

Adrian Wallwork

English for Academic Research: Grammar Exercises

English for Academic Research

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English for Academic Research: Grammar Exercises

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ISBN 978-1-4614-4288-2 ISBN 978-1-4614-4289-9 (eBook)
DOI 10.1007/978-1-4614-4289-9
Springer New York Heidelberg Dordrecht London

Library of Congress Control Number: 2012948773

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Printed on acid-free paper

Springer is part of Springer Science+Business Media (www.springer.com)

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Introduction

Who is this book for?

This book is aimed at non-native researchers of any discipline who use English to carry out their work. The main emphasis is on writing research papers. The book is designed for self-study or use in a classroom.

Before doing the exercises, readers are encouraged to consult the relevant explanations in the other books in the series.

Structure of the book

In Chapters 1–17, grammar items are practiced in individual sentences, often in informal contexts such as emails and social situations. In Chapters 18–26 many of the items practiced in Chapters 1–17 are covered again, but this time in the context of complete paragraphs from specific sections of a paper (Abstracts, Introductions, Discussion, etc). Chapter 27 contains ten short revision tests.

The exercises

The exercises are designed to be completed quickly. Unless otherwise stated, the task is simply to underline/highlight the correct form. If you are not sure how to do an exercise, look at the first question and then the key to that question: this should help you clarify the objective of the exercise.

In a very few cases, the task involves writing some text or correcting an existing text. Instructions on what to do are given in italics at the top of the exercises.

There are several exercises for each grammar item. If you find an exercise particularly difficult, then simply do the next one instead.

The keys

For ease of use, the answers to the exercises are located immediately below each exercise. The keys give the most commonly accepted answer. In cases where there are two possible answers, I have used the following policy:

HAVE BEEN / WAS = the slash (/) indicates that both *have been* and *was* are equally possible

HAVE BEEN (WAS) = *have been* is the most common answer, but depending on the interpretation given to the phrase *was* (i.e. the alternative given in parentheses) may also be possible

You may not always agree with the answers. If you don't, consult your teacher or a native speaker to discover if your solution is possible or not.

Vocabulary

You may find that some examples contain technical words that you are not familiar with. In the majority of cases, there is no need to understand every word in a sentence in order to be able to complete the task. However, if you find the task difficult to do due to the vocabulary, simply move on to the next sentence or exercise. For each grammar topic, I have provided many exercises, so if you cannot complete an exercise this is not a problem, you will have many other opportunities to practice the same grammar point.

Grammar coverage

The focus of this book is on the typical grammar mistakes made when writing research papers. In addition in Sections 1–17, the grammar typically used in emails and social situations is also covered. This means that not all aspects of grammar are covered.

Other grammar items are given much more practice in this book than in equivalent grammar exercise books. This is because they cause particular problems in the writing of formal academic English. These include:

- the use of articles (*a/an, the*, zero article)
- the genitive
- *that* vs *which*

- countable vs uncountable nouns
- active and passive forms
- the difference between the present simple, present perfect and past simple
- the position of adverbs

In addition, particularly for the use of tenses and modal verbs, practice is also given of the spoken language (in social situations, e.g. at conferences) and of emails.

Exercises on prepositions and link words can be found in the companion volume *English for Academic Research: Vocabulary Exercises*, and punctuation is covered in *English for Academic Research: Writing Exercises*.

English grammar and usage is in a constant state of flux. Often the rules of General English seem to be broken in Scientific English. Also, usage is not the same across disciplines. This means that some examples/exercises may occasionally not reflect usage in your specific area of research.

The rules on which the exercises are based are rules that reflect that principles of a clear reader-oriented writer. They may even conflict with what you see written by native English speakers, particularly in articles written more than 20–30 years ago.

The majority of examples are based on real papers and emails, though in some cases key words have been changed and sentences have been modified.

Cross-referencing with other books in the series

There are two types of books in this series: guides/manuals and exercise books.

1) Guides/Manuals:

English for Research: Grammar, Usage and Style – designed to resolve your doubts about the grammar, usage and style of academic English.

English for Writing Research Papers – everything you need to know about how to write a paper that referees will recommend for publication.

English for Academic Correspondence – tips for responding to editors and referees, networking at conferences, understanding fast-talking native English speakers, using Google Translate, and much more. No other book like this exists on the market.

English for Presentations at International Conferences – all the tricks for overcoming your fear of presenting in English at a conference.

English for Interacting on Campus – tips for: socializing with fellow students, addressing professors, participating in lectures, improving listening skills and pronunciation, surviving in a foreign country.

2) Exercise Books

English for Academic Research: Grammar/Vocabulary/Writing Exercises – these three books of exercises practice the rules and guidelines given in the guides/manuals (there are, however, no exercises directly related to the Presentations book).

To find out how the manuals are cross-referenced with the exercise books go to: <http://www.springer.com/series/13913>

A note for teachers

This book is not designed to be a fully comprehensive grammar exercise book. It only focuses on those problems that are regularly found in manuscripts and emails written by non-native speakers. This means that there is great emphasis on a limited number of grammar items.

I have tried to neutralize the effect of technical vocabulary impeding the possibility of completing the task, but some students may wish to focus equally on each word of a sentence. If such a sentence contains several words that are not in their personal vocabulary, they may find the exercise frustrating. A good solution is to tell students to choose which sentences within each exercise to complete. For example, your instruction could thus be: *complete five or more of the ten sentences in Exercise 12.1.*

For full details on how to exploit all the books in the English for Academic series, see:

English for Academic Research: A Guide for Teachers

Chapter 1: Nouns: plurals, countable versus uncountable, etc.

1.1 verb agreement

1. Of these papers, less than a half **deals / deal** with this issue.
2. A number of authors **has / have** claimed that $x=y$.
3. The number of publications per year **is / are** reported in Table 3.
4. The majority of articles only **covers / cover** marginal issues.
5. This group of tables **contains / contain** all the relevant results.
6. Ten kilos **is / are** enough to ensure a good performance.
7. Several thousand dollars **is / are** required.
8. People **is / are** stranger than animals.
9. The police **is / are** present in heavy numbers.
10. Fifty per cent **is / are** certainly a good rate.
11. A variety of articles **has / have** investigated this business sector.
12. None of the instruments **work / works**.
13. There **is / are** a bathroom and a bedroom.
14. Both clinical and neuropathological evidence **shows / show** that these symptoms are...

- | | |
|-------------|------------------|
| 1. deal | 8. are |
| 2. have | 9. are |
| 3. is | 10. is |
| 4. cover | 11. have |
| 5. contains | 12. work |
| 6. is (are) | 13. is |
| 7. are | 14. shows (show) |

1.2 uncountable nouns 1

Complete the table. Example: Yes (Y): some traffic, a bit of traffic No (N): a traffic, every traffic, a piece of traffic.

	A / AN	SOME	EACH / EVERY	A PIECE OF	A BIT OF
traffic	N	Y	N	N	Y
advertising					
blood					
earth					
electricity					
good					
heat					
luck					
machinery					
news					
progress					
smog					
trouble					

	A / AN	SOME	EACH / EVERY	A PIECE OF	A BIT OF
advertising	N	Y	N	N	Y
blood	N	Y	N	N	Y
earth	N	Y	N	Y	Y
electricity	N	Y	N	N	Y
gold	N	Y	N	Y	Y
heat	N	Y	N	N	Y
luck	N	Y	N	N	Y
machinery	N	Y	N	Y	Y
news	N	Y	N	Y	Y
progress	N	Y	N	N	Y
smog	N	Y	N	N	Y
stone	N	Y	N	Y	Y
trouble	N	Y	N	N	Y

1.3 uncountable nouns 2

The following sentences contain mistakes regarding uncountable nouns that have mistakenly been used as if they were countable. Identify the mistakes and correct them.

1. Such feedbacks are vital when analyzing the queries.
2. The time depends on the efficiency of each equipment and the number of equipments.
3. Several software packages were developed with many attentions to eradicating all bugs. However, in several situations, the results obtained from these softwares are still erroneous.
4. Special hardwares are required in some situations.
5. Many informations on the structure and function are being gathered.
6. This causes many traffics on the network.
7. There are few knowledge about the best way to do this.
8. These researches have achieved many progresses in this field.
9. I owe you ten dollar, I will give you them on Monday.
10. All patients gave a written consent to the tests.

- | | |
|---|---|
| 1. feedback is | 6. a lot of traffic |
| 2. each piece of equipment, the amount of equipment | 7. is little knowledge |
| 3. much attention, this software is | 8. this research has achieved much progress |
| 4. hardware is | 9. ten dollars... give you it |
| 5. much information / a lot of information | 10. gave (their) written consent |

1.4 uncountable nouns 3

The following sentences contain mistakes regarding uncountable nouns that have mistakenly been used as if they were countable. Identify the mistakes and correct them.

1. As far as we know, there has only been one research in this field.
2. These money are collected once a month.
3. This may be an evidence for astrologists.
4. About 60% of the feedbacks were negative.
5. Several informations are now available.
6. The earthquake caused few damages and no fatalities.
7. Garbages represent a big problem in the process of urbanization.
In fact they cause.
8. They did a training during the course.
9. She was the only child of a blind father (he was struck by a lightning)
and a mother who died of a cancer when she was a teenager.
10. The sheeps appeared to be in a good health and gained weight like the
normal control sheeps.

1. one piece of research
2. this money is
3. be [some] evidence
4. feedback was
5. much information is

6. little damage
7. garbage represents... it causes
8. some training / a training course
9. by lightning... of cancer
10. sheep... sheep

Chapter 2: Genitive: the possessive form of nouns

2.1 authors, theories, companies, products

Underline the correct form. If both are correct, underline both.

1. **Yin / Yin's** paper was the first to...
2. **Yin's et al. / Yin et al's** paper was the first to...
3. **Jones / Jones's / Jones'** most recent investigation into...
4. We have addressed all the **referee / referee's / referees'** requests.
5. **A Boolean / Boolean's** operator may refer to one of the following...
6. In our work **Fourier / Fourier's** analysis was used to derive the...
7. They used a **Turing / Turing's** machine simulation to obtain their result.
8. A **Turing / Turing's** machine is a device that...
9. **Turing / Turing's / The Turing's** original thesis was that... He then went on to reformulate this thesis by...
10. **Beer / The Beer's / Beer's** findings, together with those of Johann Heinrich Lambert, make up **Beer-Lambert / the Beer-Lambert / Beer-Lambert's** law.
11. Physicist Stephen **Hawking / Hawking's** early career was...
12. We used an **Apple / Apple's** G6 Powerbook laptop running LION to...
13. **Apple / Apple's / The Apple's** initial decision to make iPods solely compatible with iTunes caused...
14. **The iPad / iPad's** potential for education has been investigated...
15. **The Thatcher / Thatcher / Thatcher's** administration caused tremendous...

1. Yin's
2. Yin et al's
3. Jones's
4. referees'
5. Boolean
6. Fourier
7. Turing
8. Turing
9. Turing's
10. Beer's, the Beer-Lambert
11. Hawking's
12. Apple
13. Apple's
14. iPad's
15. the Thatcher / Thatcher's

2.2 various 1

Select the correct form (a or b).

1. How do you measure (a) a circle's area (b) the area of a circle?
2. I have just been studying (a) the fundamental theorem of integral calculus (b) the integral calculus fundamental theorem.
3. I think that (a) the sum of the angles of a triangle is... (b) the triangle angles sum is...
4. Let us look at (a) Pascal's hexagon theorem (b) Pascal hexagon theorem (c) the Pascal's hexagon theorem.
5. I think that (a) the last theorem of Fermat was... (b) Fermat's last theorem was... (c) the Fermat last theorem was...
6. Have you ever studied (a) the binomial theory (b) the binomial's theory (c) the binomials theory.
7. Can you explain the (a) large numbers law to me (b) the law of large numbers to me?
8. I studied at (a) Harvard's university (b) Harvard University (c) the University of Harvard (d) the Harvard University.
9. The area of (a) the box's base. (b) the base of the box.
10. The size of (a) the function's parabola. (b) the parabola of the function.
11. (a) The solution to our problem may be stated as... (b) Our problem's solution may be stated as...
12. *As a heading* (a) The problem's definition. (b) Defining the Problem (c) The problem definition (d) Definition of the Problem
13. This is (a) a China law (b) a Chinese law (c) a law in China (d) a China's law.
14. I have (a) a computer's problem (b) a computer problem (c) a problem with my computer.
15. The (a) best solution to the problem (b) problem's best solution (c) problem's best solution.

(1) b

(2) a

(3) a

(4) a

(5) b

(6) a

(7) b

(8) b and c

(9) b (a)

(10) b

(11) a

(12) b and d

(13) b and c

(14) c

(15) a

2.3 various 2

1. **IBM's / IBM** first computer.
2. **Gates's / Gates'** philosophy.
3. **Burger and Wilmar's / Burger's and Wilmar's** document.
4. The **Koreans's / Koreans'** plans for the future.
5. These are the results of ten **year's / years' / year** studying, which was divided into two five-**year / years / years'** periods.
6. A **mile's / mile** walk.
7. I am on a six **month / month's** sabbatical.
8. I'm taking six **month / month's** sabbatical next year.
9. The number of **cancer / cancer's** cases is increasing.
10. **Cancer / Cancer's** principal health hazard is the ability of malignant tumors to invade.
11. Such patients do not tolerate **goat / goat's** milk or cheese.
12. We analysed the function of **goat / goat's** milk and its products in nutrition.

- | | |
|------------------------|-------------------|
| 1. IBM's | 7. month |
| 2. Bill Gates's | 8. month's |
| 3. Burger and Wilmar's | 9. cancer |
| 4. Koreans' | 10. cancer's |
| 5. years'... year | 11. goat / goat's |
| 6. mile's | 12. goat / goat's |

Chapter 3: Indefinite article (*a / an*), definite article (*the*), and zero article (\emptyset)

3.1 *a, an, zero article (\emptyset)*

1. Hydrogen is produced at ***a / an / \emptyset*** high temperature.
2. Hydrogen is produced at ***a / an / \emptyset*** high temperatures.
3. This gives ***a / an / \emptyset*** really useful information.
4. We have made ***a / an / \emptyset*** progress.
5. We used ***a / an / \emptyset*** particular software in our calculations.
6. We are doing ***a / an / \emptyset*** research into rats.
7. ***A / An / \emptyset*** analysis of the results shows that...
8. I speak ***a / an / \emptyset*** good English.
9. You can't go there without ***a / an / \emptyset*** passport.
10. It travels at 90 km ***a / an / \emptyset*** hour.
11. I have ***a / an / \emptyset*** headache.
12. This is ***a / an / \emptyset*** evidence of how effective the system is.

- | | |
|-----------------|------------------|
| (1) a | (7) an |
| (2) \emptyset | (8) \emptyset |
| (3) \emptyset | (9) a |
| (4) \emptyset | (10) an |
| (5) \emptyset | (11) a |
| (6) \emptyset | (12) \emptyset |

3.2 *a, an, one*

1. We need to use **a / an / one** LAN, i.e. **a / an / one** local area network.
2. This is designated with **a / an / one** L not **a / an / one** N.
3. There is **a / an / one** complex hierarchy in the company.
4. We went to **a / an / one** hotel. It took **a / an / one** hour to get there.
5. I went to **a / an / one** university in England.
6. He's **a / an / one** honest guy and has **a / an / one** understanding of the topic.
7. It has **a / an / one** unique value.
8. It increased by **a / an / one** order of magnitude.
9. We'll do it **a / an / one** day next week.
10. We used **a / an / one** after the other.
11. This is just **a / an / one** way to achieve such performance.
12. If you make even **a / an / one** mistake you will fail the test.
13. We only did **a / an / one** test before the machine broke down.
14. All these lamps need just **a / an / one** bulb. For this lamp we need **a / an / one** 80 watt bulb and for this lamp **a / an / one** 60 watt bulb.
15. There were **a / an / one** hundred people not two hundred.
16. This is **a / an / one** EU directive.
17. This is **a / an / one** European Union directive.

- | | |
|-----------------|-----------------|
| (1) a, a | (10) one |
| (2) an, an | (11) one |
| (3) a | (12) one |
| (4) a, an (one) | (13) one |
| (5) a | (14) one, an, a |
| (6) an, an | (15) one |
| (7) a | (16) an |
| (8) one | (17) a |
| (9) one | |

3.3 *a / an, the, zero article (Ø)*

1. In ***an / the*** examination room students are only allowed ***a / the*** monolingual dictionary.
2. ***A / The*** dictionary I use the most is ***an / the*** online one called Word's Worth.
3. In the 1950s ***a / the*** television changed the way advertising was done.
4. This paper investigates the role of ***the / Ø*** church and the media in the UK by analyzing how many people go to ***the / Ø*** church every Sunday in relation to how many have ***a / the*** television.
5. All the patients had been operated either on ***the / Ø*** eyes or on ***the / Ø*** nose.
6. These values can be used in ***an / Ø*** input.
7. She is acting as ***a / Ø*** manager while her boss is away.
8. These cells are interpreted as ***a / Ø*** codomain of x and y.
9. ***An / Ø*** examination of the residues showed that...
10. This is detectable at ***a / Ø*** subcellular level in neurons.

(1) the, a

(6) Ø

(2) the, an

(7) Ø

(3) the

(8) a

(4) the, Ø, a

(9) an (Ø)

(5) the, the

(10) a

3.4 *the*, zero article (\emptyset): 1

1. *The* / \emptyset aim of this paper is to review all *the* / \emptyset relevant works in *the* / \emptyset literature.
2. We wanted to test for any toxic affects of copper in fruit. *The* / \emptyset Samples of *the* / \emptyset fruit were collected at *the* / \emptyset harvest time to test for *the* / \emptyset residues of copper in *the* / \emptyset edible parts.
3. *The* / \emptyset presence of copper contaminants was confirmed by GC-MS.
4. *The* / \emptyset snow samples were analyzed after *the* / \emptyset melting. These samples were then...
5. In general, *the* / \emptyset formation of *the* / \emptyset clouds seems to depend on...
6. Using this toothpaste totally prevents *the* / \emptyset plaque formation.
7. *The* / \emptyset force triggers *the* / \emptyset mechanism described above.
8. *The* / \emptyset Blake's hypothesis suggests that *the* / \emptyset Boolean value cannot be estimated in such cases.
9. With regard to *the* / \emptyset passive immunization, *the* / \emptyset administration of an antibody that recognizes the disease in *the* / \emptyset patients with *the* / \emptyset mild to moderate symptoms is very useful.
10. *The* / \emptyset rapamycin is a naturally occurring compound with *the* / \emptyset immunosuppressant activity that is used to prevent *the* / \emptyset organ rejection, especially in *the* / \emptyset kidney.

- | | |
|--|---|
| 1. the, the, the | 6. \emptyset |
| 2. \emptyset , \emptyset , \emptyset , \emptyset , the | 7. the, the |
| 3. the | 8. \emptyset , the |
| 4. \emptyset [assuming that such samples have not been mentioned before] \emptyset | 9. \emptyset , the \emptyset [i.e. all patients not specific ones], \emptyset |
| 5. the, \emptyset | 10. \emptyset , \emptyset , \emptyset the |

3.5 *the*, zero article (\emptyset): 2

1. This can be seen in *the* / \emptyset figure.
2. *The* / \emptyset Table 1 highlights that...
3. Please see *the* / \emptyset appendix for further details.
4. This is highlighted in *the* / \emptyset Results (*the* / \emptyset Sect. 3.4) and commented on in *the* / \emptyset Discussion (*the* / \emptyset Sect. 3.5).
5. This is *the* / \emptyset story of my life.
6. I work at *the* / \emptyset Dept. of X at *the* / \emptyset University of Shanghai in *the* / \emptyset China. Before I worked in *the* / \emptyset UK.
7. We found that *the* / \emptyset 15% of these samples were contaminated.
8. I was *the* / \emptyset best student in *the* / \emptyset class.
9. *The* / \emptyset pollution has significantly affected *the* / \emptyset environment.
10. *The* / \emptyset Italians are not very patriotic but *the* / \emptyset French are.
11. *The* / \emptyset most of *the* / \emptyset samples were tested using this method.
12. We carried out this research *the* / \emptyset last year.
13. There is a congress in *the* / \emptyset last week of September *the* / \emptyset next year.
14. We found this data on *the* / \emptyset Internet, but it is not referred to in *the* / \emptyset literature.
15. *The* / \emptyset knowledge of the mechanisms involved is essential. But *the* / \emptyset knowledge we currently have is insufficient.

- | | |
|---|------------------------|
| (1) the | (9) \emptyset , the |
| (2) \emptyset | (10) (the), the |
| (3) the | (11) \emptyset , the |
| (4) the, \emptyset , the, \emptyset | (12) \emptyset |
| (5) the | (13) the, \emptyset |
| (6) the, the, \emptyset , the | (14) the, the |
| (7) \emptyset | (15) \emptyset , the |
| (8) the, the | |

3.6 *the*, zero article (Ø): general versus specific: 1

(1) **The** / Ø researchers have a very privileged position as they are paid to do what they like doing. (2) **The** / Ø researchers in industry tend to be paid more than (3) **the** / Ø researchers at university. (4) **The** / Ø researchers at Manchester University are studying ways to improve English as a language of international business communication: the project is called Bizglish.

(5) **The** / Ø only researchers in the project who are not being sponsored by the British government are those from abroad. (6) **The** / Ø researchers who started the project have now all left the team.

There are two types of researchers involved in the project. (7) **The** / Ø researchers who are studying the ways mother tongue speakers communicate and (8) **the** / Ø researchers studying the way non-native speakers use English. (9) **The** / Ø researchers who are studying the way non-native speakers use English have provided the most interesting results so far. (10) **The** / Ø researchers that I met yesterday told me that the project was going very well.

(1) Ø

(6) the

(2) Ø

(7) Ø

(3) Ø

(8) Ø

(4) Ø

(9) the

(5) the

(10) the

3.7 *the*, zero article (\emptyset): general versus specific: 2

Check your answers to 3.6 by answering the questions below. If your answer indicates that the researchers in question are specific researchers, then you must put **the**. The numbers below refer to the numbers in 3.6.

1. Are we talking about *specific* researchers that we've already mentioned, or *all* researchers?
- 2, 3. Are we talking about *specific* researchers that we have already mentioned, or essentially *all* researchers in industry and *all* researchers at university?
4. Are we talking about *specific* researchers at Manchester University that we have already mentioned, or just some researchers at Manchester University that we have not already mentioned?
- 5, 6. Have these researchers already been mentioned in some way? Are they defined in some way? Are they specific researchers or simply researchers in general?
- 7, 8. (a) Have these researchers been explicitly mentioned before?
(b) Could we say: some researchers are studying non verbal ways in which we communicate and others are studying the language we use? (c) Could we say (in a similar way): There are two types of researchers involved in the project: English researchers and foreign researchers?
9. Have these researchers already been mentioned? So, are they specific?
10. Does this mean *all* researchers, *some* researchers, or very *specific* researchers?

- | | |
|---|--------------------------------|
| (1) all | (7, 8) (a) no (b) yes, (c) yes |
| (2, 3) all | (9) yes, specific |
| (4) some | (10) specific |
| (5, 6) they have been mentioned and are thus specific | |

3.8 *the*, zero article (\emptyset): general versus specific: 3

It is well known that (1) *the* / \emptyset women are more intelligent than (2) *the* / \emptyset men. Even (3) *the* / \emptyset women with absolutely no education and who live in total poverty tend to be more intelligent than (4) *the* / \emptyset men, even (5) *the* / \emptyset men who have been to (6) *the* / \emptyset university. Of course there are always (7) *the* / \emptyset exceptions. In our case (8) *the* / \emptyset exceptions are (9) *the* / \emptyset women in this class.

(10) *The* / \emptyset women in this class have exceptionally low levels of (11) *the* / \emptyset intelligence. (12) *The* / \emptyset PhD students tend to be above average intelligence, indeed (13) *the* / \emptyset female PhD students from most parts of the world who read (14) *the* / \emptyset scientific English books like this one are extremely intelligent. Despite this, (15) *the* / \emptyset female PhD students here with us today in this class show few or no signs of (16) *the* / \emptyset intelligence.

On the other hand (17) *the* / \emptyset intelligence of (18) *the* / \emptyset men in this class is supersonic. Of course (19) *the* / \emptyset English teacher in this class is particularly intelligent, although (20) *the* / \emptyset English teachers normally have extremely low levels of intelligence.

- | | |
|-----------------|------------------|
| (1) \emptyset | (11) \emptyset |
| (2) \emptyset | (12) \emptyset |
| (3) \emptyset | (13) \emptyset |
| (4) \emptyset | (14) \emptyset |
| (5) \emptyset | (15) <i>the</i> |
| (6) \emptyset | (16) \emptyset |
| (7) \emptyset | (17) <i>the</i> |
| (8) <i>the</i> | (18) <i>the</i> |
| (9) <i>the</i> | (19) <i>the</i> |
| (10) <i>the</i> | (20) \emptyset |

3.9 all articles

1. This paper investigates **the / Ø** effect of **the / Ø** removal of gas, vapor, dust and aerosol from **the / Ø** atmosphere.
 2. **The / An** examination of **the / Ø** samples showed significant variability in terms of **the / Ø** weight in **the / Ø** presence of high values of FT3.
 3. **The / Ø** sample is indicated with **a / an / the / Ø *** and contains garlic (**a / an / the / Ø** ingredient used in adhesives in paintings).
 4. **The / Ø** solution was added immediately after **the / Ø** weighing.
 5. **The / Ø** values observed are influenced by many factors such as **the / Ø** pre-heating of **the** oil media before use, **the / Ø** age of the paint, **the / Ø** conservation environment, and **the / Ø** effects of radical reactions initiated by **the / Ø** pigments.
-
1. the, the, the
 2. an, the, the, the
 3. the, an (i.e. *an asterisk*), an
 4. the, Ø
 5. the, the, the, the, the, the, the, the

Chapter 4: Quantifiers: *some, any, little, few, a lot of, lots, much, many*

4.1 *some, any* 1

1. Did you have **any / some** problems getting hold of the software?
2. **Any / Some** help you can give me would be appreciated.
3. Please review the attached draft project plan and add **any / some** missing tasks.
4. Please check your schedules to see if there are **any / some** conflicts with this date.
5. The documentation gives **any / some** examples on how to connect to the database.
6. This service is not provided for **any / some** kinds of users, in fact only Type A and Type B users can access it.
7. I think that the paper still needs **any / some** work before sending to the journal.
8. **Any / Some** questions, please ask.
9. Could you give me **any / some** help with this?
10. Let us know if you still have **any / some** issues with the software.
11. Could you please make **any / some** revisions you think necessary.
12. Don't hesitate to contact me if you need **any / some** more help.
13. For **any / some** reason my last email had delivery problems.
14. I was wondering if by **any / some** chance you...
15. I'm out of the office all day today but will get back to you tomorrow regarding **any / some** urgent messages.

- (1) any
- (2) any
- (3) any
- (4) any
- (5) some
- (6) some
- (7) some
- (8) any

- (9) some (any)
- (10) any
- (11) any
- (12) any
- (13) some
- (14) any
- (15) any

4.2 *some, any 2*

I just wanted to point out (1) **any / some** issues in the draft – I don't think there are (2) **any / some** problems in the bibliography. It seems to me that you have missed out (3) **any / some** important steps in our methodology (see below). By the way, would you mind doing a final spell check? But not just with Word as I don't think it will identify (4) **any / some** of the spelling mistakes in the technical names (I have seen quite a few in the names of the source materials). I will doubtless speak to you (5) **any / some** next week.

- (1) some
- (2) any
- (3) some
- (4) some
- (5) some

4.3 *something, anything, someone, anyone*

1. Do call if you need **anything / something** else.
2. Is there **anything / something** you're not quite clear about?
3. **Anything / Something** has come up, so I'm afraid I can't come.
4. Would you like me to go over **anything / something** again?
5. Would you like a coffee, or **anything / something** stronger?
6. Could I leave a message with **anyone / someone** from administration?
7. Has **anyone / someone** else in the team looked at the manuscript?
8. Sorry, but **anyone / someone** is waiting for me.
9. Sorry, I've just seen **anyone / someone** I know.
10. Would **anyone / someone** like anything else to eat or drink?

- | | |
|--------------|------------|
| 1. anything | 6. someone |
| 2. anything | 7. anyone |
| 3. something | 8. someone |
| 4. anything | 9. someone |
| 5. something | 10. anyone |

4.4 *a little, little, a few, few*

1. **A little, Little, A few, Few** people came to the conference, it was a real disappointment.
 2. You sounded **a little, little, a few, few** annoyed in your last mail.
 3. Do you think you could speak up **a little, little, a few, few**, please?
 4. Have you got **a little, little, a few, few** minutes? I have **a little, little, a few, few** questions to ask.
 5. He had **a little, little, a few, few** questions to ask, so it only took me a couple of minutes.
 6. I have made **a little, little, a few, few** changes to the manuscript – don't worry, it will only take you a second to check.
 7. I have made **a little, little, a few, few** changes to the manuscript – would you mind taking a look at them?
 8. OK I'll send them to you in **a little, little, a few, few** minutes.
 9. I am afraid we have **a little, little, a few, few** time left. So no more questions please.
 10. Would you like **a little, little, a few, few** more wine?
-
- | | |
|------------------|---------------|
| (1) few | (6) few |
| (2) a little | (7) a few |
| (3) a little | (8) a few |
| (4) a few, a few | (9) little |
| (5) few | (10) a little |

4.5 *lots, many, much, (a) little, (a) few*

I am writing to ask if you could possibly revise my paper. I imagine that you must receive (1) **lots of / a lot of / many** requests such as mine, but I really need your input as no one else has as (2) **much / many** expertise as you do in this particular field. In reality, there is not (3) **much / many** information to read, it would be enough if you could just read (4) **a little / little / a few / few** of the Discussion (e.g. pages 12 and 13). The problem is that there are (5) **little / little / a few / few** studies in this field, which makes comparisons with the literature almost impossible. I realize that this is (6) **a lot / lots / much** to ask, particularly as you have never even met me, but if you could spare (7) **little / a little / a few / few** of your time, I would be extremely grateful.

(1) many (a lot of)

(2) much

(3) much

(4) a little

(5) few

(6) a lot

(7) a little

Chapter 5: Relative pronouns: *that, which, who, whose, what*

5.1 defining and non defining relative clauses 1

1. Which sentence below (a–d) is ambiguous, i.e. it is not clear if I have one house or more?
 2. Which sentence (a–d) implies that I have more than one house?
 3. In which sentence (b or c) is the use of commas correct?
 4. Which sentence (a–d) indicates that I certainly only have one house?
 5. Which sentence (a–d) gives the idea that I have mentioned houses in a previous sentence?
 6. Which sentence (e or f) is correct?
 - (a) My house that is in the country cost \$350,000.
 - (b) My house, that is in the country, cost \$350,000.
 - (c) My house, which is in the country, cost \$350,000.
 - (d) My house which is in the country cost \$350,000.
 - (e) My house cost \$350,000, that is a lot of money.
 - (f) My house cost \$350,000, which is a lot of money.
-
1. d – the reader does not know whether *which* has been used correctly but that the commas are missing, or that the missing commas are correct and that *that* should have been used instead of *which*
 2. a – the use of *that* means that the speaker is differentiating between two or more houses
 3. c – *which*, not *that*, is used to add extra information (i.e. that the house is in the country)
 4. c – again, the commas indicate that this is extra information. He is not differentiating between two houses but simply adding more information about the only house he has
 5. a – the use of *that* means that the speaker must have already mentioned the fact that he has two houses and is now distinguishing between them
 6. f – *that* is not used to add extra information in this way

5.2 *which, that*

1. Manchester, **that / which** is where she comes from, is situated in the north of England.
2. He is an anti-royalist, **that / which** is why he made derogatory comments about the king.
3. He is an anti-royalist and **that / which** is why he made derogatory comments about the king.
4. A PIN, **that / which** means “personal identification number”, is a way to protect one’s security details.
5. Gender role: the image **that / which** an individual presents to others based on culturally defined concepts of femininity and masculinity.
6. Sex: the category to **that / which** an individual is assigned on the basis of being male or female.

1. which
2. which
3. that
4. which
5. that
6. which

5.3 deleting *which, that, who*

Where possible, delete the part in bold.

1. The samples **that were** considered were taken from three different forces.
2. The following techniques, **which are** shown in Fig. 1, are at the cutting edge.
3. We took a sample **which was** 2 m long and placed it into the tube.
4. The results **that were** obtained can then be used to determine the cost.
5. English is considered to be a simple language, **which** as mentioned earlier, is in fact a fallacy.
6. These results, **which were** published in a previous paper [12], highlight that.
7. The patient, **who was** a diabetic man aged 24, was submitted to.
8. The exercise **that** we did today is much harder than the one from yesterday.

The parts in bold can be deleted in: 1, 5, 7 and possibly in 2

5.4 *who, which, that, whose*

1. We used a bar code to identify a specimen **which / whose** DNA was degraded.
2. A group of accountants, all of **which / whose** members are equally successful, was identified.
3. My professor, **who / which** comes from Bangalore, is very friendly.
4. The professor **that / which** I have now is much better than my previous one.
5. My professor comes from Kenya, **who / which** is why he speaks such good English.
6. Over there is the professor **that / who** I told you about yesterday.
7. The method **that / which** uses X is better than the one **that / which** uses Y.
8. This method, **that / which** uses X, is extremely effective.
9. This method is extremely effective, **that / which** is why we use it.
10. The table **that / which** is easiest to understand is the one **that / which** is at the bottom of page 3.
11. Table 5, **that / which** is easy for even non-expert readers to understand, highlights that.
12. He still lives in Turkey, **that / which** is where he was born.
13. We would like to thank Professor Emilius Vanker without **which / whose** help this study would never have been completed.

- | | |
|---------------|----------------|
| 1. whose | 8. which |
| 2. whose | 9. which |
| 3. who | 10. that, that |
| 4. that | 11. which |
| 5. which | 12. which |
| 6. that (who) | 13. whose |
| 7. that, that | |

5.5 use of commas: 1

I am currently working on a paper (1) **that / which / , which** I would like to submit to the journal's special issue for the conference. The paper is the extension of the work (2) **that / which / , which** I presented as a poster during the conference (3) **that / which / , which** I think you saw.

I know that you have a lot of expertise in this area (4) **that / which / , which** I am sure my paper would really benefit from. Obviously I don't want to take up too much of your time (5) **that / which / , which** is why I would ask you just to focus on the Discussion and Results. Also, if you could quickly browse through the Literature Cited (6) **that / which / , which** also includes some of your papers, and just check that I haven't missed any other important papers.

I am sending you a Word version (7) **that / which / , which** means that you can make the changes directly using Track Changes.

The deadline for submission is on Oct 10 (8) **that / which / , which** I am aware is quite close, so please do not hesitate to let me know if you don't have the time.

- | | |
|-----------------------|--------------------|
| 1. all three possible | 5. , which (which) |
| 2. that (which) | 6. , which |
| 3. , which | 7. , which (which) |
| 4. , which (which) | 8. , which (which) |

5.6 use of commas: 2

Select the correct form. Decide if the part in bold should be preceded and / or followed by commas. Example:

That woman over there **who / which has just been made professor** is an excellent presenter = *That woman over there, **who has just been made professor**, is an excellent presenter.*

1. The English **that / who are generally quite reserved** don't always say what they think.
2. People **that / who like dogs** often don't like cats.
3. Dinosaurs **that / which became extinct millions of years ago** still fascinate us today.
4. I had shown him my CV **that / which was why he then contacted me**.
5. I had shown him my CV **and that / which was why he then contacted me**.
6. The language **that / which we use with our friends** is not always the same as the language **that / which we use with our family**.
7. The English language **that / which is now the international language of the world** is spoken by about 500 million native speakers.
8. The English language is spoken in the USA **that / which is probably why it has become so important**.
9. The results are shown in Figure 4 **that / which reports the values regarding...**
10. The figure **that / which we believe is the most illuminating** is Figure 5.
11. These languages form the basis of our analysis **that / which is carried out using innovative techniques**.
12. These are thus reasons that lead to the reduction in complexity **that / which is what is stated in the paper by Phillips published in 2013**.
13. This has fatal consequences for the female insects **that / which after a couple of hours** die.
14. This can be written as X **that / which in matrix form** may be written as Y.
15. MagiForm is a programming language **that / which integrates seven different languages** into one unique language.

1. The English, **who are generally quite reserved**, don't always say what they think.
2. People **that like dogs** often don't like cats.
3. Dinosaurs, **which became extinct millions of years ago**, still fascinate us today.
4. I had shown him my CV, **which was why he then contacted me**.
5. Both forms are possible.
6. The language **[that] we use with our friends** is not always the same as the language **[that] we use with our family**.
7. The English language, **which is now the international language of the world**, is spoken by about 500 million native speakers.
8. The English language is spoken in the USA, **which is probably why it has become so important**. / The English language is spoken in the USA. **That is probably why it has become so important**.
9. The results are shown in Figure 4, **which reports the values regarding...**
10. The figure **that we believe is the most illuminating** is Figure 5.
11. These languages form the basis of our analysis, **which is carried out using innovative techniques**.
12. These are thus the reasons that lead to the reduction in complexity, **which is what is stated in the paper by Phillips published in 2013**.
13. This has fatal consequences for the female insects, **which after a couple of hours die**.
14. This can be written as X, which in matrix form may be written as Y.
15. MagiForm is a programming language **that integrates seven different languages** into one unique language.

5.7 *which, what*

1. **Which / What** floor is my room on?
2. **which / What** kind of music do you like?
3. **Which / What** kind of music do you prefer – jazz or rock?
4. **Which / What** is it that you didn't understand?
5. **Which / What** is your view on... ?
6. **Which / What** presentations are you planning to see this afternoon?
7. But going back to **which / what** you said earlier.
8. I am not completely clear **which / what** the problem is.
9. Sorry **which / what** was your question?
10. Sorry, **which / what** faculty at Cairo University did you say?

1. which
2. what
3. which (what)
4. what
5. what

6. which
7. what
8. what
9. what
10. which

5.8 *that, which, what*

1. Please have a look at the enclosed report and let me know ***that / what / which*** you think.
2. Could you please describe ***that / what / which*** is included in the...
3. Further to our telephone conversation, here are the details of ***that / what / which*** we require.
4. On the basis of Ref 1's first comment, we changed several parts ***that / what / which*** you can see have been tracked.
5. The referees asked for several new experiments ***that / what / which*** will take us an extra two or three weeks to perform.
6. As requested, we have prepared a revised version of our manuscript, ***that / what / which*** we hope addresses the issues raised by the two reviewers.

1. what
2. what
3. what
4. which
5. which
6. which

Chapter 6: Present tenses

6.1 present, present continuous

1. I **know / am knowing** you must be very busy but.
2. I **look / am looking** forward to hearing from you in the near future.
3. I **promise / am promising** I'll have it back to you by the end of this week.
4. I **realize / am realizing** you must be very busy at the moment but.
5. I **write / am writing** to tell you that unfortunately I no longer have the time to.
6. I **thank / am thanking** you in advance for your cooperation.
7. I **really look / am really looking** forward to going on holiday this year.
8. **Do I make / Am I making** myself clear?
9. Anyway the reason I **call / am calling** is...
10. As requested, I **send / am sending** you the paper with the changes tracked.
11. I **currently work / am currently working** on a paper that I would like to submit to...
12. I **expect / am expecting** a Professor Tschaida at 7.00. Could you call me when he arrives?
13. So basically I **ask / am asking** you two things. First,... And second...
14. So what I **say / am saying** is...
15. Sorry, who **do I speak to / am I speaking** to? I didn't catch your name.

- | | |
|----------------------|--------------------------|
| 1. know | 9. am calling |
| 2. look | 10. am sending |
| 3. promise | 11. am currently working |
| 4. realize | 12. am expecting |
| 5. am writing | 13. am asking |
| 6. thank | 14. am saying |
| 7. am really looking | 15. am I speaking |
| 8. am I making | |

6.2 present simple, present continuous, present perfect, present perfect continuous

1. In the last few years there **is / has been** considerable interest in...
2. Although many different approaches **have been proposed / have been proposing**, to date there **is not / has not been** an adequate analytical model to solve this issue.
3. For more than a decade analysts **are developing / have been developing** new ways to improve learning strategies.
4. In the literature there **are / have been** several examples of new strategies to perform these tests, which all **entail / have entailed** setting new parameters [Peters 1997, Grace 2004, Gatto 2005].
5. Since 2012 there **are / have been** many attempts to establish an index [Mithran 2012, Smithson 2014], but until now no one **has managed / has been managing** to solve the issue of...
6. As yet, a solution **is not / has not been** found, although three attempts **have been made / have been making** [Slimm 2011, Fatz 2013, Yui 2016].
7. Traditionally, researchers **always see / have always seen** the time factor as a constraint.
8. In the last two years we **are investigating / have been investigating** new ways to do this.
9. This **receives / has received** much attention in the past decade.
10. Recent developments in this field **lead / have led** researchers to consider new ways to do this. Such methods **are showing / have been showing** very good results.

- | | |
|---|---|
| 1. has been | 6. has not been, have been made |
| 2. have been proposed, has not been | 7. have always seen |
| 3. have been developing | 8. have been investigating |
| 4. are, entail (the present perfect would be OK in the first example but not in the second, thus for consistency it is best to use the present in both parts) | 9. has received |
| 5. have been, has managed | 10. have led, are showing (have been showing) |

6.3 present simple, present continuous, present perfect, present perfect continuous

1. This system **is not / has not been** used for several years, but we believe it is still valid today.
2. I am an assistant professor at the Department of Robotics where I **am working / have been working** for the last two years.
3. We **believe / are believing** that this is the first time that the problem **is / has been** addressed.
4. At the moment I **am working / have been working** on a new project.
5. This is the first time we **experience / have experienced** a problem like this.
6. Don't worry! I **am / have been** in the office since 8.0.
7. Fortunately we **don't have / haven't had** this problem for a while now.
8. How long **are you / have you been** here for – since last year or the year before?
9. How long **are you / have you been** here for – till the end of this year or next?
10. This **is / has been** the second time today that the computer **crashes / has crashed**.

1. has been

2. have been working

3. believe, has been

4. am working

5. have experienced

6. have been

7. haven't had

8. have you been

9. are you

10. is, has crashed

6.4 present perfect, present perfect continuous

1. Carlos **has called / has been calling** six times this morning, so you'd better ring him.
2. I **have left / have been leaving** several messages with your secretary but.
3. We **have only received / have only been receiving** three pages of your six-page fax. Could you send the last two pages again please.
4. I apologize for the delay in responding but Dr Huria **has left / has been leaving** our institute.
5. I **have tried / have been trying** your Skype number several times, but I **have had / have been having** no success.
6. Sorry but we **have had / have been having** emailing problems.
7. I **have written / have been writing** emails all morning – I **have written / have been writing** 20 so far.
8. They **have known / have been knowing** each other since they were at college together.
9. I hear you **have had / have been having** problems uploading your manuscript. I **have spoken / have been speaking** to the systems manager and she **has assured / has been assuring** me that she will contact you by midday today.
10. I **have tried / have been trying** to ring you all morning, where are you? I just wanted to tell you that I **have started / have been starting** working on the new project. In fact, we **have worked / have been working** on it for three months and we **have already achieved / have already been achieving** some great results.

1. has called

2. have left

3. have only received

4. has left

5. have tried, have had

6. have been having

7. have been writing, have written

8. have known

9. have been having, have spoken, has assured

10. have been trying, have started, have been working, have already achieved

Chapter 7: Past tenses

7.1 past simple, present perfect: 1

1. I have been there two weeks ***ago / before.***
2. They have ***come back this morning / just come back.***
3. We've done two exercises ***so far / this week.***
4. They've emailed five times ***yesterday / in the last three hours.***
5. They ***haven't done it last week / still haven't done it.***
6. They have worked here ***in 2012 / since 2012.***
7. She has been a professor ***for many years / in 2008.***
8. They have won all their matches ***last season / this season.***
9. Were you ***ever in Mongolia? / in Mongolia for your holidays?***
10. Have you seen her ***today / yesterday?***

- | | |
|----------------------------|-----------------------------------|
| 1. before | 6. since 2012 |
| 2. just come back | 7. for many years |
| 3. so far / this week. | 8. this season. |
| 4. in the last three hours | 9. in Mongolia for your holidays? |
| 5. still haven't done it | 10. today |

7.2 past simple, present perfect: 2

1. We **were / have been** informed that you are an expert in the field.
2. Since my last email to you I **have ascertained / ascertained** that...
3. Ahmed **phoned / has phoned** and **said / has said** that...
4. Umesh Patel **called / has called** this morning.
5. Sorry for the delay in getting back to you but I **have been / was** out of the office.
6. For some reason my last email **had / has had** delivery problems. So here it is again just in case you **didn't get / haven't got** it first time round.
7. Sorry I accidentally **hit / have hit** the send button.
8. OK, I'm sorry – you are right. I **misunderstood / have misunderstood** what you were saying.
9. Sorry about that, we obviously **had / have had** our wires crossed!
10. I am sorry that I am not able to provide you with the information you **requested / have requested**.

- | | |
|---------------------|--------------------|
| 1. have been | 6. had, didn't get |
| 2. have ascertained | 7. hit |
| 3. phoned, said | 8. misunderstood |
| 4. called | 9. had |
| 5. have been | 10. requested |

7.3 past simple, present perfect: 3

1. Could you let me have an answer as soon as possible to the question I **raised / have raised** in my email of last week.
2. I recently **have sent / sent** a letter to you all regarding the meeting in June. So far I **received / have received** replies from the following partners: x, y, z. If you **did not receive / have not received** the letter, please find it attached to this mail.
3. I would like to remind you that I still **have not received / did not receive** an answer to my question.
4. I was wondering if you **have had / had** time to look at my email dated 6 June. The original mail **was / has been** sent back to me, so I am not sure if you **received / have received** it or not.
5. Sorry I **didn't get / haven't got** back to you sooner but I **was / have been** inundated with work.

1. raised
2. sent, have received, did not receive (have not received)
3. have not received
4. have had, was, received (have received)
5. haven't got (didn't get), have been

7.4 simple past, present perfect, present perfect continuous

As mentioned on the telephone to your administrative secretary, I would be interested in an internship in your laboratory. (1) I **graduated / have graduated** in Computer Science at the University of Oregon in 2014, and I (2) **obtained / have obtained** a Master's in Applied Neurolinguistics the following year in Berlin. I then (3) **worked / have worked** on two major projects using neural networks. The first one (4) **was / has been** based in Shanghai and the second in Beijing.

I am now back at the University of Oregon where for the last three months I (5) **was / have been** an assistant professor. So far I (6) **designed / have designed** three different software applications, and I am currently working on a natural language system for vending machines. Over the last three years I (7) **also gained / have also gained** considerable experience in other aspects of language engineering as I (8) **attended / have attended** several congresses on such areas as artificial intelligence, language engineering standards, and logic programming. I also (9) **gave / have given** a series of workshops on these subjects here in Oregon, the last of which will be held at the end of this month.

My native language is Chinese, but I also speak fluent German as I (10) **did / have done** a language course while I (11) **was / have been** in Berlin for my Master's. I (12) **spent / have spent** a considerable amount of time here in the USA, so English is basically my second language.

1. graduated

2. obtained

3. worked

4. was

5. have been

6. have designed

7. have also gained

8. have attended

9. have given

10. did

11. was

12. have spent

7.5 present perfect, present perfect continuous, past simple

1. This system **was / has been** first used in 1996. But since that time it **was only / has only been** used rarely.
2. This problem **was / has been** addressed by several authors [Blake, Milton, Holt], but so far no one **managed / has managed** to find a complete solution.
3. Could you please send the fax again as it **was / has been** too faint to read.
4. The department **was / has been** relocated here in 2012.
5. The department **was / has been** located here since 2012.
6. He **went / has been** abroad three times last year.
7. She **went / has been** there three times this year.
8. What **did you do / have you done** before you **joined / have joined** this lab?
9. How many projects **did you do / have you done** in your present role?
10. I **went / have been** there on Saturday.

- | | |
|--------------------------|-----------------------|
| 1. was, has been | 6. went |
| 2. has been, has managed | 7. has been |
| 3. was | 8. did you do, joined |
| 4. was | 9. have you done |
| 5. has been | 10. went |

7.6 past simple, past perfect

1. Once they **mapped / had mapped** the genome, they **began / had begun** working on the treatment.
 2. When the final tests **were / had been** started, the children **were already / had already been** under observation for six months.
 3. In that period national liberation movements **existed / had existed**, but the social structures **were not yet / had not yet been** completely put into place.
 4. Subjects listened to and imagined words. They then **attempted / had attempted** to discriminate words they **hear / had heard** from words they **imagined / had imagined**.
 5. They **realized / had realized** that they **did not collect / had not collected** enough specimens to enable them to do the study.
 6. The students **were / had been** near the end of an eight-week research project in which they **analyzed / had analyzed** the data that they **collected / had collected** on the frequencies of traffic accidents on town roads.
 7. We noted that they **did not assess / had not assessed** the cardiac functions of the patients but **only controlled / had only controlled** for bias.
-
1. had mapped, began
 2. were, had already been
 3. existed, had not yet been
 4. attempted, had heard, had imagined
 5. had not collected
 6. were, had analyzed, had collected
 7. had not assessed, had only controlled

7.7 past simple, past continuous

1. Overall, a preference for symmetry **was / was being** more marked when females **assessed / were assessing** male faces rather than female faces.
2. The study shows that the assistants who **planned / were planning** to leave their present employment within the next three months **were / were being** better educated than those who **planned / were planning** to stay.
3. Analysis on whether a helmet **was worn / was being worn** at the time of the accident **showed / was showing** that no fractures **occurred / were occurring** in the six instances when a helmet **was worn / was being worn**.
4. Most of the patients **were treated / were being treated** with no other medications, except for five who **received / were receiving** hypnotics. Written informed consent **was obtained / was being obtained** from all subjects.
5. Questionnaires **were administered / were being administered** to international travelers departing from Heathrow Airport and who **went / were going** to destinations that were high risk for malaria.
6. In the late 1990s, Rupert Burgess **worked / was working** on robotics at the University of Manchester, while I **worked / was working** on neo-androids at the University of Sussex. This shared interest **led / was leading** to our joint collaboration.

1. was, were assessing
2. were planning (planned), were, were planning (planned)
3. was being worn, showed, occurred, was being worn
4. were being treated (were treated), were receiving (received), was obtained
5. were administered, were going
6. was working, was working, led

7.8 past simple, past continuous, past perfect: 1

1. I **slept / was sleeping** when the hotel fire alarm **went / was going** off.
2. What **did you do / were you doing** after you had been to the mosque?
3. We **collaborated / were collaborating** with them on a few occasions.
4. They **lived / were living** in Paris first, then Bonn, and then they **moved / were moving** to Prague.
5. "English for Writing Research Papers" is the one book that I wish had existed when I **conducted / was conducting** my own research!
6. I **wondered / was wondering** whether you might need more time to finish the research.
7. We **met / were meeting** last month when you **did / were doing** a seminar at the Department of Biology. You **mentioned / were mentioning** it might be possible for me to work at your lab for two months this summer. I **wondered / was wondering** if the invitation is still open.
8. When we **saw / were seeing** each other before the summer vacation you **told / were telling** me that you **got / were getting** some interesting results in your experiments. I **hoped / was hoping** might be willing to share some or all of those results with me.
9. They didn't want to do anything until they **told / had told** her the news.
10. The presentation **already finished / had already finished** when I got there.
11. They all **stopped / had stopped** talking when the professor came into the hall.
12. I **was / had been** to the mosque so I decided to go and see something else.
13. I **saw / had seen** his presentation before so I **didn't want / hadn't wanted** to see it again.
14. We **watched / had watched** the presentation and then went to the social dinner.

1. was sleeping, went

2. did you do

3. collaborated

4. lived, moved

5. was conducting

6. was wondering

7. met, were doing (did), mentioned, was wondering

8. saw, told, were getting, was hoping

9. had told

10. had already finished

11. stopped

12. had been

13. had seen, didn't want

14. watched

7.9 past simple, past continuous, past perfect: 2

I had a terrible trip. It all (1) **started / had started** while I (2) **checked / was checking** into my hotel in Sofia late at night and I (3) **found / had found** out that my credit card (4) **was / had been** cancelled and I (5) **didn't bring / hadn't brought** enough cash to pay a deposit. I (6) **phoned / had phoned** the bank and they (7) **admitted / had admitted** their computers (8) **made / were making / had made** a whole series of errors. What's more, while I (9) **was discussing / had discussed** the problem with the hotel receptionist, the fire alarm (10) **went / had gone / was going** off and we all had to evacuate the building. And then while we (11) **were waiting / waited** outside, someone (12) **stole / had stolen** my briefcase. It (13) **had / was having / had had** my passport in it and my pendrive with the presentation on. Then the next day I (14) **caught / had caught** the flu and (15) **spent / was spending** the rest of the trip in bed with a raging fever.

- | | |
|-------------------|-------------------|
| 1. started | 9. was discussing |
| 2. was checking | 10. went |
| 3. found | 11. were waiting |
| 4. had been | 12. stole |
| 5. hadn't brought | 13. had |
| 6. phoned | 14. caught |
| 7. admitted | 15. spent |
| 8. had made | |

Chapter 8: Future tenses

8.1 present simple, *will*

1. One area of future study **is / will be** to represent these relationships more explicitly.
2. Phase 1 (*of a project proposal*): During this phase we **make / will make** a preliminary description of the problem.
3. When I **graduate / will graduate**, I **plan / will plan** to find a job in industry.
4. Future work **involves / will involve** the application of the proposed algorithm to medical data.
5. Of great concern for the next decade is that energy consumption **rises / will rise**, and China **becomes / will become** more dependent on imported petroleum.
6. In this section we **analyze / will analyze** Hartlett's basic assumptions.
7. How **do / will social** robots help us to understand autism?
8. Abstract: In this paper we **discuss / will discuss** the consequences of the monoculture that is spreading rapidly across the Anglo world and how this **soon impacts / will soon impact** on the perception of the Anglo world in the Middle East.
9. These aspects **are / will be** discussed further in the following subsections.
10. If this **happens / will happen**, then it **has / will have** serious consequences for world oil production.

- | | |
|---------------------------|--------------------------------------|
| 1. will be | 6. analyze / will analyze |
| 2. will make | 7. will (do – if they already exist) |
| 3. graduate, plan | 8. discuss, will soon impact |
| 4. will involve | 9. are / will be |
| 5. will rise, will become | 10. happens, will have |

8.2 *will, going to*

1. An analysis of this data ***is going to / will*** allow us to determine whether or not air pollution is really the cause of global warming.
2. Each research unit should create a core set of documents that outline the project's objectives, how they ***are going to / will*** be achieved and how much they ***are going to / will*** cost.
3. Finally, as we enter the third decade of this century, we offer recommendations for future studies that we believe ***are going to / will*** help advance this growing field.
4. Future research efforts ***are going to / will*** entail the optimization of the protocol.
5. It seems very likely that this book ***is going to / will*** become one of the most frequently used textbooks in political sciences courses.
6. The challenge for the next decade ***is going to / will*** be how to reduce the increasing amounts of energy required to store all the world's data.
7. The principal change within the next few years ***is going to / will*** be the explicit consideration of the structure, rather than just the function, of these neurons.
8. This book fills a large gap in the field and ***is certainly going to / will certainly*** be the text of choice for the increasing number of undergraduate and postgraduate courses in socio-linguistics.
9. We predict that soon all these activities ***are no longer going to / will no longer*** be done online as the risks are too great.
10. Without any doubt these findings ***are going to / will*** revolutionize science. But the technology is in its infancy, so there ***are going to / will*** be some growing pains.

- | | |
|-------------------------------------|--------------------------------------|
| 1. will | 6. going to / will |
| 2. going to (will), going to (will) | 7. will (going to) |
| 3. will | 8. going to / will |
| 4. will | 9. will |
| 5. will (going to) | 10. going to (will), going to (will) |

8.3 *will, going to*: questions

1. ***Are you going to / Will you*** come to the gala dinner?
2. ***Are you going to / Will you*** please try to arrive early.
3. ***Are you going to / Will you*** help me decide what to order?
4. ***Are you going to / Will you*** email them to me or send them by post?
5. ***Are you going to / Will you*** please email me them by the end of today, thanks.
6. ***Are you going to / Will you*** have a starter?
7. ***Are you going to / Will you*** present something at the conference or are you just there to watch?
8. What ***are you going to / Will you*** have? Red or white?
9. ***Are you going to / Will you*** let me know as soon as you can.
10. ***Are you going to / Will you*** show Professor Gonzales to the meeting room please.

- | | |
|---|---|
| 1. going to (to ask intentions), will (to invite) | 6. going to |
| 2. will | 7. going to |
| 3. will | 8. going to (to ask intentions), will (to invite) |
| 4. going to | 9. will |
| 5. will | 10. will |

8.4 *will, future continuous: 1*

1. Interest in this technology is growing and managers ***will see / will be seeing*** many “success stories” in this field in the short term.
2. Next year China ***will conduct / will be conducting*** its third, and final, test.
3. Future users ***will search / will be searching*** for results which are orders of magnitude longer than those common today. It ***will thus be / will thus be being*** impractical to store the entire text string in the main memory.
4. Before beginning the experiment the following text was read to the students: ‘I ***will show / will be showing*** you various texts and you ***will then decide / will then be deciding*** approximately in what year each text was written’.
5. This year, approximately 10 million women ***will turn / will be turning*** 50, at a rate of 5,000 per day. Based on the age incidence data for breast cancer, within the next 10 years 269,000 women per year ***will be / will be being*** afflicted with breast cancer.
6. This is going to have major implications for the way languages ***will be / will be being*** taught. At a time when more and more people ***will need / will be needing*** to communicate in a language other than English, the pool of teachers who can teach these languages ***will shrink / will be shrinking***.
7. At any one time, 3 in 20 of such patients ***will suffer / will be suffering*** from depression.
8. Future work ***will investigate / will be investigating*** how to prevent these accidents from happening.
9. Once the methodology has been devised, the next step ***will involve / will be involving*** how to implement it in the real world.
10. The project ***will be / will be being*** structured as follows: stage one ***will entail / will be entailing*** a review of the state of the art.

- | | |
|--|--|
| 1. will be seeing (will see) | 6. will be, will be needing (will need), will be shrinking |
| 2. will be conducting (will conduct) | 7. will be suffering |
| 3. will be searching (will search), will thus be | 8. will investigate |
| 4. will be showing (will show), will then decide | 9. will involve |
| 5. will be turning (will turn), will be | 10. will be, will entail |

8.5 *will, future continuous: 2*

1. Sorry, but I **won't come / won't be coming** to the conference this year.
2. I **will see / will be seeing** her tomorrow in any case, so I can pass on your message.
3. If you like I **will see / will be seeing** her tomorrow – I think she should be in her office.
4. This time next week I **will sit / will be sitting** on a beach soaking up the sun.
5. I think there is someone at the door. I **will go / will be going** to see who it is.
6. **Will you do / Will you be doing** a presentation at the seminar, or are you just there as a participant?
7. **Will you help / Will you be helping** me to revise this paper? Just the Introduction would be enough.
8. They **won't be / won't be being** very pleased if we submit the article with a month's delay.
9. What time **will Professor Chang arrive / will Professor Chang be arriving?** **Will she pay / Will she be paying** her expenses herself or **will her institute pay / will her institute be paying?**
10. I **won't see / won't be seeing** him again for several months – he is going to work in Australia till the end of the year.

1. won't be coming
2. will be seeing
3. will see
4. will be sitting
5. will go
6. will you be doing

7. will you help
8. won't be
9. will be arriving, will she be paying, will her institute be paying
10. won't be seeing (won't see)

8.6 shall, will: questions

1. **Shall / Will** I explain some of the things on the menu?
2. **Shall / Will** you still be here when I get back?
3. **Shall / Will** I help you with your cases?
4. **Shall / Will** I order some wine?
5. **Shall / Will** I pour it for you?
6. **Shall / Will** we get back to the conference room?
7. **Shall / Will** you give me a hand setting up the equipment?
8. **Shall / Will** we go and have a coffee?
9. **Shall / Will** we say 2.30 for our meeting?
10. **Shall / Will** you be able to let me know by tomorrow night?

1. shall

2. will

3. shall

4. shall

5. shall

6. shall

7. will

8. shall

9. shall

10. will

Chapter 9: Conditional forms: zero, first, second, third, mixed

9.1 zero, first conditional

1. Their policy is that if you **do / will** not respect their deadlines, the manuscript **is / will be** automatically rejected.
2. In this institute if you **arrive / will arrive** late for work no one **takes / will take** any notice.
3. It is well known that if red **is / will be** mixed with yellow it **produces / will produce** orange.
4. If my plane **is / will be** late, I **give / will give** you a ring on your mobile.
5. If the wi-fi connection **does / will** not work you **have / will have** to use your own connection.

1. do, is (will be)
2. arrive, takes
3. is, produces
4. is, will give
5. does, will have

9.2 first, second conditional

1. If you **press / will press** it too hard, it **will / would** break.
2. If I **am / were** the prime minister, I **will / would** increase taxes.
3. I **carried / would carry** on working as a researcher if the salary **would be / were** high enough.
4. If we **would choose / chose** to have a single currency it **will / would** be better.
5. I **will / would** be delighted if they **held / hold** the conference here.

1. press, will
2. were, would
3. would, were
4. chose, would
5. will and hold, or would and held

9.3 second, third conditional

1. I'm really sorry. I **would tell / would have told** you earlier if I **had / had had** the chance, but I've been busy all day.
2. If I **were / had been** in charge of the last project I **would delegate / would have delegated** a little more than the project manager did.
3. She seems a bit reluctant to do the presentation. Perhaps if we **gave / had given** her some help with the slides, she **would accept / would have accepted**.
4. We ran out of time at the meeting. If we **had / had had** more time, we **would cover / would have covered** all the items on the agenda.
5. We have not yet been able to explain whether $x=y$. A larger sample **would enable / would have enabled** us to make more accurate predictions and this is why we are beginning sampling again.

1. would have told, had had
2. had been, would have delegated
3. gave, would accept
4. had had, would have covered
5. would enable

9.4 mixed conditionals

1. If I **were / would be** you I **presented / would present** your work as a poster.
2. If it **is / will be** OK with you, I think I **prefer / would prefer** to have the meeting at 3.30.
3. If you **are / were** not busy tonight, **will / would** you like to come to dinner?
4. If you **could / could be able to** organize the meeting for next Tuesday, I **send / will send / would send** everyone the details.
5. If you **don't / won't** hear from me you **can / could** assume that everything is OK.
6. If you **have / had** any comments on x they **will / would** be gratefully received.
7. If you **have / had** any urgent messages you **can / could** contact me on my mobile: [0039] 347...
8. If you **need / needed** any further details do not hesitate to contact me.
9. If you **remember / remembered** we met at the conference last week and you gave me your phone number...
10. If you **are / were** sure you **can / could** spare the time, that **is / would be** great.

1. were, would present

2. is, would prefer

3. are, would

4. could, will

5. don't, can

6. have, will or would

7. have, can

8. need

9. remember

10. are, can or could, would

9.5 mixed conditionals

1. Most of these devices fulfill user expectations, otherwise users **would stop / would have stopped** buying them years ago.
2. If the government had not changed its tax rate, unemployment **will go / would go / would have gone** up again, and the state **will lose / would lose / would have lost** another \$5 million in tax revenues.
3. Should we all help street beggars? **Will / Would** we be happier? **Will / Would** the planet be a better place? This paper investigates the risks and benefits of donating to street beggars.
4. We investigated both men and women. We hypothesized that (a) men **will perceive / would perceive / would have perceived** work colleagues to be the most important relations, whereas women **will perceive / would perceive / would have perceived** friends from outside work as having more importance; (b) these two effect **will be / would be / would have been** the strongest in the age range of...
5. Contrary to the literature, the climate change projections outlined in this paper **will cause / would cause / would have caused** a large reduction in temperatures in polar regions. In any case, there is no doubt that if we do nothing climate change (of any kind) **will have / would have / would have had** major effects on our daily lives.
6. Assuming the program **cost / would cost / would have cost** GBP 50 per teenager and that 35% of the participants **would stop / would have stopped** drinking alcohol, we determined that the government **would save / would have saved** around GBP 50 million in the health service over the next 60 years.
7. In hindsight, we believe that the tests **would function / would have functioned** more effectively if we had taken more precautions in the cleaning process, thus the results **would reflect / would have reflected** a considerable difference with respect to those values reported in the literature.
8. Participants guessed which of the four candidates **will win / would win / would have won** the election, and whether this result **will be / would be / would have been** affected by other factors including... After the tests, many participants claimed that they **would answer / would have answered** differently if the aim of the experiment had been explained to them more clearly beforehand.

9. We reasoned that individuals who had frequent indigestion **would report / would have reported** especially high tendencies to experience intolerance to nuts, and that most vegetarians **would report / would have reported** particularly low tendencies.
10. We **will like / would like / would have liked** to thank the large number of people who helped in this project.
- | | |
|---|--|
| 1. would have stopped | 7. would have functioned, would have reflected |
| 2. would have gone, would have lost | 8. would win, would be, would have answered |
| 3. would, would | 9. would report, would report |
| 4. would perceive, would perceive, would be | 10. would like |
| 5. would cause, will have | |
| 6. cost, stopped, would save | |

9.6 *would, would like*

1. I **would / would like to** confirm I will be attending the meeting.
2. I **would / would like to** try to summarize the various points.
3. I **would / would like to** do it today if I had time.
4. I **would / would like to** remind you that we need the document by tomorrow.
5. I **would / would like to** advise you that you are two months behind with payment.
6. I **would / would like to** start again if I were you.
7. I **would / would like to** do it myself if you don't mind.
8. I **would / would like to** know whether it is still available.
9. I **would / would like to** appreciate it if you would send us any information you have on this.
10. I **would / would like to** be very grateful if you could help.

1. would like to
2. would like to
3. would
4. would like to
5. would like to

6. would
7. would like to
8. would like to
9. would
10. would

9.7 would have to, should

1. We **should / would have to** go now if we don't want to get stuck in the traffic.
2. **Should we / Would we have to** get a visa if we went to the States?
3. You **should / would have to** visit the Niagara Falls when you're there.
4. Anna doesn't want us to go to that restaurant she says we **should / would have to** spend too much.
5. You **should / would have to** go and see that film, it's really good.
6. You **should / would have to** try doing it the other way round, you might find it works better.

1. should
2. would we have to
3. should
4. would have to
5. should
6. should

9.8 *would, should* 1

1. This really **should / would** be done tomorrow, if we don't want problems later.
2. We **should / would** leave now if we don't want to get stuck in the traffic.
3. It **should / would** be better if we went there by train rather than car.
4. I **should / would** study more if I had the time.
5. I know I **should / would** study more, but I really don't feel like it.
6. You **should / would** get there early if you want to see him.
7. You **should / would** probably feel better if you didn't work so much.
8. **Should / Would** you like to go for a drink?
9. I am convinced that everyone **should / would** be offered this opportunity.
10. This **should / would** be a good restaurant – it's in all of the guides.

1. should
2. should
3. would
4. would
5. should

6. should
7. would
8. would
9. should
10. should

9.9 *would, should* 2

1. From the results of the 14 experiments conducted it **would / should** appear that there is nothing to be gained by using this system.
2. Language learning strategies: What every teacher **would / should** know.
3. Notes for contributors: Papers, notes and reviews **would / should** normally be written in English. Major articles **would / should** not exceed 15 printed pages.
4. In addition to the anesthetist we recommend there **would / should** be at least one other nurse present during the procedure.
5. The associated factors and suggested countermeasures **would / should** be urgently addressed.
6. School **would / should** provide training in cooperation rather than in competition. An intelligence quotient **would / should** not be regarded as fixing a limit on a child's achievements.
7. When asked if they **would / should** recommend the procedure to family or friends, 90% of responders who passed the test **would / should** recommend the procedure.
8. Therefore, in future work, authors **would / should** be encouraged to report data on such organisms using this method.
9. These findings **would / should** encourage psychologists not to be overly concerned with transference.
10. We hypothesized that this addition **would / should** not change anything.
11. We speculate that repeated testing with this new substance **would / should** improve the rate of detection.
12. Who **would / should** measure quality of life, the doctor or the patient?

1. would

2. should

3. should, should

4. should

5. should

6. should, should

7. would, would

8. should

9. should

10. would

11. would (should)

12. should

Chapter 10: Passive versus active: impersonal versus personal forms

10.1 *to be, to have*

1. The material **is / has** subjected to a very strong force.
2. Since 2010 attention **is / has** only focused on the first problem.
3. So far this topic **is / has** mainly been studied from a statistical viewpoint.
4. The manuscript **was / had** finished on time.
5. The problems **are / have** increased.
6. The patient **was / had** taken to hospital.
7. The presentation **was / had** ended before I arrived.
8. The price of petrol **is / has** gone up.
9. Your child **is / has** grown a lot.
10. He **is / has** gone back to the hotel.
11. The director **was / had** made to resign.
12. She **was / had** arrived an hour before.
13. Your English **is / has** improved.
14. The lecture **is / has** begun.
15. Demand **is / has** decreased.

- | | |
|---------|---------|
| 1. is | 9. has |
| 2. has | 10. has |
| 3. has | 11. was |
| 4. was | 12. had |
| 5. have | 13. has |
| 6. was | 14. has |
| 7. had | 15. has |
| 8. has | |

10.2 active to passive

Example: This paper **considers** the advantages and disadvantages of a world court of justice are considered. = *In this paper the advantages and disadvantages of a world court of justice **are considered**.*

1. In this paper we **address** the need to promote awareness.
 2. We **summarize** the latest developments in search engines.
 3. This survey **has highlighted** the urgency of the situation.
 4. This work **aims** to find an alternative to school education.
 5. We **have not included** details on this progress in this document.
 6. In Section 4 we **attempt to make** some sense of these findings.
 7. Future work **will deal** with this aspect.
 8. One of the advantages of PCA analysis is that it **enables one to classify** new samples quickly.
-
1. The need to promote awareness **is addressed** in this paper.
 2. The latest developments in search engines **are summarized**.
 3. The urgency of the situation **has been highlighted** in this survey.
 4. This work **is aimed at finding** an alternative to school education.
 5. Details on this progress **have not been included** in this document.
 6. In Section 4 an **attempt is made** to make some sense of these findings.
 7. This aspect **will be dealt** with in future work.
 8. With PCA analysis new samples **can be classified** quickly.

10.3 passive to active

Example: In the Methodology it **is shown** how to follow the steps. *In the Methodology we **show** how to follow the steps.*

- 1. All the relevant values are reported in Table 1.
- 2. The results are shown in Figure 2.
- 3. This quantity was determined from the values in Table 2.
- 4. This meant that the values could be determined.
- 5. The model was built in accordance with Smith and Jones [69].
- 6. An increase in the speed that the reader can read the paper was recorded.
- 7. Ten datasets were generated.
- 8. In the present study a new methodology for solving the meaning of life was developed.
- 9. The approach that was adopted in this work is highly innovative.
- 10. The results that were obtained in this study show that a lot of money has been wasted by the department.
- 11. Future work will be dedicated to investigating the cerebral life of ants.
- 12. The languages analyzed, all the differences in tense usage, and numbers of words are listed in Table 3.

- | | |
|---|--|
| 1. Table 1 reports all... | 8. We developed a new... |
| 2. Figure 2 shows... | 9. Our approach is highly innovative. / We adopted a highly innovative approach |
| 3. We determined this quantity from... | 10. Our results show that the department has wasted a lot of money |
| 4. This meant that we were able to determine the values | 11. Our future work will investigate... / In the future, we plan to investigate... |
| 5. We built this model in... | 12. Table 3 lists... |
| 6. We recorded an increase... | |
| 7. We generated ten datasets | |

Chapter 11: Infinitive, -ing form (gerund), *suggest, recommend*

11.1 infinitive, -ing form 1

1. **Passing / For passing / To pass** this exam you need **to study / studying**.
2. **For not failing / To not fail / To don't fail / In order not to fail / So as not to fail** I suggest that you study as much as possible.
3. **To carry / Carrying** out this request entails **to do / doing** a lot of research.
4. **To live / Living** in Europe is often easier than **to live / living** in Africa.
5. **To live / Living** well in Japan you need a high salary.
6. **Not to have / To don't have / Not having** access to email would be a problem for most people.
7. I visited the mosque before **to come / coming** to the conference.
8. This section is devoted to **analyze / analyzing** the production process.
9. This is dedicated to **provide / providing** a good service for everyone.
10. This article contributes to **understand / understanding** how the process works.

- | | |
|---|-------------------|
| 1. to pass, to study | 6. not having |
| 2. in order not to fail / so as not to fail | 7. coming |
| 3. carrying, doing | 8. analyzing |
| 4. living, living | 9. providing |
| 5. to live | 10. understanding |

11.2 infinitive, -ing form 2

1. We did these tests **proving / to prove** our hypothesis.
2. **Developing / To develop** this program entailed **carrying / to carry** out various tests.
3. One approach is **exploiting / to exploit** the vast range of software already available.
4. We would like you **participating / to participate** in our congress.
5. They expect **having / to have** their results ready by the end of the year.
6. It is difficult **proving / to prove** that $x=y$.
7. That $x=y$ is easy **proving / to prove**.
8. **Proving / To prove** that $x=y$ is straightforward.
9. But **going / To go** back to what you said earlier...
10. Could you explain that again **using / to use** different words?
11. Would you mind **helping / to help** me with my cases?
12. I completely understand what you mean when you say... Thanks for **bringing / to have brought** it up.
13. I hear you may be able **helping / to help** out with **writing / to write** the paper.
14. I was wondering whether you might be interested **in joining / to join** the Scientific Advisory Board.
15. It has been great **talking / to talk** to you, but I just need **making / to make** a phone call.
16. Once again, thank you for **contacting / to have contacted** me.
17. Rather than **going / to go** through each report individually, we have organized our response under general areas.
18. Thank you for your help **in solving / to have solved** this problem.
19. We have amended the paper **addressing / to address** most of the comments outlined in the referees' reports.
20. The manuscript has been revised **following / to follow** the indications that you and the referees gave us.

1. to prove
2. developing, carrying out
3. to exploit
4. to participate
5. to have
6. to prove
7. to prove
8. proving
9. going (to go)
10. using
11. helping
12. bringing
13. to help, writing
14. in joining (to join)
15. talking / to talk, to make
16. contacting
17. going
18. in solving
19. addressing
20. following

11.3 infinitive after certain verbs

Ø = no word is required.

1. This is considered Ø / **to be** / **as being** too high.
2. This value was found Ø / **to be** / **as being** even higher.
3. We assumed **the values to be** / **that the values were** incorrect.
4. Smith suggested **researchers to** / **that researchers should** try a different method.
5. Pollution in the Antarctic is said Ø / **to be** / **as being** caused by several factors.
6. These results are thought Ø / **to be** / **as being** support the confirm Hejat's view.
7. The entities that are imagined Ø / **to be** / **as being** inside the mind are modeled on a particular class of entities that are outside the mind.
8. The subjects were known **have** / **as having had** / **to have had** a food allergy before the fatal event.
9. Aggression was hypothesized Ø / **to be** / **as being** a significant predictor of delinquency.
10. It was recommended that there **to be** / **should be** some standardization.

1. as being (Ø)

2. to be

3. that the values were

4. that researchers should

5. to be

6. to be

7. as being

8. to have had

9. as being

10. should be

11.4 *allow, enable, permit 1*

1. Their boss let them **go / to go** home early.
2. This will allow to **make / us to make** much progress.
3. This software enables calculations **to make / to be made** more quickly.
4. They were not permitted **leave / to leave** the country.
5. The new equipment allowed **to finish / them to finish** the job on time.

1. go
2. us to make
3. to be made
4. to leave
5. them to finish

11.5 *allow, enable, permit 2*

Complete the second sentence so that it means the same as the first.

1. With this system you can save a lot of time.

This system allows

2. Under the new law shops can trade 24 hours a day.

The new law

3. The new law permits tax inspectors to check all tax returns.

Under the new law tax inspectors

4. You can see for miles with these binoculars.

These binoculars let

5. These results have enabled researchers to complete their investigation.

These results have enabled the researchers' investigation

1. This system allows you to save a lot of money.
2. The new law permits / allows shops to trade 24 hours a day.
3. Under the new law tax inspectors are permitted / allowed to check all tax returns.
4. These binoculars let you see for miles.
5. These results have enabled the researchers' investigation to be completed.

11.6 *suggest, recommend, want, would like, would prefer*

I hope all is well with you. Attached is our Abstract which I would like (1) **that you / you to** read and revise. It is actually 50 words over the limit required by the conference organizers, so I would recommend (2) **to you to / that you** remove any redundancy. The editor will expect (3) **us to / that we** provide the sources for all our materials, so we obviously need to add these. Also attached is our proposal for the request for funding. I suggest (4) **us to / that we** forward it to the Research Unit in Madrid. They will probably want (5) **that we / us to** phone them to discuss it. I would prefer (6) **that we / us to** use Skype if that is OK with you. I seem to remember that they suggested (7) **us to call / calling** early next week. If there is anything that you want (8) **me to / that I** do, feel free to let me know.

1. you to
2. that you
3. us to
4. that we
5. us to
6. us to
7. calling
8. me to

Chapter 12: Modal verbs

12.1 *can, may*: negative

1. In such situations, tourists to these countries **cannot / may not** want to engage in a more direct relationship with the locals.
2. This paper analyses why many African Americans **cannot / may not** be participating in clinical trials.
3. We begin from the premise that what you see **cannot / may not** always be what you get. In fact, in some cases...
4. We believe that sequence identity **cannot / may not** be sufficient to guarantee that the right species is indentified.
5. However, the alcohol content of wine **cannot / may not** possibly be the sole explanation for this phenomenon. We believe that there are at least three other feasible explanations. Firstly,...
6. The advice contained in this document **cannot / may not** be suitable for your situation. In addition, some content that appears in this document **cannot / may not** be available in electronic formats.
7. It is possible that an increase in inflation **cannot / may not** necessarily damage the economy.
8. These levels correlate with brain damage but certainly **cannot / may not** be attributed to brain damage alone.
9. We have designed and developed a walking toy that **cannot / may not** stop moving unless switched off.
10. This drug can be prescribed to patients who **cannot / may not** be treated with conventional medicines due to allergies and side effects.
11. I regret that I **cannot / may not** accept your invitation at the present time because...

12. I think the server **cannot / may not** be working correctly.

13. I **cannot / may not** stress how important this is.

14. I'm sorry but I **cannot / may not** have enough time to finish it today.

1. may not

8. cannot

2. may not

9. cannot

3. may not

10. cannot

4. may not (cannot)

11. cannot

5. cannot

12. may not

6. may not, may not

13. cannot

7. may not

14. may not

12.2 *can, may*: affirmative

1. I think there **can / may** have been a mistake in my bill – I didn't have anything from the bar.
2. I hope you **can / may** reply this morning so I **can / may** then get things moving before leaving tonight.
3. Let me know if there is anything else I **can / may** do for you.
4. Let's arrange a call so that we **can / may** discuss it further.
5. You **can / may** recall that we met at the conference in Beijing.
6. Sorry I am just about to go through a tunnel so we **can / may** get cut off.
7. I think you **can / may** have misunderstood what he said. What he meant was...
8. I **can / may** look for a new position in the next few years.
9. I **can / may** be late for the meeting, if I am please start without me.
10. She **can / may** speak six different languages – she's a genius.
11. We **can / may** need some help, but I'm not exactly sure when.
12. I **can / may** be able to at your manuscript tomorrow.

- | | |
|-------------|---------|
| 1. may | 7. may |
| 2. can, can | 8. may |
| 3. can | 9. may |
| 4. can | 10. can |
| 5. may | 11. may |
| 6. may | 12. may |

12.3 *can, may*: questions

1. ***Can / May*** you spell that for me?
2. ***Can / May*** you tell me what time he'll be back?
3. ***Can / May*** I ask what it's about?
4. ***Can / May*** I confirm that by email?
5. ***Can / May*** I introduce a colleague of mine? This is Irmin Schmidt.
6. ***Can / May*** I introduce myself? My name is...
7. ***Can / May*** I take this opportunity to...
8. ***Can / May*** I wish you a...
9. ***Can / May*** you help me to shift this computer into the next room?
10. ***Can / May*** I ask you to do me a favor?

- | | |
|--------------|---------------|
| 1. can | 6. can / may |
| 2. can | 7. can / may |
| 3. can | 8. may |
| 4. can | 9. can |
| 5. can / may | 10. can / may |

12.4 *can, could, might*: affirmative and negative

1. A greater understanding of our findings ***can / could*** lead to a theoretical improvement.
2. Although this is a small study, the results ***can / could*** be generalized to several areas.
3. Further studies are needed to determine whether these findings ***could / might*** be applied to mechanical components.
4. Our findings ***could / might*** be applied quite reliably in other engineering contexts without a significant degradation in performance.
5. Our research only focuses on the situation in China, whereas it ***can / might*** be important to include Korea as well. In fact, the inclusion of Korea would enable us to...
6. These findings ***could / might*** be exploited in any situation where predictions of outcomes are needed.
7. Unfortunately, our database ***cannot / might not*** tell the exact scale of Chinese investment overseas. Consequently we ***cannot / could not*** conclude that...
8. We only had a limited number of samples. A greater number of samples ***can / could*** lead to a different set of conclusions.

1. could
2. could (can)
3. could
4. could
5. might
6. could
7. cannot, cannot
8. could

12.5 *could, might: negative*

1. One reason for this discrepancy is that the apparatus ***could / might*** not have been sensitive enough to detect minor constituents; alternatively, the sample ***could / might*** have become contaminated with the air.
2. We would like to thank Professor Wallwork without whose help this study ***could / might*** not have been completed.
3. This ***could / might*** be explained by the fact that some severe cases ***could / might*** not have been diagnosed correctly because of a lack of appropriate facilities in the hospital.
4. In each case, we found that x and y were identical in structure. This means that they ***could / might*** not have been discriminated in terms of this structure, but only in terms of their behavior.
5. These results clearly prove that the event ***could / might*** not have been a mere coincidence, but rather, that it must have been an integral part of the process.
6. Although some of the contributing factors ***could / might*** not have been detected by this pilot study, the results nevertheless show that...
7. The same results ***could / might*** not have been obtained with the multispectral satellite data that is currently available, since they are not reliable enough.
8. Their support, without which this work ***could / might*** not have been done, is gratefully recognized.
9. This operation ***could / might*** not have been performed successfully on human beings without the preliminary years of work on animals.
10. We ***could / might*** not do all the tests within the allocated time, in fact we only managed to do three out of five.

1. might, might

2. could

3. could, might

4. could

5. could

6. might (could)

7. could

8. could

9. could

10. could

12.6 *could, might: affirmative*

1. As **could / might** have been predicted from the relative lack of cross-reaction with digitoxin, the results show that...
2. If subjects with long experience of such side effects had been consulted, the trial **could / might** have been designed differently or, more probably, **could / might** never have started.
3. It is an appealing idea to hypothesize that these effects **could / might** be responsible for the discrepancies.
4. Such a correlation **could / might** have been predicted a priori, since patients in Group 1 also exhibited an expected tendency to be affected by the drug.
5. The result constitutes what **could / might** be described as a breakthrough in the field.
6. A number of criteria **could / might** be suggested for finding the best fit.
7. I wish I **could / might** have helped you more.
8. If we **could / might** have done this research without the need to constantly ask for new funds, it would have been much better.
9. They **could / might** have asked for extra funding but they decided not to.
10. Where are they? Well I suppose they **could / might** have gone home.

1. could / might

2. could (might), might

3. could / might

4. could / might

5. could / might

6. could / might

7. could

8. could

9. could

10. might (could)

12.7 *can, be able, could, may, will*

1. I **could / am able to** be wrong, but I don't think so.
2. I will **can / be able to** tell you tomorrow.
3. He **can / is able to** speak ten languages.
4. I hope to **can / be able to** see her tomorrow.
5. She has never **could / been able to** do this.
6. This research **can / could** be useful for you.
7. I **can / may** see that you like this one.
8. If I knew the answer I **can / could** tell you.
9. I **can / could** come at 6.0 if you like.
10. **Can / Could** you hear that noise? It's terrible.
11. You **can / could** be right.
12. We **will / may** go the US next year but I'm not sure.
13. In five years' time inflation **will / could** be at over 15%.
14. I **will / may** tell him as soon as I see him.
15. It **may / will** rain, so we should take our umbrellas.

- | | |
|--------------|------------------|
| 1. could | 9. can / could |
| 2. be able | 10. can |
| 3. can | 11. could |
| 4. be able | 12. may |
| 5. been able | 13. could (will) |
| 6. could | 14. will |
| 7. can | 15. may |
| 8. could | |

12.8 *can, could, may, must*

1. It **must / can / could / may** not have been him you saw, he's left the country.
2. You should be more careful, you **must / can / could / may** have had an accident.
3. You **must / can / could / may** be right, but it still seems strange to me.
4. You **must / can / could / may** have realized that you had got the wrong person when she told you that she didn't know what you were talking about.
5. **Must / Can / Could / May** I pay by American Express?
6. You **must / can / could / may** send the amount to us via a wire transfer. This **must / can / could / may** only be used for payments in US dollars.
7. I was wondering if by any chance you **must / can / could / may** be able to help me.
8. I realize you **must / can / could / may** very busy at the moment but if you could spare a moment I would be most grateful.

1. can
2. could
3. could / may
4. must (could)
5. can / could / may
6. can (may), must (can)
7. may
8. must (could / may)

12.9 *have to, must: affirmative, negative, interrogative*

1. We **don't have to / mustn't** work tomorrow because it's a public holiday.
2. You **don't have to / mustn't** touch that it will give you an electric shock.
3. We generally **have to / must** be at work before 09.30.
4. You **have to / must** visit this website, it's really interesting.
5. You **have to / must** come and see us when you're next in town.
6. You **don't have to / mustn't** do it now, it can wait.
7. Could you send your fax number again as I think I **must / have to** have the wrong number.
8. Due to family problems I am sorry to **must / have to** inform you that...
9. I am writing to inform you that due to unforeseen circumstances, we **must / have to** withdraw our paper.
10. I'm sorry, but I'll **must / have to** call you back in five minutes.
11. I'm really sorry but I absolutely **must / have to** have them by four o'clock.
12. Listen, it has been very interesting talking to you but unfortunately I **must / have to** go... may be we could catch up with each other tomorrow.
13. Sorry but your email **must / has to** have gone into the spam.
14. You **must / have to** be so proud of yourself.
15. You'll **must / have to** speak more slowly, sorry.
16. I know you **must / have to** be very busy but...
17. **Must you / Do you have to / Have you to** do a presentation or just write a paper?
18. **Mustn't you / Don't you have to / Haven't you to** stop off at Hong Kong when you fly to Sydney?

1. don't have to
2. mustn't
3. have to
4. must
5. must
6. don't have to
7. must
8. have to
9. have to (must)

10. have to
11. must
12. must / have to
13. must
14. must
15. have to
16. must
17. do you have to
18. don't you have to

12.10 *have to, must: affirmative and negative*

1. All solvent evaporation steps **have to / must** be done under nitrogen and protected from light. If not, there could be critical problems later on in the process.
2. Grouping persons according to a specific disability **does not have to / must not** in any way lead to stereotyped inferences about them, as this could have serious consequences.
3. The above comments **do not have to / must not** be taken as a condemnation of an otherwise brilliant paper.
4. The contribution of the teacher **has to / must** be taken into account, as it is a fundamental factor in learning process.
5. Therefore, to perform this delicate operation, the surgeon **has to / must** have a good understanding of anatomy.
6. These containers **have to / must** be larger than the normal ones otherwise the samples will not all fit in.
7. This business **does not have to / must not** make a payment in such cases – in fact all payments are made on their behalf by the insurance company.
8. This is the policy of the journal and it **has to / must** be respected.
9. This method has the added advantage that the sample **does not have to / must not** be subjected to any pre-treatment.
10. When a child feels that he / she **has to / must** absolutely comply with their mother's wishes, this often leads to heightened aggression.

1. must (have to)

2. must not

3. must not

4. must (has to)

5. must

6. have to / must

7. does not have to

8. must

9. does not have to

10. must

12.11 various modal verbs and alternative forms

1. We **weren't allowed to / couldn't** go in the museum because we didn't have enough money.
2. We **weren't allowed to / couldn't** go in the church because we didn't have the right clothing.
3. We **had to spend / should have spent** more than we were expecting, but we're happy with the result.
4. You **shouldn't have done / didn't have to do** it without asking my permission.
5. We **should have spent / would have had to spend** twice as much if we'd gone via Bangkok.
6. You **should / have to** try doing it like this.
7. You **should / have to** wear a seat belt when driving in the UK.
8. You **were supposed / had** to be here at 8.0 – where have you been?
9. They **had / were supposed** to do this yesterday, why didn't they?
10. I **had / was supposed** to go to Paris yesterday but there was a strike.
11. The meeting **had / was supposed** to start at 10.00, but by 10.30 only half the people had arrived.
12. We **should have tried / were supposed to try** to get them to lower the price, then we would have got a better deal.
13. You **should have told / would have had to tell** me that you were going to London, I could have given you some ideas on where to stay.
14. I **had / was supposed** to give a presentation and although I was terrified it actually went very well.

- | | |
|-------------------------------|-----------------------|
| 1. couldn't | 8. were supposed |
| 2. weren't allowed (couldn't) | 9. were supposed |
| 3. had to spend | 10. was supposed |
| 4. shouldn't have done | 11. was supposed |
| 5. would have had to spend | 12. should have tried |
| 6. should | 13. should have told |
| 7. have to | 14. had |

Chapter 13: Phrasal verbs

13.1 phrasal verbs 1

Select the correct forms.

- 1a. They back up their files everyday.
- 1b. They back their files up everyday.
- 1c. They back them up everyday.
- 1d. They back up them everyday.
- 2a. One can break down the problem into several parts.
- 2b. One can break the problem down into several parts.
- 2c. One can break it down into several parts.
- 2d. One can break down it into several parts.
- 3a. If you ever come across this book, buy it.
- 3b. If you ever come this book across, buy it.
- 3c. If you ever come across it, buy it.
- 3d. If you ever come it across, buy it.
- 4a. We set up the apparatus.
- 4b. We set the apparatus up.
- 4c. We set it up.
- 4d. We set up it.

answer (a) = verb + preposition + noun. Correct in all sentences

answer (b) = verb + noun + preposition. Correct in 1, 2, 4

answer (c) = verb + pronoun + preposition. Correct in all sentences

answer (d) = verb + preposition + pronoun. Incorrect in all sentences

13.2 phrasal verbs 2

Select the correct form / s.

- 1a. This will break up the substance into many particles.
- 1b. This will break the substance up into many particles.
- 2a. Parents should bring up their children to be polite.
- 2b. Parents should bring their children up to be polite.
- 3a. They called off the meeting.
- 3b. They called the meeting off.
- 4a. Excessive use will quickly wear out the equipment.
- 4b. Excessive use will quickly wear the equipment out.
- 5a. They have drawn up plans for a meeting.
- 5b. They have drawn plans up for a meeting.
- 6a. They have eased off their efforts to promote the product.
- 6b. They have eased their efforts off to promote the product.
- 7a. The mixture gives off vapors.
- 7b. The mixture gives vapors off.
- 8a. We have gone through your manuscript.
- 8b. We have gone your manuscript through.
- 9a. They have ironed out their differences.
- 9b. They have ironed their differences out.
- 10a. We kicked off the meeting at 10.00.
- 10b. We kicked the meeting off at 10.00.

answer (a) is correct in all cases, i.e. verb+preposition+noun

answer (b) is correct in 1, 2, 3, 4

answer (b) is also correct in 5, 9, 10, but answer (a) would be more common

answer (b) is not correct for 6, 7, 8

Chapter 14: Word order

14.1 subject at the beginning of the phrase

Rewrite the sentences so that the subject (X) is shifted to the beginning.

Example: It is unnecessary to do X. = *X does not need to be done.*

1. It is possible that X was modeled on Y.
 2. It is advisable to use X.
 3. It is necessary to do X first.
 4. It is mandatory to use X.
 5. It is unlikely that X will be repeated.
 6. It is probable that X will be needed.
-
1. X may have been modeled on Y. / X was possibly modeled on Y.
 2. X should be used.
 3. X must be done first / X needs to be done / X has to be done first.
 4. X must be used.
 5. X is unlikely to be repeated / X will probably not be repeated.
 6. X will probably be needed / X is likely to be needed.

14.2 direct and indirect objects

Decide whether the part in bold is in the correct position. If it is not, move it to the correct position.

1. We consigned **these values** to their respective chemicals.
2. We can associate **the list of points in P** with each cell.
3. X receives **the position of the pointing device** as input.
4. We sent to our co-authors **all the data**.
5. They deferred to the next meeting **the matter**.
6. We forwarded **the paper** to the editor.
7. They added to the mixture **the aqueous solution**.
8. We found on the Internet **the information we required**.
9. She put **everything** into the box.
10. They discussed at the conference **a possible new approach**.

- | | |
|--|--|
| 1. OK | 6. OK |
| 2. OK | 7. the aqueous solution to the mixture |
| 3. OK (<i>as input</i> could also be put after <i>receive</i>) | 8. the information we required on the Internet |
| 4. all the data to our co-authors | 9. OK |
| 5. they deferred the matter to the next meeting | 10. a possible new approach at the conference |

14.3 adjectives and comparative forms

1. There are several ***available positions / positions available*** for good candidates.
2. This is a ***fascinating paper / paper fascinating*** for those in this field.
3. They have a ***big black / black big*** dog.
4. We have recruited a ***25-year old student / student 25 years old*** to work in our lab.
5. She is a ***professor very easy / very easy professor*** to work with.
6. France and Italy have ***patterns more evident / more evident patterns*** than Germany and the UK.
7. We need a ***capacity greater / greater capacity*** than is currently available.
8. We need a ***capacity to process data that is greater / greater capacity to process data*** than is currently available.
9. This represents a ***higher threshold / threshold higher*** than was expected.
10. The ***range is wider, greater is the number of values / greater the number of values, the wider the range.***

- | | |
|--------------------------|---|
| 1. positions available | 7. greater capacity |
| 2. fascinating paper | 8. greater capacity to process data |
| 3. big black | 9. higher threshold |
| 4. 25-year-old | 10. greater the number of values, the wider the range |
| 5. very easy professor | |
| 6. more evident patterns | |

14.4 past participle

1. The **hypothesized threshold / threshold hypothesized** by Sasaki and Takahashi is much lower than ours.
2. The **proposed solution / solution proposed** in the present paper has three main advantages.
3. The **obtained results / results obtained** can then be used to determine the cost.
4. The **considered samples / samples considered** were taken from three different sources.
5. This value concurs with the **found amount / amount found**.
6. The solutions of **treated samples / samples treated** were then added to the final mixture.
7. The solutions of **treated samples / samples treated** with this acid showed a completely different behavior.
8. The same components were found in all the **investigated samples / samples investigated**.
9. There is not doubt that the quality of **offered goods / goods offered** is inferior.
10. This is actually much higher than the **calculated value / value calculated** in Sect. 14.1.

- | | |
|--|--|
| 1. threshold hypothesized | 7. samples treated |
| 2. solution proposed | 8. samples investigated (investigated samples) |
| 3. results obtained (obtained results) | 9. offered goods / goods offered |
| 4. samples considered | 10. value calculated |
| 5. amount found | |
| 6. treated samples | |

14.5 inversion of subject and object: question forms

Choose the correct form: a or b.

- 1a. What makes some people live longer than others?
- 1b. What does make some people live longer than others?
- 2a. Are internal factors, such as personality traits, responsible for long life?
- 2b. Internal factors, such as personality traits, are responsible for long life?
- 3a. The ocean–atmosphere system has more than one stable mode of operation?
- 3b. Does the ocean–atmosphere system have more than one stable mode of operation?
- 4a. If you could choose your own dreams, would you never want nightmares?
- 4b. If you could choose your own dreams, you never would want nightmares?
- 5a. Which does cause more pain: heartache or losing one's job?
- 5b. Which causes more pain: heartache or losing one's job?
- 6a. What philosophy has in common with biotechnology?
- 6b. What does philosophy have in common with biotechnology?

- 1. a
- 2. a
- 3. b
- 4. a
- 5. b
- 6. a

14.6 inversion of subject and object: adverbs

Rewrite these sentences putting the word in bold as the first word in the sentence.

*Example: It was **only** when we saw the results that we understood the full meaning of our experiments. = *Only when we saw the results did we understand the full meaning of our experiments.**

1. You can **only** proceed with the tests when all the samples have been cleaned.
2. We had **never** seen such a powerful reaction before.
3. People become overweight **not** by overeating but through lack of exercise.
4. This can be achieved **only** when $x = 1$.
5. Such data have **seldom** been reported in the literature.
6. I have **rarely** seen a paper of such high quality.
7. The paper **not only** fails to report some important references, but it also...
8. It is **only** when you see it that you realize how big it is.

1. **Only** when all the samples have been cleaned **can you** proceed with the tests.
2. **Never had we seen** such a powerful reaction before.
3. **Not by overeating do people** become overweight but through lack of exercise.
4. **Only** when $x = 1$ **can this be** achieved.
5. **Seldom have such data** been reported in the literature.
6. **Rarely have I seen** a paper of such high quality.
7. **Not only does the paper fail** to report some important references, but it also...
8. **Only** when you see it **do you realize** how big it is.

14.7 adverbs of frequency

Insert the adverbs into the most appropriate position.

- | | |
|---|--------------------|
| 1. she is late | seldom |
| 2. we have had one | always |
| 3. the patients have complained of fever | often |
| 4. we will have problems in this field | always |
| 5. this may not have been the case | always |
| 6. these findings have been disputed
in the literature | often |
| 7. this has happened before | never |
| 8. we will have to make changes | occasionally |
| 9. this does not occur | very frequently |
| 10. we have had this problem | every now and then |

- | | |
|---|--|
| 1. She is seldom late. | 6. These findings have often been
disputed. |
| 2. We have always had one. | 7. This has never happened before. |
| 3. The patients have often complained of
fever. | 8. We will occasionally have to make
changes. |
| 4. We will always have problems in this
field. | 9. This does not occur very frequently . |
| 5. This may not have always been the
case. | 10. We have had this problem every now
and then . |

14.8 adverbs of manner

Select the best position for the adverb in bold.

1. This operational mode **perfectly** fits the typical scheme **perfectly**.
2. A broadband access network should **fairly** share the bandwidth **fairly** among all subscribers.
3. The durations of the ON and OFF periods are **exponentially** distributed **exponentially**.
4. We express **formally** this requirement **formally** in the following axiom.
5. These samples are **differently** stored **differently** from the others.
6. I am sorry to give you such short notice and I **sincerely** hope **sincerely** that this won't cause you too much trouble.
7. I **completely** understand what you mean **completely**.
8. I am **simply** afraid I **simply** don't have the time.
9. I am not **completely** clear what the problem is **completely**.
10. I **carefully** have read the manuscript **carefully** and have made several changes.
11. I **honestly** don't know when I'll **honestly** be able to find the time to do it.
12. I **jointly** will be **jointly** responsible for...
13. I'm sorry, but would you mind emailing that to me? I'm not sure if I've **correctly** got it all **correctly**.
14. **Ideally** I need **ideally** the revised version by tomorrow night.
15. **Obviously**, I don't **obviously** expect you to read the entire document.
16. Rather than going **individually** through each report **individually**, we have organized our response under general areas.
17. So if I have **correctly** understood **correctly**, the problem is...
18. Sorry I **accidentally** hit the send button **accidentally**.
19. The referee is **absolutely** right **absolutely** in his / her comments.
20. So **basically** I am asking you two things **basically**.

Note: the most usual position is indicated. If the adverb appears twice in the key below, this means that both positions are possible,

1. This operational mode fits the typical scheme **perfectly**.
2. A broadband access network should share the bandwidth **fairly** among all subscribers.
3. The durations of the ON and OFF periods are **exponentially** distributed **exponentially**.
4. We express **formally** this requirement **formally** in the following axiom.
5. These samples are stored **differently** from the others.
6. I am sorry to give you such short notice and I **sincerely** hope that this won't cause you too much trouble.
7. I **completely** understand what you mean.
8. I am afraid I **simply** don't have the time.
9. I am not **completely** clear what the problem is.
10. I have read the manuscript **carefully** and have made several changes.
11. I **honestly** don't know when I'll be able to find the time to do it.
12. I will be **jointly** responsible for.
13. I'm sorry, but would you mind emailing that to me? I'm not sure if I've got it all **correctly**.
14. **Ideally** I need the revised version by tomorrow night.
15. **Obviously**, I don't expect you to read the entire document.
16. Rather than going through each report **individually**, we have organized our response under general areas.
17. So if I have understood **correctly**, the problem is.
18. Sorry I **accidentally** hit the send button.
19. The referee is **absolutely** right in his / her comments.
20. So **basically** I am asking you two things.

14.9 adverbs: *just*

Insert just into an appropriate place in each sentence.

1. Could you clarify a couple of aspects for me.
2. I have remembered I need to make an urgent call.
3. I wanted to check that I've got the details correctly.
4. I was wondering whether...
5. I'll check for you. What exactly do you need to know?
6. I'm writing to assure you that we are working on the problem.
7. If you are short of time, please read the last two subsections of Section 4.
8. A quick message to ask you whether...

1. Could you **just** clarify a couple of aspects for me.
2. I have **just** remembered I need to make an urgent call.
3. I **just** wanted to check that I've got the details correctly.
4. I was **just** wondering whether...
5. I'll **just** check for you. What exactly do you need to know?
6. I'm **just** writing to assure you that we are working on the problem.
7. However if you are short of time, please **just** read the last two subsections of Section 4.
8. **Just** a quick message to ask you whether.

14.10 adverbs: *clearly, normally, consistently, finally*

Insert these adverbs into the most logical position. Insert commas where necessary.

- | | |
|---|--------------|
| 1. the island is visible from the sky | clearly |
| 2. a billion dollars is not much for the USA. this
is not so for African countries | clearly |
| 3. we do it on a Monday but sometimes on a Tuesday | normally |
| 4. the program is not behaving | normally |
| 5. treat your students with respect and consideration | consistently |
| 6. the reviews of the product have been brilliant | consistently |
| 7. if you decide to use the Harvard style, use it | consistently |
| 8. I've worked out how to do it | finally |
| 9. X can be filled with Y | finally |

1. The island is **clearly** visible from the sky.
2. A billion dollars is not much for the US. **Clearly**, this is not so for African countries.
3. We **normally** do it / **Normally** we do it.
4. The program is not behaving **normally**.
5. Treat your students **consistently** with respect and consideration.
6. The reviews of the product have been **consistently** brilliant.
7. If you decide to use the Harvard style, use it **consistently**.
8. I've **finally** worked out how to do it.
9. **Finally**, X can be filled with Y.

14.11 adverbs: *also*, *either*, *both*

Select the correct position for the adverb in bold.

1. However, **also** Xs and Ys **also** exist.
 2. However, X is **only** required to **only** process Y.
 3. This operation **also** allows us **also** to do X.
 4. **Also** I have **also** been there.
 5. This **also** depends **also** on how much time you have.
 6. At a conference, the **only** two interesting lectures will **only** be held at the same time.
 7. If the **only** tool you have is **only** a hammer, you treat everything in life like a nail.
 8. You can **only** find them in one place **only**.
 9. You **only** have **only** to sign it.
 10. This will lead to **both** an improvement of **both** x and y.
 11. A small shift was noticed **both** for **both** the samples considered.
 12. This should be true **both** in **both** absolute and relative terms.
 13. This will not lead to an improvement **either** in **either** x or y.
 14. **Either** they want **either** it or they don't.
 15. It will be **either** done **either** today or tomorrow.
 16. This will not **either** improve the other methods **either**.
-
- | | |
|---|---|
| 1. However, Xs and Ys also exist. | 10. This will lead to an improvement of both x and y. |
| 2. However, X is only required to process Y. | 11. A small shift was noticed for both the samples considered. |
| 3. This operation also allows us to do X. | 12. This should be true both in absolute and relative terms. |
| 4. I have also been there. | 13. This will not lead to an improvement in either x or y. |
| 5. This also depends on how much time you have. | 14. Either they want it or they don't. |
| 6. At a conference, the only two interesting lectures will be held at the same time. | 15. It will be done either today or tomorrow. |
| 7. If the only tool you have is a hammer, you treat everything in life like a nail. | 16. This will not improve the other methods either . |
| 8. You can only find them in one place. | |
| 9. You only have to sign it. | |

14.12 adverbs: all types

Select the best position for the adverb in bold.

1. I will **shortly** contact you again **shortly**.
2. I would **really** appreciate **really** your input on this.
3. I'm sorry about that. I will **immediately** look into it **immediately**.
4. Should you have any questions **please** let us know **please**.
5. The discussion should be reviewed since it is **mainly** based **mainly** on results published in...
6. Sorry I **obviously** didn't make myself clear **obviously**.
7. The reviewer's suggestion **certainly** is **certainly** helpful.
8. **Unfortunately**, due to limited resources I am unable to accept your invitation **unfortunately** to come to the meeting.
9. You sounded a little annoyed in your last mail. Maybe I had not **properly** expressed myself **properly**.
10. **Please** accept our apologies for not getting back to you sooner **please**.
11. **Unfortunately** I am writing to tell you that **unfortunately** I no longer have the time to...
12. It is envisaged that **probably** the first applications will **probably** be limited to hospitals.
13. However, **also** there are **also** other types of antenna.
14. This function is **only** required to **only** process the first set of data.
15. This does not apply reservations **already** have **already** been already made.
16. This operation **also** allows us **also** to overcome some ambiguities.
17. I **currently** am **currently** working on a paper.
18. I don't think we have **actually** spoken **actually** before.
19. **Possibly** could he **possibly** call me back as soon as he returns as it's rather urgent?
20. I **just** have **just** got back from a conference.

The most usual position is indicated. In some cases both positions are equally common.

1. I will contact you again **shortly**.
2. I would **really** appreciate your input on this.
3. I'm sorry about that. I will look into it **immediately**.
4. Should you have any questions **please** let us know.
5. The discussion should be reviewed since it is **mainly** based **mainly** on results published in...
6. Sorry I **obviously** didn't make myself clear.
7. The reviewer's suggestion is **certainly** helpful.
8. **Unfortunately**, due to limited resources I am unable to accept your invitation to come to the meeting.
9. You sounded a little annoyed in your last mail. Maybe I had not expressed myself **properly**.
10. **Please** accept our apologies for not getting back to you sooner.
11. I am writing to tell you that **unfortunately** I no longer have the time to.
12. It is envisaged that the first applications will **probably** be limited to hospitals.
13. However, there are **also** other types of antenna.
14. This function is **only** required to process the first set of data.
15. This does not apply reservations have **already** been already made.
16. This operation **also** allows us to overcome some ambiguities.
17. I am **currently** working on a paper.
18. I don't think we have **actually** spoken before.
19. Could he **possibly** call me back as soon as he returns as it's rather urgent?
20. I have **just** got back from a conference.

14.13 adverbs all types 2

Insert the adverbs in parentheses into a logical position in the phrases.

1. all samples were checked for possible contamination (thoroughly).
2. the mixture was heated (gently).
3. interviews were conducted (informally).
4. first we determined the value of X, we studied Y (subsequently).
5. ...were then calculated; independent tests were performed (finally).
6. in such cases it is wise to repeat the tests at least twice (generally).
7. and contrary to our predictions, for high values of X, Y was found (unexpectedly).
8. this technique is suitable for all cases (broadly speaking).
9. given the low values involved, this correlation is related to X (significantly).
10. our technique has an advantage over previous proposals (clearly).

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. All samples were thoroughly checked thoroughly for possible contamination. 2. The mixture was heated gently. 3. Interviews were conducted informally. 4. First we determined the value of X, subsequently we studied Y. 5. ...Were then calculated. Finally, independent tests were performed. 6. In such cases it is generally wise to repeat the tests at least twice. | <ol style="list-style-type: none"> 7. Unexpectedly, and contrary to our predictions, for high values of X, Y was found. 8. Broadly speaking, this technique is suitable for all cases. 9. Significantly, given the low values involved, this correlation is related to X. 10. Our technique clearly has an advantage over... // Clearly, our technique... |
|---|--|

14.14 various

Insert the words in the right hand column into the most appropriate position in the left hand column.

- | | |
|---|----------------------|
| 1. when you have a moment do you think you help me? | could |
| 2. it depends on who you are writing | to |
| 3. he has such slow computer | a |
| 4. please forward to him | this email |
| 5. this method is probably not the best | although widely used |
| 6. they went to Beijing | yesterday |
| 7. the company we made the contract is called MXB | with which |
| 8. this is the place where we got our samples | from |
| 9. please can you refer the matter | to them |
| 10. this adds to the overheads | a considerable cost |

- | | |
|---|--|
| 1. When you have a moment do you think you could help me? | 7. The company with which we made the contract is called MXB. |
| 2. It depends on who you are writing to . | 8. This is the place where we got our samples from . |
| 3. He has such a slow computer. | 9. Please can you refer the matter to them . |
| 4. Please forward this email to him. | 10. This adds a considerable cost to the overheads. |
| 5. Although widely used this method is probably not the best. | |
| 6. Yesterday they went to Beijing. / They went to Beijing yesterday . | |

Chapter 15: Comparative and superlative forms

15.1 form

1. Which is **longer / the longest** – a dekameter, a hectometer or a kilometer?
2. Which is **longer / the longest** – the Nile or the Amazon?
3. Would you have to travel **farer / further / farther / more far** going from Los Angeles to Mexico City, or Los Angeles to New York?
4. If the holder of the men's high jump record (i.e. the man who has jumped **higher / highest** than anyone else in the world) had made his jump on Mercury, where gravity is **weaker / weakest** then he would have jumped nearly two times **high / higher / highest**.
5. Although Europe is the second **smaller / smallest** continent in terms of area, it has the second **long / longest** coastline.
6. If it had been made from the top of Mount Everest, the world's **most deep / deepest** drilling hole for oil would still have extended nearly 1,000 m below sea level.
7. A baby grows **faster / fastest** in the last three months before birth. If a child continued to grow at this rate at the age of ten it would be 5.6 m **tall / taller / tallest**.
8. A bamboo shoot can grow as **many / much / lots** centimeters in one day **as / like** an average child grows in its first ten years of after birth.
9. Canada has a **little more / littler** land area than China.
10. France is nearly **twice / twice as big as** Italy.
11. Denmark has nearly the same surface area **as / than** the Netherlands.
12. Zaire is the second **larger / largest** country in Africa.
13. Argentina is not **as much big / as big** as Brazil.
14. Who is the **more / most** important scientist that ever lived?
15. This value is greater **than / then** that value.

1. longest
2. longer
3. further / farther
4. higher, weaker, higher
5. smallest, longest
6. deepest
7. fastest, tall
8. many, as
9. little more
10. twice as big as
11. as
12. largest
13. as big
14. most
15. than

15.2 *the more... the more*

1. **The more / More** we study, **more / the more** we learn.
2. The **higher / higher is** the number of students in the class, the less opportunity they have to learn.
3. The higher **the price / the price is / is the price**, the **fewer / fewer are** the articles sold.
4. The greater the **flow / flow is**, the larger the angle with the horizontal axis.
5. The more complex **the task / is the task**, the more processing steps required to complete the task.
6. The **more unstable / unstabler** the mood of the patient, the **worse / worst** the negative feelings the relative has towards the patient.
7. All other things being equal, the greater the applicability of a set of features, the **fewer / fewer are** the features needed.
8. The more facts from the role sheets that enter general discussion, the better the quality of the decision-making **process / process is**.
9. The lower the quality threshold, the **more strict / stricter** the quality assurance is.
10. The **more narrow / narrower** the range of contacts, the **more / more are** limited the types of information and knowledge that one can draw upon.
11. The consequence is that the lower the amount of petroleum **extracted / is extracted**, the better **is / it is** for the conservation of the planet.

- | | |
|------------------------------------|---------------------------|
| 1. the more, the more | 7. fewer |
| 2. higher | 8. process |
| 3. the price / the price is, fewer | 9. more strict / stricter |
| 4. flow | 10. narrower, more |
| 5. the task | 11. extracted, it is |
| 6. more unstable, worse | |

Chapter 16: Numbers

16.1 numbers 1

Since the early (1) **'80s / 1980s / 1980's**, birds have been commonly used as a bio-indicator due to their immediate response to changes in food availability, abundance and weather conditions. We studied the reproductive biology of the eagle during (2) **five / 5** breeding seasons in the Lake District, England. We monitored (3) **one hundred and nine / 109 nests** associated with about (4) **ten / 10** pairs of eagles. (5) **Twenty four thousand six hundred and seventy two / A total of 24,672** eggs were laid during the (6) **five year / 5-year / five-year** period. The Nearest Neighbor Distance was (7) **19,6±15,0 / 19.6±15.0**. Hatching success was (8) **the 74% / 74%**. The overall breeding success averaged (9) **twenty-five per cent / 25%** and was very variable between years.

1. 1980s (1980's)
2. five
3. 109
4. ten / 10
5. A total of 24,672
6. five-year (5-year)
7. 19.6±15.0
8. 74%
9. 25%

16.2 numbers 2

The oil age began about (1) **150 / one hundred and fifty** years ago. Today oil is still the main source of energy and provides about (2) **30% / the 30%** of the world's total primary energy supply, while the entire set of fossil energies makes up more than (3) **eighty per cent / 80%**. The average American consumes (4) **314 GJ / 314 GJs**, whereas the pro-capita primary energy consumption in OECD countries is 195 GJ. The energy contained in (5) **1 / one** barrel of oil is more than 6 GJ. Such heat content would be generated by human muscles in about (6) **2.5 / two and a half** years.

The average per-capita availability of all forms of energy remained low and stagnant for a very long period of time. The (7) **U.S. / US** consumption of fossil fuels surpassed that of biomass only in the early (8) **1880s / 1880's**. During the second half of the (9) **19th / XIX century**, the average per capita supply of all energy forms increased by only twenty-five (10) **per cent / percent**. In contrast, human advances during the (11) **20 / twentieth** century were strongly linked with an unprecedented rise in total energy consumption.

The International Energy Agency (IEA) estimates that the delivery of energy from renewables will increase from 840 Mtoe to between 1,900 and 3,250 Mtoe in 2035 – more than (12) **twice / two times** and (13) **4 / four** times the current level, respectively. Specifically, IEA estimates that the share of renewables in the generation of global electricity will increase to almost (14) **a third / 1 / 3** in 2035. The share of renewables in heat is expected to increase from (15) **10% to 16% / 10–16%**, and the demand for biofuels will grow (16) **four-fold / 4-fold** in the same period. The European Commission has suggested that a (17) **80–95% / 80%–95%** reduction should be achieved in GHG emissions in order to keep climate change below (18) **2°C / 2°C / 2° c**.

- | | |
|-------------------|------------------------|
| 1. 150 | 10. per cent / percent |
| 2. 30% | 11. twentieth |
| 3. 80% | 12. twice |
| 4. 314 GJ | 13. four |
| 5. one | 14. third |
| 6. two and a half | 15. 10–16% |
| 7. US / U.S | 16. four-fold (4-fold) |
| 8. 1880s | 17. 80–95% / 80%–95% |
| 9. 19th | 18. 2°C |

16.3 numbers 3

Correct any mistakes in the use of numbers in the parts highlighted with italics, including punctuation and the use of the definite article (the). Note: Not all the phrases and numbers in italics contain mistakes.

The screening took place over a (1) *two year* period. (2) *1943* clients, i.e. just over (3) *the 92%*, completed symptom questionnaires and (4) *1566* had Heaf tests. For reasons mainly of cost and feasibility, a predetermined total of (5) *two thousand* individuals were screened. The clients who volunteered for the screening were mostly white males and were aged between (6) *9 and 86*, however more than (7) *the half* the subjects were under (8) *40*. Over three quarters of the study group were hostel residents – see (9) *the Table 6*. At least (10) *300* members of the study group were refugees.

- | | |
|--|----------------|
| 1. two-year | 7. half |
| 2. A total of 1943 | 8. OK |
| 3. over 97% | 9. see Table 6 |
| 4. OK | 10. OK |
| 5. 2000 / two thousand | |
| 6. nine and 86 / nine and eighty-six,
(however, 9 and 86 would be acceptable
in most journals) | |

Chapter 17: Acronyms and abbreviations

17.1 acronyms

Correct any mistakes in the use of the acronyms in bold. Note: not all sentences contain mistakes.

1. Enter your PIN (personal identification number). All users are required to have two **PIN**.
2. Sales of **DVD** have reached an all time low.
3. As you may know, **b2b**, also known as e-biz, is the exchange of products, services, or information between businesses.
4. The term **lifo** stands for last in, first out – it refers to the way items stored in some types of data structures.
5. We suggest a central role for active oxygen species (**AOS**) during biotic and abiotic stress.
6. There are several types of Content Scramble Systems (**CSS**) which all fall into the category of a Digital Rights Management (**DRMs**) system.
7. An **I / O** (input / output) interface is required whenever the I / O device is driven by the processor.
8. This was part of a Technology Opportunities Program (**TOP**).
9. They are part of a **Nato** mission.
10. English level required: A pass in either the **toefl** or the Cambridge **fce** examinations.

- | | |
|--------------|--|
| 1. PINs | 7. input / output (i / o) [put the full form first, then the acronym, if this is the first time the acronym is being used in the document] |
| 2. DVDs | |
| 3. B2B | |
| 4. LIFO | 8. OK |
| 5. OK | 9. NATO |
| 6. CSSs, DRM | 10. TOEFL, FCE |

17.2 abbreviations

Write the abbreviations of the following words. Where indicated with an asterisk (), also write their plural form.*

1. appendix
2. chapter*
3. column*
4. department
5. document*
6. equation*
7. figure*
8. international
9. manuscript*
10. number*
11. page*
12. section
13. supplement
14. table
15. volume*

- | | |
|-------------------------------|------------------|
| 1. app. | 9. ms. (mss.) |
| 2. ch. / chap. (chs. / chaps) | 10. No. (Nos.) |
| 3. col. (cols.) | 11. p. (pp.) |
| 4. dept. | 12. sec. / sect. |
| 5. doc. (docs) | 13. supp. |
| 6. eq. (eqs.) | 14. tab. |
| 7. fig. (figs.) | 15. vol. (vols.) |
| 8. intl. | |

Chapter 18: Titles

18.1 *a, an*

1. **A / An** European solution to space debris.
2. **A / An** hybrid approach to car fuel systems.
3. **A / An** NLP application with a multi-paradigm architecture.
4. **A / An** unique solution to global warming.
5. Complete genome sequence of **a / an** M1 strain of *Streptococcus pyogenes*.
6. GNRA tetraloops make **a / an** U-turn.
7. Process and reality: **A / An** essay in reality.
8. The emergence of **a / an** EU policy paradigm.
9. The evacuation of the *Machault*, **a / an** 18th-century French frigate.
10. The XYZ database: **A / An** updated version including eukaryotes.
11. Filtering and smoothing in **a / an** H super (infinity) setting.
12. Planning in **a / an** hierarchy of abstraction spaces.
13. The right to **a / an** heir in the era of assisted reproduction.
14. **A / An** one-step purification of membrane proteins using **a / an** high efficiency immunomatrix.
15. **A / An** height-weight formula for validating infants.

- | | |
|--------|-----------|
| (1) a | (9) an |
| (2) a | (10) an |
| (3) an | (11) an |
| (4) a | (12) a |
| (5) an | (13) an |
| (6) a | (14) a, a |
| (7) an | (15) a |
| (8) an | |

18.2 indefinite, definite, zero article

Choose the grammatically correct title.

- 1a. A survey of the importance of improving the design of internal systems.
- 1b. Survey of importance of improving internal system design.
- 2a. The feedback and the optimal sensitivity.
- 2b. Feedback and optimal sensitivity.
- 3a. Vibration analysis for electronic equipment.
- 3b. Vibration analysis for an electronic equipment.
- 4a. The effect of clinical guidelines on medical practice.
- 4b. The effect of the clinical guidelines on the medical practice.
- 5a. The influence of education and occupation on the incidence of Alzheimer's disease.
- 5b. The influence of the education and the occupation on the incidence of Alzheimer's disease.

- (1) a
- (2) b
- (3) a
- (4) a
- (5) a

18.3 indefinite, definite, zero article

1. **A / An / Ø / The** investigation into some psychological aspects of **a / an / Ø / the** English pronunciation.
 2. Some determinants of **a / an / Ø / the** customer satisfaction.
 3. **A / An / Ø / The** old age: diversity among **a / an / Ø / the** men and **a / an / Ø / the** women.
 4. When do **a / an / Ø / the** foreign-language readers look up **a / an / Ø / the** meaning of unfamiliar words? **a / an / Ø / the** influence of task and learner variables.
 5. What do **a / an / Ø / the** bosses do? **A / An / Ø / The** origins and functions of **a / an / Ø / the** hierarchy in capitalist production.
 6. **A / An / Ø / The** atmospheric tape recorder: **a / an / Ø / the** rainfall analysis through **a / an / Ø / the** sequence weighting.
-
1. An investigation into some psychological aspects of English pronunciation.
 2. Some determinants of customer satisfaction.
 3. Old age: diversity among men and women.
 4. When do foreign-language readers look up the meaning of unfamiliar words?
The influence of task and learner variables.
 5. What do bosses do? The origins and functions of hierarchy in capitalist production.
 6. An atmospheric tape recorder: rainfall analysis through sequence weighing.

18.4 prepositions

1. The consumption **in / of** one apple **for / per** day precludes the need **for / of** using medical services.
2. Why do some countries produce so much more output **for / per** worker than others?
3. The effect **among / of** clinical guidelines **in / on** medical practice.
4. Influence **by / of** education and occupation **on / onto** the incidence **of / by** Alzheimer's disease.
5. Trends **of / in** defining the specifications **for / per** educational software.
6. Examining the boundaries **among / between** fiction and fact **in / into** narrative cinema.
7. New technologies **by / for** research and teaching **in / into** archaeology.
8. An investigation **about / into** the causes **by / of** brain tumors.

1. of, per, for
2. per
3. of, on
4. of, on, of
5. in, for
6. between, in
7. for, in
8. into, of

Chapter 19: Abstracts

19.1 present simple, present perfect

The lifetime of a 4 G cellular phone battery may be subject to the number of times the battery (1) **is / has been** recharged and how long it (2) **is / has been** charged for. To date, there (3) **is not / has not been** an adequate analytical model to predict this lifetime. In this work an analytical model (4) **is / has been** developed which describes the relationship between the number of times a battery is recharged, the length of time of each individual recharge, and the duration of the battery. This model (5) **is / has been** validated by comparison with both experimental measurements and finite element analyses, and shows strong agreement for all three parameters. The results for the proposed model (6) **are / have been** more accurate than results for previous analytical models reported for 4 G cell phones.

1. has been (is)
2. has been (is)
3. has not been
4. is
5. has been
6. are

19.2 present simple, past simple

An increase in storm frequency and intensity (1) **is / was** expected for the Mediterranean area. The aim of this study (2) **is / was** to assess the risk of soil erosion in sub-basin croplands in Tuscany, Italy. We (3) **explore / explored** the potential response of soil erosion patterns to changes in temporal distribution and intensity of rainfall events, land-use, and soil conservation management practices by analyzing various scenarios. Most soil erosion (4) **is / was** associated with a limited number of intensive-to-extreme rainfall events. An analysis on a sub-hourly basis (5) **is / was** carried out using the SWAT model. Our analysis (6) **highlights / highlighted** three specific management strategies that may help in preventing or reducing cropland erosion. We (7) **predict / predicted** that these strategies could reduce erosion by up to 25% in the studied area over the next ten years.

1. is
2. was or is
3. explored
4. was
5. was
6. highlighted / highlights
7. predict

19.3 present simple, present perfect, past simple 1

With its focus on the research cycle, scientific methodology (1) **has devoted / devoted** a great deal of attention to problem solving. However, the issue of problem choice (2) **has been / was** relatively neglected, notwithstanding its relevant epistemological implications. What (3) **are / have been** the criteria used by PhD students to set their research agenda? To what extent (4) **is / was** the research agenda driven by pure curiosity about social phenomena? A survey (5) **has been / was** carried out among PhD students of European universities to examine the criteria used in the choice of their dissertation topics over the last decade. The analysis thus sheds light on the way scientific knowledge (6) **is / has been** crafted in the last ten years, and about the challenges and limitations researchers (7) **have faced / faced** during this process.

1. has devoted
2. has been
3. are
4. is
5. was
6. has been
7. have faced

19.4 present simple, present perfect, past simple 2

We (1) **develop / have developed / developed** a didactic method for addressing the high level of irregularity in spelling and pronunciation. In our method, we (2) **combine / have combined / combined** new words, or words that non-native speakers regularly (3) **have / have had / had** difficult in pronouncing, with words that they are familiar with. Tests (4) **are / have been / were** conducted on 2041 adults who (5) **are / have been / were** selected at random from higher education institutes in 22 countries. The results (6) **reveal / have revealed / revealed** that as many as 85% of subjects (7) **manage / have managed / managed** to unlearn their erroneous pronunciation, with only 5% making no progress at all. We (8) **believe / have believed / believed** our findings could have a profound impact on the way English pronunciation (9) **is / has been / was** taught around the world.

1. have developed
2. combine
3. have
4. were
5. were
6. revealed (reveal)
7. managed
8. believe
9. is

19.5 structured abstract: present simple, present perfect, past simple

SETTING – Hostels and day centres for homeless people in south London.

OBJECTIVE – To develop an appropriate and effective method of screening for pulmonary tuberculosis (TB) among the homeless population.

DESIGN – Observational study evaluated for acceptability, yield of cases and completion of treatment. The screening (1) **includes / included** a symptom questionnaire, a Heaf test and a chest x-ray.

RESULTS – Ten clients (0.5%) (2) **have been / were** identified as having active pulmonary TB. Seven of these (3) **are / were** white men over the age of 50. The symptom questionnaire (4) **is / has been / was** seldom helpful. Eight of the ten clients with active tuberculosis (5) **have completed / completed** therapy. Five additional clients (6) **have been / were** started on chemoprophylaxis. All of these (7) **have / have had / had** strongly positive Heaf reactions and normal chest x-rays.

CONCLUSIONS – Chest x-ray screening (8) **is / has been** the most useful screening method and (9) **is / has been** effective if it (10) **is / was** targeted. The use of incentives (11) **seems / seemed** to increase the uptake of screening. Heaf testing (12) **is / has been** useful for the identification of those clients needing prophylactic treatment or BCG immunisation. Good compliance (13) **can / could** be achieved provided clients (14) **are / were** case-managed appropriately.

- | | |
|--------------|-----------|
| 1. included | 8. is |
| 2. were | 9. is |
| 3. were | 10. is |
| 4. was | 11. seems |
| 5. completed | 12. is |
| 6. were | 13. can |
| 7. had | 14. are |

19.6 structured abstract: present perfect, past simple

INTRODUCTION: Mono carbohydrates (1) **have traditionally been / were traditionally** resolved by using a XYZ separation. This method of separation also looks promising for use with electric fields.

MATERIALS AND METHODS: All chemicals used (2) **have been / were** supplied by Carlston (CA, USA) except 30% sodium hydroxide, which (3) **has been / was** obtained from Sultan Inc. A spectroscope (4) **has been / was** used by many authors, but we (5) **have decided / decided** to opt for a...

RESULTS AND DISCUSSION: A TSP gradient (6) **has been / was** used to separate the components. This mobile phase (7) **has eluted / eluted** the peaks of interest successfully: the peak shapes of the later eluting analytes (8) **have been / were** particularly wide. In fact they (9) **have been / were** three times wider than in [Li, 2016].

CONCLUSIONS: This method (10) **has been / was** able to identify both carbohydrates and electric fields in many different cell culture media samples. The method is reproducible and could be applied in many other contexts, for instance...

1. have been

2. were

3. was

4. has been

5. decided

6. was

7. eluted

8. were

9. were

10. was

19.7 present simple, present continuous, will

Note: This is an abstract for some research that is not yet finished and for which most of the data has not been analyzed yet.

We (1) **currently carry / are currently carrying** out a survey of 500 PhD students of European universities to examine the criteria employed in the choice of their dissertation topics. Analysis of the data (2) **explores / is exploring / will explore** the duration of the PhD program, the availability of a scholarship or background experience in the field, and PhD students' criteria for choosing the specific issue that they wish to study. Initial results from the first 20 surveys (3) **seem / are seeming / will seem** to indicate the importance of the availability of funding. We (4) **hope / are hoping / will hope** to shed light on the way scientific knowledge (5) **is / is being / will be** crafted as well as on the challenges that young researchers (6) **face / are facing / will face** during this process.

1. are currently
2. will explore
3. seem
4. hope
5. is being
6. are facing / face / will face

Chapter 20: Introduction and review of the literature

20.1 present simple, present perfect, past simple

Note: The author of the extract below is Anderson.

In a previous paper [Anderson, 2012] we (1) **make / made** measurements of the speed with which bilingual adults (2) **perform / performed** simultaneous translations of politicians' speeches. We (3) **choose / chose** politicians because it is well known that they (4) **tend / tended** to use formal language. In the same study [Anderson, 2012] we (5) **conduct / conducted** similar tests with Nobel prize winners' acceptance speeches, which gave similar values of speed. These two findings strongly (6) **suggest / suggested** that formal language represents an easier element for translation than informal language. The performance of teenagers in analogous situations also (7) **confirms / confirmed** the above finding [Williams, 2013].

Williams (8) **finds / found** that informal language, in particular slang, (9) **intensifies / intensified** the stress levels of subjects undertaking simultaneous translation. Therefore the lack of changes that we (10) **find / found** in our present research in the stress levels of bilingual adults with respect to bilingual teenagers when simultaneously translating extracts from a teenage soap opera, would seem to indicate that experience (11) **plays / played** an important role. As a consequence of our latest findings, we (12) **conclude / concluded** that stress levels in bilingual subjects tend to decrease with age.

- | | |
|------------------------|------------------------------|
| 1. made | 7. confirms (confirmed) |
| 2. performed | 8. found |
| 3. chose | 9. intensifies / intensified |
| 4. tend | 10. found |
| 5. conducted | 11. plays / played |
| 6. suggest / suggested | 12. conclude |

20.2 present simple, present perfect, past simple

There is some cross-linguistic contrastive research to suggest that a foreigner (1) **is / was** at a disadvantage when writing an academic paper in the English language. It (2) **is / has been / was** suggested, for example, that Asian languages such as Chinese, Japanese and Korean (3) **have / have had / had** different patterns of argument to English [Hinds]. Thus one study (4) **finds / has found / found** that those Korean academics trained in the United States (5) **have written / wrote** in an 'English' discourse style [Egginton]. More generally Hinds (6) **has put / put** forward a widely discussed position that Japanese (7) **has / had** a different expectation as to the degree of involvement of the reader compared to English [Hinds].

Research on German (8) **shows / has shown / showed** that German academic writing in the social sciences (9) **has / has had** a much less linear structure than English, to the extent that the English translation of a German textbook **is / was** criticized as haphazard or even chaotic by American reviewers, whereas the original had received no such reviews on the European continent. Similarly, academic Finnish texts (10) **have been / were** shown to differ in the way they use connectors.

- | | |
|------------------------------|------------------|
| 1. is | 6. has put / put |
| 2. has been | 7. has |
| 3. have | 8. has shown |
| 4. found (has found / finds) | 9. has |
| 5. wrote | 10. have been |

20.3 active, passive

Current readability formulas (1) **base / are based** purely on what (2) **considers / is considered** difficult for a native English speaker. They (3) **fail / are failed** to take into account problems that may (4) **encounter / be encountered** by non-natives. One thousand five hundred PhD students from ten countries (5) **asked / were asked** to evaluate the difficulty of five technical texts from their discipline written by native English speakers. Three key difficulties (6) **identified / were identified**: unfamiliar vocabulary (typically Anglo-Saxon words), unfamiliar cultural references, and the use of humor. The paper (7) **also proposes / is also proposed** a new approach to assessing the level of readability of texts to account for such difficulties.

1. are based
2. is considered
3. fail
4. be encountered
5. were asked
6. were identified
7. proposes

20.4 present perfect, past simple

Persistence (1) **has most often been / was most often** studied in terms of cultural differences. Blinco (1992) (2) **has found / found** that Japanese elementary school children (3) **have shown / showed** greater task persistence than their American counterparts. School type and gender (4) **have not been / were not** factors in moderating task persistence. This (5) **has left / left** culture as the remaining variable.

Heine et al. (2001) (6) **has furthered / furthered** this idea by testing older American and Japanese subjects on responses after success or failure on task persistence. Japanese subjects (7) **have been / were** once again found to persist longer (in post-failure conditions), and this (8) **has been / was** speculated to be because they were more likely to view themselves as the cause of the problem.

These cultural studies (9) **have hinted / hinted** that task persistence may be predictable based on attribution style. A later experiment (10) **has shown / showed** that attribution style and perfectionism level can be correlated with final grades in college-level classes (Blankstein & Winkworth, 2004).

Attributional style (11) **has first begun / first began** being commonly measured in 1982 when Peterson et al. (12) **have created / created** the Attributional Style Questionnaire. Since then many experiments about feedback and task performance (13) **have been / were** completed.

Fewer studies (14) **have looked / looked** at the effects of similar feedback on task persistence. Dogdson and Wood (1998) (15) **have found / found** that participants with high self-esteem (16) **have responded / responded** to negative feedback with greater task persistence than participants with low self-esteem.

My study looks at the effects of attribution style, perfectionism level, and feedback on task persistence.

- | | |
|--------------|-----------------|
| 1. has been | 9. hinted |
| 2. found | 10. showed |
| 3. showed | 11. began |
| 4. were not | 12. created |
| 5. left | 13. have been |
| 6. furthered | 14. have looked |
| 7. were | 15. found |
| 8. was | 16. responded |

20.5 present perfect, past simple

Below is an extract from the review of the literature of a fictitious paper written in 2015. This means that when the author writes 'in the last two years' he means from 2012 until 2014; also when he writes 'recent' he means 'recent' in relation to the year 2015.

Doyle in 2009 (1) **was / has been** the first to investigate this phenomenon. In this seminal work Doyle (2) **claimed / has claimed** that violence is the consequence of videoclips, but he (3) **failed / has failed** to provide adequate proof of this finding. A review of the literature on this topic [Yin 2010] (4) **found / has found** that violence was consequence of other aspects of the Internet. This (5) **led / has led** Marchesi et al. [2012] to investigating the role of violence in social networks. Since the work of Marchesi's group, much research on social networks (6) **was / has been** carried out, yet there are still some critical issues which need to be resolved. Consequently, in the last two years more attention (7) **was / has been** given to pornographic sites. In a more recent work, Dee (8) **developed / has developed** a new method to measure violence. As might have been expected, (9) Dee **pinpointed / has pinpointed** many contradictory findings in previous works, which subsequently (10) **raised / have raised** many questions. In fact since Dee's paper (11) **was / has been** published many other shortcomings of using Internet-based statistics (12) **were / have been** brought to light. An experiment that (13) **was / has been** reported in a recent paper [Zhang, 2014] (14) **revealed / has revealed** that...

- | | |
|-------------|--------------------------|
| 1. was | 8. developed |
| 2. claimed | 9. pinpointed |
| 3. failed | 10. raised (have raised) |
| 4. found | 11. was |
| 5. led | 12. have been |
| 6. has been | 13. was |
| 7. has been | 14. revealed |

20.6 present simple, present perfect

For some years the community (1) **encourages / has encouraged** collaborative clinical trials. In this section we (2) **describe / have described** the first of two unreported results on such trials that we believe deserve such publication. Then, in Section 2, we (3) **review / have reviewed** the broad perspectives that (4) **shape / have shaped** the direction of the literature on clinical trials. Section 3 answers the question: 'Under what circumstances (5) **are trials / have trials been** carried out since the introduction of the new norms?'. Finally, we (6) **draw / have drawn** some conclusions in Section 4. We believe that this (7) **is / has been** the first time that such an approach (8) **is / has been** applied to an analysis of clinical trials.

1. has encouraged
2. describe
3. review
4. have shaped
5. have trials been
6. draw
7. is
8. has been

20.7 *would* (future in the past), simple past, third conditional

After the Portuguese were defeated, the British empire (1) ***would start / would have started / started*** to expand its territorial influence from the Persian Gulf to the mountains of Zagros. An important figure mediating between the Shah and both empires was Mirza Taghi Khan, also called “Amir Kabir”. He was a member of the aristocratic class. In his youth he was influenced by scholars who (2) ***would later inspire and encourage / would have later inspired and encouraged / later inspired and encouraged*** him to build up a bureaucracy that (3) ***would have taxed / would tax / taxed*** the clergy and aristocrats, too. In fact, when this social policy was actually implemented it (4) ***would reduce / it would have reduced / reduced*** the influence and incomes of clergy and aristocracy. Logically they were not comfortable with this development and started to put pressure on the Shah to dismiss Amir as Prime Minister in 1857. Amir (5) ***would be dismissed / would have been dismissed / was dismissed*** a year earlier had it not been for the Shah’s resistance to such a political maneuver.

1. started
2. would later inspire and encourage *or* later inspired and encouraged
3. would tax *or* taxed
4. reduced
5. would have been dismissed

Chapter 21: Materials and methods

21.1 *would / should in the past*

The Heaf test was performed in accordance with BTS guidelines. Initially it was not anticipated that there (1) ***would be / would have been / was*** a need to offer BCG vaccinations on site to clients (i.e. homeless people) as it was assumed that, like the general population, only a small minority ***would have / would have had / had*** negative Heaf tests without BCG scars. This meant that at the beginning of the study, a number of Heaf tests (3) ***would be performed / would have been performed / were performed*** on clients without recording their BCG status.

Clients referred to the chest clinic were those admitting to haemoptysis within the previous three months. It was decided that haemoptysis (4) ***should be / should have been / was*** the only symptom meriting referral to a chest clinic as a large number of the study population were likely to have persistent coughs and not all could be referred to a chest clinic.

1. would be
2. would have
3. were performed
4. should be

21.2 active, passive 1

Underline any verbs in bold that should not be in the passive form.

All the experiments performed (1) **were carried out** using watermelon. Melon seeds (2) **were sown** on damp filter paper under light until germination (about 7–8 days). When the cotyledons (3) **were reached** their full extent, the plants (4) **were transplanted** into soil or into a hydroponical system. The hydroponical system (5) **was based** on thick gravel. Hydroponics (6) **was dispensed** to plants once a week. Each time, the exhausted nutrient solution (7) **was discarded** and refreshed with a newly-made solution. On the other hand, plants grown in soil (8) **were watered** three times a week. All plants (9) **were grown** in plastic pots in a growth chamber. Depending on the kind of experiment, plants (10) **were treated** at the age of two weeks or two months. The melons (11) **were grown** rapidly and after a period of only two weeks, they (12) **were weighed** over 2 kg.

Only 3, 11 and 12 should be in the active form (*had reached, grew, weighed*)

21.3 active, passive 2

A total of 138 students (1) **participated / were participated** in the experiment. Each student either (2) **volunteered / was volunteered** to participate in return for free tickets to a music concert, or (3) **paid / was paid** a one-off token fee. Five videos (4) **created / were created**, each lasting approximately one minute. Each video (5) **showed / was shown** showed two groups of people, dressed either in green or red, who (6) **moved / were moved** around up and down two 25 m corridors in a large supermarket.

1. participated
2. volunteered
3. was paid
4. were created
5. showed
6. moved

21.4 present simple, present perfect, past simple

The instrument employed (1) **is / was** a DX model. The apparatus, as provided by the manufacturers, (2) **consists / consisted** of three containers. The system also (3) **comes / came** equipped with a pump. The data (4) **are / were** obtained using a Backman XRZ, which (5) **incorporates / incorporated** the latest technological advances. The XRZ (6) **has / had** a fully integrated support mechanism. We (7) **tailored / have tailored** the XRZ to our own specific purposes. Samples (8) **were / have been** prepared as described by Schocken [2018] and (9) **were / have been** weighed in pre-cleaned tubes. The final solutions (10) **contain / contained** 10% sulphuric acid. Initial studies (11) **are / were / have been** made using the conditions described above. The traditional approach (12) **is / was / has been** complicated. Consequently, it (13) **is / was / has been** decided to adopt a more practical approach, which (14) **entails / entailed / has entailed** conducting the experiments both inside the laboratory and in the field. The repeatability for 10 replicate injections (15) **is / was / has been** shown in Table I.

- | | |
|-----------------|---------------|
| 1. was | 9. were |
| 2. consists | 10. contained |
| 3. comes | 11. were |
| 4. were | 12. is |
| 5. incorporates | 13. was |
| 6. has | 14. entailed |
| 7. tailored | 15. is |
| 8. were | |

Chapter 22: Results

22.1 the, a / an, Ø (zero article)

(1) **The / Ø / A** samples were collected from (2) **the / Ø / a** 80 patients by (3) **the / Ø / a** swabs, recovered by (4) **the / Ø / a** filtration, and then stored at (5) **the / Ø / a** 4°C. (6) **The / Ø / A** separation was performed on (7) **the / Ø / a** C-20 column, with (8) **the / Ø / a** 40% mobile phase, at (9) **the / Ø / a** flow rate of 0.9 mL / min, and at (10) **the / Ø / a** temperature of (11) **the / Ø / a** 25°C. (12) **The / Ø / A** measurements were performed at (13) **the / Ø / a** wavelength of 310 nm.

- | | |
|--------|-------------|
| 1. Ø | 8. a |
| 2. Ø | 9. a |
| 3. Ø | 10. a |
| 4. Ø | 11. Ø |
| 5. Ø | 12. Ø (the) |
| 6. the | 13. a |
| 7. a | |

22.2 *the, a / an, Ø* (zero article)

Find the mistakes with the use of the definite article (the) and zero article (i.e. no article).

Foliar spraying of copper resulted in an **increase** in **copper concentration** both in the **leaves** and fruits as shown in the **Figure 1**. In fact, the **content** of **copper** in the **leaves** increased from 50 $\mu\text{g kg}^{-1}$ in the **untreated plants** to **100 and 225 $\mu\text{g kg}^{-1}$** in **plants** sprayed with 0.1 and 1 mg Cu, respectively. An **increased copper content** following foliar **Cu spraying** has been observed in **leaves** of **several crops** such as **cabbage** [2,3] and **aubergine** [4, 5]. In **literature** the effects of Cu on the fruit of **citrus fruit** are lacking.

All the examples are correct with the exceptions of **in the Figure 1** (correct=in Figure 1) and **In literature** (correct=In the literature)

22.3 active, passive

The time and the features of dreams (1) **resembled / were resembled** those previously described by Njami et al. The first visible sign of the onset of dreams (2) **comprised / was comprised** an in-rolling of the eye lids. The application of treatment for six hours (3) **did not cause / was not caused** any visible changes compared to the controls at the different developmental stages. Six hours of treatment on open eyes slightly (4) **accelerated / was accelerated** the pre-dream process. After ten hours the eye lids in the controls (5) **started / were started** to strain and twelve hours later were completely in-rolled. Treated eyelids on the human subjects (6) **showed / were shown** an acceleration of the straining process after 20 hours. In the nightmare treatments, straining and in-rolling (7) **partially impeded / were partially impeded**, after both 10 and 12 hours, compared to the controls.

1. resembled
2. comprised
3. did not cause
4. accelerated
5. started
6. showed
7. were partially impeded

22.4 present simple, present perfect, past simple

Experimental results and calculated values (1) **are / were / have been** compared in Table 2. We believe that the results (2) **confirm / confirmed / have confirmed** previous studies. The energy response value (3) **conflicts / conflicted / has conflicted** with the one we (4) **estimate / estimated / have estimated**. However, the results (5) **are / were / have been** quite similar for both X and Y and (6) **are / were / have been** in good agreement with Hussein [2014]. In addition, we (7) **find / found / have found** that the energy response follows the same trends. This result (8) **emphasizes / emphasized / has emphasized** the validity of our model and it (9) **strengthens / strengthened / has strengthened** our confidence in our approach. In fact, we believe that our technique (10) **has / had / has had** a clear advantage over others.

1. are
2. confirm
3. conflicted
4. estimated (had estimated)
5. were
6. were, are
7. found
8. emphasizes
9. strengthens
10. has

Chapter 23: Discussion

23.1 making hypotheses

In line with our suppositions, Blake's hypothesis suggests that the onset of optimal language learning (1) **starts / would start** when a child reaches the age of 16–18. Since this age range (2) **appears / would appear** at a later stage of development than previously found, it (3) **is / would be / would seem to be** the result of learning experiences from other areas of life. In addition, the optimal environment (4) **is hypothesized as being / would be** in a family environment (rather than a language school) in the country where the target language is spoken.

In agreement with this, data by Wordsworth et al. [2015] (5) **suggest / would suggest** a state of true bilingualism (6) **is / may be** reached even at the age of 30 or later, with proficiency subsequently (7) **being transferred / would be transferred** to a third language. Trilingualism (8) **is / has been / would be** shown [Coleridge, 2020] to be achievable even by octogenarians. This supports the hypothesis that our potential for learning foreign languages (9) **would be / would appear to be** limitless. Accordingly, the amount of languages that (10) **can / may** be learned (11) **is likely to / would** be correlated to other learning experiences for example the ability to: gain the affection of parents and siblings, establish positive relationships with complete strangers, act in the theater, and play a musical instrument. These behaviors (12) **are expected to / would** contribute massively to a key element of language learning: empathy. This (13) **thus precludes / would thus preclude** politicians and warmongers from being optimal linguists. And this leads nicely to our final research question: if we (14) **were all able / would all be able** to learn six or seven languages, what effect, if any, (15) **would this have / would this have had** on the chances of long-lasting world peace?

- | | |
|-----------------------------|--|
| 1. starts | 9. would appear to be |
| 2. appears | 10. can |
| 3. would seem to be | 11. is likely to |
| 4. is hypothesized as being | 12. are expected to |
| 5. suggest | 13. would thus preclude (thus precludes) |
| 6. may be | 14. were all able |
| 7. being transferred | 15. would this have |
| 8. has been | |

23.2 present simple, present perfect, past simple

Our results (1) **show / have shown** a high prevalence of tuberculosis (17.2 per 1,000 screened) among men over 50. This (2) **is / has been** likely to be an underestimate as the screening was voluntary and a number of clients declined the screening. It (3) **is / was** well documented that homeless people face many barriers in accessing adequate healthcare services [Peters, 2011]. In addition health care may not (4) **be / have been** viewed as a major priority – in fact, the availability of luncheon vouchers (5) **probably motivated / has probably motivated** many to volunteer for the screening carried out at our institute.

Five per cent of those interviewed (6) **admit / admitted** to tuberculosis in the past. This is significant as the risk of reactivation may (7) **be / have been** high due to alcohol abuse, poor nutrition or hostel living conditions. In our study, no cases of active tuberculosis (8) **have been / were** detected among the white ethnic population under 40 or among women, although the total number of women screened (280, 14 %) (9) **has been / was** relatively small.

The prevalence of tuberculosis that (10) **is / was** found among homeless refugees (11) **has been / was** six per 1,000 screened. A combination of factors such as poverty, poor living conditions (e.g. in hostels and B&Bs) and stress may (12) **be / have been** important in explaining the epidemiology of the disease among this population. The findings of this study in relation to refugees (13) **are / have been** inconclusive and (14) **highlight / highlighted** the need for further research.

- | | |
|-----------------------|---------------|
| 1. show | 8. were |
| 2. is | 9. was |
| 3. is | 10. was |
| 4. have been | 11. was |
| 5. probably motivated | 12. be |
| 6. admitted | 13. are |
| 7. have been | 14. highlight |

23.3 *can, could, may and might* 1

Our findings highlight that most species of dog show significantly higher levels of intelligence than cats. Of course, the opposite (1) **can / may** also be possible. In fact, it (2) **cannot / may not** be ruled out that certain species of cat, for example, Siamese, show intelligence traits that are remarkably similar to those of dogs. We suggest that other factors besides intelligence (3) **can / may** be involved, such as the visual and olfactory senses. This implies that, in a restricted number of cases, cats (4) **can / could** be considered as being more intelligent. It (5) **can / may** be premature to reach such conclusions, and clearly there (6) **can / may** be other possible interpretations for our findings. However, we believe that our findings are clear evidence of the superiority of dogs, particularly labradors, over cats of nearly all species. We do not know the exact reasons for the discrepancy between our findings and those of Santac [2016], but it (7) **can / might** reflect feeding habits. In fact, it is widely believed that feeding habits (8) **can / may** favor intelligence, but we propose that such habits (9) **can / may** in some cases have absolutely no effect whatsoever.

1. may
2. cannot
3. may
4. could
5. may
6. may
7. might
8. can (may)
9. may (can)

23.4 *can, could, may and might 2*

There are several aspects that (1) **can / could** be further researched and parts of this experiment that (2) **may / could** be improved. New areas to research (3) **might / could** include using different tasks for subjects to undertake. One reason why there were no significant differences found between feedback conditions (4) **can / could** have been that the feedback given to subjects did not have sufficient impact. The right kind of feedback (5) **can / could** generally make a significant difference to the results [Cohen, 2014]. In our case, instead of telling participants that they performed “above” or “below” average, a more meaningful statement (6) **might / could** have been used that gave the same type of feedback with more power. A larger subject pool (7) **can / might** help fix this problem. In addition, we believe that having a wider variety of participants (8) **can / may** also help with generalizability of results.

1. could
2. could
3. could
4. could
5. can
6. could
7. might
8. may

23.5 present simple, present perfect, past simple

Where necessary correct the tense of the verbs in bold.

The relationship between the complexity in the way people of a nation write and the complexity in their bureaucratic system (1) **has been dealt** with in many papers (for a review see Smith, 2007). We therefore (2) **tried to** assess the level of bureaucracy in seven major towns in Italy and in France. The time taken to obtain certain documents – passport, driving license, permission to carry out house renovations – (3) **was analyzed** (Table 4). We also (4) **analyzed** the left part of the brain in a random sample of inhabitants of these towns. Under conditions of stress in municipality offices in Italy, the left part of the brain (5) **loses** more cells than in municipality offices in France (Figure 4). Interestingly, the brain (6) **displays** the highest level of cell loss when subjects (7) **are attempting** to get a passport for travel during the summer holidays ($S_2=0.810$, data not shown). In fact, in some cases Italians (8) **undergo** total brain shutdown when faced with unhelpful and often rude employees in the passport office. Our results (9) **show** that the sample of subjects in France (10) **remain** significantly calmer while performing tasks that (11) **are** identical to their Italian counterparts. This finding (12) **is** confirmed by other authors who (13) **found** that administrators that deal with driving licenses France (14) **were** considerably more helpful and efficient than those in Italy (Guyot 2012, Bruni 2015).

1. Correct, because this is an ongoing problem that has been dealt with in many papers.
- 2–4. Correct, because this is what WE did.
- 5–8. Incorrect because these are our findings, putting them in the present tense makes them sound like accepted knowledge. Thus the correct answers are (5) lost (6) displayed (7) were attempting (8) underwent.
9. Correct (we are talking about what they show now in this paper).
- 10–11. Incorrect, again these are our findings. Thus the correct answers are (10) remained (11) were.
12. Is / Has been.
13. Found / Have found.
14. Correct, but present tense would be OK too as this fact could now be considered as accepted knowledge as it is quoted in the literature.

Chapter 24: Conclusions

24.1 various tenses 1

The risk of soil erosion (1) **assesses / has been assessed / was assessed** by using a scenario analysis. Various combinations for climate change (intensity and distribution of rainfall events), land use change, and conservation measures (2) **have been / were** evaluated using the SWAT model. The result (3) **has been / was** a range of possible erosion values for the next ten years – the worst possible scenario (4) **has indicated / indicated** a possible erosion rate increase of up to 25%. In the light of these dramatic findings, we (5) **believe / believed** that our analysis (6) **may / will** contribute to implementing ad-hoc land management strategies to reduce, or even completely prevent, cropland erosion. We hope that our findings (7) **may / will** influence policy planning. Future work (8) **may / will** entail refining our model by exploiting data from satellite sensors.

1. was assessed
2. were
3. was
4. indicated
5. believe
6. may (*will* is quite arrogant)
7. will, may
8. will

24.2 various tenses 2

We (1) **present / presented / have presented** an emulator, Emug, for reproducing low-performance connections. Since it (2) **was / has been** specifically designed to evaluate applications, Emug (3) **can / will / should** be easily used in any kind of context. In fact, Emug (4) **is / has been / was** implemented in Java so that it (5) **can / will** be used as an emulation facility without being forced to rely on any particular hardware. As (6) **is / has been / was** well known, the performance of Java programs (7) **is / was** lower than native-compiled languages, so Emug (8) **represents / has represented / represented** a major step forward in enhancing performance. Future research (9) **is / will / should** be dedicated to finding other applications for Emug.

1. have presented
2. was
3. can
4. was
5. can
6. is
7. is
8. represents
9. will

24.3 various tenses 3

We (1) **describe / have described / described** a system for defining the level of verbosity in a language. The real power of this system (2) **lies / has lain / lay** not only in the specific uses we (3) **describe / have described / described**, but also in its user-friendliness. Exploiting this approach, we (4) **begin / have begun / began** to analyze a wide variety of European languages. We (5) **see / have seen** no reason why our verbosity index cannot be applied to other languages such as Arabic, Hindi, Japanese, and Korean. This study (6) **is currently being / is currently / has currently been** carried out at our institute. We (7) **plan / are planning / will plan** to extend this research to other language families.

1. have described
2. lies
3. have described
4. have begun
5. see
6. is currently being
7. plan, are planning

24.4 various tenses 4

We (1) **show / have shown / showed** that current English (2) **is / has been / was** considerably more simple and succinct than the English of 50 years ago. By extension, we (3) **demonstrate / have demonstrated / demonstrated** that there (4) **is / has been / was** a direct correlation between complexity in language and complexity in life in general.

Further work (5) **is / will be / was** needed in order to establish whether simplicity in language (6) **induces / has been inducing / would include** simplicity in lifestyle or vice versa, or whether the two (7) **go / will go / will be going** hand-in-hand.

1. have shown
2. is
3. have demonstrated
4. is
5. is
6. induces
7. go

24.5 various modal verbs

1. Their findings **may / will** certainly go a long way in helping to solve this problem.
 2. Our method **could / should** be applied to the field of economics.
 3. One promising application of our technique **would / should** be to exploit the speed for rapid problem solving.
 4. We believe that our results **may / will** improve knowledge about.
 5. We hope that our research **might / should** be beneficial in solving the difficulty of.
 6. The findings of my research **could / should** have important implications for managers.
 7. Our future work **might / will** focus on.
 8. We recommend that further research **might / should** be undertaken in the following areas.
 9. Our results are encouraging and **will / should** be validated by a larger sample size.
 10. Our results **will / should** be seen in the light of other studies in this field.
-
1. will
 2. could
 3. would
 4. will / may
 5. might
 6. could
 7. will
 8. should
 9. should
 10. should

Chapter 25: Abstract contrasted with conclusions

25.1 various tenses 1

ABSTRACT The height of political candidates (1) **will be / has been / was** used successfully in predicting the outcome of national elections, the taller candidate normally winning. Eye color (2) **has also started / also started** reaping promising results. Brown eye color (3) **is / has been / was** identified by various authors as being the least likely color to ensure a positive outcome in presidential elections in the USA, with blue being the most successful. In this study, we (4) **describe / have described / will describe** the introgression of XYZ into the recipient candidates' eyes through marker-assisted backcrossing. The markers selected (5) **are / were** closely linked to the iris and (6) **show / showed** high accuracy in transforming brown eyes into blue. Our use of flanking and background markers (7) **considerably enhances / has considerably enhanced / considerably enhanced** the success rate, saving time compared with conventional backcrossing schemes, to achieve the same results. The effectiveness of XYZ plus backcrossing (8) **has been / was** confirmed by evaluating the performance of five PQR lines. Based on selected physiological and growth parameters, the new lines (9) **are / were** similar to those achieved with more expensive methods. The results of this study (10) **confirm / have confirmed / confirmed** the enormous benefits of the applications of XYZ in transforming eye color and thus leading to a 77% greater chance of success in presidential elections.

CONCLUSIONS We (11) **describe / have described / described** the use of XYZ associated with marker-assisted backcrossing. We (12) **believe / believed** the study (13) **demonstrates / demonstrated** the effectiveness of using such markers in enhancing eye color transformation. The lines that (14) **are / have been / were** developed in this study (15) **are / were** similar to previous studies, with the significant difference that these lines (16) **have acquired / acquired** higher tolerance and gave better results – a 77% chance of success of election as opposed to the 57% chance achieved by other authors. Our methodology could also be useful for managers in industry who wish to be promoted. Future work (17) **considers / will consider / has considered** nose length and chin shape as indicators of success.

1. has been
2. has also started
3. has been
4. describe
5. were
6. showed
7. enhanced (enhance)
8. was
9. are / were
10. confirm / confirmed
11. have described
12. believe
13. demonstrates (demonstrated)
14. were
15. are
16. acquired
17. will consider

25.2 various tenses 2

ABSTRACT Three red flags (1) **are / were** identified that indicate that the time to leave for a woman to leave her man has come. These red flags (2) **are / were**: five burps per day, two channel-zapping sessions per day, and fives games on the Playstation with friends per week. A large number of women (3) **have / had** doubts about the right moment for leaving their partner. Often women (4) **wait / waited** in hope for a change in their partner's habits. One hundred couples (5) **are / were** analyzed, recording their daily life for six months. Women (6) **are / were** provided with a form to mark the moments of annoyance recorded during the day. Burps, channel-zapping sessions and games on the Playstation with friends (7) **produce / have produced / produced** the highest index of annoyance. The probability of eliminating these habits (8) **is / has been / was** found to significantly low when the three red flags (9) **are / have been / had been** operative for more than three months. Thus, these numbers (10) **provide / provided** a good indication of when the time to leave him (11) **comes / has come / had come**. With these red flags, women (12) **will no longer have to / no longer have to** waste their time waiting for the right moment.

CONCLUSIONS The three red flags that (13) **are / were** identified in our research – numbers of burps, zapping sessions, and Playstation sessions – (14) **can / should** enable women to understand when they (15) **need / needed** to leave their partner. To counter any effects due to the nationality of the women involved (predominantly Italian in our sample), we (16) **currently do / are currently doing** tests in China. The results that we have obtained so far for China (17) **can / would** seem to confirm our initial findings, but with an additional fourth flag: time spent studying for examinations. In addition, the timeframe for the flags to be operative in China (18) **is / was** two months, rather than the three months reported in this paper. We (19) **also plan / will also plan** to replicate our tests on a wider range of women and a longer time scale, thus increasing the sample base from 100 to 1,000, and increasing the recording of daily life annoyances from six months to twelve months. Future research for the community at large (20) **can / could / will** be dedicated to doing analogous tests to enable men to see the signs of when they (21) **can / should** leave their woman, and for employees to identify when they (22) **can / should** leave their current employment.

1. were
2. are
3. have
4. wait
5. were
6. were
7. produce
8. was
9. had been (have been)
10. provide
11. has come
12. will not longer have to
13. were
14. should
15. need
16. are currently doing
17. would
18. is / was
19. also plan
20. could
21. should
22. should

Chapter 26: Acknowledgements

26.1 various tenses 1

This work (1) **is / has been / was** carried out within the framework of an Indian government sponsor project and (2) **is / has been / was** partly sponsored by Fundz. Support (3) **is / has been / was** given by the Bangladeshi National Research Council, who (4) **have partially funded / partially funded** the work in its initial stages.

We (5) **thank / are thanking / would thank** all our students for their support, without whose help this work (6) **would never be / would never have been** possible. Thanks (7) **are / will be** also due to Prof. Rathasmaji who (8) **gives / has given / gave** us much valuable advice in the early stages of this work. Dr. Gujurati (9) **collaborates / has collaborated / collaborated** with our staff in this research project.

1. was
2. was
3. was
4. partially funded
5. thank
6. would never have been
7. are
8. gave
9. collaborated

26.2 active, passive

This research (1) **benefited / was benefited** from a grant from the Excelcius Institute. Support (2) **also gave / was also given** by Fundz, who (3) **funded / was funded** the last phase of the project. We (4) **gratefully acknowledge / are gratefully acknowledged** the help provided by Dr. Yu and constructive comments of the anonymous referees. We (5) **indebted / are indebted** to Dr. Alvarez for her valuable suggestions and discussions. Finally, thanks are due to Prof. Savage, who (6) **gave / was given** us much valuable advice throughout the project.

1. benefited
2. was also given
3. funded
4. gratefully acknowledge
5. indebted
6. gave

Chapter 27: Mini tests

27.1 mini test 1

I (1) **would / would like to** submit for publication in the Journal of Future Education the attached paper entitled A Proposal for Radical Educational Reform by Adrian Wallwork and Anna Southern.

Our aim was (2) **to test / testing** the efficiency of short- and long-duration degree courses. Our study of 15,000 male and female graduates aged between 35 and 55 found that they (3) **would perform / would have performed** far better in their careers from a financial point of view if they (4) **undertook / had undertaken** a one-year course at university rather than the traditional three to four-year course.

Our key finding is that people on shorter courses (5) **will / would** earn up to 15% more during their lifetime. The implications of this (6) **are / will be** not only for the graduates themselves. In fact, governments (7) **can / could** save considerable amounts of money, and universities (8) **will / would** be free to accept more students.

We believe that our findings (9) **will / should** be of great interest to readers of your journal, particularly due to their counterintuitive nature and the fact they go against the general trend that claims that university courses (10) **would / should** be increased in length.

This research (11) **has not been / was not** published before and (12) **is not / is not being** considered for publication elsewhere.

I (13) **look / am looking** forward to hearing from you.

- | | |
|-------------------------|------------------|
| 1. would like | 8. would |
| 2. to test | 9. will |
| 3. would have performed | 10. should |
| 4. had undertaken | 11. has not been |
| 5. will (would) | 12. is not being |
| 6. are | 13. look |
| 7. could | |

27.2 mini test 2

(1) **The our / Our** methodology is composed of A, B and C. We believe that our research (2) **adds / will add** to the current debate on ecological and sustainable design (3) **that / which** other papers in your journal have initiated (e.g. Singh, Mansour). In fact, I believe our research would provide (4) **a / an** unique contribution to this important subject.

(5) **The key / Key** findings of our study are:

- (6) **The identification / Identifying** of...
- (7) **The calculation / Calculating** of...

We believe that these findings have the following implications:

- They provide (8) **any / some** new information for (9) **researchers / the researchers**.
- They should (10) **help / to help** stimulate the (11) **developing / development** of...

The manuscript has not been submitted to (12) **any / some** other journals. (13) **The English / English** (14) **has been / was** revised by a native speaker.

- | | |
|-----------------------|-----------------|
| 1. our | 8. some |
| 2. adds (will add) | 9. researchers |
| 3. which | 10. help |
| 4. a | 11. development |
| 5. the key | 12. any |
| 6. the identification | 13. the English |
| 7. the calculation | 14. has been |

27.3 mini test 3

Our research (1) **focuses / is focused** on Pervasive Computing. We are prototyping a Context Aware System, (2) **that / which** exploits a Wireless Sensors Network (WSN). By using (3) **WSN / WSNs** we can provide environmental monitoring, and (4) **using / to use** this system means our application is easy (5) **extending / to extend**. Our goal is (6) **creating / to create** a new reference infrastructure.

1. focuses
2. which
3. WSNs
4. using
5. to extend
6. to create

27.4 mini test 4

I am (1) **molecular / a molecular** biologist (2) **dealing / to deal** primarily with (3) **breast cancer / the breast cancer**. With my (4) **research group / group research** I study cancer growth, and profile its protein expression. This carcinogenesis process is very important to understand how (5) **to treat / treating** this widespread kind of tumor. Until now we have (6) **only done / done only** immunohistochemical experiments, but we (7) **have planned / planned** a molecular investigation for the near future. Starting (7) **next / the next** January, I (8) **will also / also will** be working on the proteomic profile of the metastasis of tumors in (9) **the Egypt / Egypt**.

- | | |
|-------------------|---------------------------|
| 1. a molecular | 6. only done |
| 2. dealing | 7. have planned (planned) |
| 3. breast cancer | 8. next |
| 4. research group | 9. will also |
| 5. to treat | 10. Egypt |

27.5 mini test 5

My current (1) **researches are / research is** concerned with blind signal processing, (2) **that / which** is, manipulating or extracting (3) **information / informations** from (4) **any / some** kind of signal without (5) **to know / knowing** the system, or the physical process, through (6) **that / which** the signal has passed before (7) **to be / being** sensed. In mathematical terms, this is a very difficult problem, (8) **that / which** can be solved by (9) **to use / using** just two basic tools: diversity and statistics. In the last few years, I have been treating “frequency” diversity. My main objective is (10) **extracting / to extract** only those maps (11) **that / which** are related to astrophysical radiations.

- | | |
|----------------|----------------|
| 1. research is | 7. being |
| 2. that | 8. which |
| 3. information | 9. using |
| 4. any | 10. to extract |
| 5. knowing | 11. that |
| 6. which | |

27.6 mini test 6

I am (1) **enthusiastic / an enthusiastic** and motivated twenty-four (2) **year-old / years-old** Electronics Engineer with (3) **a / the** special interest in XYZ. I have spent (4) **the last / last** six months doing (5) **an / the** internship at XTX Semiconductors Inc in Richmond. This internship was part of (6) **my / the my** Master's and entailed (7) **characterization / characterizing** a linear power amplifier for UMTS mobile handsets. I (8) **will be getting / am going to get** my Master's diploma in March next year.

1. an enthusiastic
2. year-old
3. a
4. the last
5. an
6. my
7. characterizing
8. will be getting

27.7 mini test 7

The following is an author's response (in normal script) to a referee's report (in italics).

Following the request for minor revisions, we (1) **have carefully analyzed / carefully analyzed** the comments we (2) **have received / received** from the reviewers. We (3) **have found / found** all the comments very useful and we (4) **have tried / tried** to revise the paper accordingly. In this accompanying letter, we (5) **have detailed / detailed** how we (6) **have dealt / dealt** the reviewers' comments (quoted in italics), discussing how these (7) **have been / were** addressed.

One particular change that should be considered is to make the paper less focused on one particular product.

We (8) **agree / agreed** with this point. We (9) **have changed / changed** the title, abstract and introduction so as to mention more the one product. The main product (10) **is now introduced / has now been introduced** only later when discussing the specific dataset and experiments reported in the paper.

There are two papers, which are highly relevant to the work proposed in this paper: Papers D and Paper E.

Given the reference limit in your journal, we (11) **have originally decided / originally decided / had originally decided** to include only references to A and B. To enable us to incorporate D, we (12) **have deleted / deleted** the reference to Paper C.

Could you present the properties of the dataset you used in the new applications?

To deal with this request we (13) **add / have added / added** a new table (Table 6) and figure (Figure 3). The plot in the new Figure 3 (14) **shows / has shown / showed** the large amount of data currently available and...

How did you calculate the Pearson correlation? The description is not very clear.

We (15) **have revised / revised** the description to make it clearer. In any case during our research we (16) **have created / created / had created** a grid over the area under investigation, we (17) **have sampled / sampled / had sampled** the two distributions at the points of the grid, and then we (18) **have computed / computed / had computed** the sample correlation coefficient to estimate the Pearson correlation.

In conclusion, we (19) **hope / have hoped / hoped** that the paper will be suitable for publication in The Journal of...

1. have analyzed / analyzed
2. received
3. found
4. have tried
5. have detailed
6. have dealt
7. have been
8. agree
9. have changed
10. is now introduced / has now been introduced
11. had originally decided
12. have deleted
13. have added
14. shows
15. have revised
16. created
17. sampled
18. computed
19. hope

27.8 mini test 8

1. I **hear / am hearing / have** heard that you **have / have had / have been having** problems downloading the files. Sorry about this. I **speak / will speak / have spoken** to the Systems Manager and she **promises / has promised / promised** to get back to you by lunchtime. She also **asked / has asked** me if you could send her any new files.
2. Please **find / will find** attached a draft copy of the proposal. As you **see / will see** there are a few question marks, so **feel / will feel** free to make any changes. I **also forward / have also forwarded** you Jean's comments. I **ring / will ring / am ringing** you later in the week to see how you **get / are getting** on.
3. Please find enclosed three copies of the contract for your seminars which **is / has been / was** redrafted by administration department following the comments you **have sent / sent** us. You **note / will note** that the copies **are / have been / were** signed by us. One copy is for your own use, please return the others duly signed. As I **have mentioned / mentioned** on the phone, we **will / would** appreciate your prompt attention in this regard.
4. Thank you for your compliments about my presentation last week. The paper I **have mentioned / mentioned** can be downloaded from my personal website. Re the instrumentation you **have requested / requested**, let me know how quickly you **need / will need** it and I **figure / will figure** out what it **costs / will cost** to send you one.
5. Thank you for hosting me at your department last week. It **was / has been** great to see you. It **has made / made** a nice change as I **am / have been** so busy lately. By the way, I **have forgotten / forgot** to ask you if you could give me your colleague's email address. We **are working / have been working** on a project recently which I think she **will / would** be interested in. Anyway take care and speak to you soon.

1. hear (have heard), have been having (have had), have spoken, promised (has promised), asked
2. find, will see, feel, have also forwarded, will ring, are getting
3. has been (was), sent, will note, have been, mentioned, would
4. mentioned, requested, need, will figure, will cost
5. was, made, have been, forgot, have been working, would (will)

27.9 mini test 9

Dear Professor (1) **Michael Smith / Smith Michael**

I am a PhD student at the (2) **University of Kubla Khan / Kubla Khan University**. I attended the Cole-Ridge conference last week and I found (3) **very interesting your seminar / your seminar very interesting**.

I saw on your (4) **web page / page web** that is possible to have a placement period in your lab. It would be a real pleasure for me to join your (5) **research group / group research** and do some further research into (6) **innovative dream sequence storage ways / innovative ways to store dream sequences**. I would be able to help you with the following:

7. **Storing data / Data storing**.

8. **Teaching undergraduates / Undergraduate teaching**.

9. **Writing papers / Paper writing**.

Where I think (10) **could I / I could** really add value would be in research work. I have attached a paper and some (11) **recent results / results recent**, which I hope you will (12) **find both / both find** interesting and useful.

(13) **It would / Would it** suit you if I (14) **came / did come** from April next year, for a 3–6 month period? I would be able to get funding from my university to cover the (15) **costs of a placement period / period placement costs**, so I would need no grant or scholarship.

Please (16) **find attached / attached find** my CV with (17) **the complete list of my publications / my publications complete list** and a (18) **letter of recommendation / recommendation letter** from my tutor, Professor Shankar.

(19) **Thank you in advance / In advance thank you** for any help you may be able to (20) **give me / me give**.

- | | |
|---|--|
| 1. Michael Smith | 11. recent results |
| 2. University of Kubla Khan | 12. find both |
| 3. your seminar very interesting | 13. Would it |
| 4. web page | 14. came |
| 5. research group | 15. costs of a placement period |
| 6. innovative ways to store dream sequences | 16. find attached |
| 7. storing data | 17. the complete list of my publications |
| 8. teaching undergraduates | 18. letter of recommendation |
| 9. writing papers | 19. thank you in advance |
| 10. I could | 20. give me |

27.10 mini test 10

Dear Professor Yang,

I (1) **am writing / write** to see whether you (2) **can / might** be interested in hosting (3) **an / a** excellent PhD student of mine.

My name is Gustav Muhler and I (4) **am / have been** a supervisor of PhD students in Science and Computing Engineering at HJB in Munich (www.hjb.de). (5) **This / That** graduate school awards PhD degrees to (6) **outstanding students / students outstanding**.

(7) **One of my / A my** PhD students, Carl Schmidt, has been working on XYZ (see a list of his publications below). I would very much like (8) **him to / that he** further this analysis by (9) **to work / working** for six months in your group. He has the following skills and knowledge areas that I think (10) **would be / are** of interest to you: (a) blah (b) blah (c) blah.

So I (11) **am / was** wondering whether you (12) **could / might** be willing to host Carl for six months in your group. He (13) **would / will** of course be willing to fit in with any time schedule that (14) **would / will** suit you, but his preference (15) **would / will** be to start in September of this year.

HJB (16) **would / could** pay for the period Carl will spend with you, so there (17) **would / could** be no expenses for you.

I (18) **have put / put** Miroslav Gugerivic in cc just in (19) **case / the case** you need references about me and my group at the University of Munich.

It (20) **would / should** be great if you (21) **could / might** give Carl (21) **this / that** opportunity, and I am sure you (23) **would / could** find him a very useful addition to your team.

I look forward to (24) **hear / hearing** from you.

- | | |
|----------------|--------------|
| 1. am writing | 13. would |
| 2. might | 14. would |
| 3. an | 15. would |
| 4. am | 16. would |
| 5. this | 17. would |
| 6. outstanding | 18. have put |
| 7. one of my | 19. case |
| 8. him to | 20. would |
| 9. working | 21. this |
| 10. would be | 22. could |
| 11. was | 23. would |
| 12. might | 24. hear |

Acknowledgements

I would like to thank the following people for allowing me to use extracts of their work in this book: Matteo Borzone, Roberto Filippi, Ali Hedayat, Estrella Garcia Gonzalez, Caroline Mitchell, Chris Rozek, Anna Southern, Chiara Vallebona, Alastair Wood.

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Since 1984 I have been editing and revising academic papers written by non-native researchers. I divide my time between England and Italy, where I also hold seminars on how to write and present research papers. I have written extensively on the English language not only for Springer, but also for Cambridge University Press, Oxford University Press, and the BBC.

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