*.

- Non-mechanical fixings:

- *weld*;
- *adhesive*.

c

Label the photos (1-5) with the words in Exercise 10b:

- *weld*;
- *bolt*;
- *adhesive*;
- *screw*;
- *rivet*;
- *clip*.

d

- {*connecting, joining, fixing*}: describes any kind of connection;
- {*bolting, riveting*}: describes mechanical connections only;
- {*bonding, gluing, welding*}: describes non-mechanical connections.

2.3.7 11

a

Complete the following questions using the words in the box:

- How can we fix these two components *together*?
- How can we fix these two components *to each other*?
- How can we fix these two components *on*?
- How can we fix these two components *to / onto* this component?

b

Complete the following training web page using the words in Exercise 11a:

The most suitable method of joining components depends on many factors, which extend beyond the obvious issue of required strength.

- Will the joint need to be disconnected in the future? If a part is bolted *on*, it can obviously be removed at a later date. If two components are bonded to *each other* with strong adhesive, or welded *together*, then subsequent removal will clearly be more difficult;
- What external factors might affect the joint? Water or heat can weaken adhesive joints. And no matter how tightly nuts are screwed *onto* bolts, vibration can cause them to work loose over time;
- How quality-sensitive is the joining technique? Components are rarely joined *to* each other in ideal conditions. Inadequately tightened fixings, improperly prepared surfaces, or flawed welds are inevitable. How could such imperfections affect the joint negatively?

2.3.8 13

c

Answer the questions in Exercise 13b:

- How did the actual flight differ from the one that was planned? *The balloons climbed faster than expected, then entered controlled airspace adjacent to an airport;*
- What incidents occurred just before and just after the landing? *A rope tangled with a power line, then Mr Walters was arrested;*
- What is said about the modern equivalent of this type of activity? *The modern equivalent, cluster ballooning, is not a mainstream sport, but is becoming more popular;*
- What components were used to assemble the flying machine? *A garden chair, helium filled Weather balloons and ropes.*

2.3.9 14

a

- *above, over;*
- *below, beneath, underneath;*
- *alongside, adjacent to, beside;*
- *around (attorno);*
- *outside;*
- *inside, within.*

b

Complete the following sentences about the flying garden chair using the prepositions in the box. Check your answers against the text in Exercise 13b:

- Projecting *above* the chair was a cluster of ropes, tied to 42 helium-filled weather balloons;
- Anchor ropes were fastened *around* the bumper of his cars;
- Larry Walters had an airgun inserted *in* his pocket,
- The helium contained *within* the balloons warmed up in the sun;
- After takeoff, the anchor ropes remained suspended *beneath* the chair.

c

Complete the following descriptions of how the garden chair airship was assembled by underlining the correct words:

- A quantity of helium gas was *contained* inside each balloon;
- A tube was *inserted* inside the openings of the balloons, to inflate them;
- The balloons were *situated* over the chair, in a large cluster;
- The chair was *suspended* under the balloons by ropes;
- Arm rests, *located* beside the pilot, at each side, helped to hold him in place;
- The landing gear, *projecting* below the seat, consisted, simply, of the chair legs;
- The pilot was *positioned* underneath the balloons, so his weight was low down.

d

Which two other words have the same meaning as positioned?

- *located*
- *situated*

2.4 UNIT 4: Engineering design

2.4.1 2

b

Complete the following definitions using the types of drawing in the box:

- A *plan* gives a view of the whole deck, from above;
- An *elevation* gives a view of all the panels, from the front;
- An *exploded view* gives a deconstructed view of how the panels are fixed together;
- A *cross-section* gives a cutaway view of the joint between two panels;

- A *schematic* gives a simplified representation of a network of air ducts;
- A *note* gives a brief description or a reference to another related drawing;
- A *specification* gives detailed written technical descriptions of the panels.

2.4.2 3

c

Complete the following extracts from the conversation and explain what is meant by each one:

- Is this drawing *to scale*? *Do the dimensions correspond with a scale?*
- It's one to five. *The dimensions on the drawing are 1/5 of their real size;*
- You shouldn't scale *off* drawings. *You shouldn't measure dimensions on a drawing using a scale rule and take them to be exact;*
- it's actual size, on a *full-scale* drawing; *The dimensions on the drawing are the same as their real size.*

2.4.3 6

b

Read the technical advice web page and answer the following questions:

- **How is a superflat floor different from an ordinary concrete floor?** *A superflat floor has a much flatter surface. It's finished more precisely than an ordinary concrete floor;*
- **What accuracy can be achieved with ordinary slabs, and with superflat slabs?** *Ordinary slabs can be flat to $\pm 5\text{mm}$. Superflat slabs can be flat to within 1mm;*
- **What problem is described in high bay warehouses** *Slight variations in floor level can cause forklifts to tilt, causing the forks to hit racks or drop items.*

d

Complete the following expressions from the web page which are used to describe tolerances:

- *within* tolerancee (inside the limits of a given tolerance);
- *plus* or *minus* 5mm ($\pm 5\text{mm}$);
- *tight* tolerance (close tolerance);
- *outside* tolerance (not inside the limits of tolerance).

e

Complete the following sentences using the expressions in Exercise 6d:

- The frame's too big for the opening. The opening's the right size, so the frame must be *outside tolerance*;
- The total tolerance is $1mm$. The permissible variation either side of the ideal is $\pm 0.5mm$;
- The engineer specified $\pm 5mm$ for the slab finish, and we got it to $\pm 2mm$. So it's well *within tolerance*;
- You can't finish concrete to $\pm 0.1mm$. There's no way you can work to such *tight tolerance*;

2.4.4 7

b

Complete the following table using the words in the text in Exercise 6b and audioscript 4.3 on page 89:

- – What's the *length*?
– Is it *long*?
– Is it *short*?
- – What's the *width*?
– Is it *wide*?
– Is it *narrow*?
- – What's the *depth*?
– Is it *high*?
– Is it *low*?
- – What's the *thickness*?
– Is it *thick*?
– Is it *thin*?
- – What's the *height*?
– Is it *deep*?
– Is it *shallow*?

c

Mei has done a revised drawing for the floor slab. Read the extract from her email about the new design and complete the message using the correct form of the words in Exercise 7b:

Please find attached a revised drawing for the floor slab, now reconfigured for defined movement. In order to accommodate guided vehicle $1080mm$ *wide* (as specified by the client) we propose a standard *width* of $1280mm$ for each superflat lane. At $14.5m$, the *length* of the longest lane on the network is within the maximum slab run that can be cast in a single concrete pour, thus avoiding construction joints on straight runs. On curved sections, a standard $8.5m$ turning

radius is used, as per the guided vehicle manufacturer's recommendations. In order to allow for the eventuality of future grinding, we have located the top layer of reinforcement 10mm deeper below the slab surface. This additional *depth* has not, however, been added to the overall slab *thickness*, which remains 275mm. The reinforcing bars also remain in 12mm diameter. As a result, the levels of wall-mounted process installations - many of which need to be fixed at a precise *height* above finished floor level - are unaffected.

d

Which two words in the email relate to circles? What aspects of a circle do they describe?

- *diameter*: the maximum width of a circle;
- *radius*: the distance from the centre of a circle to its circumference (half the diameter).

2.4.5 10

a

The following extracts from emails relate to a project to build an indoor ski complex in Australia, using artificial snow. The messages were circulated by an engineer to members of the design team, and to a specialist contractor. Read the emails and, in pairs, answer the following questions. Note that the emails are not in the correct order:

- What are all the emails about? *design information (at different stages of the design process)*;
- What different types of documents are mentioned? *sketches, design brief, revised/amended drawing, superseded drawing, preliminary drawing, working drawing, summary/notes*.

b

Put the emails in the correct sequence:

- b
- d
- c
- a
- e

c

Complete the following definitions using the types of drawing in the box:

- A *sketch* is a rough drawing of initial ideas, also used when production problems require engineers to amend design details and issue them to the workforce immediately;
- A *design brief* is a written summary intended to specify design objectives;

- A *working drawing* is an approved drawing used for manufacturing or installation. There is often a need to revise these drawings to resolve production problems. In this case, amended versions are issued to supersede the previous ones;
- A *preliminary drawing* is a detailed drawing that colleagues and consultants are invited to approve if they accept them, or comment on if they wish to request any changes.

2.4.6 13

a

The following records are from the indoor ski complex project. They show correspondence between the design team and construction team. Read through the texts quickly and answer the following questions:

- What is the general subject of the correspondence? *Design problems and solutions*;
- What is meant by query and instruction? *A query is a question. An instruction is an explanation of what to do / official permission to do something*;
- Some queries refer to earlier conversations. Suggest why these have been followed up in writing. *Written follow-up is important in order to keep a record for contractual/financial purposes*;
- What is meant by *dwg* and *dims*? *drawing and dimensions*.

c

Complete the following pairs of sentences using the verbs in the box:

- The components are in each other's way. = The components *clash*;
- Please ask for more information. = Please *request* more information;
- Can I suggest a solution to the problem? = Can I *propose* a solution?
- Please instruct the supplier to send the parts to this address. = Please *advise* the supplier;
- Any conflicting details must be queried. = You must *clarify* any conflicting details;

2.4.7 14

b

Chen, a technician, is explaining the problem in Exercise 14 to Ron, an engineer. Complete the conversation using the words in the box:

- **Chen:** There's a *discrepancy* between these details that you might be able to *clarify* straight away. On the plan of this plate, it shows eight bolts. But on section A, here, there are no bolts shown in the middle. So there would be only six, which obviously *contradicts* the plan. But as you can see, this plate's going to be bolted on a T profile. So we couldn't put a row of bolts down the middle, because they'd *clash* with the flange running along the middle of the T. So I'd *propose* just going for two rows of bolts. The *alternative* would be to redesign the T section, which would obviously be a bigger job.
- **Ron:** Yes. Let's go for two rows of bolts, *as per* the sections.
- **Chen:** OK, fine. Will you send an email to *confirm* that?

2.5 UNIT 6: Technical development

2.5.1 2

b

How do Claudia and Kevin focus on specific subjects? Complete the following phrases from the conversation using the words in the box. Listen again and check your answers:

- with *regard* to the capacity;
- in *terms* of the number of people;
- as far as size is *concerned*;
- and as *regards* the graphics;
- *regarding* the schedule.

c

Write questions using the following prompts and the phrases in Exercise 2b:

- dimensions: what / overall size / module? *With regard to the dimensions, what is the overall size of the module?*
- materials: what / bodywork / made of? *Concerning the materials, what is the bodywork made of?*
- schedule: when / work start? *Regarding the schedule, when will the work start?*
- power: what / maximum output / need / be? *In terms of power, what will the maximum output need to be?*
- heat resistance: what sort / temperature / paint / need / withstand? *As regards heat resistance, what sort of temperature will the paint need to withstand?*
- tolerance: what level / precision / you want us / work to? *Concerning tolerance, what level of precision do you want us to work to?*

2.5.2 3

b

Listen again and explain what is meant by the words and phrases in bold:

- **to what extent** do you want the experience to be physical? *how much*;
- **The degree to which** it moves can be varied.. *the amount*;
- it's obviously difficult to **quantify** something like this ... *calculate / give a quantity*;
- The only way to **determine** what's right is to actually sit in a simulator ... *judge / decide*;
- you can **assess** the possibilities. *measure / test*.

c

Following the meeting, Claudia writes an email to update Rod, an engineering colleague. Read the extract and choose a word or phrase from Exercise 3b that means the same as the words in bold. Sometimes more than one answer is possible:

In order to (*assess*) **find out about** the simulator's dynamic capabilities, we looked at the types of effect the simulator should produce, and (*the degree to which*) **the amount** these physical effects should be felt by passengers. Specifically, the following issues were discussed:

- (*to what extent*) **How severely** should the module generate vibration, to simulate engine thrust?
- How much buffeting should be simulated? That is, (*the degree to which*) **how severely** the module generates jolting, due to supposed atmospheric turbulence;
- (*to what extent*) **How much** will passengers be exposed to constant linear G-force, to simulate deceleration?

In order to (*quantify*) **work out** the magnitude of the above parameters, it was decided that the prototype will be equipped with variable controls. This will enable the client to (*assess*) **evaluate** different levels of severity through trials inside the simulator.

2.5.3 6

a

Read the newspaper article and answer the following questions:

- How is the statue being made, and what is it being made from? *It's being carved from a block of sandstone;*
- What is Rick Gilliam's role? *He's overseeing the logistics of the project;*
- What will the statue be placed on in its final position in front of the museum? *On a stone plinth;*
- What technical problem did they have to solve? *How to stop the slings from getting trapped beneath the statue, so they can be withdrawn, after the statue has been lowered onto the plinth by crane;*

d

Complete the following suggestions from the conversation using the words in the box:

- Why *not* come up with a way of hooking onto the side of the statue?
- Well, *couldn't* we drill into it, horizontally?
- We *could* fill all the holes, couldn't we?
- Or, *alternatively*, we could make sure the holes were out of sight;
- What *about* drilling into the top, vertically?
- I suppose *another* option would be to use some sort of grab, on the end of the crane jib;
- Why *don't* we ask them?

2.5.4 9

e

Complete the following expressions from the conversation using the words in the box and indicate the degree of feasibility each expression describes:

- It'll be *dead* easy;
- It'll cost *peanuts*;
- It'll be quite a *painstaking* job;
- It's *perfectly* feasible;
- It's achievable, but it's *stretching* it;
- there's no *way* you can do it;
- It's *borderline*;
- It's a *tall* order;
- It'll take *forever*;
- It'll cost an arm and a *leg*.

2.5.5 12

d

Look at the following verbs from the discussion and find three examples where re- means again. Match the other three verbs to the definitions in the box:

- redesign: *design again*;
- reinvent: *invent again*;
- refine: *improve the details*;
- revamp: *improve overall*;
- rethink: *think again*;
- remain: *stay (the same)*.

e

Complete the following expressions from the discussion using the words in the box. Listen and check your answers:

- *reinvent* the *wheel*;
- designing the whole thing from the *ground up*;
- *room* for *improvement*;
- *Achilles heel*;

- *back* to the *drawing board*;
- make a *quantum leap*;
- designing the system from *scratch*.

f

Match the expressions (1 -5) in Exercise 12e to the definitions (a-0):

- waste time re-creating something that has already been created: *reinvent the wheel*;
- the biggest weakness: *Achilles heel*;
- start again because the first plan failed: *back to the drawing board*;
- make huge progress: *make a quantum leap*;
- design from the beginning: *designing the system from scratch / designing the whole thing from the ground up*;
- potential for doing a better job: *room for improvement*.

g

Rewrite the following sentences using the correct form of the expressions in Exercise 12:

- Unfortunately, we had to scrap the concept and start again: *We had to go back to the drawing board*;
- This problem is the product's most serious shortcoming: *This problem is the product's Achilles heel*;
- There's no point redesigning what already works perfectly well: *There's no point reinventing the wheel*;
- It's a totally new design - we started from the very beginning: *It's a totally new design - We started from the ground up*;
- The new design is so much better - it's a transformation: *The new design is a quantum leap*;
- I think there's definitely a possibility to do better in this area: *I think there's room for improvement in this area*.

2.6 UNIT 8: Monitoring and control

2.6.1 2

c

Match the words in the box to the synonyms (1 -5):

- sensor / *detector*;

- measurement / *reading*;
- control (adjust) / *regulate*;
- sense / *detect* / *pick up*;
- activate / *set off* / *trigger*.

d

Complete the following extracts from the conversation by underlining the correct words:

- Not just the usual system that *activate* the lights;
- We could use presence detectors to *control* other systems;
- a presence detector *senses* that everyone's left a meeting room;
- a temperature sensor picks up a positive *reading*;
- the sensor *detects* sunlight, and *triggers* the blinds;
- those sensors *set off* a circulation system;
- we'd use presence detectors and heat sensors to *regulate* as many systems as possible?

2.6.2 5

a

Match the sensor or measuring system (1 -5) to the industrial applications (a-e):

- pressure measurement: *checking the force exerted by steam inside a vessel*;
- temperature measurement: *measuring the level of heat generated by an exothermic reaction*;
- flow measurement: *monitoring the speed of water travelling around a supply pipe*;
- level measurement: *monitoring the amount of ethanol contained in a storage tank*;
- process recorders: *monitoring the number of cans moving along a conveyor belt*.

2.6.3 6

b

Match the words (1-10) from the discussion to the definitions (a-j):

- input: *the entry value, for example at the start of a process*;
- output: *the exit value, for example at the end of a process*;
- optimum: *the best / the most effective/efficient*;
- differential: *the gap between two values*;

- consumption: *the amount of supplies/fuel used*;
- cumulative: *the total quantity so far*;
- rate: *a value often expressed with per, for example units per hour*;
- cycle: *all the steps in a process, from start to finish*;
- frequency: *how often something happens*;
- timescale: *a specified period*.

c

The following specification was written following the conversation. Complete the text using the words in Exercise 5b:

Vessel B1: Sensor and Measuring System Requirements

Two pressure sensors: one located inside the vessel, and a second situated on the pipe running downstream, to enable any pressure *differential* to be detected. A flow meter to monitor gas *consumption*. Data will be recorded as a *cumulative* figure (total usage), and as flow *rate*, in litres per second. Note: Software will be configured to log flow against the *timescale* of a system clock, in order to pinpoint peak flow periods occurring between the start and the finish of a given reaction *cycle* and to assess the *frequency* with which they occur.

Two temperature sensors: one at the entry point of the vessel, to measure *input* temperature, and a second at the outlet point to monitor *output* temperature. Note: Precise regulation of the entry temperature will be key to obtaining *optimum* reaction performance.

2.6.4 8

e

Match the words (1-8) from the talk to the definitions (a-h):

- continuous: *without interruption*;
- fluctuations: *changes, movements in general*;
- peaks and troughs: *high points and low points on a graph curve*;
- peak demand: *maximum power requirement at a given time*;
- range: *amount between an upper and lower limit*;
- band of fluctuation: *zone of up-and-down movement*;
- blips: *momentary rises followed by a fall*;
- continual: *regular and repetitive*.

2.6.5 9

a

Read the document on energy saving aimed at industrial plant and facility managers. Complete the text using the words in Exercise 8e:

Dynamic demand control systems can be fitted to electrical appliances that operate on duty cycles, i.e. appliances that start up, run for a time, shut down again, and then remain on standby for a while before repeating the same cycle. Heating and refrigeration units are common examples of power-hungry equipment that operate on this start-run-stop-wait basis. Dynamic systems exploit the fact that duty cycle appliances do not require *continuous* power. The purpose of the systems is to help smooth power demand for the benefit of electric utilities. To achieve this, they delay the start-up of the appliances they control during periods of *peak demand*. However, only minor adjustments are made to timing as, generally, the appliances concerned can only be held on standby for short periods as they need to run on a *continual* basis. But this still benefits electric utilities as it helps to avoid problematic, momentary *blips* on the demand curve. Dynamic controls work by detecting slight *fluctuations* in the frequency of the mains AC supply. Although this varies only within a very narrow *range*, small drops in frequency indicate that power station turbines are working close to full capacity. The dynamic control system can therefore hold the appliance on standby for a short time until mains frequency increases again.

2.6.6 11

a

Read the email extract and answer the following questions:

- Who do you think sent the email? What is their role within the company? *A senior manager;*
- What type of review is the company going to undertake? *A review of the company's organisation and facilities;*
- What is the objective of the review? *Optimising efficiency / the use of engineers' skills;*

d

Complete the following sentences using the words or phrases in the box. Sometimes more than one answer is possible:

- They asked for a *ballpark figure* for setting up the new system;
- I've got the figures in my computer, but I couldn't tell you *off the top of my head*;
- The work is *pretty much* finished, there's just the tidying up to do;
- The actual cost of the stadium was *nowhere near* the estimate at £2m over budget;
- I think it'll take *somewhere in the region of* two weeks to complete the report;
- The development will cost *roughly* \$10m.

2.6.7 12

b

Find words and phrases in audioscript 8.9 on page 93 to match the following definitions:

- approximately: *roughly*;
- much more than / *well over*;
- at least / *a good* (two thirds);
- most / *the vast majority*;
- almost zero / *next to nothing*.

c

Complete the following replies to express the figures in approximate terms using the words in Exercises 11d and 12b. Sometimes more than one answer is possible:

- How old is this equipment? A *good* five years old;
- What percentage of the PCs need changing? *Pretty much* all of them;
- How many of the computers are up to spec? *Nowhere near* all of them;
- How many of the staff use the CAD system? *Roughly* half of them;
- How much would the new printers cost? *Well over* \$2000;
- How much does an adapter like this cost? *Next to nothing*;
- How long would a full system take to install? *Somewhere in the region of* 5 days;
- Can most of our clients read these files? Yes *the vast majority* of them.

2.7 UNIT 9: Theory and practice

2.7.1 2

c

Listen again and complete the following extracts from the conversation using the words and phrases in the box:

- the tests would obviously be *virtual*, based on a computer model;
- go into a wind tunnel, with a scale model, or a full-size *mock-up*;
- it's not just about data gathering. You also have to *validate* the data;
- The *acid test* only comes when you try out a full-scale prototype in real conditions. We need to make sure that everything is *tried-and-tested* outside, with a full-scale *trial run*;
- with changeable weather, it's not easy to do *back to back testing* out *in the field*.

d

Match the words and phrases in Exercise 2c to the definitions (a-h):

- a 3D model simulating shape and size, but without internal components: *mock-up*;
- proven to be reliable through real use / trial: *tried and tested*;
- outdoors. in a real situation: *in the field*;
- describes something simulated by software, not physical: *virtual*;
- a crucial trial to prove whether or not something works: *the acid test*;
- trials to compare two different solutions, in the same conditions: *back to back testing*;
- prove theoretical concepts by testing them in reality: *validate*;
- a practical test of something new or unknown to discover its effectiveness: *trial run*.

e

Complete the aerodynamic design development plan of the energy-efficient vehicle using stages (a-e):

- Experiment using CFD software;
- *Narrow down design options to three, based on computer data*;
- Produce reduced-scale mock-ups of designs and test in wind tunnel;
- *Select best design, based on data from wind tunnel tests*;
- Build first full-scale mock-up;
- *Test model in wind tunnel to validate data from scale tests*;
- Produce two revised designs to improve on full-scale mock-up;
- *Carry out back-to-back tests in wind tunnel with mock-up*;
- Select best design, based on data from tests;
- *Build full-size working prototype*;
- Carry out field tests with trial runs outside.

2.7.2 5

a

Rephrase the words in brackets to complete the following extracts from the conversation:

- So, *theoretically*, the horizontal speed will keep decreasing;
- So, *assuming* the drop altitude's very low;

- *Surely*, a low vertical speed is the critical factor;
- Because, *presumably* if the groundspeed's quite high, there's a danger the container will roll;
- So, *arguably*, rolling is the worst problem.

b

Rephrase the words in bold in the following sentences using the words in Exercise 5a:

- *Presumably* there'll always be a certain amount of groundspeed;
- *Assuming* the container will roll, we'll need to protect it accordingly;
- *Theoretically* groundspeed will almost always be positive;
- *Arguably* it's inevitable the container will roll and bounce along;
- *Surely* high vertical speed is less problematic than high groundspeed.

c

In pairs, decide whether the following words and phrases are used to agree or disagree. can you think of other phrases for agreeing and disagreeing?

- **Agree:**
 - Sure;
 - Absolutely;
 - True;
 - Of course;
 - ***Other phrases:*** I totally/completely agree
- **Disagree:**
 - I'm not so sure;
 - I'm not convinced;
 - Not necessarily;
 - ***Other phrases:***
 - * I'm not sure I agree;
 - * I disagree;
 - * I totally disagree;

2.7.3 7

b

Manfred Haug, an aeronautical engineer, is describing his early rocket experiments. Read the description and explain what is meant by the expressions in bold:

- **trial and error**: means testing ideas to see what happens. The expression implies that the testing process is not very scientific, and is simply based on guesswork;
- **Unfamiliar territory**: means an unknown subject, an area where someone lacks experience;
- **On a steep learning curve**: means learning rapidly, often as a result of being put in an unfamiliar situation without the necessary knowledge or experience.

2.7.4 8

b

Read the following extracts from the interview. What is meant by the words in bold?

- we **expected** it would shoot up reasonably fast: *though / predicted*;
- we **didn't anticipate** just how powerful it would be: *didn't expect/predict*;
- **It totally exceeded our expectations**: *it was much better than we had hoped*.

2.7.5 9

c

Usten again and complete the following phrases from the description:

- (as expected) It didn't go exactly *according to plan*;
- (extremely well) It worked *a treat*.

2.7.6 10

c

Read the following phrases that Manfred uses. complete the definitions by underlining the correct words:

- as it turned out: what happened in *practice*;
- what actually happened: what happened in *practice*;
- we underestimated the pressure: it was *more* than we thought;
- we overestimated the strength: it was *less* than we thought;
- plastic bottles are hardly up to the job: they're *inadequate*;
- I learned the hard way: it was a *practical* lesson.

2.7.7 13

b

Read the article and answer the following question:

- What are chicken cannons designed to do? *To fire dead chickens in order to test aircraft engines and windshields for their resistance to bird strikes;*
- Why was a chicken cannon used for a train test? *Because it was a high-speed train and bird strikes were a potential danger;*
- What were the effects of the test? *The chicken broke through both the windshield and the back of the driver's compartment.*

c

The text in Exercise I 3b is an urban legend (or urban myth) - a commonly told story that is said to be true, but which is not. Can you guess what temperature issue caused the unexpected effects?

They used a frozen chicken.

d

Complete the following sentences using the words and phrases in the box:

- Bird strikes can *result in* damage to aircraft;
- Bird strikes were a potential problem for the train *because of / due to / owing to* its speed;
- During the test, the train was severely damaged as a *result of* the impact;
- The damage occurred *because of* a problem relating to temperature;
- The impact of the chicken *caused* it to enter the train;
- The engineers thought the gun was faulty so *consequently* they called their colleagues.

e

Read the following engineering urban legends and complete the descriptions of causes and effects using the correct form of the words and phrases in Exercise 13d. Sometimes more than one word or phrase is possible:

- Apparently, the biggest challenge in space exploration was developing a pen for astronauts to use in orbit as ordinary ballpoint pens don't work in space, *because of / due to / owing to* the fact that there's no gravity. So *because of* this problem, there were teams of researchers working for years, trying to find a solution. Eventually, someone came up with the idea of using a pencil.
- When they designed the foundations of the library on the university campus, they forgot to allow for the weight of the books on the shelves, which *caused* the building to start sinking. So *consequently* half of the floors have had to be left empty, without books, to keep the weight down.

- Did you hear about that Olympic-sized swimming pool that was built? They got the length wrong *because* of the tiles. They forgot to take into account the thickness, which *resulted in* the pool measuring a few millimetres too short. So *consequently*, it can't be used for swimming competitions.

2.8 UNIT 10: Pushing the boundaries

2.8.1 2

b

Match the words (1-6) from the discussion to the definitions (a-0):

- appropriate/suitable: *good enough for the intended function*;
- consistent/reliable: *makes the most of resources, isn't wasteful*;
- cost-effective/economical: *performs a function well*;
- effective: *the right solution for a particular situation*;
- efficient: *doesn't break down, always performs in the same way*;
- sufficient/adequate: *works quickly and well*.

c

Make the following words negative by adding the prefixes in- or un-:

- adequate: *inadequate*;
- appropriate: *inappropriate*;
- consistent: *inconsistent*;
- economical: *uneconomical*;
- effective: *ineffective*;
- efficient: *inefficient*;
- reliable: *unreliable*;
- sufficient: *insufficient*;
- suitable: *unsuitable*.

2.8.2 3

a

The following information is from the web site of Sigma Power, a firm that advises corporate and government clients on wind energy projects. Complete the text using the words in Exercise 2c:

- The fact that wind turbines consume no fuel and waste very little energy is clearly a fundamental advantage. But just how *efficient* are they? Key figures

- Clearly, wind turbines need to be located on relatively windy sites in order to function. From a meteorological standpoint, what kinds of geographical location are the most *suitable*?
- Turbines are generally placed at the tops of tall towers, where wind speeds are higher, thus making them more *effective*. What other positioning factors influence performance?
- Wind turbines rarely function continuously, due to the fact that wind speeds are *inconsistent*. How significant is the impact of variable weather conditions on power generating capacity?
- Transmitting electricity over long distances is inherently *inefficient*, due to power loss from overhead or underground power lines.
Find out more about the advantages of generating power locally;
- The generating capacity of wind turbines is generally *insufficient* for it to be relied upon 100%. What percentage of total generating capacity can wind turbines realistically provide?
- Some early wind turbines were *insufficient*, suffering breakdowns caused by inaxial stresses stemming from higher wind loads on the upper blade. However, this problem has been overcome on modern units. Learn more about the technical evolution of wind turbines.

2.8.3 4

d

Label the diagrams using the forces in Exercise 4c:

- *compression*;
- *bending*;
- *torsion/torque*;
- *expansion*;
- *pressure*;
- *tension*;
- *shear*;
- *friction*;
- *contraction*;
- *centrifugal force*.

e

Complete the following sentences from the talk using the forces in Exercise 4c. Listen again and check your answers:

- So that downward force means the structure is in *compression*, especially near the bottom;

- a horizontal load, exerted by air *pressure* against one side of the structure;
- Because the structure is fixed at ground level, and free at the top, that generates *bending* forces;
- when elements bend, you have opposing forces: *compression* at one side, *tension* at the other;
- the wind effectively tries to slide the structure along the ground, and the foundations below the ground resist that. The result of that is *shear* force;
- the foundations need to rely on *friction* with the ground to resist the pull-out force;
- The action of the wind can also generate *torsion/torque*. You get a twisting force;
- When concrete absorbs heat from the sun, you get *expansion*; as soon as the sun goes in, there's *compression*.

2.8.4 5

b

Read the extract from an article about transport in a popular science and technology magazine and answer the following questions:

- What factors should be considered in the comparative analysis described? *Speed, convenience, efficiency and environmental-friendliness*;
- What is the purpose of the comparative analysis? *To find the best way of transporting people*;
- What suggestion is made about Europe? *That high-speed electric trains are the most efficient solution*.

2.8.5 5

c

Find words in the text in Exercise 5b to match to the following definitions. Which one of the words has a plural form?

- standard by which you judge something: *criterion*;
- fact or situation which influences the result of something: *factor*;
- number, amount or situation which can change: *variable*.

2.8.6 6

d

Listen again and complete the following table about the modified TGV using the figures in the box:

- Maximum speed: +80%;

- Train length (with coaches): -50% ;
- Aerodynamic drag: -15% ;
- Diameter of wheels: $+19\%$;
- Motor power output: $+68\%$.

e

Complete the following sentences from the talk by underlining the correct words:

- The record speed exceeded the standard operating speed by a *huge* margin;
- The train was modified to a *certain* extent;
- the modified train was *significantly* shorter;
- changes were made to the bodywork, to make it *slightly* more aerodynamic;
- The wheels on the modified train were *marginally* bigger;
- the power of the electric motors was *substantially* higher than the standard units;
- standard high-speed trains can be made to go faster by a *considerable* amount.

f

Rewrite the following sentences to describe the modifications that were made to the TGV for the record attempt. Use the phrases in Exercise 6e to replace the words in bold:

- The supply voltage in the catenary cables had to be increased **from 25,000 to 31,000 volts**: *The supply voltage in the catenary cables had to be increased by a considerable amount;*
- To limit oscillation, the tension of the catenary cables had to be increased **by 60%**: *To limit oscillation, the tension of the catenary cables was substantially increased;*
- On some curves, the camber of the track had to be increased **by a few centimetres**: *The camber of the track was increased marginally on some curves;*
- The 574.8 km/h record beat the previous record, set in 1990, by 59.5 km/h : *The previous record was beaten by a huge margin;*
- In perfect conditions the TGV could probably have gone faster by 5 to 10 km/h : *In perfect conditions, the TGV could probably have gone slightly faster.*

2.8.7 8

e

Complete the following groups of synonyms using the words in the box:

- exposed to (a force): *subjected to*;

- resist (a force): *cope with, withstand*;
- go beyond (a limit): *exceed, surpass*;
- suitable for (a use): *intended for*;
- can: *able to, capable of*;
- can't: *unable to, incapable of*.

f

Complete the following sentences about Sonic Wind using the correct form of the words in Exercise 8e:

- The bolts fixing the camera to the sled had to *cope with* high shear forces;
- The sled's rockets were *capable of* generating enormous thrust;
- The pools at the end of the track were *able to* stop the sled rapidly;
- The skids on the sled had to *withstand* high level of frictions;
- At full speed, John Stapp was *subjected to* several tonnes of air pressure;
- The rear of the sled was *unable to* resist the shock of deceleration, and broke off;
- Doctors thought people were *incapable of* surviving forces of 17 *Gs* and above;
- John Stapp *exceeded* the 17 *G* limit by a huge margin.

Capitolo 3

English II Grammar Lessons

3.1 Theory

3.1.1 Present simple and Present continuous

Present Simple

Form:

- Positive statement: *I play, He plays;*
- Negative statement: *I do not play (I don't play), He does not play (He doesn't play);*
- Question form: *Do you play? Does he play?;*
- Negative question: *Do you not play? (Don't you play?) Does he not play? (Doesn't he play?)*
- The passive voice: *The game is played. The letters are written.*

Spelling:

We only use -s ending (plays) in the third person singular. We add -es to the verbs that end in ss, sh, ch, x and o: misses, finishes, watches, mixes, goes. If the verb ends in a consonant and -y, we change -y into -i and use the -es ending: carry - carries, try - tries. But: play - plays, because this verb ends with a vowel and -y. The auxiliary verb *do* is not used to make questions and negative statements with modal verbs and the verb *to be*.

Are you a student? Is he in London? I am not at home. He is not happy. Can you sing? Must I come? I cannot swim. He mustn't stay.

If the *wh*- pronoun introducing the question (who, which) is the subject of the question, we do not use the auxiliary verb *do*. Compare the following sentences:

- *Who knows you?* (who is the subject);
- *Which cars belong to you?* (*which cars* is the subject);
- But: *Who do you know?* (*who* is the object)

The negative question normally expresses a surprise: *Doesn't he work?*

Use

- We use the present simple tense for activities that happen again and again (everyday, sometimes, ever, never).

I sometimes go to school by bike. You don't speak Greek. Do they get up early? He often travels. She doesn't work. Does she ever help you?

- We use it for facts that are always true.
 - *Our planet moves round the sun.*
 - *Lions eat meat.*
- With a future time expression (tomorrow, next week) the present simple is used for planned future actions (timetables):
 - *The train leaves at 8.15.*
 - *They return tonight.*

Present Continuous

Form

- Positive statement: *I am playing, You are playing, He is playing.*
- Negative statement: *I am not playing (I'm not playing), You are not playing (You aren't playing), He is not playing (He isn't playing).*
- Question: *Are you playing? Is he playing?*
- Negative question: *Are you not playing? (Aren't you playing?) Is he not playing? (Isn't he playing?)*

The present continuous tense is formed with the verb to be and the present participle (-ing ending). The negative question normally expresses a surprise: *Isn't he working?*

Use

The present continuous tense is used:

- If we want to say that something is happening at the time of speaking. We often use it with time expressions such as *now* or *at the moment*.
 - *I am doing housework at the moment.*
 - *You aren't listening to me now!*
 - *Look at him! What is he doing?*
- For temporary activities that are true now, but maybe not happening at the time of speaking. Time expressions such as *today*, *this week* or *these days* are typical of this use.
 - *I am in London. I am learning English here.*
 - *You can't meet him this week. He is working in Bath.*
- For planned future arrangements. The time of the action must be given in the sentence (*soon*, *tomorrow*, *on Monday*, *next week*), otherwise it is not clear that we talk about future:

- *I am coming soon.*
- *We are leaving on Monday.*
- *She is starting next week.*
- With *always* to express the idea that something happens too often and it annoys the speaker:
 - *I am always forgetting my keys.*
 - *He is always smoking in the living room!*

We do not normally use in the continuous the following groups of verbs (so called state verbs):

- Of senses: *feel, hear, see, smell, taste*. On the other hand, *look, watch or listen* are action verbs and can be used in the continuous:
 - * *I can hear you. - I am listening to you.*
 - * *Can you see the bird? - Are you looking at the bird?*
- Of liking and disliking: *like, love, hate, fear, detest, want, wish...*
 - * *I like animals.*
 - * *I hate snakes.*
- Of mental states: *agree, believe, forget, know, remember, suppose, think...*
 - * *I agree with you.*
 - * *I suppose you are right.*
- Of permanent states: *be, have, belong, contain, owe, own, possess...*
 - * *This pen belongs to me.*
 - * *I have a new pet.*
- Of appearance: *seem, appear, look, sound...*
 - * *It seems that it will rain.*
 - * *Your new haircut looks really good.*

If some of these verbs are used in the present continuous, they have a different meaning. In such a case they become action verbs.

- *I think he is my best friend.* (mental state) - I'm thinking of giving him a present. (mental activity)
- *He has a new bathroom.* (possess) - *He is having a bath.* (take a bath)
- *I see what you mean.* (know) - *I am seeing a doctor. I am ill.* (visit)
- *The flower smells beautiful.* (scent) - *The dog is smelling the sausage.* (sniff)
- *This wine tastes sour.* (It has a sour taste.) - *She is tasting the soup if it is warm enough.*

3.1.2 Past simple and Past continuous

Past simple

- Positive statement: *I watched, He watched*
- Negative statement: *I did not watch (I didn't watch), He did not watch (He didn't watch)*
- Question: *Did you watch?*
- Negative question: *Did you not watch? (Didn't you watch?)*

It is formed by -ed ending. It is the same for all persons, singular and plural.

Spelling

- We add -d (not -ed) to the verbs that end with -e: *like - liked*
- If the verb ends with a consonant and -y, we change -y into -i: *carry - carried, try - tried*.
- But: *play - played*, because this verb ends with a vowel and -y
- If the verb has only one syllable and ends with a vowel and a consonant, we double the consonant to keep the same pronunciation: *stop - stopped*. The same rule applies to the verbs that end with -l: *travel - travelled*.

Form - irregular verbs

All the irregular verbs have different forms: *go - went, buy - bought, cut - cut etc.* The question and negative are made in the same way: *I went - Did you go? No, I did not go.*

Notes

We do not use the auxiliary verb *did* with the verb to be and modal verbs: *Were you a student? Was he in London? I was not at home. He was not happy. Could you sing? Could he come? I could not swim. He could not stay.* The auxiliary verb *did* is not used in questions beginning with *wh-* pronouns (who, which) in case that the pronoun is the subject of the question:

- *Who met you? (who is the subject)*
- *Which train arrived on time? (which train is the subject)*
- But: *Who did you meet? Which train did you miss? (who and which train are the objects).*

The negative question normally shows a surprise: *Didn't you know it?*

Use

- We use the past simple for activities or situations that were completed in the past at a definite time.
 - The time can be given in the sentence:
 - * *I came home at 6 o'clock.*
 - * *When he was a child, he didn't live in a house.*
 - The time is asked about: *When did they get married?*
 - The time is not given in the sentence, but it is clear from a context that the action or situation finished in the past:

- * *He is 20 years old. He was born in Canada.*
- * *I've been to Iceland.* (present perfect) - *Did you enjoy it?* (past simple).

- We use it for repeated actions in the past: *We walked to school every day.* - *And did you ever go by bus?*
- It is used in stories to describe events that follow each other. *Charles entered the hall and looked around. He took off his coat and put it on a chair. He was at home.*

Past Continuous

Form

- Positive statement: *I was watching, You were watching.*
- Negative statement: *I was not watching (I wasn't watching), You were not watching (You weren't watching).*
- Question: *Were you watching? Was he watching?*
- Negative question: *Were you not watching? (Weren't you watching?) Was he not watching? (Wasn't he watching?)*

The past continuous tense is formed with the past tense of the verb *to be* and the present participle (-ing form).

Use

We use the continuous tense for actions or situations in the past that were not completed:

- *From 10 to 12 I was washing my car. I was in the garage.* (I did not finish my work. It was in progress. I started before 10 and finished after 12.)
- *The sun was setting. The beach was changing its colours.* (The sun was still in the sky when I was watching it.)

Compare this sentence with the past simple, which is used for completed activities:

- *From 10 to 12 I washed my car.* (I finished my work. I started at 10 and finished at 12.)
- *Finally, the sun set. It was dark and we did not see the beach anymore.* (The sun completely disappeared.)

We use it for continuous, uninterrupted activities. If the action is interrupted (something is done in more intervals or we did more things one after another), we must use the past simple:

- Tom was watching TV on Sunday.
- Tom watched TV in the morning and in the evening.
- Yesterday I was working in the garden.
- Yesterday I worked in the garden and on my house.

The past continuous tense is typically used:

- Combined with the past simple tense to describe the idea that the action in the past continuous started before the action in the past simple and continued after it. *When she saw me, I was looking at the trees.* (These two activities happened at the same time. I was looking at the trees for some time and she saw me in the middle of it.)

Compare with the past simple: *When she saw me, I looked at the trees.* (These two activities happened one after another. First she saw me and then I looked at the trees.)

- With a point in time to express an action that started before that time and continued after it. *At 8 o'clock Jane was having a bath.* (At 8 o'clock she was in the middle of the activity. She did not finish it.)

Compare with the simple tense: *At 8 o'clock Jane had a bath.* (She started the activity at 8 o'clock and finished it.)

- To describe a situation, while the past simple is used to tell a story: *The sun was shining. Jack and Jill were lying on the beach. Jack was reading a book and Jill was sleeping. All of a sudden, Jack raised his head. Jill woke up. Something happened.*
- For incomplete activities in contrast with the past simple, which is used for completed activities:
 - *I was reading a book yesterday. And today I am going to continue.*
 - *I read the book yesterday. I can lend it to you now.*
- The past continuous can be used instead of the simple to show a more casual action:
 - *I was talking to my neighbour yesterday. We had a nice chat.* (I did not do it on purpose. We just met in the street.)
 - *I talked to my neighbour yesterday. And he promised to help me.* (I did it on purpose. I needed to ask him for help.)

3.1.3 Future simple and Future continuous

Future simple -will

Form

- Positive statement: *I will learn (I'll learn), He will learn (He'll learn).*
- Negative statement: *I will not learn (I won't learn), He will not learn (He won't learn).*
- Question: *Will you learn?*
- Negative question: *Will you not learn? (Won't you learn?)*

We can also use *shall* in the first person singular and plural (I, we). But this form is quite formal in modern English and is not very common:

- *I shall do it for you.*
- *We shall come soon.*

Use

- **Will** is used as a modal auxiliary verb to show a general intention:

- *He will change his job.*
- *We'll travel abroad.* (short form of will)
- *I will not need it.*
- *They won't change the telephone number.* (short form of will not)
- *Will you take the exam?*

- **Will** is used for predictions or opinions:

- *It will snow in winter.*
- *The horse will not win.*

We can use following verbs or adverbs to express that we assume something, but we are not sure: think, be sure, hope, believe, suppose, perhaps, possibly, probably, surely.

- *They'll probably study art.*
- *I don't think she'll accept it.*

- **Will** is used to express a decision or offer made at the moment of speaking.

- *Can I walk you home? - No, thank you. I'll take a taxi.*
- *Please, tell Peter about it. - O.K. I'll call him.*
- But: *I am going to call Peter. Do you want me to say hello to him?* (**Going to** expresses our decision made before the moment of speaking.)

Future continuous

Form

- Positive statement: *I will be sitting (I'll be sitting).*
- Negative statement: *I will not be sitting (I won't be sitting).*
- Question: *Will you be sitting?*
- Negative question: *Will you not be sitting? (Won't you be sitting?)*

Use

- This tense is used for an action that will be in progress at a point of time in the future. It will start before that point of time and will continue after it. The point in time can be given by a time expression or by another action in the future simple (will). This usage is very similar to the past continuous in this aspect.

- * *At 8 o'clock I will be travelling to Dorset.*
- * *This time tomorrow we'll be lying on the beach.*

(In these two sentences the point of time that we refer to is given by a time expression.)

- * *The shop will be closed. Will you be working?*
- * *I'll be sleeping when you come back.*

(In these two sentences the point of time that we refer to is given by another activity.)

- The future continuous describes the idea that something will happen in the normal course of events. It refers to a routine activity, not an intention, decision or plan:
 - * *I'll be writing to you again.* (I always write to you, so I'll do it again, as usual.)
 - * *They'll be leaving on Friday. You can join them.* (They normally leave on Fridays.)
 - * *Everybody will be working on a computer sooner or later.* (If nothing special happens.)

Future continuous vs present continuous

- *We are going to the cinema next weekend.* (The present tense means that we have already arranged it. We know the time and place and probably have the tickets.)
- *We'll be going to the cinema next weekend.* (The future continuous only tells us how we will spend the weekend. But we have not arranged anything and, probably, we do not even know which film we want to see.)
- *I am seeing Susan tomorrow.* (I have some reason. Susan and I have arranged the time and place.)
- *I'll be seeing Susan tomorrow.* (Susan is my classmate and because I will go to school tomorrow, I will see her as usual.)

Future simple vs continuous

- *Bill won't play football tomorrow.* (The fact is that Bill cannot play or does not want to play for some reason.)
- *Bill won't be playing football tomorrow.* (Bill will not play, because it will be Friday and he never plays on Fridays.)
- *I'll call Mimi tonight. I'll ask her.* (I will do it because I need to talk to her.)
- *I'll be calling Mimi tonight. I can ask her.* (I call her every night, that is why I will call her tonight too.)

In these examples the future simple shows intentions, while in the continuous there is no intention, it expresses routine actions.

Notes

In some cases we can use several forms for future events. But every form will have a slightly different meaning.

- *I'll be meeting Jim next week.* (I meet Jim every week and it will be the same next week.)
- *I'll meet Jim next week.* (I intend to meet Jim next week or I suppose that I will meet him.)
- *I'm going to meet Jim next week.* (I decided to meet Jim some time ago and now I am expressing my intention.)
- *I'm meeting Jim next week.* (We have arranged the time and place because we have some reason to meet.)

- *It will rain, I'm afraid.* (I assume it will rain, it is my opinion. But who knows!)
- *It's going to rain.* (I am sure it will rain because I can see the dark clouds in the sky. My opinion is based on clear evidence.)

The present tense (I am meeting) is more definite than be going to (I am going to meet) and will is the least definite (I will meet).

3.1.4 Present perfect and Present perfect continuous

There are two present perfect tenses in the English language

Present perfect simple

Form

- Positive statement: *I have cooked, I have written, He has cooked, He has written (I've cooked, He's cooked).*
- Negative statement: *I have not worked (I haven't worked), He has not worked (He hasn't worked)*
- Question: *Have you worked?*
- Negative question: *Have you not worked? (Haven't you worked?)*

Use

The present perfect combines the past and present.

- We use the present perfect simple for actions or states that started in the past and still continue.
 - *We have lived here since 2001.*
 - *She has known me for more than two years.*
 - *I haven't seen her since Christmas.*
 - *How long have they been here?*

It is often used with expressions indicating that the activity began in the past and comes up to now, such as: for 10 years, since 1995, all week, all the time, always, lately, recently ...

- *We have always worked in York.* (We still work in York.)
- *It has been quite cold lately.* (It is still cold).

If the activity started in the past and ended in the past we cannot use the present perfect.

- *I have smoked for 5 years.* (present perfect - I still smoke.)
- *I smoked for 5 years.* (past simple - I smoked from 2000 to 2005, then I stopped.)
- We use it to describe an experience that happened in the past (the time is not given), but the effects are important now: *She has been to London.* (And so she knows London.)

Compare:

- *I have already been to Greece.* (experience - And I want to go somewhere else now.)
- *I have been in Greece for two weeks.* (state - I am still in Greece.)

When we use this tense to express some experience, we can use following adverbs - ever, never, already, often, occasionally, yet, before

- *Have you ever tried it?*
- *She has never read this book.*
- *We haven't seen it yet.*
- *Have you fallen off a bike yet?*
- *I haven't met her before.*

- The present perfect simple is used for past activities that have a present result.

- *The bus hasn't arrived.* (It did not arrived on time and we are still waiting now.)
- *I have bought a new house.* (I did it last month and it means that now I have a new address.)

For such activities we often use these adverbs - yet, already, just.

- *They haven't finished their homework yet.* (They can't go out now.)
- *Has she signed it yet?* (Can I take the document?)
- *I've already sent the letter.* (There is no need to go to the post-office.)
- *We have just heard the news.* (We know about it.)

Present perfect vs Past simple

With the present perfect we do not specify when the action happened. If we give the time or it is clear from the context that we mention a certain time in the past, we must use the past simple.

- *Have you had breakfast?*
- But: *Did you have breakfast at the hotel?*
- *I've read your letter.*
- But: *I read your letter last night.*
- *They have told me.*
- But: *They told me when we met.*
- *Have you had the operation?*
- But: *When did you have the operation?*

In the present perfect we express that something happened in the past which is important now. The time is not relevant. In the past tense the time of the action is relevant.

Present perfect vs Present simple

The present perfect is used for actions that began in the past and continue at present. It expresses how long the action has been. The present simple is used for actions that are repeated at present. It expresses how often the action happens.

- *She has worked here for a long time.*
- But: *She works here every day.*
- *How long have you worked here?*
- *How often do you work here?*

Present perfect continuous

Form

- Positive statement: *I have been cooking, He has been cooking.*
- Negative statement: *I have not been cooking (I haven't been cooking), He has not been cooking*
- Question: *Have you been cooking?*
- Negative question: *Have you not been cooking? (Haven't you been cooking?)*

Use

- We use the present perfect continuous for events that began in the past, are continuing now and will probably continue in the future.
 - *I have been playing tennis since I was 6 years old.*
 - *She has been working here for 15 years.*
- We use it for actions that began in the past and have only just finished.
 - *I've been skiing all day. I'm so tired.*
 - *Hello! We've been waiting for you since 5 o'clock.*

Present perfect simple vs Present perfect continuous

In some situations we can use both tenses and there is practically no difference in meaning. The continuous is more usual in the English language.

- *It has rained for a long time.*
- *It has been raining for a long time.*

Verbs which can be used in this way include - learn, live, sleep, rain, sit, work, wait , stay ...

- Sometimes the simple form can describe a permanent state, while the continuous form a temporary activity:

- *I have lived here for ten years. It is my permanent address.*
- *I have been living here for ten years. And now I am going to move.*

Some verbs cannot express this difference, because they are not normally used in the continuous tenses (verbs of senses - feel, hear, see; verbs expressing emotions - like, love, admire, wish; verbs of mental state - know, remember, mean, recognize; verbs of possession - belong, own, owe; auxiliaries - can, must and be, have in some cases; others - appear, concern, seem, sound ...). They must be used in the simple form.

- *We have always had a dog.*
- *I've known him since 1997.*

- Verbs that express a single action (find, start, stop, lose, break ...) are not used in the continuous form.

- *They've started the fight.*
- *I've lost my purse.*

- There is a difference between a single action in the present perfect simple and continuous.

- *I have painted the hall.* (I have completed my work.)
- *I have been painting the hall.* (That is how I have spent the day, but it does not mean that I have finished my job.)

- A single action in the present perfect continuous comes up to the time of speaking. But it is different with the simple tense:

- *She's been cooking dinner.* (She is still in the kitchen. She has just finished or she will continue cooking.)
- *She has cooked dinner.* (We do not know when. Yesterday or very recently? The result is important.)

- We can only use the present perfect continuous for uninterrupted actions.

- *I've been visiting New York for a couple of years.*
- *She has been writing letters since she got up.*

In these sentences we describe one uninterrupted incomplete activity.

If the action is repeated or interrupted (we describe a number of completed individual actions), we must use the simple form. (see also the past tense rules):

- *I have visited New York three times.*
- *She has written four letters since she got up.*

3.1.5 Past perfect and Past perfect continuous

There are two past perfect tenses in the English language.

Past perfect simple

Form

It is formed with the auxiliary verb "had" + past participle (-ed ending for regular verbs, e.g. worked, travelled, tried, different forms for irregular verbs, e.g. written, made, sung):

I had done, I had not done (I hadn't done), Had I done? Had I not done? (Hadn't I done?)

Use

- We use the past perfect to make it clear that an action was completed before another action in the past.
 - *The door bell rang at last. I had been in the room since breakfast.* (The bell rang at noon. I came in the morning - before that.)
 - *When I arrived there Sarah had already left.* (I arrived after lunch. Sara went before lunch.)
 - *I was so hungry! I had not eaten anything since the morning.* (It was late at night.)
- It is used to refer to an activity that was completed before a point of time in the past.
 - *In 2005 I had lived in the same place for ten years.*
 - *Had you ever travelled by plane before your holiday in Spain?*

Past perfect vs present perfect simple

- The past perfect is often used with expressions indicating that the activity took some time, such as: for 10 years, since 1995, all week, all the time, always, ...
 - *When the plane landed Tim had travelled all day.*
 - *My parents moved away from Leeds. They had lived there since they got married.*
 - *In 2005 Derek started to work in Berlin. He had always planned it.*

These expressions are also used with the present perfect. The difference is, however, that the present perfect refers to events that started in the past and still continue, the past perfect expresses events that began before a point of time (or another action) in the past and continued to that point of time in the past.

- *I have been in Paris for a week.* (the present perfect - I came a week ago and I am still in Paris.)
 - *When I met Annie I had been in Paris for a week.* (the past perfect - I came to Paris a week before I met Annie and I am not there anymore.)
- If we use the past perfect simple it does not always mean that an activity continued up to a point of time in the past. The event can end a long time before the point of time in the past that we refer to. *In 2001 Angie worked in Glasgow. In 1980's she had worked in Wales.* (Angie left her job in Wales in 1989. In 2001 she worked in Glasgow. But we do not know what she did in the meantime.)

Past perfect vs past simple

- The past simple is used for actions that happened some time ago. The past perfect is used for actions that happened before a point of time in the past. *Jim returned at 4 o'clock. He had called Jane on the way back home and now she appeared at the door.* In this story the sentences are in a reversed order, because in reality, first Jim called Jane and then he returned. If we want to keep this sentence order, we must use the past perfect to make it clear that Jim called Jane first.
- If the sentence order is the same as the order of the events, we can use the past tense. *Jim called Jane on the way back home. He returned at 4 o'clock and now she appeared at the door.*

This difference is important. In some situations these two tenses have a completely different meaning:

- *I arrived at the garage. They told me to pay in cash. But I only had my credit card. I couldn't pay.*
- *I arrived at the garage. They had told me to pay in cash. I paid and left immediately.*

In the first case I did not know that I had to pay in cash. They told me after my arrival. In the second case I was informed before my arrival and had no problems.

Past perfect in time clauses

In time clauses after **when** we can use either the past tense or the past perfect tense. We use the past tense if we want to express that the first action led to the second and that the second followed the first very closely.

When the film ended he switched off the television.

The past perfect is used when we want to make it clear that the first action was completed before the second started and that there is no relation between them.

- *When she had washed the dishes she had a cup of tea.*
- But: *When she washed the dishes she put the plates in the cupboard.*

If we use **after** in a time clause the past perfect is much more usual.

After Zidane had scored the goal the fans went wild.

We use the past perfect similarly with: as soon as, until, before, by the time:

- *He got up as soon as he had heard the alarm clock.*
- *We did not stop until we had reached the coast.*
- *Maria had finished her meal by the time I arrived.*
- *Before she cut her hair she had consulted it.*

Past perfect continuous

It is formed with the auxiliaries *had been* + present participle (-ing ending, e.g. *working, trying, writing, singing*):

I had been doing, I had not been doing, Had I been doing? Had I not been doing?

Use

The past perfect continuous is used for activities that began before a point of time in the past and were still continuing at that point of time. *Last summer Josh had been renovating his house for two years.* (He started three years ago and last summer he was still renovating his house.)

Past perfect continuous vs Present perfect continuous

The past perfect and present perfect continuous are basically very similar. The difference is, however, that in the past perfect we refer to the point of time in the past, while in the present perfect we refer to the present times.

- *I have been practising since the morning.* (present perfect - I am still practising.)
- *At 11 o'clock I had been practising for two hours.* (past perfect - I began at 9 o'clock and at 11 o'clock I was still practising.)

Past perfect simple vs continuous

For an action that can continue for a long time we can use both the simple and continuous forms (*work, run, study, travel, sleep ...*). There is practically no difference in meaning, but the continuous form is more usual in English.

- *Stephen was pretty tired. He had worked all day.*
- *Stephen was pretty tired. He had been working all day.*

In other cases these two forms have a completely different meaning:

- *Before midnight Paul had translated the article.* (He finished his work.)
- *Before midnight Paul had been translating the article.* (He did not finish it. He was still translating at that moment.)

If we refer to a number of individual actions or actions that were repeated, we must use the past perfect simple.

- *Before the lesson ended they had written three tests.* (three individual completed activities).
- But: *It was exhausting. They had been writing tests since the lessons started.* (one uninterrupted incomplete activity).

See also the past tense and present perfect rules to study the continuous aspect of the tenses.

3.1.6 Future perfect and Future perfect continuous

Future perfect simple

- Positive statement: *I will have painted, I will have written, He will have painted, He will have written (I'll have painted, He'll have painted)*
- Negative statement: *I will not have painted (I won't have painted), He will not have painted (He won't have painted)*
- Question: *Will you have painted?*
- Negative question: *Will you not have painted? (Won't you have painted?)*

Use

We use the future perfect simple for events that will be completed before or at a certain time. It is often used with a time expression beginning with *by*: *by then, by that time, by midnight, by the end of the year*. The time can also be given by other time expressions (*on Sunday, before 31 June*) or other activities expressed in different future tenses.

- *I will have sent the project by Friday.*
- *On 11 August this year we will have been married for five years.*
- *When the mountaineers get back to the base, they'll have been in the snowstorm for two days.*
- *We'll have reached the top before noon.*
- *How long will she have worked here by the end of this year?*

In all these examples, at a given time the future perfect actions will be in the past.

Future perfect continuous

Form

- Positive statement: *I will have been meeting (I'll have been meeting)*
- Negative statement: *I will not have been meeting (I won't have been meeting)*
- Question: *Will you have been meeting?*
- Negative question: *Will you not have been meeting? (Won't you have been meeting?)*

Use

We use the future perfect continuous tense for activities that will continue until a point of time in the future and will not be completed. Like the simple tense it is normally used with *by* or other time expressions and future actions.

- *I'll go home on 20 June. By then I'll have been staying at this hotel for a fortnight.*
- *At six o'clock we'll have been waiting here for three hours.*
- *When you arrive, we'll have been sitting in the classroom all day.*

Future perfect simple vs continuous

The continuous form is used for incomplete, uninterrupted activities. If we refer to a number of individual actions or actions that were repeated, we must use the simple form.

- *When I am sixty, I'll have been building houses for thirty years. (one incomplete activity).*
- *When I am sixty, I'll have built more than fifty houses. (fifty individual actions).*
- *By 5 o'clock I'll have been washing this car for an hour and a half. (one uninterrupted activity)*
- *By 5 o'clock I'll have washed this car and replaced the tyres. (two completed activities that will be done one after another)*

In this respect the simple and continuous aspects are similar to the other tenses (the past tense, present perfect, past perfect).

3.1.7 Time clauses

The time clauses in the English language are introduced by conjunctions such as *after, as soon as, before, till, until, when, whenever, while* or expressions such as *the minute, the moment etc.* We do not use the future tense (will) in a time clause to describe future activities.

Compare:

- I'll come back home and I'll do it. x I'll do it when I come back home. (when I come is the time clause).
- You will push this button and the door will open. x As soon as you push this button the door will open.
- Don't stand up. First I'll tell you. x Don't stand up till (until) I tell you.
- You'll need my car. Take it. x Whenever you need my car you can take it.
- You'll tidy up the house and I'll do the shopping. x You'll tidy up the house while I do the shopping.
- You will drop the bomb and it will explode. x The moment you drop the bomb it will explode

Similarly, other future forms also change to the present simple tense in time clauses.

- He is going to leave. The room will be empty. x As soon as he leaves the room will be empty.
- We are moving next week. Then we'll call you. x When we move next week we'll call you.

If we describe an action that is happening at the same time as another future action (the two activities are simultaneous), we use the present continuous tense in the time clauses.

We are going to cut the grass. You'll pick the apples. x While we are cutting the grass you'll pick the apples.

The future perfect tense and future perfect continuous become the present perfect and present perfect continuous in time clauses.

- *I'll have finished my homework in ten minutes. Then I'll go out. x After I have finished my homework I'll go out.*
- *They will have repaired our car by the weekend. And we will go for a trip. x As soon as they have repaired our car we will go for a trip.*

Be careful!

If *when* introduces a noun clause which is the object of a verb, it is followed by a future tense. *I don't know when she will arrive. I can't remember when the race will start. You must decide when you will meet them.*

In all these sentences the question is: What? (I don't know what, I can't remember what, You must decide what.). That is why it is not a time clause.

3.1.8 Conditional tense

Present conditional tense

Form

- Statement: *I would practise.*
- Negative: *He would not practise.*
- Question: *Would you practise?*
- Neg. question: *Would she not practise?*
- Short forms: *I'd practise, He wouldn't practise, Wouldn't we practise?*

Use

We use the present conditional tense in English to speculate about present or future situations that could theoretically happen. This tense is used when the action is either impossible (unreal) or when we do not think that the action will happen.

- *He would sign it.* (But he can't. It is not possible.)
- *I would travel by plane.* (If I wanted to go on holiday. But I do not want to go.)

In the first person singular and plural **should** instead of **would** is also possible. But it is not very common in modern English.

I should/would be really glad (If you could help me). *We should/would send the fax.* (But we do not know how to do it).

Should, however, can also express a recommendation or advice. In this respect, it is similar to *ought to*.

- *I should study tonight. I ought to study tonight.* (Or I will fail the exam tomorrow.)
- *He should drive carefully. He ought to drive carefully.* (Or he will crash one day.)
- *You should speak loudly. You ought to speak loudly.* (I can't hear you.)

Could and *might* are conditional forms of *can* and *may*. They are used to speculate about the present or future. *Could* indicates theoretical possibility, *might* indicates possibility + uncertainty.

- *She could come with us tomorrow.* (It is possible. She will be free.)
- *She might come with us tomorrow.* (We hope that it is possible, but we are not sure.)

Could is also the past form of *can* and expresses possibility, ability or permission in the past.

- Possibility: *She could travel in our car.* (It was possible because we had a free seat for her.)
- Ability: *She could play again in the last match.* (She was able to play because she was not ill anymore.)
- Permission: *She could come with us last weekend.* (Her father allowed her to go.)

Perfect conditional tense

Form

- Statement: *I would have practised.*
- Negative: *He would not have given.*
- Question: *Would you have practised?*
- Neg. question: *Would she not have written?*
- Short forms: *I'd have practised, He wouldn't have given, Wouldn't we have written?*

We make the perfect conditional tense with *would* and the perfect infinitive (have + past participle). In the first person singular and plural *should* instead of *would* is also possible. But it is not very common in modern English.

Use

We use the perfect conditional tense in English to speculate about the past situations which were theoretically possible, but did not happen in fact.

I would have learnt it. (But I didn't learn it). *I would have told her.* (But she didn't want to listen.) *She wouldn't have married me.* (Because she didn't like me.)

Compare the present and perfect conditionals:

- Present conditional: *She would lend me some money now.* (She is willing to lend me the money. I will ask her.)
- Perfect conditional: *She would have lent me some money last year.* (She was willing to lend me the money, but I didn't ask her.)

Similarly: *I would do it. Will you help me?* x *I would have done it. But you didn't help me.* *Should, could* and *might* are used in the same way.

- *You should finish it soon.* x *You should have finished it. Why did you give up?*
- *We might have dinner. I am hungry.* x *We might have had dinner. But we didn't eat anything.*

Should + perfect infinitive (*should have finished*) is used to express regrets or recommendations concerning the past.

He shouldn't have refused it. It was a good offer. (It is a pity that he refused it.)

Might + perfect infinitive (*might have had*) and *could* + perfect infinitive (*could have flown*) are used to speculate about the past. We say that something was possible, but we know that it did not happen.

- *He might/could have died. But they rescued him.*
- *He might/could have won. But he didn't buy a lottery ticket.*

Compare

In English we can also speculate about the past with *may* + perfect infinitive (it is not the conditional tense, however). In this case we do not know if the action really happened or not.

- *He may have died.* (It is possible that he died. But maybe he is still alive.)
- *He may have won.* (It is possible that he won. But maybe he lost.)

3.1.9 If clauses & conditional sentences

There are four basic types of conditional sentences in the English language. Each type has two parts - the main clause and the if clause.

- Zero conditional: *I take my umbrella if it rains.*
- First conditional: *I'll call you if I work late.*
- Second conditional: *If the bus didn't arrive on time, I would drive you to the airport.*
- Third conditional: *She wouldn't have come if I hadn't invited her.*

Zero conditional

The zero conditional describes situations that are always true. *If* has the same meaning as *when* or *whenever*. *If I go to school, I get up at seven.* (Whenever I go to school I get up at the same time.) *If you park your car on double yellow lines, you pay a fine.* (Whenever you park illegally, you pay a fine.)

We use the present simple tense in both the main clause and the if clause.

First conditional

The first conditional refers to the present or future. First conditional sentences are used to speculate about possible situations that can really happen. *If he studies hard, he'll pass the exams.* *If we catch the 10.15 train, we will arrive on time.* *If you don't get the ticket, what will you do?*

We use the present tense in the if clause and will + bare infinitive in the main clause.

Second conditional

The second conditional also refers to the present or future. In second conditional sentences we speculate about situations that will probably never happen.

- *If I had more time, I would help you.* (But I am not free at the moment. I can't help you).
- *If I won a million dollars, I would start a business of my own.* (But I know that it is not realistic.)

We use the past tense in the if clause and would + bare infinitive in the main clause.

Note: the verb *to be* can have a specific form in the if clause. *If I were rich, I wouldn't work. If he were younger, he would marry her.* (But *was* is also possible: *If I was rich, I wouldn't work. If he was younger, he would marry her.*) But: *If I were you, I wouldn't do it.* (In this expression, *were* is much more usual than *was*.)

The first conditional versus the second conditional

The main difference between the first and second conditional is about probability: the first conditional is realistic, the second conditional is unrealistic.

Sometimes we can use either the first or second conditional with the following difference in meaning.

- *If I see him, I will tell him.* (I suppose I will see him, because we go to the same school.)
- *If I saw him, I would tell him.* (I don't think I will see him, because he is ill.)
- *If I need your help, I'll call you.* (It is probable that I will need your help.)
- *If I needed your help, I'd call you.* (It is not very probable that I will need your help.)

Sometimes we must use either the first or the second conditional, because it is clear that the situation is real or unreal.

- *If you get up late, you will miss your bus.* (a real situation)
- *If I came from your country, I would understand your problems.* (an unreal situation - I am not from your country.)

Other forms

Apart from the basic forms (if + the present simple + will and if + the past simple + would), we can use other verb forms in the first and second conditional sentences in the English language.

- Type 1:
 - *If you have finished your dinner, you can ask for the bill.*
 - *If you are feeling tired, take a rest.*
 - *If he is a good skier, he might make it.*
 - *If you want to be slim, you should eat less.*

– *If you meet her, could you let me know?*

- Type 2:

– *If I knew his address, I might go and see him.*

– *If we were on holiday, we would be lying on a beach now.*

– *Why are we watching this film? If we were watching the news, it would be more interesting.*

Third conditional

The third conditional sentences always refer to the past. We speculate about situations that happened or did not happen in the past.

- *If I had won a million, I would have started a business of my own.* (But I didn't win anything.)

- *If he had met her, he would have told her.* (Unfortunately, he didn't meet her.)

- *If we hadn't practised, we wouldn't have won the match.* (But we practised and won.)

We use the past perfect in the if clause and would + perfect infinitive (have + past participle) in the main clause.

Other forms

Apart from the basic form of the third conditional sentences, we can use other verb forms in English.

- *We didn't save any money. If we had saved some money, we might have bought the house.*

- *She wasn't there and I wasn't sitting next to her. But if she had been there, I would have been sitting next to her.*

- *I was looking at the trees when I fell off the bike. If I hadn't been looking at the trees, I wouldn't have fallen off the bike.*

Mixed conditionals

In the mixed conditional sentences we can combine the second and third conditional.

- *If he had left immediately, he would be here now.* (He didn't leave immediately and isn't here.)

- *If I had studied hard when I was young, I wouldn't be a porter now.* (I didn't study and I am a porter.)

- *If we hadn't told him the way while he was preparing for his journey, he would get lost now.* (We told him and he isn't lost.)

Inverted conditionals

We can also make conditional sentences by changing the word order in the if clause.

- *Had he booked the hotel room, he wouldn't have slept at the camp. (If he had booked ...)*
- *Were I in your position, I would accept it. (If I were ...)*

This form is less common, quite formal and is mostly used in writing.

Note

If is the most frequent expression in the if clauses, but other expressions are also possible. *even if, provided (that), unless, on condition (that), in case*

- *You will leave tonight even if you don't want to*
- *You can have your birthday party provided that you aren't noisy.*
- *We'll sell you the ranch on condition you pay in cash.*
- *You should take a dictionary with you in case you forgot some words.*
- *Unless you do something, she won't come back. (If you don't do anything, ...)*

3.1.10 Present tenses and going to for future

There are several grammatical structures in the English language to describe future activities. Three of them are the present simple tense, present continuous tense and be going to + verb.

Present tenses for future

With the future time expressions (next Friday, tomorrow) both the present simple and present continuous are used for definite plans and arrangements in the near future. The future time must be mentioned, otherwise the sentence would have a present meaning.

- *I am watching TV.* (a present activity: I am doing it just now.)
- *I am watching TV tonight.* (a future activity - I will do it tonight, it is my plan.)

The present continuous for future is more personal and informal.

- *I am leaving on Sunday.* (I have decided to leave on Sunday, it is my plan.)
- *I leave on Sunday.* (Someone else has decided it, it is someone's plan for me.)

The present simple for future is typically used in official statements and timetables.

- *The new shopping centre opens on 1 March.*
- *The bus arrives at 6.55.*

The present continuous is the most usual way of expressing one's personal plans in the near future.

We are going on holiday to Italy in summer.

Be going to

- Be going to + verb is used to show intentions. We use this structure for decisions that we made before the moment of speaking.
 - *I am going to clean the car and you can pack the suitcase.*
 - *We are going to reconstruct our house.*
- Be going to is also used to express your opinion that something is certain to happen. There is evidence for your prediction.
 - *Our team is going to win.* (It is 4:0 and two minutes left. I am sure we will win the match.)
 - *The planes are going to land.* (They are coming closer and closer to the airport.)

Sometimes we can use either the present continuous or be going to with a little difference in meaning.

- *I am travelling to France in May.* (my personal plan)
- *I am going to travel to France in May.* (my personal intention)

3.1.11 Modal verbs can, may, must

We use the modal verbs can, may, must in the English language to express various meanings - ability, possibility, permission, attitudes, opinions, etc.

• CAN

- Can is used to describe the ability to do something.
 - * *I can swim very well.*
 - * *Can he can speak English fluently? - No, he can't.*
 - * *We cannot sing at all!*
- It expresses the possibility to do something.
 - We can go to the seaside at last. Our holidays start next week*
- We use it to say that something is probable.
 - It can be John. He has blond hair and he is wearing glasses.*
- It expresses the permission to do something
 - Why not? You can marry her. She is a nice girl*

• MAY

- May is used for permissions.
 - * *You may borrow my car. I won't need it.*
 - * *May I smoke here? - No, you can't, I'm sorry.*
 - It is used for expressing probability or prediction.
 - They may call tomorrow. I hope so.*
- The main difference between *may* and *can* is in style. *May* is more formal than *can*. *Can* is typical of spoken English.

- The opposite of *may* is *must not* or *may not*.

May I smoke here?

- * *You mustn't smoke here.* (strong prohibition)
- * *You may not smoke here.* (more polite, very formal)
- * *You can't smoke here.* (informal spoken English)

• MUST

- Must is used for strong obligations. It is personal, because it shows the speaker's opinion or will.

- * *I must clean my teeth. I want to be healthy.*
- * *You must go there. And do it right now!*

- It expresses strong recommendation.

You must see it. It's the best film I've ever seen.

- We use it to express certainty of the speaker.

They must be at school by now. It's already 9 o'clock.

- The opposite of *must* is *need not*.

Mum, must I wash up? - No, you needn't. I've already done it.

Must not has a different meaning. It is used to express prohibition that involves the speaker's will.

- * *We mustn't come late today. Or the teacher will be very angry.*
- * *He mustn't enter this room. It is dangerous.*

3.1.12 Infinitive and Gerund

Bare infinitive (without to)

We usually use infinitives with *to* in the English language.

I want to go. I told him to come.

The infinitive without *to* (bare infinitive) is used as follows.

- After modal verbs - *can*, *may*, *must*, *needn't*, *dare* ...

I can bring it. He may take it. You must buy it. We needn't open it. He dared not tell me.

The verbs *dare* and *need* can also be followed by the infinitive with *to*. In such sentences we use *do* to make questions and negatives.

I dared not call you. x I didn't dare to call you. These two sentences have the same meaning, only the form is different.

You needn't listen to him. (You don't have to listen to him.) x *You don't need to listen to him.* (There is no need to listen.) These two sentences are different in the form and meaning, too.

After the verbs of senses - feel, hear, see, watch.

We saw you swim. I heard her sing.

It is more common, however, to use *-ing* form in English after the verbs of senses.

We saw you swimming. I heard her singing.

But: In the passive voice the infinitive with *to* must be used after these verbs.

She was seen to cry.

- After some more expressions - let, make, would rather, had better, help:

Don't let him go. She made me drive. I'd rather finish it. You'd better start. I helped them carry it.

The verb *help* can also be followed by the infinitive with *to*:

I helped them to carry it.

But the passive voice is followed by the infinitive with *to*:

I was made to drive. He was let to go.

Infinitiv or gerund?

In English some verbs are followed by infinitive (*They agreed to come*), other verbs are followed by gerund (*Did you enjoy flying?*) and there are also verbs followed by infinitive and gerund (*She began to work - She began working*).

- The verbs followed by infinitive only:

agree, decide, hope, order, promise, allow, demand, instruct, permit, refuse, appear, encourage, invite, persuade, remind, arrange, fail, learn, plan, seem, ask, forbid, manage, prepare, swear, choose, force, offer, pretend, warn;

He decided to study at university. We hoped to find it. Did he seem to like it? They allowed me to smoke. I ordered my son to send it.

- The expressions followed by infinitive:

be about, make up one's mind, turn out, do one's best, set out;

He was about to start. I did my best to learn it. I haven't made up my mind to start yet. It turned out to be your car. We set out to cut the tree.

- The verbs followed by gerund only:

admit, enjoy, forgive, mind, risk, consider, escape, imagine, miss, suggest, delay, excuse, insist, practise, understand, dislike, finish, keep, prevent;

She admitted telling him. Did you escape writing the test? I don't want to risk coming late.

Excuse, forgive and prevent are used with three different forms: *Excuse my being late. Excuse me being late. Excuse me for being late.*

- The expressions followed by gerund:

be against, can't help, look forward to, be interested in, care for, it's no use/good, can't stand, give up, it's worth;

I can't stand waiting for hours. I can't help laughing. Don't give up studying this chapter. It's no use working so late. Is the film worth seeing?

- The verbs followed by infinitives and gerunds:

- With the same meaning:

begin, can't, bear, allow, recommend, it requires, start, intend, permit, it needs, it wants, continue, advise;

Did you continue driving/to drive? He can't bear smoking/to smoke.

If the verbs *advise, allow, permit, recommend* are used with the indirect object, they are followed by infinitive. If not, gerund must be used.

* *They didn't allow us to eat there. They didn't allow eating there.*

* *She recommended John to read this book. She recommended reading this book.*

After the expressions *it needs/requires/wants* gerund is more common than infinitive:

The car needs washing/to be washed. The flower wants watering/to be watered.

- The verbs that have a different meaning with infinitive or gerund:

* **Remember**

· *I remember watching the match. It was fantastic.* We use gerund to talk about earlier actions.

· *I remembered to watch the match. And so I sat down and switched on the TV.* The infinitive is used to talk about following actions.

* **Try**

· *I tried calling him because I needed to test my new mobile phone.* I made an experiment with my mobile.

· *I tried to call him because I needed to meet him.* I made an attempt to get in touch with him.

* **Love/like/hate/prefer**

In the conditional tense these verbs are used with the infinitive.

I'd like to drive. I'd love to drive. I'd hate to drive. I'd prefer to drive.

In other tenses they are used with infinitives or gerunds, but both forms have a slightly different meaning.

· *I like driving. I love driving. I hate driving. I prefer driving.*

· *I like to drive. I love to drive. I hate to drive. I prefer to drive.*

Compare:

· *I like going to the cinema.* (I enjoy it.)

· *I like to go to the dentist twice a year.* (I don't enjoy it, but I go there, because it is good for my health.)

· *I hate ironing.* (It is my least favourite activity. I never enjoy it.)

· *I hate to iron on Sundays.* (I don't mind ironing, but not on Sundays.)

* **Go on**

· *After dinner he went on showing us his photos.*

The gerund is used when we want to say that a previous activity continues.

· *He gave us a lecture on the Greek history. And then he went on to show us his photos from Greece.*

The infinitive is used when we want to describe an activity that follows a previous action and is somehow connected to it.

* **Stop**

· *I stopped smoking.* This means that I do not smoke anymore.

· *I stopped to smoke.* I made a pause to have a cigarette.

* **Mean**

- I didn't mean to hurt you. *I say that I didn't do it on purpose.*
- *We can go to Spain. But it means spending more money.* In this sentence we describe the consequences.

* **Be afraid**

- *She was afraid of getting married.* Any marriage is something that frightens her.
- *She was afraid to marry Bill.* She doesn't mind getting married, but the marriage with Bill frightens her.

* **I'm sorry**

- *I'm sorry for telling you.* I apologize for a previous action.
- *I'm sorry to tell you that your flight will be delayed.* I apologize for something that will happen.

The infinitive with this expression can also mean sorrow. *I'm sorry to hear that your wife is ill.*

Note There are a lot of verbs and expressions that are used with gerunds and infinitives. In this chapter we only tried to mention the most frequently used verbs.

3.1.13 Direct - indirect object

The English verbs are followed by two different kinds of objects - the direct object and indirect object.

- *I sent Mary some flowers.*
- *I sent some flowers to Mary.*

These sentences contain both direct and indirect objects. Flowers are the direct object and it refers to *what* I sent. Mary is the indirect object and it refers to *whom* I sent it.

Use

- If the indirect object comes before the direct object, there is no preposition.
They gave Harold a new car.
- If the indirect object comes after the direct object, a preposition must be used.
They gave a new car to Harold.
- If the direct object is a pronoun (it, this ...), it comes before the indirect object and a preposition must be used.
 - *I bought it for my sister.*
 - *Can you send it to him?*
 - *(Not: I bought my sister it. Can you send him it?)*

Notes

- If the verbs *read* and *write* are only followed by the indirect object, a preposition must be used.

- *Please, read to me.* (Not: *Please, read me*). But: *Read me the letter. Read the letter to me.* (There are two objects in these sentences.)
- *I'll write to you soon.* But: *I'll write you a letter. I'll write a letter to you.* (two objects)
- We can use the verbs *promise*, *show*, and *tell* with the indirect object only, but without a preposition.
 - *I can't promise you.* (Or: *I can't promise it to you.* – with two objects)
 - *Show him.* (Or: *Show it to him.*)
 - *Can you tell me?*

3.1.14 Reported speech

Indirect (reported) speech in statements

If we want to report what other people said, thought or felt, we can use the direct or indirect (reported) speech.

- The **direct speech**: *"I like it," he said. "Irene is late," he thought. "I will pass the exam," she hoped.*
- The **indirect speech**: *He said he liked it. He thought that Irene was late. She hoped she would pass the exam.*

The indirect (reported) speech is typically introduced by verbs such as *say*, *tell*, *admit*, *complain*, *explain*, *remind*, *reply*, *think*, *hope*, *offer*, *refuse* etc. *He said (that) he didn't want it. She explained that she had been at the seaside.*

If the reporting verb is in the past tense, we change the following:

- verb tenses and verb forms;
- pronouns;
- the adverbs of time and place.

The changes of verb tenses in the indirect (reported) speech

- Present - past

The present simple tense becomes the past simple tense and the present continuous becomes the past continuous.

- *"I never understand you," she told me. - She told me she never understood me.*
- *"We are exercising," he explained. - He explained that they were exercising.*

- Present perfect - past perfect

The present perfect simple changes into the past perfect simple and the present perfect continuous changes into the past perfect continuous.

- *"I have broken the window," he admitted. - He admitted that he had broken the window.*

- *"I have been waiting since the morning," he complained. - He complained that he had been waiting since the morning.*

- Past - past perfect

The past simple tense becomes the past perfect simple and the past continuous becomes the past perfect continuous.

- *"She went to Rome," I thought. - I thought that she had gone to Rome.*
- *"He was thinking of buying a new car," she said. - She said he had been thinking of buying a new car.*

- Will - conditional

Will changes into the conditional.

"I will come on Sunday," he reminded me. - He reminded me that he would come on Sunday.

Notes

- – *I shall, we shall* usually become *would*.
– *"I shall appreciate it," he said. - He said he would appreciate it.*
- – The first person conditional *I should, we should* usually changes into *would*.
– *"We should be really glad," she told us. - She told us they would be really glad.*
- – *May* becomes *might*.
– *"I may write to him," she promised. - She promised that she might write to him.*

The verb forms remain the same in the direct and indirect speech in the following cases.

- If the reporting verb is in the present tense.
– *Bill: "I am enjoying my holiday." - Bill says he is enjoying his holiday.*
– *Sandy: "I will never go to work." - Sandy says she will never go to work.*
- When we report something that is still true.
– *Dan: "Asia is the largest continent." - Dan said Asia is the largest continent.*
– *Emma: "People in Africa are starving." - Emma said people in Africa are starving.*
- When the speech is made and reported at the same time and the fact is still true.
Michael: "I am thirsty." - Michael said he is thirsty.
- With modal verbs *would, might, could, should, ought to, used to*.
– *George: "I would try it." - George said he would try it.*
– *Mimi: "I might come." - Mimi said she might come.*
– *Steve: "I could fail." - Steve said he could fail.*
– *Linda: "He should/ought to stay in bed." - Linda said he should/ought to stay in bed.*

- Mel: *"I used to have a car."* - Mel said he used to have a car.
- After *wish, would rather, had better, it is time.*
 - Margo: *"I wish they were in Greece."* - Margo said she wished they were in Greece.
 - Matt: *"I would rather fly."* - Matt said he would rather fly.
 - Betty: *"They had better go."* - Betty said they had better go.
 - Paul: *"It is time I got up."* - Paul said it was time he got up.
- In if-clauses.

Martha: *"If I tidied my room, my dad would be happy."* - Martha said that if she tidied her room, her dad would be happy.
- In time-clauses.

Joe: *"When I was staying in Madrid I met my best friend."* - He said that when he was staying in Madrid he met his best friend.
- We do not change the past tense in spoken English if it is clear from the situation when the action happened.

"She did it on Sunday," I said. - I said she did it on Sunday.

We must change the tense, however, in the following sentence, otherwise it will not be clear whether we are talking about the present or past feelings.

"I hated her," he said. - He said he had hated her.
- We do not usually change the modal verbs *must* and *needn't*. But *must* can become *had to* or *would have to* and *needn't* can become *didn't have to* or *wouldn't have to* if we want to express an obligation. *Would/wouldn't have to* are used to talk about future obligations.
 - *"I must wash up."* - He said he must wash up/he had to wash up.
 - *"I needn't be at school today."* - He said he needn't be/didn't have to be at school that day.
 - *"We must do it in June."* - He said they would have to do it in June.

If the modal verb *must* does not express obligation, we do not change it.

- *"We must relax for a while."* (suggestion) - He said they must relax for a while.
- *"You must be tired after such a trip."* (certainty) - He said we must be tired after such a trip.

The pronouns in the indirect (reported) speech

We have to change the pronouns in the indirect (reported) speech to keep the same meaning of a sentence.

- *"We are the best students," he said.* - He said they were the best students.
- *"They called us," he said.* - He said they had called them.
- *"I like your jeans," she said.* - She said she liked my jeans.

- *"I can lend you my car," he said. - He said he could lend me his car.*

Sometimes we have to use a noun instead of a pronoun, otherwise the reported speech is confusing.

- *"He killed them," Kevin said. - Kevin said that the man had killed them.*

If we change the direct speech into the indirect speech mechanically (*Kevin said he had killed them*), it can have a different meaning - Kevin himself killed them.

This and *these* are usually substituted in the reported speech.

- *"They will finish it this year," he said. - He said they would finish it that year.*
- *"I brought you this book," she said. - She said she had brought me the book.*
- *"We want these flowers," they said. - They said they wanted the flowers.*

Time and place

Let's suppose that we talked to our friend Mary on Friday. And she said: *"Greg came yesterday."* It means that Greg came on Thursday. If we report Mary's sentence on Sunday, we have to do the following:

Mary: "Greg came yesterday." - *Mary said that Greg had come the day before.* If we say: *Mary said Greg had come yesterday*, it is not correct, because it means that he came on Saturday.

The time expressions change as follows. today - that day, tomorrow - the next day/the following day, the day after tomorrow - in two days' time, yesterday - the day before, the day before yesterday - two days before, next week/month - the following week/month, last week/month - the previous week/month, a year ago - a year before/the previous year

- *Bill: "She will leave tomorrow." - Bill said she would leave the next day.*
- *Sam: "She arrived last week." - Sam said she had arrived the previous week.*
- *Julie: "He moved a year ago." - Julie said he had moved a year before.*

Note If the speech is made and reported at the same time, the time expressions can remain the same.

- *"I will go on holiday tomorrow," he told me today. - He told me today he would go on holiday tomorrow.*
- *"We painted the hall last weekend," she told me this week. - She told me this week they had painted the hall last weekend.*

On the other hand, if the speech is reported later than it is made, the time expressions are different in the indirect speech. Last week Jim said:

"I'm playing next week." If we report his sentence a week later, we will say: *Jim said he was playing this week.*

Here usually becomes *there* in the indirect speech. But sometimes we make different adjustments.

- *At school: "I'll be here at 10 o'clock," he said. - He said he would be there at 10 o'clock..*
- *In Baker Street: "We'll meet here." - He said they would meet in Baker Street.*

Reported questions

Questions become statements in the reported speech. The reporting verb *say* changes into *ask, want to know, wonder* ...

- "Where have you been?" he said. - He asked me where I had been.
- "What time did it start?" he said. - He wanted to know what time it had started.
- "Why won't he do it?" she said. - She wondered why he wouldn't do it:

In yes/no questions we use *if* or *whether* in the **reported questions**. *If* is more common and *whether* is more formal.

- "Will you come?" she asked me. - She asked me if/whether I would come.
- "Did he marry Sue?" she said. - She wondered if/whether he married Sue.

Reported commands, requests and advice

The commands, requests and advice mostly have the same form in English: verb + object + infinitive. The reporting verbs are *advise, ask, beg, forbid, order, persuade, recommend, tell, urge, warn* etc. Unlike the direct speech the person addressed must be mentioned in the indirect speech.

- "Get up!" he said. - He told me to get up.
- "Please, revise for the test," he said. - He urged me to revise for the test.
- "Put on your coat," I said. - I advised him to put on his coat.

Negative commands, requests and advice are reported by verb + object + not + infinitive.

- "Don't hesitate," he said. - He persuaded me not to hesitate.
- "Don't smoke," the doctor warned my father. - The doctor warned my father not to smoke.

Tell can introduce statements, commands, requests or advice. The form is different, however

- Reported statements with *tell*:
"I'm leaving," he told me. - He told me that he was leaving.
- Reported commands, requests or advice with *tell*
 - "Leave the room," he told John. - He told John to leave the room.
 - "Don't give up," the teacher told her students. - The teacher told the students not to give up.

Similarly *ask* is used in reported questions, commands, requests or advice in different forms:

- Reported questions with *ask*:
"Will you make coffee?" he said. - He asked me if I would make coffee.
- Reported commands, requests or advice with *ask*:
 - "Make coffee, please," he said. - He asked me to make coffee.
 - "Don't park in my place," Greg told me. - Greg asked me not to park in his place.

3.1.15 Passive voice

- Present simple: *The car is repaired.*
- Present continuous: *The car is being repaired.*
- Past simple: *The car was repaired.*
- Past continuous: *The car was being repaired.*
- Present perfect: *The car has just been repaired.*
- Past perfect: *The car had been repaired.*
- Future simple: *The car will be repaired.*
- Present conditional: *The car would be repaired.*
- Perfect conditional: *The car would have been repaired.*

The passive voice in English is formed with the verb to be and the past participle, which is different for regular verbs (translated, mended) and irregular verbs (taken, thrown).

- Statement: *The letter is written. This shop has been opened.*
- Question: *Is the letter written? Has the shop been opened?*
- Negative: *The letter is not written. The shop has not been opened.*

The passive continuous forms of the present and past tense are as follows. (Other tenses are not normally used in the continuous.)

- Present: *A new house is being built in our street.*
- Past: *A new house was being built in our street.*

In all the examples above the agent is not mentioned and so we do not know it. Similarly: *Flowers were planted in the garden.* (We do not know who did it).

If we want to say who planted the flowers we mention the agent at the end of the sentence and use the preposition by

- *The flowers were planted by my mother.*
- *The window was smashed with a stone.* (The stone is not the agent. We do not know who smashed the window. We only know how he or she did it).

Passive voice with direct and indirect objects

If there are both the direct and indirect objects in the sentence, the indirect object becomes the subject

- Active: *My friend sent me a letter.*
- Passive: *I was sent a letter by my friend.* (Not: *A letter was sent to me by my friend.* This sentence does not sound natural in English.)
- Similarly: *They offer Trevor a place.* - *Trevor is offered a place.*

Passive with verbs followed by the infinitive without to

In the active some verbs are followed by the infinitive without to. In the passive we use most such verbs with the infinitive with to.

- Active: *We saw them come. She made him do it.*
- Passive: *They were seen to come. He was made to do it.*
- But: *They let us go. - We were let go.*

Use

The passive voice is used:

- If the action is more important than the agent.
A demonstration has been held. This theatre was built in 1868.
The important thing is what happened, not who did it.
- If the agent is not known.
 - *He was offered a job.* (someone offered him the job)
 - *They are supposed to be good students.* (some teachers suppose that)

The difference in meaning between the passive of simple and continuous tenses.

- *A new house is built in our street.* (The house is finished.)
- *A new house is being built in our street.* (They are building it these days, it is not finished.)
- *I was being introduced to Mrs. Jones when her husband arrived.* (Her husband arrived in the middle of the introduction.)
- *When her husband arrived I was introduced to Mrs. Jones.* (Her husband arrived first and then she introduced me.)

Notes

The passive voice is typical of an impersonal and formal style, that is why you can often find it in public notices, announcements, instructions or scientific articles.

English is spoken in this shop. Visitors are not allowed to smoke. The seal must be removed.

In a less formal style the active is more usual.

- *English is spoken in this shop. - We speak English in this shop.*
- *He was seen in Dover. - They saw him in Dover.*
- *The seal must be removed. - You must remove the seal.*

In the English language the passive is more frequent than in many other languages. Moreover, you can find some structures in English which are not possible in some languages.

I am told that you are going to have a baby. It is thought that the crises will end soon.

3.1.16 Indirect questions

If we want to make questions in the English language, we can do it by changing the word order (*Is he your brother? Was she there? Have you been to Ireland?*) or by using the auxiliary do (*Do you know them? Does he live with you? Did you enjoy it?*).

The **indirect questions** are not normal questions. They have the same word order as statements and we do not use *do* to form a question. They usually come after introductory phrases combined with interrogative pronouns and adjectives (*who, whom, what, which, whose*), adverbs (*when, where, how, why*) or *if, whether*.

Compare the following **direct and indirect questions**:

- Direct: *What did she want?* - Indirect: *Do you know what she wanted?*
- Direct: *Where was it?* - Indirect: *Do you remember where it was?*
- Direct: *Will they come?* - Indirect: *I wonder if they will come.*

We can use many other introductory phrases to start the indirect questions, e. g. *I ask, I wonder, I want/would like to know, I can't remember, I have no idea, I am sure etc.* or they can be introduced by direct questions such as *Can you tell me, Do you know, Do you remember, Have you any idea etc.* Look at more examples to understand how we change the direct questions into the indirect questions:

- *How much is it?* - *I'd like to know how much it is.*
- *Is this seat free?* - *He is asking if this seat is free.*
- *Does he want to buy it?* - *Do you know whether he wants to buy it?*

The indirect questions are more common in English than in some other languages. They are more polite and more formal than the direct questions. Compare the following examples.

- *Why did you do it?* - *Could you tell me why you did it?*
- *Could I use your telephone?* - *Do you think I could use your telephone?*
- *Are you married?* - *I wonder if you are married.*

3.2 Exercises

3.2.1 Present simple tense exercises

Do, does in yes — no questions 1

Exercise: Complete this dialogue with *do* or *does* to make present simple questions:

Example: Sue: My brother Mark goes to primary school. Ann: (he -get up early?) Does he get up early?

- Sue: My brother Mark goes to primary school.
- Ann: (he - get up early?) *Does he get up early?*
- Sue: Yes, very early. His friends Jim and Kevin travel with him every day.
- Ann: (they - travel by bus?) *Do they travel by bus?*

- Sue: Sometimes. On Mondays and Fridays Jim's father takes them by car. He is a teacher.
- Ann: (he - teach at the same school?) *Does he teach at the same school?*
- Sue: Yes. he does. He teaches English and history.
- Ann: (your brother - like English?) *Does your brother like English?*
- Sue: English is his favourite subject.
- Ann: (you - help him with his homework?) *Do you help him with his homework?*
- Sue: Never. My brother is the best student in his class.
- Ann: (Jim and Kevin - go to the same class?) *Do Jim and Kevin go to the same class?*
- Sue: No, they don't. They are two years older. But they meet for lunch.
- Ann: (Mark - eat at a school canteen?) *Does Mark eat at a school canteen?*
- Sue: Yes, because our mum and dad don't have the time to prepare his lunch.
- Ann (your parents - go to work?) *Do your parents go to work?*
- Sue: Yes, they do. My mum is a nurse and my dad is a doctor.
- Ann: (they - work at a hospital?) *Do they work at a hospital?*
- Sue: Only my mum.
- Ann: (your brother - want to be a doctor?) *Does your brother want to be a doctor?*
- Sue: I don't know. But I want to be a nurse.

Do, does in yes — no questions 2

Exercise: *Underline mistakes and write correct present simple forms in the brackets. Be careful, in some questions there are one or two mistakes, but some questions are correct!*

Example: Do your sister plays tennis? (Does, play).

- Does your parents live in a house? *Do your parents live in a house?*
- *Do your brother and sister eat meat?*
- Does Sam works on a computer? *Does Sam work in a computer?*
- *Do you think she is your best friend?*
- Do she thinks you are her best friend? *Does she think you are her best friend?*
- Do Jill's cat catch mice at night? *Does Jill's cat catch mice at night?*
- Does Claire and Brad help in the garden? *Do Claire and Brad help in the garden?*
- *Do Tim's dogs eat bones?*
- Does her classmates do their homework? *Do her classmates do their homework?*

- Does your uncle and aunt watch football on TV? *Do your uncle and aunt watch football on TV?*
- Do Mike's friend speaks English? *Does Mike's friend speak English?*
- *Do lions live in India?*

Do — does in wh questions 1

Exercise: *Liz is taking her English exam. Read the answers and complete the examiner's wh-questions. Use why, what, where, who, how and simple present forms:*

- – Examiner: Your name is Elizabeth. *What do your friends call you?*
– Liz: My friends call me Liz.
- – Examiner: All right, Liz. *Where do you live?*
– Liz: I live near here. Just round the corner.
- – Examiner: *What do you do in you free time?*
– Liz: I play a lot of sports. And I sometimes read books.
- – Examiner: *What is your favourite sport?*
– Liz: My favourite sport is basketball.
- – Examiner: *How often do you play basketball?*
– Liz: Not very often. I usually play it once a week. At weekends.
- – Examiner: *Why don't you play it more often?*
– Liz: Why? I don't play it more often because I have a lot of exams this year.
- – Examiner: *And who do you play basketball with?*
– Liz: I play it with my friends from our neighbourhood. And sometimes with my schoolmates, too.
- – Examiner: Now I want to ask you about your friends, Liz *Who is your best friend?*
– Liz: My best friend is Marjorie. Definitely.
- – Examiner: Marjorie, you say. *What does Marjorie do?*
– Liz: She finished school last year. And now she works as a nurse.
- – Examiner: *Where does she work?*
– Liz: She works at the local hospital.
- Examiner: Thank you, Liz. And say hello to Marjorie. Good bye.

Do — does in wh questions 2

Exercise: Complete the following wh-questions in the present simple tense

Example: Who (take-you-school)? Who takes you to school?

Who (you-call-most)? Who do you call most?

- Who (you-stay-with)? *Who do you stay with?*
- Which (car-start-first)? *Which car starts first?*
- Why (Derek-not-eat-fruit)? *Why doesn't Derek eat fruit?*
- What (he-think-about it)? *What does he think about it?*
- Where (Joe and his wife-live)? *Where do Joe and his wife live?*
- How (your grandpa-do-it)? *How does your grandpa do it?*
- Who (work-with-you)? *Who works with you?*
- Which (colour-you-prefer)? *Which color do you prefer?*
- Why (Mary-not-help-with housework)? *Why doesn't Mary help with housework?*
- What (annoy-you)? *What annoys you?*
- Where (he-put-his bag)? *Where does he put his bag?*
- How (Mimi and her friend-speak)? *How do Mimi and her friend speak?*

Don't, doesn't in negative sentences 1

Exercise: Use the words in brackets to correct the wrong information. Use don't— doesn't in the present simple:

Example: Mel Gibson comes from Britain. (Australia) Mel Gibson doesn't come from Britain. He comes from Australia.

- The Earth moves around the Sun 150 thousand kilometres away from it. (million): *The Earth doesn't move around the Sun 150 thousand kilometres away from it. It moves around the Sun 150 million kilometres away from it.*
- Tourists go to Africa to see the Niagara Falls. (America): *Tourists don't go to Africa to see the Niagara Falls. They go to America to see the Niagara Falls.*
- People in Switzerland speak the Swiss language. (the German, French and Italian languages): *People in Switzerland don't speak the Swiss language. They speak the German, French and Italian languages.*
- The Amazon River ends in the Pacific Ocean. (the Atlantic Ocean): *The Amazon River doesn't end in the Pacific Ocean. It ends in the Atlantic Ocean.*
- The Ayers Rock lies in the east of Australia. (in the middle): *The Ayers Rock doesn't lie in the east of Australia. It lies in the middle of Australia.*
- The oldest skyscraper in the world stands in New York. (Chicago): *The oldest skyscraper in the world doesn't stand in New York. It stands in Chicago.*

- The tallest trees in the world grow in France. (California): *The tallest trees in the world don't grow in France. They grow in California.*
- The cheetahs run up to 60 kilometres per hour. (120). *The cheetahs don't run up to 60 kilometres per hour. They run up to 120 kilometres per hour.*
- The ostrich lives in Australia. (Africa): *The ostrich doesn't live in Australia. It lives in Africa.*
- The Japanese people make Nokia mobile phones. (the Finnish people): *The Japanese people don't make Nokia mobile phones. The Finnish people make them.*

Don't, doesn't in negative sentences 2

Exercise: Write *don't* and *doesn't* to complete the simple present negative sentences:

What a good student doesn't do

- A good student *doesn't* come late to school.
- Good students *don't* forget to do homework.
- He/she *doesn't* copy other students' homework.
- Good students *don't* talk to their neighbours during lessons.
- They *don't* eat or drink anything between school breaks.
- The best student *doesn't* make any mistakes in his or her tests.
- He or she *doesn't* cheat.
- Even the worst students *don't* sleep at their desks.
- Really good students *don't* mind going to school.
- And do you know what a really good student *doesn't* like? Holidays!

The 3rd person -s, -es, -ies endings

Exercise: Fill the gaps with verbs in the simple present tense and use words ending in -s, -es and -ies:

Why Samuel wakes up early:

Every day little Samuel *gets up* early in the morning. He *hurries* downstairs and into the backyard. Where is she? Yes, over there. His black and white kitten always *plays* in the grass. Little Samuel *catches* her with both hands, *grabs* her under her soft belly, *lifts* her into the air and *kisses* her on her pink nose. Then he *carries* her into the kitchen to give her a small bowl of milk. But sometimes he just *watches* his kitten running on the grass. What a fast cat she is! She never *misses* a mosquito that *flies* low above the ground.

The 3rd person -s, -es, -ies endings 2

Exercise: Use the following verbs in the present simple tense to complete the sentences with words ending in -s, -es and -ies:

choose finish go practise cry love push make study mix put start do passhelp fry serve taste take wash fix crash let

My dear family

- My brother Mike **studies** biology at university. He **takes/does** several exams every year and he always **passes** all his exams. He **finishes** summer terms in June and **starts** the next term at the end of September.
- My sister Frances **takes** guitar lessons and **practises** every day.
- My aunt Fiona **loves** watching romantic stories and she sometimes **cries**.
- My mum usually **goes** shopping on Fridays. She **puts** a lot of things in her trolley and then she **pushes** it in front of her.
- My dad is crazy about cars. He always **chooses** the best car he can afford. Then he **washes** it every weekend and **fixes** all the breakdowns on his own. He is a careful driver. He never **crashes**.
- My grandma **makes** the best goulash in the world. My grandpa usually **helps** her-he **fries** beef meat and onions in oil and later **mixes** the ingredients. My grandma **lets** the goulash in a freezer for a couple of days before she **serves** it. It **tastes** much better!

3.2.2 Present continuous tense exercises

Present continuous positive

Exercise 1: Choose the correct form:

- I *am writing* an e-mail now.
- Susan *is lying* in the bed at the moment.
- I *am staying* in London this month.
- Peter *is working* this week.
- My mum and dad *are cooking* now.
- Oh no! Look! *What is he wearing?*
- Don't turn off the TV. *I am watching it.*
- I can hear Jane. *She is coming.*

Exercise 2: Complete the sentences:

- Bill *is working* today.
- Look. She *is watching* us.
- We *are staying* in Paris this week.

- My sister is not here. She *is doing* the shopping.
- Please, stop! You *are singing* so loudly!
- It's 9 o'clock and I *am reading* a book.
- Where is Sam? He *is mending* his car.

Exercise 3: Make sentences in the present continuous tense:

Example: (wait/here/I) I am waiting here.

- (I/in Hastings/learn English/this summer): *I'm learning English in Hastings this summer.*
- (in the street/Sarah and Sue/play/at the moment): *Sarah and Sue are playing in the street at the moment.*
- (decorate/she/in York/these days/her flat): *She is decorating her flat in York these days.*
- (just/look/we): *We are just looking.*
- (a shower/Luke/take/now): *Luke is taking a shower now.*
- (the sun/shine/and/sunbathe/we): *The sun is shining and we are sunbathing.*

Present continuous negative

Exercise 1: Make negative answers:

Example: Are your friends cooking now? No, they are not cooking now.

- Is your best friend eating a chocolate? *No, my best friend isn't (is not) eating a chocolate.*
- Are you drinking milk right now? *No, I'm not (am not) drinking milk right now.*
- Is your brother playing the piano? *No, he isn't (is not) playing the piano.*
- Am I writing this test with you? *No, you aren't (are not) writing this test with me.*
- Are your parents singing a song at the moment? *No, they aren't (are not) singing a song at the moment.*
- Are you wearing your grandma's shoes today? *No, I'm not (am not) wearing my grandma's shoes today.*
- Are you and your neighbours riding bikes just now? *No, we aren't (are not) riding bikes just now.*
- Are all your uncles and aunts sitting near you? *No, they aren't (are not) sitting near me.*

Exercise 2: Make these sentences negative:

Example: Miriam is crying. Miriam is not crying.

- Simon is looking at you. *Simon isn't (is not) looking at you.*
- I am doing homework just now. *I'm not (am not) doing homework just now.*
- We are jogging in the park. *We aren't (are not) jogging in the park.*

- My friend is selling pizzas. *My friend isn't (is not) selling pizzas.*
- Why are you smiling at us? *Why aren't you smiling at us? Why are you not smiling at us?*
- Is the cat eating the food? *Isn't the cat eating the food? Is the cat not eating the food?*
- Why are you reading with us? *Why aren't you reading with us? Why are you not reading with us?*
- Are you working on your computer? *Aren't you working on your computer? Are you not working on your computer?*

Present continuous questions

Exercise 1: Make questions:

Example: Where are you parking? I am parking near here.

- What *are you writing/doing* at the moment? I am writing a test.
- Which *exercises are you doing*? I am doing exercise 1.
- *Is anybody helping you*? No, nobody is helping me.
- Which *question are you making*? Well, I am making question 3.
- *Are your friends making question 3*? No, they are not making question 3.
- And what *are they doing* now? I'm sorry, I don't know what they are doing.

Exercise 2: Make negative questions. Use the words in brackets:

Example: Our English teacher is speaking too fast. (speak slowly) Why isn't she speaking slowly?

- My brother is sleeping. Why (get-up) *isn't he getting up? Why is he not getting up?*
- I am working at a hotel now. Why (learn for exams) *aren't you learning for exams? Why are you not learning for exams?*
- Our daughter is waiting over there. Why (wait with you) *isn't she waiting with you? Why is she not waiting with you?*
- They are flying to Mumbai. Why (fly to Calcutta) *aren't they flying to Calcutta? Why are they not flying to Calcutta?*
- My mum and dad aren't doing anything. Why (watch a film) *aren't they watching a film? Why are they not watching a film?*
- I'm tired, so I'm drinking tea. Why (drink coffee) *aren't you drinking coffee? Why are you not drinking coffee?*
- He is washing his T-shirts by hand. Why (wash them) *isn't his wife washing them? Why is his wife not washing them?*

3.2.3 Present simple + continuous exercises

Affirmative (positive statements)

Exercise 1: *Choose the correct form:*

- I *am writing* a letter now.
- Susan *is digging* the garden at the moment.
- Jane *goes* to bed at 10 o'clock on weekdays.
- I am in London this summer. I *am learning* English.
- We *see* our friends very often.
- My brothers *write* letters every week.
- The bus sometimes *arrives* in the morning.
- James is a student. But he *is working* this week.
- Lions *live* in Africa.
- Our train *is just leaving* the platform.
- Sue *goes out* with Greg.
- My parents *are watching* TV now.

Exercise 2: *Complete the sentences with the verbs in brackets:*

Example: Mary (work) in Germany. (work) Mary works in Germany.

- Look. He *is listening* to us. (listen)
- We *are staying* at a hotel this week. (stay)
- I *go* to bed early on Sundays. (go)
- My mum is at the shop. She *is buying* a new dress. (buy)
- Jill *has* a lot of money. (have)
- They usually *leave* on Sunday. (leave)
- Please, stop! You *are driving* so fast! (drive)
- We *meet* in Berlin each year. (meet)
- We *go* to discos on Friday. (go)
- He normally *comes* on time. (come)
- I can't hear you! I *am having* a shower. (have)
- Sam *does* his homework at night. (do)

Exercise 3: *Jumbled sentences - make sentences with words in brackets:*

Example: (live/here/I) I live here.

- (make/a phone call/Peter/now): *Peter is making a phone call now.*
- (my car/I/on Saturdays/wash): *I wash my car on Saturdays.*
- (daily/practise/Joe and Bill): *Joe and Bill practise daily.*
- (I/at Oxford/study/this summer): *I am studying at Oxford this summer.*
- (long hours/work/my brother): *My brother works long hours.*
- (just/dinner/have/Jill): *Jill is just having inner.*
- (move/very often/we): *We move very often.*
- (at the moment/Jim and Susan/watch TV): *Jim and Susan are watching TV at the moment.*
- (teach/she/in New York/these days): *She is teaching in New York these days.*

Questions

Exercise 4: Make questions:

Example: Where do you work? I work in Leeds

- What time *do you start work* every day? I start work at 7 every day.
- *Do you work* at weekends? No, I don't work at weekends.
- What *are you doing now* at the moment? Well, I am not doing anything at the moment.
- *Does your wife go to work?* No, she does not go to work.
- And what *is she doing* now? She is doing some shopping, I think.
- Where *does she do the shopping?* She usually does the shopping at a shopping centre.
- Who *helps her* with shopping bags? Our son helps her.
- *Are they shopping* together today? No, they aren't shopping together today.

Exercise 5: Make questions:

Example: (where/work/you) Where do you work?

- (make/lunch/Joyce/at the moment): *Is Joyce making lunch at the moment?*
- (travel/London/every week/they): *Do they travel to London every week?*
- (you/what/do/right now): *What are you doing right now?*
- (where/your brother/work): *Where does your brother work?*
- (want/you/some cake): *Do you want some cake?*
- (help/teacher/your/need): *Does your teacher need help?*
- (Simon/why/now/cry): *Why is Simon crying now?*
- (just/my parents/come): *Are my parents just coming?*
- (go out/your friends/at weekends): *Do your friends go out at weekends?*
- (do/at the moment/you/anything): *Are you doing anything at the moment?*

Negative statements

Exercise 6: *Make these sentences negative:*

Example: I like chocolate. I don't like chocolate

- Susan looks very good. *Susan doesn't (does not) look* very good.
- Why do you read such magazines? Why *don't (do not) you read* such magazines?
- I'm doing housework at the moment. *I'm not (I am not) doing* housework at the moment.
- We go swimming on Tuesdays. *We don't (do not) go swimming*, on Tuesdays.
- My Spanish penfriend sends me postcards. *My Spanish penfriend doesn't (does not) send* me postcards.
- Why are you listening to us? Why *aren't you (are you not) listening* to us?
- What does Jack do? What *doesn't Jack (does Jack not) do*?
- She's sitting over there. *She's not (isn't) (is not) sitting* over there.
- They have a house in the mountains. *They don't have (do not have) (haven't) (have not)* a house in the mountains.
- We're having fun. *We're not (aren't) (are not) having* fun.

Exercise 7: *Make negative answers:*

Example: Do you work at night? I don't work at night.

- Is your best friend sitting next to you? *My best friend isn't (is not) sitting* next to me.
- Does your father get up at 9 every day? *My father doesn't (does not) get up* at 9 every day.
- Are you drinking milk right now? *I'm not (I am not) drinking milk* right now.
- Are your parents still sleeping? *My parents aren't (are not) sleeping* anymore.
- Does your neighbour love you? *My neighbour doesn't (does not) love* me.
- Do your friends play cricket on Fridays? *My friends don't (do not) play* cricket on Fridays.
- Does your mother come from Brixham? *My mother doesn't (does not) come* from Brixham.
- Is your partner watching you at the moment? *My partner isn't (is not) watching* me at the moment.
- Am I writing this test with you? *You aren't (are not) writing* this test with me.
- Do all people in your country speak English? *All people in my country don't (do not) speak* English.

Exercise 8: *Choose the correct form in each pair:*

- *Oh, no! Look! What is he doing?*
- *She is wearing a new jumper this week.*

- *Do your father and mother speak Japanese?*
- *Don't give him this book. I am reading it*
- *Who wants this ticket?*
- *Is your girlfriend having a good time at this party?*
- *We spend a month at the seaside each year.*
- *Excuse me. What times do the early morning trains leave on Fridays?*
- *I can see Jane over there. She is talking to Bill.*
- *Steve and I don't go out together.*
- *I moved to Canada last year. I live in an apartment.*
- *Isn't your grandpa coming tonight?*

3.2.4 Past simple exercises

was, were

Exercise 1: *Complete the answers:*

- – Were you hungry?
– Yes, I was a little bit hungry.
- – Was your sister at school?
– No, she was not (wasn't) at school.
- – Were your parents at work?
– Yes, my mum was at work. But my dad was not (wasn't) at work.
- – Was Peter your friend? And Bill?
– Peter and Bill were my best friends.
- – I think the first story was quite interesting and the second story was great.
– Really? No, the stories were not (weren't) very interesting.
- – Was I often ill when I was a child?
– Not really. You were much healthier than your brother.
- – Were Susan and Marion good at sport?
– Well, Susan *was* quite good at athletics, but Marion was not (wasn't) good at any sport.

Exercise 2: *Complete the interview:*

- – When **were** you eighteen years old?
– I **was** eighteen years old in 2016.
- – And when **were** you born?

- I **was** born on 30 June.
- – **Was** your birthday party on the same day?
– No, it **wasn't**. It **was** a week later.
- – Why **wasn't** your birthday party on the same day?
– I have a twin brother and he **wasn't** at home. He **was** in France.
- – **Were** you and your brother born at the same time?
– No, we **weren't**. I **was** born one hour after him.
- – **Were** your parents happy to have twins?
– Yes, they **were**. But our grandma **wasn't**. She **was** shocked.

past simple questions

Exercise 3: *Jumbled sentences - make past simple questions:*

Example: you — clean — room — the Did you clean the room?

- Bill — arrive — on time: *Did Bill arrive on time?*
- not — know — you — it: *Didn't you know it? Did you not know it?*
- at — be — Marion — the — party: *Was Marion at the party?*
- you — why — leave — early — so: *Why did you leave so early?*
- they — in — be — office — their: *Were they in their office?*
- think — what — he — our — of — house: *What did he think of our house?*
- trip — like — the — Mr. and Mrs. Gregson: *Did Mr. and Mrs. Gregson like the trip?*
- you — how — do — that: *How did you do that?*
- they — not — address — their — tell — you: *Did not tell you their address? Did they not tell you their address?*
- there — how — Joe — get: *How did Joe get there?*

Exercise 4: *Choose the correct question:*

- *Did your students do their homework?* Yes, they did. They always do.
- *Who went with you?* Nobody. I went there alone.
- *Did you work all day yesterday?* Of course, I did. I was so tired!
- *Which jeans did you like best?* I don't know. They were awful.
- *Why were Tim and Greg so unhappy?* Because they had an argument.
- *Why didn't you answer the phone?* The phone? I did not hear it.
- *Were they not at the hospital on Sunday?* Not on Sunday. They went there on Saturday.
- *Did you have a shower this morning?* Sorry? I have a shower every morning.

past simple negative

Exercise 5: *Correct the following information:*

Example: Columbus discovered America in 1592. Columbus *didn't* discover America in 1592. He landed on an island in the Caribbean in 1492.

- – Princess Victoria became Queen of the United Kingdom in 1901.
– Victoria *didn't* (*did not*) *become* queen in 1901. She *ruled* Britain from 1837 to 1901.
- – Shakespeare was the author of the tragedy called "As You Like It".
– "As You like It" *wasn't* (*was not*) a tragedy. Shakespeare *wrote* it as a comedy.
- – Julius Caesar died in a war in 44 BC.
– Caesar *didn't* (*did not*) *die*. The Roman senators *killed* him in the Senate.
- – Sandro Botticelli created the portrait known as Mona Lisa.
– Botticelli *didn't* (*did not*) *create* Mona Lisa. Leonardo da Vinci *painted* it.
- – Shah Jahan, the Mughal emperor in India, built Taj Mahal for his oldest daughter.
– Shah Jahan *didn't* (*did not*) build Taj Mahal for his daughter. It *was* the tomb of his third wife.

Exercise 6: *Complete the story with negative forms:*

Blue Monday

I *didn't* (*did not*) have a good day yesterday. I *couldn't* (*could not*) stay in bed late, because it was Monday and I had to go to school. Unfortunately, I *didn't* (*did not*) *get up* on time and I *didn't* (*did not*) *catch* the bus. I wanted to take a taxi, but I *wasn't* lucky. There *weren't* (*were not*) any taxis in our street. I *didn't* (*did not*) *want* to ask my dad to take me by car, because I thought it *wasn't* (*was not*) a good idea. I went to school on foot and as I *wasn't* (*was not*) used to long walks, I was pretty tired. I *didn't* (*did not*) listen to our English teacher and when we wrote a revision test I *didn't* (*did not*) *pass* it. Believe me, my parents *weren't* (*were not*) very happy about it.

Exercise 7: *Complete the e-mail with the verbs in brackets:*

Dear Jane, How are you doing? I feel miserable, I must admit. And I'm going to tell you why. Yesterday I *did* my homework, *tidied* my bedroom and *decided* to go out. The weather *was* perfect and so I *went* to the park. And do you know who I *saw* there? Jason, my boyfriend. I *wanted* to say hello to him, but then I *stopped*, because I *could* see a girl coming to him. Guess what *happened*. They *met* in the middle of the road and he *kissed* her. My Jason! Jason and I *were* in the park three times and he never *tried* to kiss me! I didn't know what to do. I just *ran* away. When I *came* back home, I *cried*. Just a little bit, you know. Then I *said* to myself: Forget about Jason. There are plenty more fish in the sea! What do you think of him? Is he worth it? Please, write back soon.

Love,
Bea.

3.2.5 Past continuous exercises

Past continuous

Exercise 1: *Look at Jane's diary. What was she doing at these times?*

- On Monday at 5 p.m. she *was having* an appointment at the dentist's.
- On Tuesday between 7 - 8 p.m. Jane and Mimi *were playing* tennis.
- On Wednesday at 9 o'clock she *was watching* the Black Widows.
- On Thursday from 8.30 to 9.30 she *was revising* for an English test.
- On Friday at 6 o'clock Jane and Carrol *were doing* the shopping.
- On Saturday between 11.30 and 12.30 she *was cooking* lunch.
- On Sunday at 9.30 Jane and her mum *were tidying* the house.
- But I don't know what she *was doing* at 12 p.m. on Sunday. Was she sleeping?

Exercise 2: *The Thompson family. What were they doing on Sunday at 7 o'clock?*

- Mr. Thompson *was cooking* dinner in the kitchen.
- Mrs. Thompson *was cleaning* their car in front of their house.
- Jack and Eve *were sitting* in the hall near the fireplace.
- Jack, their 11 years old son, *was reading* Shakespeare's sonnets.
- Eve, at the age of 16, *was playing* with Barbies.
- Their grandma and grandpa *were having* a good time.
- Their grandma *was exercising* in the gym.
- Their grandpa *was ironing* shirts and socks in the living room.
- They also had two pets. And do you know what they *were doing*?
- Spot, the puppy, *was catching* mice in the garden.
- And Kitty, the little cute kitten, *was fighting* with neighbour's dog.

Past continuous questions

Exercise 3: *Julie saw Tim and Matt at the swimming pool. Make past continuous questions to complete the dialogue:*

- Sue: *What Tim and Matt were doing* when you saw them? (what — Tim and Matt — do)
- Julie: Tim was swimming in the pool, but I didn't see Matt first.
- Sue: *Were you swimming* in the pool too? (you — swim)
- Julie: No, I wasn't. I was just looking. But then I saw Matt, too.
- Sue: *What was he doing*? (what — he — do)
- Julie: He was diving in the pool.

- Sue: Diving, you say. *Wasn't he just trying* — *Was he not just trying?* He can't dive.
- Julie: You're right. He was just trying to do it. And all his friends were watching it.
- Sue: *Were they laughing?*
- Julie: Of course, they were. Matt was pretty funny. He splashed the water all over the place.
- Sue: *Was Matt making faces* when he came up to the surface of the pool?
- Julie: Yes, he was. He was grinning and making faces at me.
- Sue: At you? Vow! And what about Tim? *Was he watching* Matt, too?
- Julie: Not really. He was looking at me instead.
- Sue: Oh, no! You're kidding. *Were you wearing* your new swimsuit?
- Julie: Yes, I was. Why?
- Sue: Now I know why Tim and Matt were watching you, Julie.

Exercise 4: *Simon and his girlfriend Sharon were at a restaurant during their lunch break. Make questions in the past continuous to ask about them:*

- — Where *were they sitting*?
— At a table by the window.
- — What *were they drinking*?
— Coffee with milk and a glass of apple juice.
- — What *was Simon drinking*?
— The apple juice.
- — *Were they eating anything*?
— No, nothing. They were not hungry.
- — What *was Sharon wearing*?
— A white pullover and black jeans.
- — How *was she looking* in her outfit?
— She was really pretty.
- — *Were they doing* anything special?
— Not really. They were just talking.
- — What *were they talking* — *speaking* — *chatting* about?
— About their friends from school.
- — How *were Simon feeling* at the restaurant?
— He was quite happy and relaxed.

Past continuous negative

Exercise 5: Complete the dialogues with negative forms of the past continuous tense:

- A: Were you talking to Bob during dinner?
- B: I *wasn't (was not) talking* to anybody. I was alone.
- A: Were you watching a football match when I phoned you?
- B: I *wasn't (was not) watching* TV. I was listening to music.
- A: Was I wearing the blue tie at the party?
- B: You *weren't (were not) wearing* any tie, as far as I can remember.
- A: Guess what I was doing between 5 and 6 o'clock.
- B: You *weren't (were not) doing* anything, your sister told me.
- A: When I met them, Sam was buying some meat and Jill was buying drinks.
- B: I don't understand why they *weren't (were not) buying* things together.
- A: I wasn't waiting for them when they arrived.
- B: Why *weren't you waiting* — *Why were you not waiting* for them? What happened?
- A: Eve was looking at me when we got out of the car.
- B: It's not true! She *wasn't (was not) looking* at you.
- A: You weren't looking very happy at the beginning of the English lesson.
- B: And why *wasn't I looking* — *was I not looking* happy? I didn't want to write the test!

Exercise 6: Make negative sentences - statements and questions:

- *I wasn't (was not) having* a shower at 6 o'clock. (I — not have)
- *Weren't you playing* — *Were you not playing* computer games when I came back home? (you — not play)
- *I wasn't (was not) lying* on the beach all day. (I — not lie)
- *We weren't (were not) arguing* when you saw us. (we — not argue)
- *Weren't Jane and Katy working* — *Were Jane and Katy not working* between one and two o'clock?
- *Dick wasn't (was not) sitting* on your seat when you wanted to sit down.
- *They weren't (were not) doing* anything at that moment. (they — not do)
- *Wasn't Mr. Jones driving* to the airport at 11 o'clock? (Mr. Jones — not drive)

Past simple + continuous

Exercise 1: *Choose the correct tense:*

- As the stranger *was coming* to the station, a car *stopped* behind him.
- My grandma *never watched* TV. But she *read* books.
- I *started* work at 6 o'clock.
- He *got up* and *switched off* the light.
- When I *finished* my homework, I *cooked* dinner.
- While we *were listening* to the news, the telephone *rang*. Kate *stood up* and *answered* it.
- As I *was driving* to work last Friday, a car *crashed* in front of me. I *stepped* on the brakes.
- Yesterday Carrol *wrote* emails from 10 to 11 and then from 5 to 7 again.
- We arrived in Cannes at 2.30. The sun *was shining*, people *were sunbathing* on the beach and big yachts *were sailing* near the harbour. We parked our car and *went* to the beach.

Exercise 2: *Find mistakes and correct them:*

- I was doing my homework first and then I had a rest: *I did my homework first and then I had a rest.*
- My mum was often driving when she was younger: *My mum was often drove when she was younger.*
- While daddy didn't look, Susan put his key in her pocket: *While daddy wasn't looking, Susan put his key in her pocket.*
- I needed to talk to her. And at 10 I was calling her: *I needed to talk to her. And at 10 I called her.*
- I saw you with Jill at the cafe. You talked: *I saw you with Jill at the cafe. You were talking.*
- Your English is very good. Where were you studying? *Your English is very good. Where did you study?*
- As they walked along the river, they saw something in the water: *As they were walking along the river, they saw something in the water.*
- I was taking her to Dover. We had a great time: *I took her to Dover. We had a great time.*
- The weather was perfect when the sun was shining. But it was changing soon: *The weather was perfect when the sun was shining. But it changed soon.*
- When he met her, she wore a hat: *When he met her, she was wearing a hat.*

Exercise 3: *Read these sentences and make questions:*

- – When I met him, he was talking on the telephone.

- Who *was he talking* to? (he — talk)
- – The company wanted to finish this house last week.
- And when *did they start* it? (they — start)
- – I saw your wife last night. She was driving a car.
- What a car *was she driving*? (she — drive)
- – I tried to get in touch with you last weekend.
- Why *did you try* to get in touch with me? (you — want)
- – My sister was not listening when I wanted to tell her.
- What *was your sister doing*? (your sister — do)
- – When I came to his bedroom, he was snoring.
- How *was he lying*? On his back? (he — lie)
- – At 10 o'clock I was watching a documentary film.
- Which channel *were you watching*? (you — watch)
- – I had an accident on Monday.
- What *happened* to you? (happen — you)

Exercise 4: *Make these sentences negative:*

- – She lost her purse.
- *She didn't (did not) lose her purse.*
- – He rode slowly.
- *He didn't (did not) ride slowly.*
- – He was making much noise at midnight.
- *He wasn't (was not) making much noise at midnight.*
- – They came early.
- *They didn't (did not) come early.*
- – We were sitting at the table.
- *We weren't (were not) sitting at the table.*
- – She ran away.
- *She didn't (did not) run away.*
- – The sun set at 7.45.
- *The sun didn't (did not) set at 7.45.*
- – It was getting dark at 7.
- *It wasn't (was not) getting dark at 7.*
- – He was talking to Tim the other day.
- *He wasn't (was not) talking to Tim the other day.*

- – They were listening to the radio from 5 to 6.
- They weren't (were not) listening to the radio from 5 to 6.

Exercise 5A: *Complete the story:*

Every day James Lullaby travels to London. Yesterday he *was driving* his car, when he *saw* a dog in the middle of the road. The dog *was watching* the car. James *stopped* and *got out*. As he *was getting* out, the dog *ran* away. James *went* back to his car. While he *was getting* in it, the dog *appeared* again and *sat* down in the middle of the road. James *started* the engine, but the dog *didn't move*. James *jumped out* of the car and *shouted* at the dog. The dog *barked* at him and *started* to run. James *followed* the dog. Suddenly, he *saw* two girls lying on the grass. They *were bleeding*.

Exercise 5B: *Make these sentences negative:*

Example: James heard a dog on the road. No, he didn't hear a dog on the road.

- – James was riding a motorbike.
- *James wasn't riding a motorbike.*
- – James ran over the dog.
- *James didn't run over the dog.*
- – James threw a stone at the dog.
- *James didn't throw stone at the dog.*
- – The dog was barking at James all the time.
- *The dog wasn't barking at James all the time.*
- – The dog bit James.
- *The dog didn't bite James.*
- – The girls were sitting on the grass.
- *The girls weren't sitting on the grass.*

Exercise 5C: *Make the policeman's questions:*

- – Policeman: *What were you doing yesterday at 8 o'clock?* (what/do/yesterday at 8 o'clock)
- James: I was driving to work.
- – Policeman: *What time did you meet the dog?* (what time/meet/the dog)
- James: I saw him at about 8.30.
- – Policeman: *Were you driving fast when you saw the dog?* (drive/fast)
- James: No, I wasn't.
- – Policeman: *What did the dog do?*
- James: He ran away.
- – Policeman: *How did you find the two girls?* (how/find/the two girls)
- James: I followed the dog, when he came back.
- – Policeman: *Did you see anyone else?*
- James: No, I didn't.
- – Policeman: *Did you call an ambulance?*
- James: No, I didn't. I drove the girls to the hospital.

3.2.6 Future simple exercises

Future simple affirmative

Exercise 1

- – You can't take my car. I use it at weekends. (need)
– *You can't take my car. I **will need** it next weekend.*
- – Waiter, we would like two glasses of orange juice. (have)
– *Waiter, we **will have** two glasses of orange juice.*
- – Do you think our English teacher is preparing a test for tomorrow? (write)
– *Do you think we **will write** a test tomorrow?*
- – I don't mind going to the cinema if you help me with the housework. (go)
– *I **will go** to the cinema if you help me with the housework.*
- – I have a lot of work to do in the evening. (work)
– *I **will work** a lot in the evening.*
- – Dad can't take you to the station because there is a football match on TV. (want)
– *Dad can't take you to the station because he **will want** to see a football match.*
- – This film is worth the money! (watch)
– *I **will watch** this film!*
- – There is a museum on our programme for tomorrow. (visit)
– *We **will visit** a museum tomorrow.*

Exercise 2: Complete the sentences with the future simple (will) and the verbs in the box:

- Lionel Messi **will play** for Real Madrid this season.
- Next year I **will be** fifteen years old.
- If you are a good boy, your mum **will buy** you a big ice cream.
- We don't want to go by car. We **will fly** instead.
- I can't watch this film or I **will cry** again.
- OK. At 5 o'clock we **will meet** you outside the shopping centre.
- Wait a minute, please. The concert **will play** soon.
- Are you hungry? I **will make** you an hamburger.
- Sam doesn't want to work in the garden. He **will relax**.
- You can't take all this luggage on your own. I **will help** you.

Future simple questions

Exercise 3: *Jumbled sentences - make future simple questions:*

Example: you — tidy — room — your Will you tidy your room?

- Bill — arrive — when: *When will Bill arrive?*
- not — work — mum — late — your — tonight: *Will your mum not work late tonight?*
- at — be — Marion — tomorrow — school: *Will Marion be at school tomorrow?*
- you — what — leave — time: *What time will you leave?*
- classmates — in — be — classroom — their — your: *Will your classmates be in their classroom?*
- hairstyle — think — what — Matt — my — of — new: *What Matt will think of my new hairstyle?*
- concert — enjoy — the — Mr. and Mrs. Gregson: *Will Mr. and Mrs. Gregson enjoy the concert?*
- you — till — stay — there — not — Sunday: *Will you not stay there till Sunday?*
- you — address — your — tell — me — email: *Will you tell me your email address?*
- the — how — Joe — find — hotel: *How will Joe find the hotel?*

Exercise 4: *Make questions in the future simple tense:*

- — I am not sure if I can offer this room.
— *Will our guests like it?* (our guest/like/it)
- — Can I borrow your laptop tonight?
— *Will you use it?* (you/use/it)
- — We arrive in Aberdeen at 1 o'clock.
— *Will we have time for lunch?* (we/have/time/for lunch)
- — The show starts at 8.
— Please, *will you drive me there?* (you/drive me/there)
- — Your journey will be so long.
— *How will you spend your time?* (you/spend/your time)
- — I've just missed the train.
— *How will I get to school?* (I/get/to school)
- — I'd like to see your project.
— *Will you work on it?* (you/work/on it)
- — Your teacher asked you to help her.
— *Will you do it for her?* (you/do/it/for her)

Future simple negative

Exercise 5: *Choose the correct form:*

- Don't leave your keys on the table. You will forget it.
- If it doesn't rain tomorrow, we won't take our umbrellas.
- Susan won't like it if you come late.
- Anna will be on holiday next week. But she promised to write to us.
- I'm told you are ill. I hope you will feel better again.
- I have no idea how to do it. I won't make it.
- Turn on your laptop tonight. We will chat a little bit.
- I won't be a doctor, because I didn't finish my studies.
- You needn't wear your cap. It won't be cold today.
- I am really tired. I will have a rest.

3.2.7 Future continuous exercises

Future continuous affirmative

Exercise 1: *It's Sunday, 10 o'clock in the morning and the Scott family are enjoying their free time. Use the verbs in brackets to write what they will be doing this time on Monday:*

Example: Peter is playing games on his new laptop. This time on Monday he will be writing an English test.

- – Mr. Scott is cleaning his car in the garage.
– This time on Monday he will be driving to the airport. (drive)
- – Mrs. Scott is reading a fashion magazine.
– This time on Monday she will be cooking meals at the restaurant. (cook)
- – Marion, their daughter, is playing with a ball in the garden. And her grandma is watching her.
– This time on Monday Marion will be having a geography lesson. (have)
– And her grandma will be seeing a doctor. (see)
- – Ben, the oldest son, is still sleeping. And his grandpa is trying to wake him up.
– This time on Monday Ben will be practising football in his club. (practise)
– And his grandpa will be waiting for grandma at the doctor's. (wait)
- – Samuel, the youngest son, is chasing their dog Spot around the house.
– his time on Monday Samuel will be exercising in a physical education lesson. (exercise)
- But we have no idea what Spot will be doing tomorrow.

Exercise 2: Complete the sentences with the future continuous (will be doing) and the verbs in the box:

- When you come back home I will be sleeping in my bed.
- In a few days' time we will be lying on the beach.
- I'll call Jim at six. - No, don't. He will be working in his office then.
- I'll tell him. I will be seeing him on the train as usual.
- We can't meet you on Saturday. We will be decorating our house at the weekend.
- In a ten years' time most people will be using electric cars.
- I'll come at one o'clock. - OK. I will be waiting for you.
- It won't be easy to get in. The warden will be watching the gate closely.
- Will you help me tonight? Sorry, I will be listening to the concert on the radio.
- This time tomorrow my sister will be taking her entrance exam.

Future continuous questions

Exercise 3: Jumbled sentences - make future continuous questions:

Example: you — TV — tonight — watch Will you be watching TV tonight?

- Jack — work — time — what — it — on: *What time will Jack be working on it?*
- at — have — you — lunch break — your — still — one o'clock: *Will you still be having your lunch break at one o'clock?*
- Leeds — in — live — time — in a few years' — I: *Will I be living in Leeds in a few years?*
- in — tide — come — at nine — the — tonight: *Will the tide be coming in at nine tonight?*
- where — the match — sit — you — during: *Where will you be sitting during the match?*
- weeks — again — in a few — he — of — walk: *Will he be walking again in a few weeks?*
- at the party — you — wear — what: *What will you be wearing that at the party?*
- interview — tomorrow morning — you — who: *Who will you be interviewing you tomorrow morning?*

Exercise 4: Make questions in the future continuous tense (will be going). Use the words in brackets:

- — I can take you to the airport.
— It would be nice. *Will you be going that way?* (you/go/that way)
- — Shall I say hello to her?
— Why not? *Will you be writing to her?* (you/write/to her)
- — Marion and Jimmy can stay up late tonight.

- Really? *Will they be waiting for me?* (they/wait//for me)
- – He won't be there at ten o'clock.
- It—'s a shame. *Will he be signing the new contract?* (he/sign/the new contract)
- – I'll be in the forest.
- In the forest? *What will you be doing?* (what/you/do)
- – There won't be enough oil in a couple of decades.
- Do you think so? *What will we be using instead?* (what/we/use/instead)
- – This time next week I'll be in Madrid.
- Lucky you! *Will you be staying at the hotel?* (you/stay/at a hotel)
- – Don't ring Sue up at 6 o'clock.
- Thanks for telling me. *Will she be bathing her baby?* (she/bathe/her baby)

Future continuous negative

Exercise 5: *Choose the correct form:*

- On my holiday I won't be getting up at 6 o'clock as usual. I want to relax a lot.
- You are so late! Everybody will be working when you arrive at the office.
- You think that Derek won't be playing tennis at seven? Why not?
- Computers won't be translating all texts in a couple of years. It's impossible.
- Mary won't be waiting in the arrivals hall this time. She is ill.
- Can I take your camera? You won't be using it this morning, will you?
- The cinema won't be showing any films next week.
- They will be delivering parcels even on 24 December.
- He can find her easily in her red coat. - But she won't be wearing the red coat.
- I won't be here this time tomorrow. I will be travelling to Rome.

Exercise 6: *Rewrite these sentences in the future continuous. Use negative forms:*

Example: Tomorrow morning I won't be on my way to Florida. (not travel) Tomorrow morning I won't be travelling to Florida.

- – I have no plans for the weekend. (not do)
- I *will not — won't be doing* anything at the weekend.
- – The test starts at 9 o'clock and you have to finish at 9.30. (not write)
- We *will not — won't be writing* the test at 9.30.
- – I have no work to do in the evening. (not work)
- I *will not — won't be working* in the evening.

- – Dad can take you to the 7.30 train tomorrow morning. He has a day off. (not go)
– Dad can take you to the 7.30 train tomorrow morning. He *will not* — *won't be going* to work.
- – I have new contact lenses. No glasses next time! (not wear)
– I *will not* — *won't be wearing* glasses when you see me next time.
- – You can come at one o'clock. We want to prepare the meal before that. (not cook)
– You can come at one o'clock.. We *will not* — *won't be cooking* the meal anymore.
- – By the middle of this century there won't be any newspapers. (not read)
– By the middle of this century people *will not* — *won't be reading* any newspapers.
- – Please, don't come back home at midnight. I don't want to wait for you so long. (not wait)
– If you come back home at midnight, I *will not* — *won't be waiting* for you.

3.2.8 Future simple + continuous exercises

Future simple + continuous affirmative

Exercise 1: Rewrite the underlined forms with the future simple or continuous:

- Don't call me at 10 o'clock. I I'll be flying — I will be flying to Spain.
- I suppose we'll stay — we will stay at a hotel next summer.
- Come to see me in the afternoon. I'll be working — I will be working in the garden.
- Do you think it'll snow — it will snow at the weekend?
- Is the coat OK.? - Yes, I'll take — I will take it.
- This time on Sunday we'll be skiing — we will be skiing in France.
- I don't know if I will stay here. Perhaps I'll move — I will move to a big city one day.
- Every student will be using a computer in the near future.

Exercise 2: Match part 1 and 2 with part a and b to make sentences:

- – *I can take you to the airport. I'll be going that way.*
– *If you think it is shorter, I'll go that way.*
- – *Shall I say hello to her? I'll be writing to her.*
– *She should know about it. I'll write to her.*
- – *Will you go to sleep when you return?*
– *Will you be sleeping when I return?*
- – *He won't be here tomorrow. He'll be signing the new contract.*
– *He has no objections. He'll sign the new contract.*
- – *You can rely on him. He will deliver the letters.*

- *You can't wait for him. He will be delivering the letters.*
- – *I'll be in the forest. I'll be jogging.*
- *I must go to the forest. I'll cut tree.*
- – *He is late? I'll drive him to school.*
- *I'll talk to him. I'll be driving him to school.*
- – *They'll be doing some research during their stay in London.*
- *They'll do some research if they find a sponsor.*

Exercise 3: *Complete the sentences with the best form:*

- Shall I say hello to Sharon? I will be writing to her today.
- Can I help you? I will show you that blouse.
- Good Lord! The engine has stopped. - No problem. Bill will have a look at it.
- Why don't you have dinner with us? I will be cooking anyway.
- This time next week we will be sailing round the Aegean Sea.
- If you take three cassettes, you will get one cassette free.
- I will finish my work before they arrive.
- By the end of this century everyone will be speaking English.

Future simple + continuous questions

Exercise 4: *Ask questions to get more information:*

- – My students will be taking part in the show.
- What kind of show *will they — your students be taking* part in?
- – She'll make something to eat for you.
- What *will she make*?
- – We won't give any presents to him.
- Why *won't you — will you not* give any presents to him?
- – I'll be decorating my office next week.
- *Will you be decorating* your office on Monday?
- – I hope we will go on holiday in summer.
- *Where will you go*?
- – This time tomorrow we'll be watching a comedy.
- *Will you be watching* a romantic comedy?
- – Do you like it? I'll buy it for you.
- And *will you buy it* for my brother too?

- – In a short time many more people will be using electric cars.
– *Will anybody be using* petrol engines?

Exercise 5: *Make questions:*

- – I am not sure if I can offer this room.
– *Will our guests like it?* (our guests/like/it)
- – Where will you be at 5 p.m.?
– *Will you be working?* (you/work)
- – We arrive in Aberdeen at 1 o'clock.
– *Will the passengers have time for lunch?* (the passengers/have/time/for lunch)
- – The shop opens at 9 o'clock.
– Please, *will you take me there?*
- – Your journey will be so long.
– *Will you be reading* while you are on the train? (you/read)
- – I've just missed the bus.
– How *will I get to school?* (I/get/to school)
- – I'd like to help you a little bit.
– *Will you be still planting the trees* if I join you at 3.30? (you/still/plant/the trees)
- – I don't know if you can go there.
– *Will your teacher be there too?* (your teacher/be/there/too)
- – I'll be tidying our house tomorrow morning.
– What *will you be doing* while I am cleaning the windows? (you/do)
- – So you want to go by coach.
– *Will you take a taxi* if the coach is fully booked? (you/take/a taxi)

Future simple + continuous negative

Exercise 6: *Make negative sentences. Use the verbs in brackets:*

- The New Year won't — will not start on 31 December. (start)
- I'll be sleeping in the afternoon. I won't — will not be doing housework. (do housework)
- We'll be in beds. We won't be — will not be driving to Nice when the sun rises. (drive)
- I forgot to tell her. But I won't — will not call her now. It's too late. (call)
- My best friend will still be in Sydney tonight. He won't — will not be returning to England. (return)
- You can't meet me at the supermarket. I won't — will not be shopping in the afternoon. (shop)

- Is Bill at school? - No, he isn't. I suppose he won't — will not come. (come)
- I can't stand Simon. I hope he won't — will not be there. (be)
- We won't — will not be packing our luggage this time tomorrow. We'll already be on the way. (pack)
- If you are careful, the cars won't — will not knock you down. (knock)

Exercise 7: *Make negative answers. Write complete sentences:*

Example: Will the sun rise at six? The sun won't rise at six.

- – Will your sister be sunbathing on her holiday?
– My sister won't — will not be sunbathing on her holiday.
- – Will you be listening to records in the evening?
– I won't — will not be listening to records in the evening.
- – Will it rain all the summer?
– It won't — will not rain all the summer.
- – Will you have a cup of coffee?
– I won't — will not have a cup of coffee.
- – Will everyone be using mobile phones in future?
– Everyone won't — will not be using mobile phones in future.
- – Will dad be watching the match when I return?
– Dad won't — will not be watching the match when you return.
- – Will you fail the English exam?
– I won't — will not fail the English exam.
- – Will the mankind destroy our planet?
– The mankind won't — will not destroy our planet.

3.2.9 Present perfect exercises

Exercise 1: *Rewrite these sentences in the present perfect simple:*

Example: I went to shops on Saturday. I already to shops. I have already gone to shops

- – I didn't do it yesterday.
– I haven't done it yet.
- – We bought the tickets on Monday.
– We *have* already *bought* the ticket.
- – My girlfriend wasn't there. She didn't arrive.
– My girlfriend isn't here. She *hasn't arrived*.
- – The team wasn't successful. They lost.

- The team isn't successful. They *have* just *lost*.
- – I didn't find my keys. I couldn't open the door.
– I *haven't found* my keys. I can't open the door.
- – Did the postman deliver the parcel in the morning?
– *Has* the postman *delivered* the parcel yet?
- – I cut my finger. It hurts.
– I *have cut* my finger. It hurts.
- – They worked in Wales for a week in May.
– They *have worked* in Wales since last week.
- – She was on her holiday for a month. She came back yesterday.
– She *has been* on her holiday for a month. She *has* just *come* back.

Exercise 2: Complete these sentences with the verbs in brackets and one of the signal words in the box below:

Example: I it. (do) I have already done it.

- I have never seen a ghost. (see) But I would like to.
- Has Peter *finished* his studies *yet*? No, not yet.
- Have you ever met anyone famous? (meet) - No, never.
- What has Greg done since the morning up to now? (do) - Quite a lot of things.
- I feel so relaxed. I have just got back from my holiday. (get)
- You should send him an email. - But I have already written to him. (write)
- My grandma has lived in the same place since she was born. (live) - Really?
- This is Fiona. She has been my best friend for a long time. (be)
- I have a plaster on my leg. I have recently broken it. (break)
- How many jobs have you had so far? (have) - Not very many.

Exercise 3: Use the words in brackets to complete the conversation.

- A: How long have you been unemployed? (you — be)
- B: I haven't had any job since May. (I — not have) But I have just applied a job as a waiter. (I — just — apply for)
- A: You have never worked as a waiter. (you — never — work)
- B: I have helped at a wedding reception twice or three times. (I — help)
- A: Have they contacted you about their choice yet? (they — contact)
- B: No, they haven't. Nobody has got in touch with me since the interview. (nobody — get)

- A: And have you written to them? (you — write)
- B: Should I? I haven't found the courage to do that. (I — not find)
- A: If you haven't done it yet, you should do it as soon as possible. (you — not do)

Exercise 4: *What has Matt done since he got back from his trip round the world?*

- *He has seen his family.*
- *He has met his friends.*
- *He has gone out with his girlfriend.*
- *He has checked his emails.*
- *He has rented a flat.*
- *He has not unpacked his luggage.*
- *He has not exchanged foreign money.*
- *He has not printed any photos.*
- *He has not found a job.*
- *He has not bought a car.*

Exercise 5: *Complete the questions and answers in the present perfect tense:*

- – *Have you seen* Kim yet? (see)
– Not yet. But I am going to see her on Friday.
- – Has Karl ever been to England?
– No, never. But he *has already gone* to Scotland twice. (already go)
- – How many foreign languages have you learned?
– Unfortunately, I *have not studied* any foreign languages so far. (not study)
- – *Have you got* the email from me? (get)
– I'm afraid I haven't received any email from you since last week.
- – Why is Mary crying? What *has happened* to her? (happen)
– Poor Mary. Her mum has been ill for a long time.
- – Where *have you been* so long? (be)
– I'm sorry, I missed the bus.
- – Look. The sun *has disappeared*.
– It's fascinating. It has been covered by the moon.
- – Have you called your grandma?
– Oh, no! I *haven't telephoned* her yet. (not telephone)
- – It's quite cold in here, isn't it?
– Is it? I *have just opened* the window. (just open)

3.2.10 Present perfect continuous exercises

Exercise 1: *It's Saturday morning. What have Tim and his school friends been doing since they got up?*

- Tim - decorate his bedroom: Tim has been decorating his bedroom.
- Patrick - work on his biology project: Patrick has been working on his biology project.
- Sam and Matt - practise rugby: Sam and Matt has been practising rugby.
- Joe and Peter - watch Sam and Matt: Joe and Peter has been watching Sam and Matt.
- Raymond - do nothing: Raymond has been doing anything.
- Sue and Jane - shop: Sue and Jane have been shopping.
- Melanie - help with housework: Melania has been helping with housework.
- Maria and Julie - chat on the Internet: Maria and Julie have been chatting on the Internet.
- Fiona and Eve - do community work: Fiona and Eve have been doing community work.
- Kate - read a book: Kate has been reading a book.

Exercise 2: Respond to the following situations.

- – Why are you so tired?
– Because I have been replacing the wheels on my car. (replace)
- – Your French is perfect.
– Really? I have been learning French for ten years. (learn)
- – Look at Jane. She's so nervous.
– No wonder. She has been waiting for her boyfriend for ages. (wait)
- – Bill is sunburnt.
– Yes, he really is. He has been sunbathing since the morning. (sunbathe)
- – Your parents look relaxed.
– They have been relaxing all the weekend. (relax)
- – All the footballers are so wet.
– They have been playing in the rain since the match started. (play)
- – Have you talked to Richard yet?
– Not yet. But I have been trying to phone him since you told me. (try)
- – Is Grace your neighbour?
– Yes, she is. She has been living next door for six years now. (live)
- – Why are Patt and Matt so dirty?
– They have been painting their bedroom. (paint)

- – Shall I wake Doris up?
- Yes, please. She has been sleeping all day long. (sleep)

Exercise 3: *Complete the lines with one of the options:*

- I've been reading that book you lent me. Do you need it?
- George has been going to a restaurant to have dinner. He likes it there.
- I've been cooking all day. I'm exhausted.
- Sarah has been living with me until she moves to a new place.
- We've been writing emails since the morning.
- They've been renovating their house. They hope to finish it soon.
- I've been travelling to Africa for three years.
- My dad became a salesman and he's been moving around the country ever since.
- Somebody has been drinking my coke. The glass is nearly empty.
- I've been texting my friends all day long.

Exercise 4: *Make present perfect continuous questions:*

- How long have you been waiting for me? (you — wait)
- What has John been doing since he returned? (John — do)
- Why have you not been eating — haven't you been eating meat lately? (you — not eat)
- Why have Sam and Mary been arguing for such a long time? (Sam and Mary — argue)
- Have you been using my shampoo? There's not much left. (you — use)
- How long has Jill been not wearing — hasn't Jill been wearing glasses? (Jill — not wear)
- Have you been revising since you decided to take the exam? (you — revise)
- Where has your dad been working lately? (your dad — work)
- Your hands are covered with chocolate. Have you been making a cake?

Exercise 5: *Complete the conversations with positive and negative forms of the present perfect continuous:*

- – A: George, how long have you been learning Japanese? (learn)
- B: Japanese? Wait a minute. For about five years.
- – A: What a lovely smell!
- B: My mum has been baking some cakes. (bake)
- – A: Why are your hands so dirty?
- B: I have been cleaning my car.

- – You look so tired. You should have a rest.
– Should I? But I haven't been working so hard. (not work)
- – A: Why has Sarah not been going — hasn't Sarah been going out lately? (not go)
– B: She broke her leg while she was skiing.
- – A: Peter, why are you so noisy? I want to sleep!
– B: Do you mean it? I haven't been making any noise since I got up. (not make)
- – A: Have you been coughing for a long time? (cough)
– B: Not really. It started the day before yesterday.
- – A: Mr. Gregson, how long have you not been — haven't you been teaching English? (not teach)
– B: To tell the truth I've never taught English. But I'd like to try it.
- – A: Hi, Sam. How is your new girlfriend doing?
– B: Susan? She hasn't been speaking to me since we had an argument. (not speak)
- – A: Have you heard about the bank robbery in King Street?
– B: Yes, I have. The police has been looking for the robbers day and night. (look)

3.2.11 Present perfect + continuous exercises

Exercise 1: *Tick the correct sentences. If a tense is not correct, underline it and write the correct form:*

Example: I have never been seeing a ghost: have never seen

- Look. The girl has been buying four dictionaries: has bought
- I haven't eaten anything since I arrived: OK
- Let's stop for a while. You've driven all morning: 've been driving
- Have you ever been sleeping in a tent? Have you ever slept
- He's been sleeping too long. Wake him up! OK
- I'm sorry. How long have you been waiting? OK
- I've been meeting your sister several times: 've met
- I've been knowing him since he was born: 've known
- Help yourself. Mum has been making delicious toasts: has made
- He is sunburnt. He's been lying on the beach all day: OK
- I've gone to France for five years now. 've been going
- Don't give up. You haven't been trying this way yet: haven't tried

Exercise 2: *Complete the sentences with one of the options:*

- I have been staying at this hotel for a long time.
- My father has been going to work since he left school.
- Have you told the manager yet?
- We have never had a radio so far.
- She hasn't been eating meat lately
- I've bought it for you.
- The airline hasn't cancelled the flight yet.
- How long have you been studying abroad?
- I've been trying to contact him all day.
- We've never been to Africa.

Exercise 3: *Correct mistakes:*

- I've been driving every car in our family and I do not like any of them: I've driven every car in our family and I do not like any of them.
- We've run so long and I'm not tired yet: We've been running so long and I'm not tired yet.
- Take this picture. I've been painting it for you: Take this picture. I've painted it for you.
- Isn't it ready yet? How long are you making it? How long have you been making it?
- I only heard from her twice since she left: I have only heard from her twice since she left.
- He has never been staying here as far as I know. He has never stayed here as far as I know.
- He didn't call me since we had the argument. He hasn't called me since we had the argument.
- Is that Sue? We've tried to contact her since we arrived: Is that Sue? We've been trying to contact her since we arrived.
- I haven't talked to Jill yet. I haven't been seeing her very often lately: I haven't talked to Jill yet. I haven't seen her very often lately.
- He is a good teacher. - How long is he teaching? He is a good teacher. - How long has he been teaching?
- You are still working! - Yes, I've picked strawberries all afternoon. You are still working! - Yes, I've been picking strawberries all afternoon.
- They are quite busy. They've rebuilt their house for more than a year: They are quite busy. They've been rebuilding their house for more than a year.

Exercise 4: *Use the underlined words to make questions:*

- – Sandra is a journalist. She publishes her interviews in American newspapers.
- How long has she been publishing her articles in the American newspapers?
- – My wife is learning Japanese.
- Has she learnt — learned Japanese before?
- – I met Cosby a few years ago. I know him.
- How many years have you known him?
- – I haven't done this for such a long time!
- What have you been doing instead of it all the time?
- – My hotel is quite prosperous. I run it myself.
- How long have you been running the hotel?
- – She wanted to borrow some money from me.
- Has she borrowed the money yet?
- – I have a camera. I can take a picture of you.
- Good idea! Have you been taking pictures for a long time?
- – It's 10 o'clock and he isn't here yet. I'm not going to wait for him any longer.
- It's terrible. How long have you been waiting for him?

Exercise 5: *Use the words in brackets to complete these sentences:*

- **(mend)**
 - We can go home. We have mended three cars today.
 - We've been mending cars since the morning and we aren't finished.
- **(make)**
 - She has been making puddings all day. She's pretty tired.
 - How many puddings has she made?
- **(look for)**
 - I've been looking for my keys since we came home. Where are they?!
 - I've looked for my keys several times. But I haven't found them.
- **(do)**
 - Sam is so angry with you. What have you done to him?
 - You are so dirty! What have you been doing?
- **(not work)**
 - Joy has not worked on this computer yet.
 - Joy has not been — hasn't been working on the computer these days. It is broken.
- **(have)**

- How many years has he had this car?
- How long has he been having the shower? I badly need the bathroom.

• (not sleep)

- I'm shattered. I have not been sleeping well lately.
- Is the new bed comfortable? I haven't slept on it so far.

Exercise 6: *When Mr. Jones comes back home, he finds his son Tom sitting on the stairs in front of their house. Complete their conversation:*

- Tom: Where have you been so long, Dad? (be)
- Dad: I have worked late today. (work) What's the matter?
- Tom: I have lost my keys, I'm afraid. (lose)
- Dad: Do you mean that? You have been losing your keys since you were born. How long have you been waiting here?
- Tom: For two hours.
- Dad: And what have you been doing all that time? (do)
- Tom: Nothing, really.
- Dad: Are you sure that you have lost the keys? (lose)
- Tom: Yes, I am.
- Dad: have you tried your bag? (try)
- Tom: My bag? I don't think ... Oh no, my keys!
- Dad: Oh, dear. You have been sitting here all afternoon doing nothing and you have not even looked into your bag! (sit, not even look)

Exercise 7: *Complete the following lines with one of the options:*

- – Paul has gone *to Paris for a few days.*
– Paul has been going *out with Charlene for a couple of months.*
- – What have you been doing? *Your face is so red.*
– What have you done? *Have you called him?*
- – I've typed *three letters since you came home.*
– I've been typing *letters since you came home.*
- – How long *have you been trying to contact me?*
– How many times *have you tried to contact me?*
- – Someone has eaten our toasts. *They are all gone.*
– Someone has been eating our toasts. *There is only one toast left.*
- – We have visited England *six times.*
– We have been visiting England *for six years.*
- – Why is the table in such a mess? *I've been making a salad.*
– Have something to eat. Here you are. *I've made a salad.*

3.2.12 Past perfect exercises

Exercise 1: Join the sentences with expressions in brackets:

Example: They graduated. They got married. (as soon as) They got married as soon as they had graduated.

- They entered the restaurant. They were served. (after): *After they had entered the restaurant they were served.*
- I didn't use my credit card. I lost it. (because): *I didn't use my credit card because I had lost it.*
- They didn't tell me. Easyjet cancelled the flight. (that): *They didn't tell me that Easyjet had cancelled the flight.*
- I couldn't go out. I broke my leg. (because): *I couldn't go out because I had broken my leg.*
- He took up a job. He left school. (as soon as): *He took up a job as soon as he had left school.*
- Susan fell in love with Jack. She told her parents. (after): *After Susan had fallen in love with Jack she told her parents.*
- I was in Paris for a week. I met Ann there. (when): *When I had been in Paris for a week, I met Ann there.*
- Jim called Jane from his office. He came back home. (before): *Jim had called Jane from his office before he came back home.*
- Maria finished the meal. And I arrived. (by the time): *Maria had finished the meal by the time I arrived.*
- Messi scored the goal. The fans went wild. (as soon as): *As soon as Messi had scored the goal, the fans went wild.*

Exercise 2: Complete the sentences with expressions in brackets:

- He couldn't go skiing, because it had rained the night before. (rain)
- Had you switched off the lights before you left home? (you - switch)
- The plane crashed because the engines had caught fire. (catch)
- After Sam had left the bank, he got into his car. (leave)
- When he arrived at the office, everyone had been gone. (be)
- Had the dog had anything to eat before you fed him? (the dog - have)
- By the time Joseph returned home Sarah had tried to get in touch with him several times. (try)
- Why had you called me before you refused their offer? (you - call)
- I was so sad because Jill had disappeared somewhere in Spain. (disappear)

- What had you done with the computer before you called the technician? (you - do

Exercise 3: *What had Betty done before she went to bed?*

Example + cook dinner - go out with her friends She had cooked dinner. She hadn't gone out with her friends.

- *She had washed the dishes.*
- *She had walked her dog.*
- *She had watched a video.*
- *She had had a shower.*
- *She had said good night to her mum.*
- *She had not dried the dishes.*
- *She had not fed her cat.*
- *She had not listened to music.*
- *She had not washed her hair.*
- *She had not set her alarm clock.*

Exercise 4: *Respond to the following situations:*

Example: I didn't clean my teeth after breakfast. (you — do — it — before breakfast) Why not? Had you done it before breakfast?

- — I didn't watch the film. (you — see — it — before)
— Why? *Had you seen it before?*
- — I wasn't surprised by the birthday present. (you — already — know — about — it)
— Really? Had you already known about it?
- — I didn't know how to withdraw money from the cash machine. (you — not do — it — before)
— What a shame! *Had you not done — hadn't you done it before?*
- — I got to the airport on time, but I missed my plane. (you — leave — your ticket — at home)
— How come? *Had you left your ticket at home?*
- — I didn't have to do my English homework at home. (you — write — it — at school)
— Why not? *Had you written it at school?*
- — I was so sick when I went to bed! (what — you — eat — before that)
— *What had you eaten before that?*
- — I got lost on my way to your place. (Sharon — not tell — you — the way)
— That's a pity. *Had Sharon not told — Hadn't Sharon told you the way?*

- – I saw Jane for the first time at your party last Saturday. (you — not meet — Jane — at my previous party)
- Are you sure? *Hadn't you met — Had you not met Jane at my previous party?*

Exercise 5: *Mark is telling his sister Eve about his friend's garden party. Use the words from the box to complete their conversation:*

- – Eve: Did you enjoy the party?
- Mark: Not at all. I had never been to such a party before.
- – Eve: A disaster?
- Mark: Exactly. When I arrived at the party, they had eaten all the sausages. There was nothing to eat.
- – Eve: Hadn't they bought enough sausages for everyone?
- Mark: No, they hadn't. The house was full of people I had never met before.
- – Eve: So you were hungry all afternoon.
- Mark: I was pretty hungry. I had not eaten anything before I left home.
- – Eve: Did you dance?
- Mark: No, I didn't. There was a DJ at the party, but after he had played a couple of songs, he disappeared.
- – Eve: What did you do then?
- Mark: Fortunately, they hadn't drunk all the wine before I came. I had two or three glasses of red wine and went home.
- – Eve: Mark? You told me you hadn't had anything to eat. You must have got drunk!
- Mark: To tell the truth, when I had finished the third glass, I felt a little bit dizzy. But I am all right now. Am I not?

3.2.13 Past perfect continuous exercises

Exercise 1: *The plane landed at the airport. What had these passengers been doing before it landed:*

- Mr. Clark - read a newspaper: Mr. Clark had been reading a newspaper.
- Mrs. Clark - look out of the window: Mrs. Clark had been looking out of the window.
- Julie - play with her teddy bear: Julie had been playing with her teddy bear.
- Peter - learn how to use his new phone: Peter had been learning how to use his new phone.
- Mr. Gregson - sleep: Mr. Gregson had been sleeping.
- Mrs. Gregson - take photos: Mrs. Gregson had been taking photos.
- Melanie - draw pictures: Melanie had been drawing pictures.
- Fiona and Eve - talk to each other: Fiona and Eve had been talking to each other.

- Ben - listen to Fiona and Eve: Ben had been listening to Fiona and Eve.
- Miss Smith, the flight attendant - deliver food to passengers: Miss Smith, the flight attendant, had been delivering food to passengers.

Exercise 2: *Respond to the following situations:*

- – Why were you so red?
– Because I had been jogging before we met. (jog)
- – Your test was absolutely correct.
– Really? I had been revising for it so long. (revise)
- – Did you see Jane? She was so angry.
– No wonder. She had been arguing with her brother all day. (argue)
- – Bill was exhausted.
– Yes, he really was. He had been working too long. (work)
- – Your parents went to bed very late.
– They had been having a rest all afternoon. (have a rest)
- – Why were all the players so dirty at the end of the match?
– Because they had been played in mud. (play)
- – Did you get in touch with Richard in time?
– Not really. But I had been trying to contact him all the time. (try)
- – Was Grace your classmate?
– No, she wasn't. But she had been attending Class B for a year before she left. (attend)
- – Why were Matt and Sue so pale when they returned?
– Because they had been staying in their room all their holiday. (stay)
- – What time did Doris get up?
– She had been sleeping till ten o'clock. (sleep)

Exercise 3: *Complete the lines with one of the options:*

- I had been using that phone for a year *when it stopped working*.
- George had been phoning Kate *before he crashed*.
- I had enough of it because I'd been exercising all afternoon.
- Sarah had been going out with me *until she changed her job*.
- We'd been writing *tests* before lunch.
- They had been decorating their bedroom. *The paint was everywhere*.
- I'd been eating vegetarian meals *for three years* when I gave up.

- *Before my dad retired* he had been sailing on big ships.
- Somebody had been drinking my apple juice. *The glass was nearly empty.*
- I'd been chatting with my friends. *that's why my mum was angry.*

Exercise 4: *Make past perfect continuous questions:*

- How long had you been driving before you crashed?
- Why were Marion's eyes so red? Had she been crying? (she — cry)
- The road was covered with snow in the morning. Had it been snowing all night? (it — snow)
- How long had you been sleeping when you got up? (you — sleep)
- Had you been drinking my wine? The bottle was nearly empty. (you — drink)
- How long had you been revising before you sat the exam? (you — revise)
- Your hands were covered with chocolate. Had you been making a cake? (you — make)
- How many days had Bill and Jack been sailing when they reached the port? (Bill and Jack — sail)
- Kate knew all about it. Had she been listening to our conversation? (she — listen)
- Why were your trousers so dirty? Had you been sitting on the ground? (you — sit)

Exercise 5: *Complete the conversations with positive and negative forms of the past perfect continuous:*

- – A: Sam, how long had you been repairing the laptop before it started working? (you — repair)
– B: The laptop? It took me five hours to repair it.
- – A: I was so tired at the end of the hike!
– B: But we hadn't been walking so much. (we — not walk)
- – A: Why was your shirt full of stains?
– B: I had been cleaning my car. (I — clean)
- – A: You looked so exhausted.
– B: Really? But I had not been working so hard. (I — not work)
- – A: Why did Sarah get sunburnt?
– B: Because she had been lying on the beach all day. (she — lie)
- – A: Mr. Clark, why were you so annoyed?
– B: Because they hadn't been listening to my arguments at all. (they — not listen)
- – A: Had you been coughing for a long time when you saw the doctor? (you — cough)
– B: Not really. For two or three days.

- – A: Miss Jones, how long had you been learning French when you moved to France? (you — learn)
– B: To tell the truth I'd never learned French before that.
- – A: Hi, Sam. Did you talk to Susan at last?
– B: Yes, I did. But she hadn't been speaking to me for a week before that. (she — not speak)
- – A: The police finally caught the bank robbers early in the morning.
– B: I know. They had been looking for them day and night. (they — look)

3.2.14 Past perfect + continuous exercises

Exercise 1: *Complete the sentences with the verbs in brackets:*

- I had to have a break. I had been driving so long.
- Before we parked our car we had collected the ticket.
- I arrived on Sunday. I had not been at home for two days. (not be)
- The roads were blocked in the morning. It had been snowing all night. (snow)
- They got to the beach after they had been walking for hours. (walk)
- She called the police when she had seen the light in the hall. (see)
- His English was perfect. He had been studying it since he started school. (study)
- I was really hungry. I had not eaten anything since the morning. (not eat)
- She didn't go to work because she had broken her leg. (break)
- As soon as Betty had opened the door, the burglar alarm went off.

Exercise 2: *Use the expressions in brackets to answer the question:*

Example: Why did he call you? (because - just arrived) He called me because he had just arrived.

- – When did they finish the house? (after - build it for a year)
– *They finished the house after they had been building it for a year.*
- – Why didn't she eat anything? (because - have lunch)
– *She didn't eat anything because she had had lunch.*
- – What did he tell her? (that - see her before)
– *He told her that he had seen her before.*
- – Why was he so exhausted? (because - cut the grass all day)
– *He was so exhausted because he had been cutting the grass all day.*
- – When did they land? (when - the storm end)
– *They landed when the storm had ended.*

- – Why was he so dirty? (because - dig the hole in the rain)
– *He was so dirty because he had been digging the hole in the rain.*
- – When did they accept your offer? (after - refuse it for a month)
– *They accepted my offer after they had been refusing it for a month.*
- – What did you forget? (that - want to buy some bread)
– *I forgot that I had wanted to buy some bread.*
- – How did she know that? (because - someone - tell her before)
– *She knew that because someone had told her before.*
- – Why was it so hot in the kitchen? (because - Sue - bake cakes)
– *It was so hot in the kitchen because Sue had been baking cakes.*

Exercise 3: Rewrite the sentences and keep the same meaning:

- After finishing his drink he got up: After he had finished his drink he got up.
- His driving too fast caused an accident: He had an accident as he had been driving too fast.
- Everyone sat down. The show started: The show started when everyone had sat down.
- It was 5C. Then the snow disappeared. The snow disappeared because it had been 5.
- After switching on the radio she heard the news: After she had switched on the radio she heard the news.
- The ship sailed for two days. It landed in Nice: The ship landed in Nice after it had been sailing for two days.
- He moved furniture. He started at 9 o'clock and finished at 3 o'clock: At 3 o'clock he had been moving furniture for 6 hours.
- Ben made a mistake. He apologized: Ben apologized that he had made a mistake.
- I read the book. I didn't want to read it again: I didn't want to read the book again because I had read it.
- After swimming all day they were hungry:
They were hungry because they had been swimming all day.

Exercise 4: Use the following expressions to answer the questions:

try to get Jill on the phone repair my computer all night go to a wrong departure lounge
lose his temper forget the map take a sunbath all day drink a bottle of wine not buy any food
not ask me already drive for hours

- – Why did Sam have a headache?
– *Because he had drunk a bottle of wine.*
- – Why did you miss the plane?
– *Because I had gone to a wrong departure lounge.*

- – Why were you so sleepy in the morning?
– *Because I had been repairing my computer all night.*
- – Why didn't you call me earlier?
– *Because I had been trying to get Jill on the phone.*
- – Why was Liz so red in the afternoon?
– *Because she had been taking a sunbath all day.*
- – Why did the teacher shout?
– *Because he had lost his temper.*
- – Why didn't you eat anything?
– *Because I had not bought any food.*
- – Why did you get lost?
– *Because I had forgotten the map.*
- – Why did you stop to have a rest?
– *Because I had already been driving for hours.*
- – Why didn't you help him?
– *Because he had not asked me.*

Exercise 5: Tick the correct sentences. If a tense is not correct, underline it and write the correct form:

Example: Before that I had never been seeing a ghost: had never seen

- We sold our new house after we had bought a new one: OK
- The road was blocked because a tree had been falling on it: had fallen
- The street was icy in the morning as it had frozen all night: had been freezing
- I was full of energy because I had been having big lunch. had had
- Had you ever slept in a tent before your holiday in Italy? OK
- He'd been sleeping too long. That's why he was so morose! OK
- There was no egg left. How many eggs had you been cooking? had you cooked
- I'd been calling Jane five times before she picked up the phone: had called
- We had repaired the car for an hour when John appeared: had been repairing
- She had taught for 40 years by the time she retired: had been teaching
- In 2016 I had gone to France for five years: had been going
- I didn't give up even if I had been failing so many times: had failed

3.2.15 Future perfect exercises

Exercise 1: Use the verbs in brackets to complete the sentences:

- I'll tell you tomorrow. I will have decided by then. (decide)
- When you come next time, we will have moved in a new house. (move)
- By the time we reach the coast, the storm will have ended. (end)
- In two years's time I will have finished my university studies. (finish)
- He will have completed the film before he retires. (complete)
- Next year we will have been in Spain for ten years. (be)
- Don't worry. I will have contacted the manager by noon. (contact)
- The dinner will be ready when we get back. Mum will have cooked it. (cook)
- Please, call again later. Mr. Jones will have returned by two o'clock. (return)
- The garden party will be in July. Do you think the grass will have grown in time? (grow)

Exercise 2: Rewrite the sentences with expressions in brackets:

Example The meal will be ready sooner than at 6 o'clock. (finish) I will have finished the meal by 6 o'clock.

- You will get the photographs on Friday. I will have taken the photographs by the end of the week. (take)
- Call me later. I will know the information. When you call me I will have known the information. (find out)
- I will be here tomorrow, but Tim is going to leave today. I will still be here tomorrow, but Tim will have left.
- Clare will have nothing to do in half an hour. Clare will not have finished her work in half an hour. (finish)
- In summer there will be two new houses in this field. By next winter they will have built two new houses in this field. (build)
- When we come to the station, the train will be already there. The train will have arrived at the station before we come there. (arrive)
- I will have 150 lessons in the English course. I will have attended 150 lessons when the English course ends. (attend)
- We will have no bread tomorrow. We will have eaten all that bread by tomorrow. (eat)
- They will be in the middle of the journey when they reach York. They will have done half of the journey in York. (do)
- If you don't hurry, you won't meet anyone at the party.
Hurry up or everyone will have gone home by the time you get to the party. (go)

Exercise 3: *Correct mistakes:*

- In two years' time we will have reconstruct our house:
In two years' time will have reconstructed our house.
- Will have your father returned by Sunday? Will your father have returned by Sunday?
- My friend will taken up a new job before summer: My friend will have taken up a new job before summer.
- Will you prepared everything for me when I arrive? Will you have prepared everything for me when I arrive?
- Will you have gone to bed at midnight? Will you go to bet at midnight? OR Will you have gone to bed by midnight.
- By the end of next week Sharon has come back from Greece: By the end of next week Sharon will have come back from Greece.
- We will have tidy up the rooms before our guests appear: We will have tidied up the rooms before our guests appear.
- Next month we will be married for five years: Next month will have been married for five years.
- The translation will be ready when you need it. Greg is going to do it by then: The translation will be ready when you need it. Greg will have done it by then.
- At the end of this exercise I will correct ten mistakes: At the end of this exercise I will have corrected ten mistakes.

Exercise 4: *What will Marion have done by the time she gets married?*

- – *She will have sent wedding invitations.*
– *She will have ordered a photographer.*
– *She will have tried on her wedding dress.*
– *She will have found a place for the wedding reception.*
– *She will have booked hotel rooms for wedding guests.*
- – *She will not have regretted her decision.*
– *She will not have received wedding gifts.*
– *She will not have changed her surname.*
– *She will not have left for her honeymoon.*
– *She will not have moved to a new place.*

Exercise 5: *Make questions in the present perfect to complete the dialogues. Use the verbs in the box:*

- What time will have you cleaned the windows? By 5 o'clock, I hope.
- When will Samantha have read the book? She'll give it back to you in two weeks' time, she promised.

- How many projects will you have done when you finish this one? This is only my second project.
- When will Susan have painted the portrait? Before the end of the day, I would say.
- Will will you have changed the oil before we collect our car? Yes, I will. I'll have done it by one o'clock.
- Will the show have started if we come in two hours? I'm afraid it will start in an hour.
- Will Angie have updated her CV by the time she goes to the interview? She's already done it.
- When will you have covered all the topics? When I finish my lectures.
- Will we have reached the top of the mountain before the sun sets? Don't worry. It's just two hours' walk.
- Will my hair have turned grey in a ten years' time? Who knows?

3.2.16 Future perfect continuous exercises

Exercises 1: *How long will Francis and his friends have been doing the following things by the end of their school holidays?*

Example: Francis - stay at his grandma's place Francis will have been staying at his grandma's place for three weeks.

- Samantha will have been travelling round the world for a month. (travel)
- Melanie will have been working at a summer camp for six weeks. (work)
- Robert will have been learning Spanish at a language school for two months. (learn)
- Kevin will have been working on his house all the time. (work)
- Carol will have been practising beach volleyball for more than a month. (practise)
- Peter will have been doing community work for three weeks. (do)
- Naomi will have been taking care of her neighbour's dog for a couple of weeks. (take care)
- Judy will have been attending driving school for quite a long time. (attend)
- Ben will have been climbing mountains for a fortnight. (climb)

Exercise 2: *Respond to the following situations:*

- – Why are you so angry?
– They will have been repairing the road by the end of this year.
- – Your French is not perfect.
– Don't worry. I will have been learning it for a year by the time I leave for France. (learn)
- – Look at Jane. She's so nervous.

- No wonder. She will have been waiting for Tim for five hours when his plane finally arrives. (wait)
- – Bill is a good teacher.
- Definitely. He will have been teaching for five years by the time he's 30. (teach)
- – I could help you pick apples on Saturday.
- We will have been picking apples for a week by Saturday. We'll be finished. (pick)
- – Do you think you will pass the exam?
- I hope so. I will have been revising for it for two weeks when I take it. (revise)
- – Is Grace your neighbour?
- Yes, she is. She will have been leaving next door for a year next month. (live)
- – We could buy Lisa a new piano for her birthday.
- Good idea. When she turns twenty, she will have been playing the piano for twelve years. (play)
- – Shall I wake Doris up?
- es, please. At nine o'clock she will have been sleeping for ten hours. (sleep)
- – Your parents are experienced workers.
- Yes, they are. They will have been working together for thirty five years before they retire. (work)

Exercise 3: *Complete the conversations:*

- – **A: How long are you going to stay at this hotel?**
- On Sunday we will have been staying (stay) here for two weeks and we'd like to stay one more week.
- – **A: Do you think Matt will finish the report in time?**
- B: No problem. He will have been working (work) on it for nearly three days tomorrow.
- – **A: Are you worried about your job interview in Paris?**
- B: Not really. When I leave for France, I will have been preparing (prepare) for it for more than a month.
- – **A: We are going to the party at 6 o'clock. Will you join us?**
- B: I'm afraid I'll be tired. I'll will have been planting (plant) apple trees for five hours when the party starts.
- – **A: Is the electric engine the future of cars?**
- B: I don't think so. In a ten years' time people will have been driving cars with internal combustion engines for a century and a half and it will remain so.
- – **A: How long has Patricia been learning English?**
- B: At the end of this course she will have been studying (study) English for six years.

- – **A: How many countries has your sister visited during her journey?**
– B: I don't really know. But she will have been backpacking the world for a year before she gets back home.
- – **A: Do you like endless soap operas?**
– B: I love them. By the end of this year I will have been watching Guiding Light for two decades.
- – **A: Is the chicken ready?**
– B: Not at all. At 12.30 I will have been baking it for ninety minutes and it is not ready yet!
- – **A: Is tennis a tiring sport?**
– Tiring? Look at this match. They will have been playing (play) for more than three or four hours when it ends.

Exercise 4: Rewrite the following sentences. Use the underlined verbs and keep the same meaning:

- It will rain for 24 hours and it will stop raining in the morning: When it stops raining in the morning, it will have been raining for 24 hours.
- I'll learn French for seven years and then I leave school: I will have been learning French for seven years before I leave school.
- We moved in Hastings 18 years ago and we will live here for another two years.:In a two years's time we will have been living at this place for two decades.
- I'll work on my office for a couple of hours and you'll get up at last: By the time you get up I will have been working in my office for a couple of hours.
- The farmer's family started picking strawberries last Friday and they will continue till Friday: On Friday the farmer's family will have been picking strawberries for a week.
- In Monaco it will be one month since Darren started sailing on his yacht:
- Darren will have been sailing on his yacht for a month when he lands in Monaco.
- The computer will update its operating system first: It will start working in five minutes: The computer will have been updating its operating system for about five minutes before it starts working.
- We used the Internet for the first time nearly twenty years ago: By the end of this year we will have been using the Internet for twenty years.
- In July it will be one year since Maggie started singing in the choir: In July Maggie will have been singing in the choir for a year.
- Shall I turn off the gass? It will be 10.15 and the water has nearly been boiling for twenty minutes: Shall I turn off the gass? The water will have been boiling for twenty minutes at 10.15.

Exercise 5: Complete the questions with the words in brackets:

- Will the Clarks have been renovating their house for two or three years by the end of this year? (the Clarks - renovate)
- How long will you have been refreshing your Spanish by the time you leave for Madrid? (you - refresh)
- How many days will Tom have been waiting for the message before he gets it? (Tom - wait)
- Will Ben have been working with this company for more than five years by the time he is 30? (Ben - work)
- How long will your grandma have been baking cakes by the end of the day? (your grandma - bake)
- Will you have been practising for the driving test for at least a month when you take it? (you - practise)
- Will Marion have been living with you for four or five years by the end of this year? (Marion - live)
- How many years will your daughter have been playing the flute when she turns fifteen? (your daughter - play)
- Will little Sam have been sleeping for at least twelve hours when you wake him up? (little Sam - sleep)
- How long will have you been writing the report before you hand it over? (you - write)

3.2.17 Future perfect + continuous exercises

Future perfect + continuous affirmative

Exercise 1: Use the verbs in brackets to make the future perfect tense:

- In five years' time there will be no houses in this street. (demolish): *In five years' time they will have demolished all the houses in this street.*
- The Christmas tree will be ready before our children come back. (decorate): *We will have decorated the Christmas tree before our children come back.*
- This is my tenth year of teaching experience. (teach): *I will have been teaching for ten years this year.*
- I am going to finish my second book by the end of this year. (publish): *My second book will have been published by the end of this year.*
- Greg will call me and I must think about his proposal before that. (consider): *Before Greg calls me, I will have been considering his proposal all the time.*
- You will be hot until you open the window. (sweat): *You will have been sweating until you open the window.*
- On Thursday we will have all the needed information. (receive): *By Friday we will have received all the needed information.*

- We planted the trees nearly three years ago. (grow):
This year the trees will have been growing for three years.
- We will be in Paris sooner than at 5 p. m. (arrive): *We will have arrived in Paris by 5 p. m..*
- Our English workshop will start at 8 o'clock and it will finish at 12 o'clock. (work): *At noon we will have been working on our English project for four hours.*

Exercise 2: *Write the correct endings of the sentences:*

- – We will have rehearsed the play *by September.*
– We will have been rehearsing the play *for two months in September.*
- – I will have found enough mushrooms *before you start cooking.*
– I will have been looking for mushrooms *for a couple of hours before lunch.*
- – By Friday they will have dug up *the roads in King Street and George Street.*
– Until Friday they will have been digging up *the roads in our town.*
- – When he retires *he will have been shooting films for 30 years.*
– If he finishes his last film *he will have shot 30 films.*
- – In two weeks' time *I will have given up smoking.*
– On 30 June *I will have been trying to give up smoking for more than a month.*
- – By the end of this season he will have played *50 games in this team.*
– By the end of this season he will have been playing *for 10 months in this team.*
- – She will have eaten her dinner *by 7 o'clock.*
– She will have been eating her dinner *for an hour at 7 o'clock.*
- – I'll have sent him an e-mail *before I leave the office.*
– I'll have sent him an e-mail *today.*

Exercise 3: *Use the verbs in brackets to complete the dialogue:*

- A: How long have you been preparing your campaign, Derek?
- B: By the end of this month I will have been working (work) on it for a year.
- A: For a year? And do you think you will have launched (launch) it by the end of June?
- B: I hope so. I suppose we will have made all the posters and TV shots by then.
- A: Why has it taken you so long?
- B: We needed a lot of data to support our arguments. Before we start it in July, several teams of experts will have been collecting (collect) data for six months. And we'll have to sort them out. But we will have finished (finish) it by the end of June.
- A: I wish you all good luck, Derek. And I hope that before your campaign ends, the public transport in our city will have changed (change) for the better.

Future perfect + continuous affirmative + questions

Exercise 4: *Correct mistakes:*

- In two years' time Meg will have been graduating:
In two years' time Meg will have graduated.
- Next year we will live in this house for two decades:
Next year we will have been living / we will have lived in this house for two decades.
- Will you have been booking your holiday by Christmas? Will you have booked your holiday by Christmas?
- I will have been copying all the materials by noon: I will have copied all the materials by noon.
- This time next week we will sail in the Pacific for a month: This time next week we will have been sailing in the Pacific for a month.
- Will you have been coming back by Sunday? Will you have come back by Sunday?
- He will have been passing the driving test by the end of this week: He will have passed the driving test by the end of this week.
- Will you have been making dinner before Bill comes home? Will you have made dinner before Bill comes home?
- The scientists will have been discovering a drug against cancer by the end of this decade: The scientists will have discovered a drug against cancer by the end of this decade.
- How long will Jane have learnt Spanish when she leaves school?
How long will Jane have been learning

Future perfect + continuous positive and negative forms

Exercise 5: *Answer the following questions with the verbs in brackets:*

- – When will you send the message?
– We will have delivered it by Friday. (deliver)
- – How long does it take you to rewrite such a report?
– Tomorrow I will have been working on it for three days. (work)
– And I will have finished it by 6 p.m. (finish)
- – What time shall we have a break?
– At about 5 o'clock. We will have been travelling for nearly four hours. (travel)
- – Can I have a look at your photos tomorrow?
– No, I'm sorry. I will not have developed
- – Can we start the party at 3 o'clock?
– I don't think so. All our guests will not have arrived by then, I'm afraid. (not arrive)
- – Will Sam be ready for the test on Monday?
– He will have been revising for a couple of weeks. (revise)
– But he will not have revised everything by Monday. (not revise)

Future perfect + continuous questions

Exercise 6: *Make questions to complete the dialogues:*

- When will you have cooked the dinner? (cook). By 7 o'clock.
- How long will Sam have been writing the book this year? (write). For three or four years.
- How many continents will you have visited after your journey to Australia? (visit). It will be my fifth continent.
- When will Sarah have finished her project? (finish). Before Friday.
- How long will you have been attending the course this week? (attend). For six weeks or so.
- Will they have delivered the refrigerator before we leave? (deliver). Yes, by 10 o'clock.
- Will you have been living — have lived in this house for a long time before they pull it down? (live). Yes, for more than ten years.
- Will Sheila have bought her new car by the time she goes on holiday? (buy). I have no idea.

3.2.18 Time clauses + Conditionals

Exercise 1: *Use the following time expressions and words in brackets to complete the sentences:*

- What time is she going to leave? - Why do you want to know *when* she *leaves*? (leave)
- Will you do it before or *after* you *finish* / *have finished* this work? (finish)
- I want to get up early tomorrow *as soon as* the sun *rises*. (rise)
- Can I call you from time to time? - Of course. Feel free to contact me *whenever* you need it. (need)
- You should water the garden *before* it *gets* dark. (get)
- I have to wait *till* the boat *lands*. (land)

Exercise 2: *Use conditional sentences to respond to the following situations:*

Example: I can't speak Spanish. I won't get the job. If I could speak Spanish I would get the job

- He didn't have money. He didn't buy the house: If *he had had* money, *he would have bought* the house.
- I don't know her number. I can't call her: Provided *I knew* her number, *I could* call her.
- I enjoyed it. I stayed till the end: If *I hadn't enjoyed* it, *I wouldn't have stayed* till the end.
- I agreed. It was a good offer: I *wouldn't have agreed* in case *it hadn't been* a good offer.
- He isn't from here. He will get lost: If *he was/were* from here, *he wouldn't get* lost.

- I didn't like the film. I didn't watch it: *If I had liked the film, I would have watched.*
- He is not a good actor. He will not get the part: *If he was/were a good actor, he would get the part*

Exercise 3: *Make similar conditional sentences:*

Example: It will not snow. We will not go skiing. *If it does not snow we will not go skiing.*

- She won't come. You must tell her: *She won't come unless you tell her.*
- Give him a present. He'll be surprised: *If you give him a present, he will be surprised.*
- Take it. You won't regret it: *If you take it, you won't regret it.*
- It will rain. I'll take my umbrella: *In case it rains, I'll take my umbrella.*
- We will miss the plane. We must set off early: *We will miss the plane if we don't set off early.*
- You crashed. You drove too fast: *You wouldn't have crashed provided you had not driven too fast.*
- He didn't take an aspirin. He had a headache. *He wouldn't have had a headache in case he would have taken an aspirin.*

3.2.19 Be going to exercises

Going to for future plans or intentions

Exercise 1: *What are Jim, Susan and Eve going to do after school? And what aren't they going to do?*

- Jim:
 - *Jim is going to see his friends.*
 - *He is going to call Susan and Eve.*
 - *He isn't going to cook.*
 - *He isn't going to do housework.*
- Susan and Eve:
 - *Susan and Eve are going to do some shopping.*
 - *They are going to wash their hair.*
 - *They aren't going to play computer games.*
 - *They aren't going to visit Jim.*
- Me:
 - *I'm going to read a book.*
 - *I'm not going to have a party.*
 - *I'm not going to go to bed early.*

– *I'm going to talk to my family.*

Exercise 2: Use the following sentences to respond to situations in 1 - 8:

- Look at the clouds. *It's going to rain.*
- Why don't you learn for the test? *You are going to fail.*
- I'm so tired. *I'm going to be ill.*
- The sun is shining. *It isn't going to rain.*
- You are learning so hard. *You aren't going to fail.*
- I'm OK. *I'm not going to be ill.*
- He is playing so well. *He is going to win.*
- He is the worst tennis player of all. *He isn't going to win.*

Exercise 3: Complete the email with following verbs and "going to".

Hi, Ben! I'm writing to you to let you know that I *am going to move to Devon*. I can't wait anymore! Everything *is going to change* in my life. We want to live in a house near the sea. We *are not going to buy* a big house, because we *are not going to tidy* it all weekends. Do you know Devon? If not, you must come to see us. I'm sure you *are going to like* it there. My wife and I *are going to find* new jobs too, because Brighton is too far away and we *are not going to travel* to work for hours every day. We *are going to work* somewhere near our home. My boss doesn't know about it, but I *am going to tell* him soon. He *is going to kill* me! I have to go now. Please, write back soon

Bye for now,
Sam

Going to questions

Exercise 4: Make questions with the verbs in brackets. Use "going to":

Example: Why do you need your driving licence? (you — drive) Are you going to drive?

- What are your New Years' resolutions? (you — work more): *Are you going to work more?*
- Doctor, is it serious? (he — die): *Is he going to die?*
- Why are you taking your gloves? (it — be cold): *Is it going to be cold?*
- You stopped the project. (you — continue in future): *Are you going to continue in future?*
- Your parents are over sixty years old. (they — retire): *Are they going to retire?*
- Eve is a bit overweight. (she — start any diet): *Is she going to start any diet?*
- Look at the snow on the roof. (it — fall down): *Is it going to fall down?*
- You've decided to be number one in our country. (how — you — reach that): *How are you going to reach that?*
- The dog looks quite dangerous. (it — bite me): *Is it going to bite me?*

- Why do you want to take a day off? (what — you — do): *What are you going to do?*

Exercise 5: Use these jumbled words to make negative questions:

Example: you — drive — are — anymore — to — going — not Are you not going to drive anymore?

- not — he — telephone — to — police — going — is — the: *Is he not going to telephone the police?*
- the — you — to — aren't — manager — bank — see — going: *Aren't you going to see the bank manager.*
- plant — they — trees — to — going — not — are — the: *Are they not going to plant the trees.*
- not — tennis — you — to — are — going — play — tomorrow: *Are you not going to play tennis tomorrow?*
- Simon — for — job — look — to — a — going — isn't — new: *Isn't Simon going to look for a new job?*
- a — give — to — going — her — to — aren't — present — you: *Aren't you going to give her a present?*
- Jones — smoking — not — going — to — stop — is — Mr.: *Is Mr. Jones not going to stop smoking?*
- learn — to — German — brothers — going — aren't — your: *Aren't your brothers going to learn German?*

Going to - mixed forms

Exercise 6: Use the words in brackets and "going to" to do the following:

- Complete the question;
- Correct the wrong information;
- Write the correct answer.
- — (you — cut): *Are you going to cut the grass?*
- — (I — not work): *I am not going to work in the garden.*
- — (I — clean): *I am going to clean the windows.*
- — (the Scotts — build): *Are the Scotts going to build a new house?*
- — (they — not have): *They are not going to have a house.*
- — (they — rent): *They are going to rent a flat.*
- — (your dad — watch): *Is your dad going to watch the football match?*
- — (he — not stay): *He is not going to stay at home.*
- — (My parents — do): *are going to do some shopping.*
- — (your sister — fly): *Is your sister going to fly to India?*
- — (she — not travel): *is not going to fly to India.*
- — (my friends — visit): *are going to visit India.*

3.2.20 Present simple + Present continuous for future

Exercise 1: *Complete the conversation with the verbs in the box in the present simple or present continuous. Some verbs are used twice:*

The Big Day

- A: Have you heard of Brad and Mimi?
- B: Brad and Mimi? What's happened?
- A: They are getting married on Saturday.
- B: You're joking. I didn't know that Mimi fancied Brad. When does the wedding take place?
- A: It takes place on Saturday. Didn't you listen to me?
- B: Of course I did. But what time does it start?
- A: The wedding ceremony starts at 11 o'clock in the All Saints church.
- B: Are you coming?
- A: Yes, I'm. They've invited me.
- B: Do you think I could join you?
- A: Why not? I'm sure the church is going to be full. But I am leaving early in the morning, because my dad is going to work by car on Saturday and he can take me to the All Saints.
- B: If your dad doesn't mind...
- A: No problem. The more, the merrier, he always says. By the way, are you doing anything tomorrow morning? We could buy some present for them.
- B: Good idea. We can get the bus to the Macy's Shopping Gallery. It departs at 9.35.
- A: All right. See you at the bus stop. Bye.
- B: Bye-bye.

Exercise 2: *The present simple or the present continuous? Choose the correct form:*

- Tomorrow the sun rises at 6.44 and it sets at 18.33.
- I am not doing anything tonight. I want to relax.
- What time are you meeting John on Sunday?
- This year the school ends on 28 June.
- After the reconstruction the supermarket opens on Monday again.
- I can't help you. I am seeing the doctor this afternoon.
- We've already booked our holiday. We are going to Rome in May.

- Could you meet us at the airport tomorrow morning? The plane lands at 10.15.
- The piano concert doesn't start at 8 o'clock. It is cancelled.
- Are you having your birthday party this week or next week? I forgot.

Exercise 3: *Correct mistakes:*

- Mike and Fred is leaving tomorrow morning. *Mike and Fred are leaving tomorrow morning.*
- Look, the concert is beginning at 6 o'clock. *Look, the concert begins at 6 o'clock.*
- Do you do anything tonight? *Are you going anything tonight?*
- Excuse me, what time the ship lands? *Excuse me, what time does the ship land?*
- I see my doctor this afternoon. *I'm seeing my doctor this afternoon.*
- Where do you go on your holiday next summer? *Where are you going on your holiday next summer?*
- The train is not leaving at 10.15. It is arriving at 10.15. *The train doesn't leave at 10.15. It arrives at 10.15.*
- Do you give Jill anything for her birthday this year? *Are you giving Jill anything for her birthday this year?*
- This winter term classes are ending on 8 March. *This winter term classes end on 8 March.*

Exercise 4: *Make sentences in the present simple or continuous:*

- to the dentist — go — I — tomorrow: *I am going to the dentist tomorrow.*
- tonight — with — have — our business partner — we — dinner: *We are having dinner with our business partner tonight.*
- on — my holiday — July — begin — 10th: *My holiday begins on 10th July.*
- depart — the train — at 11.30 — platform 5 — from: *The train departs from platform 5 at 11.30.*
- to Africa — you — when exactly — fly: *When exactly are you flying to Africa?*
- end — when — the art exhibition: *When does the art exhibition end?*
- go — to the garden party — Miss Pitt — on Sunday: *Is Miss Pitt going to the garden party on Sunday?*
- at 9.45 — as usual — the plane — take off: *Does the plane take off at 9.45 as usual?*

Exercise 5:

- *Underline the time expressions;*
- *Use the verbs in brackets to complete sentences in the present simple or continuous.*
- I **am meeting** Peter tonight. He **is taking** us to a restaurant.

- The ferry **leaves** at 9.00 from Dover and **lands** at 10.45 in Calais.
- My parents **are celebrating** their wedding anniversary next Sunday. They **are going** to Paris.
- I **am not giving** a lecture this afternoon. And I **am not teaching** tomorrow either.
- Why **doesn't** the exhibition **open** tomorrow? (Why **does** the exhibition **not open** tomorrow?) When **does** it **take** place instead?
- How **are** you **getting** to the party tonight? **Are** you **catching** a bus?

3.2.21 Will + Going to + Present continuous

Exercise 1: Use the verbs in brackets to complete these sentences in the most common form:

- You must take an umbrella. It is going to rain. (rain)
- I am going to the cinema tonight. I already have a ticket. (go)
- Are you planning any summer holiday? - I don't know yet. Perhaps I will stay at home. (stay)
- You look pretty tired. You should have a break. - OK. I will have a rest. (have)
- Betty is going to driving lessons, because she is going to buy a car. (buy)
- I've just missed my train! - No problem. I will drive you there. (drive)
- I can't eat anything today. I am having an appointment at the hospital tomorrow. (have)
- The Sharks are much better! I'm sure they are going to beat the Dolphins today! (beat)
- What does your son want to do in future? - I hope he will become a dentist. (become)
- Not at five o'clock. Look at the diary. We are meeting Mr. Clark at three o'clock. (meet)
- Please, buy some eggs. I will make a cake. (make)
- My dad has already booked the holiday. We are flying to France on 2 July. (fly)

Exercise 2P1: Part 1. Tim is going shopping. Mary asks him to get some things for her. Complete their sentences:

- T: I'm going shopping. Do you need anything?
- M: We've run out of coffee.
- T: OK. I *will buy* some. (buy)
- M: And there's only one carton of milk left in the fridge.
- T: I *will get* two cartons. I can make a milk shake. (get)
- M: You *will need* vanilla sugar to make a milk shake, too. (need)
- T: Good idea. Anything else?

- I don't think so. What time *will* you *come* back?

Exercise 2P2: Match a sentence in A with a sentence in B:

- Why are you taking that knife? - What are you going to do?
- Look at that man on the ladder. - He is going to fall!
- John hasn't revised for the exam at all. - He is going to fail..
- So you want to buy Sue a present. - What are you going to give her?
- I've had enough of you. - Now I am going to tell you parents.
- Roger is playing so badly today. - He is going to lose.

Exercise 2P3: Part 3. Look at Greg's diary for this weekend. What is he doing on Saturday and Sunday?

- On Saturday morning Greg is meeting his friends.
- On Saturday afternoon he is playing volleyball.
- On Saturday evening he is having dinner with Pat.
- On Sunday morning he is doing nothing.
- On Sunday afternoon he is visiting his grandpa.
- On Sunday evening he is going to the theatre.

Exercise 3: Complete the dialogues with the verbs in the box:

- – A Why are you switching on the light?
– B Because I *am going to read* for a while.
- – I'm dying for a drink.
– Are you? I *will get* you a glass of juice.
- – A Don't forget to get in touch with Mr Clark.
– B Don't worry. I *will give* him a ring as soon as I arrive.
- – A Can we meet after school?
– B I'm sorry, but Sam *is taking* me out to a cafe this afternoon.
- – A What a perfect day! The sun is shining..
– B But look at that clouds over there. It *is going to rain* Definitely.
- – A You look so happy! What's the matter?
– B Jill and I *are going to have* a baby.
- – A Do you have a headache again?
– B I have a splitting headache! But I *am seeing* the doctor tomorrow at 10.30.
- – A What are your plans for the weekend?

- B Nothing special. I suppose that we *will stay* at home as usual.
- – A Do you think we could come to see you at the beginning of July?
- B At the beginning of July? We've already booked our holiday. We *are going* to Greece.

Exercise 4: *Underline the most suitable form. In some sentences both forms are possible:*

- I hope Ben will recover from his illness sooner or later.
- He doesn't have enough money to pay for the bills.
But I won't lend — am not going to lend him more.
- I can see your luggage is quite heavy. I will take it.
- OK, you are not free on Thursday. What about Friday night? Are you doing anything?
- The weather forecast says it will warm up — is going to warm up soon.
- Listen! Tim has asked me out finally. I am meeting him this evening at the cafe.
- Do you need the architect, because you are going to open a new shop?
- We've already booked the tickets. We are leaving by the 10.15 train.
- Please, put the vase back on the table or you will break it.
- I've bought this old house, because I am going to reconstruct it.

Exercise 5: *Use jumbled words to make sentences:*

Example A I'm so thirsty! B I'll get you a drink. (get — drink — you)

- – A It's so hot in this classroom.
- B You're right. I *will open the window*. (window — open — I)
- – A I need your photo.
- B My photo? *What are you going to do with it?* (you — it — what — do — with)
- – A Have they bought the train tickets yet?
- B Yes, they have. *They are catching the 6.35 train*. (catch — 6.35 — they — train)
- – A Can I borrow your laptop?
- B No problem. *How long will you need it?* (it — need — how long — you)
- – A Have you decided about your entrance exam?
- B Yes, I have. *I am not going to study at university*. (not — at — I — study — university)
- – A We spent our holiday in Prague last summer.
- B Really? *We are going to Prague in May*. (Prague — May — go — we — in — to)
- – A Look at the man on the motorbike!
- B Oh, no! *Is he going to crash into our car?* (crash — he — car — our — into)

- – A There's someone at the door. Can you answer it for me?
– B At midnight? *I will not answer it.*
- – Natasha is having a welcome party on Friday night. Are you going?
– Of course, I am. *I am not doing anything on Friday.* (not — anything — I — do — Friday — on)

3.2.22 Modal verbs - Can, May, Must

Can - can't exercises

Exercise 1: *Put the words in the correct order to make sentence:*

- very — play — my — can — brother — football — well: *My brother can play football very well.*
- homework — with — you — I — can — help — your: *I can help you with your homework.*
- in — Sue — English — can't — read: *Sue can't read in English.*
- you — it — I — about — cannot — tell: *I cannot tell you about it.*
- make — can — your — mum — cakes — good: *Your mum can make good cakes.*
- go — you — tonight — can — out: *You can go out tonight.*
- dad — cannot — a — horse — ride — my: *My dad cannot ride a horse.*
- morning — come — I — tomorrow — can't: *I can't come tomorrow morning.*
- again — Bill — drive — his — can — car: *Bill can drive his car again.*
- you — my — can't — mobile — use — new — phone: *You can't use my new mobile phone*

Exercise 2: *Use modal verbs can or can't to make similar sentences.*

- Don't park your car here. It is illegal: You can't park your car here.
- Why don't you stay with us? No problem! You can stay with us.
- I don't think this car is expensive. It's ten years old: This car can't be expensive.
- I am not good at basketball: I can't play basketball.
- Let's take a taxi: We can take a taxi.
- Listen. There's someone speaking in the hall: I can hear hear some voices in the hall.
- The doctor said: "No sweets.": We can't eat sweets.
- Do the shopping on Sunday. The shop is open: You can buy it on Sunday.
- Please, help me. The luggage is too heavy: I can't carry all this luggage on my own.
- You are not ill. Why don't you go to work? You can go to work. You are not ill.

Exercise 3: Choose the correct endings from B to complete the sentences in A:

- Let's go on a trip. *We can rent a car.*
- She is so different. *She can't be your sister.*
- My phone bill is so big. *I can't pay it.*
- Do you know Greg's address? *I can't remember it.*
- Yes, she is over there. *We can see her.*
- Your rucksack is so heavy. *You can't carry all that.*
- I speak Spanish. *I can translate it for you.*
- Alison has a camera. *She can take a picture of it.*
- I know that the soup isn't very good. *I can't cook.*
- You are lying to me. *It can't be true.*

Exercise 4: Put the words in the correct order to make question:

- me — hear — you — can: *Can you hear me?*
- you — song — sing — can't — this: *Can't you sing this song?*
- on — come — why — can't — Peter — Sunday: *Why can't Peter come on Sunday?*
- brother — can — run — your — fast: *Can your brother run fast?*
- where — can — tonight — sleep — we: *Where can we sleep tonight?*
- milkshakes — can — two — we — have: *Can we have two milkshakes?*
- now — do — can't — it — just — you: *Can't you do it just now?*
- dance — can — the — I — to — go: *Can I go to the dance?*
- can't — quiet — Sophie — be: *Can't Sophie be quiet?*
- eat — son — what — your — can't: *What can't your son eat?*

Must - mustn't exercises

Exercise 1: You are going to a language school tomorrow morning. What must or mustn't you do? Use the verbs in the box

- I must wear my new T-shirt.
- I mustn't oversleep in the morning.
- I mustn't be late for the lessons.
- I must look up a bus in the timetable.
- I must buy bus tickets.

- I mustn't forget my dictionary at home.
- I must sit with Jack, my best friend.
- I must listen to the teacher all the time.
- I mustn't panick when the teacher asks me something.
- I mustn't make mistakes in the test.

Exercise 2: *Complete the sentences with must or mustn't and keep the same meaning:*

- – Put the flashdisk in the computer first.
– You must put the flashdisk in the computer first.
- – Never drive a car when you are sleepy.
– You mustn't drive a car when you are sleepy.
- – This is a non-smoking restaurant.
– You mustn't smoke in this restaurant.
- – There is no photography allowed in the gallery.
– You mustn't take photos in the gallery.
- – You can stay in the hotel room until 10 o'clock.
– You must leave the hotel room at 10 o'clock.
- – Just do your homework and then you can go out.
– You must do your homework before you go out.
- – No swimming in the Blue Lake.
– You mustn't swim in the Blue Lake.
- – Wear a helmet when you go cycling.
– You must wear a helmet on your bike.
- – Be quiet in my lessons.
– You mustn't speak in my lessons.
- – Don't eat sweets anymore.
– You must stop eating sweets.

Exercise 3: *Choose the correct endings from B to complete the sentences in A:*

- Let's do it now. *We must finish it today.*
- Your hands are dirty. *You mustn't touch anything.*
- My camera is so old. *I must buy a new one.*
- Do you know where Trevor is? *He must be in the garden.*
- You are ill. *You mustn't go to work.*

- Your new shoes are perfect. *They must be expensive.*
- I like speaking English. *I must practise more.*
- I have a new boyfriend. *But you mustn't tell anyone.*
- Tell me the truth. *You mustn't tell me lies.*
- The party is on Friday. *I mustn't forget.*

Exercise 4: Use must or mustn't to respond to the situations:

- Can you stay a little longer? I'm sorry, I must go.
- I'm so tired. Let's go back home. No, never. We mustn't give up.
- Can you smell it? Yes, I can. There must be a fire somewhere near.
- Ouch, my back hurts! You mustn't do more exercise.
- Do you want to study in Boston? Yes, I do. But I must improve my English first.
- Why are your neighbours so angry? We mustn't make so much noise at night.
- I want to be the best. OK. But you mustn't cheat.
- Mum, can I go out now? Not now. You must tidy your room first.
- I'm afraid it will rain. We must take an umbrella.
- There are two yellow lines on the road. We mustn't stop here.

Modal verbs can, may, must, have to

A) Rewrite the sentences with can, may, must or have to.

Ex.: Is that all right if I borrow your pen? May/Can I borrow your pen?

- Don't park your car on bends. It is illegal: *You mustn't/can't park.*
- Perhaps she will agree with it. Who knows? *She may/can agree with it.*
- Our teacher asked us to tidy the classroom: *We have to tidy.*
- I need your help. It's too much work for me: *You must help me.*
- Look at that balloon. It's over there: *Can you see that balloon?*
- Don't worry about dinner. I'll make it: *You needn't worry*
- It is not necessary to be there: *We don't have to be*
- Why don't you stay with us? No problem! *You can stay*

B) Match 1-10 to a-j.

- It is a very good film. *I must buy a ticket.*
- He is not sure now. *He may come tomorrow.*

- She is so different. *You can't be her sister.*
- It is the last train. *We mustn't miss it.*
- It's Sunday today. *You don't have to get up early.*
- This exhibition is not free of charge. *I have to buy a ticket.*
- I'll prepare breakfast myself. *You needn't get up early.*
- The coach leaves tonight and it takes twelve hours to get here. *He must come tomorrow.*
- Your address is the same. *You can be her sister.*
- We have plenty of time. *We can't miss it.*

3.2.23 Modal verbs and imperative, infinitives, gerunds

Exercise 1: *Use modal verbs can, may, must in a positive or negative form to complete the following sentences:*

- You *needn't* give me a lift. I can go by train.
- Don't talk. You *must be* quiet.
- I want a computer at home. I *must buy* buy one.
- I don't understand. *Can you* repeat it?
- Where is it? I *can't* see it.
- You *needn't* drive fast. We have enough time.
- We *can't* — *mustn't* stop here. It is not allowed.
- How can I get there? - You *can* take a taxi if you want.
- I failed the English test. But I *must* try again! I want to pass it.

Exercise 2: *Put the words in the correct order to make imperative sentences:*

- over/seat/a/there/take: *Take a seat over there.*
- eat/something/to/have: *Have something to eat.*
- so/bags/have/many/don't: *Don't have so many bags.*
- not/sit/do/down: *Do not sit down.*
- quiet/do/be: *Do be quiet.*
- it/me/for/let/you/do: *Let me do it for you.*
- let/worried/not/us/be: *Let me us not to be worried.*
- now/the/let/pay/customers: *Let the customers pay now.*
- explain/it/let/her: *Let her explain it.*

Exercise 3: Make questions to match the answers:

- *Must they help her?* No, they needn't help her.
- *May/Can I park here?* No, you mustn't park here.
- *Can I tell him?* Yes, you can tell him.
- How many exercises *must I do?* You must do three exercises.

Exercise 4: Match these sentences:

Example:

- 1. I must eat less. a. I am so thin.
- 2. I can't eat less. b. I'm getting fat.
- – *Hurry up! The train is coming.*
– *We needn't worry. The train comes on time.*
- – *He may take it. Who knows?*
– *He can take it. I don't need it.*
- – *I must study hard. I want to be good. I mustn't study hard. I am ill.*
– *You needn't water the flowers. But you could wash the dishes.*
- – *You mustn't work. You don't feel well.*
– *You needn't work. You can relax.*
- – *We must clear the table. Let's do it now.*
– *He must clear the table. Let him do it now.*
- – *This seat is free. Sit down, please.*
– *This chair is dirty. Do not sit down.*

Exercise 5: Mark the correct verb forms:

- We needn't *watch* TV all night.
- She was made *to sell* her house.
- They made me *get off* the bus.
- Did she ask you *to fetch* her bag?
- You shouldn't risk *getting* sunburnt
- I don't think he'll give up *drinking* coffee.
- Was the book worth *reading*?
- Your T-shirt needs *washing*
- I tried *driving* driving his car. I liked it.
- Please, go on *reading*.
- I'm sorry *to ask* you the following question.

3.2.24 Direct and Indirect object

Exercise 1: *Respond to the questions. Use the words in brackets and prepositions if necessary:*

Example: Did she give Mary the book? No, she didn't. She (it, Sam) No, she didn't. She gave it to Sam.

- Can you sell Bill your car? *I'm sorry. I can't sell it to him.* (him, it)
- Susan, we don't need this old cup anymore: *Please, mum, keep it to me.* (me/it)
- Do you want to watch TV? *No, I don't. Will you read to me, please?* (me)
- Can I show you my new photographs? *Why not? But Joe is an expert. Show him.* (him)
- Have you bought Jane the CD? *Yes, I've bought it for her.* (her/it)
- How will you let me know? *No problem. I'll write to you.* (you)
- Can I ask you for help? *Sorry, I'm busy. But you can tell Jill.* (tell)
- Oh, no! Where is mobile phone? *Wait a minute. I'll find it for you.* (you/it)

Exercise 2: *Complete the sentences with the words in brackets.*

- I will never *lend you money* again. (money/you/lend)
- Shall I say *my address to Mr. Clark?* (address/Mr. Clark/to/my)
- Liz made this *nice present for me.* (me/nice/for/present)
- I need to give *this parcel to Joe.* (to/this parcel/Joe)
- My grandma cooked *some cakes for us.* (us/some/for/cakes)
- Could we offer *you something to eat?* (eat/you/to/something)
- They sold *our family a house.* (a/family/house/our)
- I'll bring *it for you* tomorrow. (you/for/it)

3.2.25 Reported speech and Passive voice

Reported speech

Exercise 1: *Direct speech into reported speech:*

- "I used to be slim." Liz told us *she used to be slim.*
- "Why are you wearing such a hat?" He asked me *why I was wearing such a hat.*
- "I wouldn't do it if I were you." Terence said *he would not do it if he was/were me.*
- "We will stay in Madrid." They claimed that *They would stay in Madrid.*
- "Don't open the door, please." She told us *not to open the door.*
- "I'm just looking." Susan replied that *she was/were just looking.*

- "We came a year ago." They explained that *they had come a year before*.
- "I have never eaten this cake." He admitted that *he had never eaten that cake*.
- "Are you from France?" He wanted to know *If I was from France*.
- "You must help me." She said *I had to help her*.
- "I have not been doing anything." *He told me he had not been doing anything*.
- "The Amazon is the biggest river." I knew that *The Amazon is/was the biggest river*.
- "We couldn't swim in the sea." They claimed that *they couldn't swim in the sea*.
- "I can't go to school." He said *he couldn't go to school*.
- "Why don't you like it?" She wondered *why I didn't like it*.

Passive voice

Exercise 2: Write the sentences in the passive voice:

Example: *A postman delivered this parcel. This parcel was delivered by a post. man.*

- The firm uses white bricks to build the hall: *White bricks is used by the firm to build the hall.*
- You must not cross the road now: *The road must not be crossed now.*
- They were cooking the dinner at 7 o'clock: *The dinner was being cooked at 7 o'clock.*
- Mr. Black will inform Derek: *Derek will be informed by Mr. Black.*
- El Greco painted this picture: *This picture was painted by El Greco.*
- They are knocking down the old school. *The old school is being knocked down.*
- Has anyone switched on the light? *Has the light been switched on?*
- They may leave bicycles in the schoolyard: *Bicycles may be left in the schoolyard.*

Exercise 3: Make questions in the passive voice. Use the words in brackets:

Example: *I have seen the riot outside our school. Yes?*

..... ?
(anybody/injure)

- There was a sci-fi film on at the cinema last night. *Were your children admitted to see it?.* (your children/admit to see it)
- Mr. and Mrs. Moore will give a party on Friday. *Will Susan be invited? / Has Susan been invited?* (Susan/invite)
- Last night a hurricane hit the coast of Florida. *Had people been warned before?* (people/-warn before)
- Please, leave your coat and bags here. *Must handbags be left here?* (must leave/handbags)

- Your desk is here now and the copying machine is in the corner. *Has anything else been changed?* (anything else/change)
- The police caught the robbers early in the morning. Where *were the robbers caught?* (the robbers/catch)
- The earthquake has damaged a lot of houses. *Has anybody been killed?*

3.2.26 Indirect questions

Exercise 1: *Complete the interview:*


- Mum: Hi, Bob. Did you have a good time at school?
- Bob: Mum, why do you always ask me if *I had* a good time at school?
- Mum: And why not? What did you do in your English lessons?
- Bob: I can't tell you what *I did*, because we have English lessons tomorrow.
- Mum: All right, I didn't know that. How does David feel. Is he still ill?
- Bob: I'd like to know how *David feels*, too, but he wasn't at school.
- Mum: Is he still at the hospital?
- Bob: Nobody knows where *he is*. We haven't been in touch for ages.
- Mum: How long has he been ill?
- Bob: I'm not sure how long *he has been* ill. Two or three weeks, I think.
- Mum: What did you have for lunch?
- Bob: I can't remember what *I had* for lunch. But it was awful.
- Mum: Are you hungry?
- Bob: Not really. I'll tell you when *I am* hungry.

Exercise 2: *Complete the sentences:*

- What did she say? It's a secret. I can't tell you what *she said*.
- Do you know when *he came*? Yes, he came after dinner.
- Where is my pen? I have no idea where *my pen is*.
- Why didn't he ask them? Who knows why he *didn't ask* them.
- Do you remember where *the map was*? Yes, I do. The map was on the table.
- What time is the train? I don't know what time *the train is*.
- Where does Simon live? You can ask Mary where *Simon lives*.
- How did you do that? Why are you asking how *I did* that?

Credits



 /marcochiarelli

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