Language study

Present simple
Form

POSITIVE		
I you	work	
he she it	works	here
we you they	work	

NEGATIVE		
I you	don't work	
he she it	doesn't works	here
we you they	don't work	

INTERROGATIVE			
Where	do	I you	
Where	does	he she it	work?
Where	do	we you they	

Example:
I **work** in London
Bob **works** in New York
They **come** from Toronto
We **teach** maths
My sister **teaches** I.T.
I **don't work** in New York
She **doesn't teach** maths
Do you **work** in London? Yes, I do.
Does your sister **teach** I.T.? No, she doesn't

Use
We use the Present Simple to express:
a. A habit.   They **get up** at 7.
                     Mary **drinks** tea every day.
b. A fact which is always true.   The earth **goes** round the sun.
                     I **come** from the U.S.A.
c. A fact which is true for a long time.   He **works** in a factory.
                     We **live** in London.
d. How often we do things.   **How often does** Mary **go** to the dentist?
                     Bob usually **goes** to the cinema **twice a week.**

Some verbs are usually used in the Present Simple only. They express a state, not an activity.
They are: like – think – agree – love – hate – understand.

Practice
**1. Complete the sentences using the following verbs go(es) – speak(s) – live(s) –
take(s) – drive(s) – drink(s).**
1. The earth goes round the sun
2. Julie .... French very well.
3. My grandparents .... in a cottage.
4. The Olympic Games .... place every four years.
5. Bob is a bus driver. He .... a bus.
6. I don't often .... tea.

2. Put the verb into the correct form.
1. I don't (not/drink) coffee very often
2. What time .... (the supermarket / open)?
3. Mary's got a computer, but she .... (not/use) it much.
4. "What .... (you/do)?" "I am a programmer".
5. Vegetarians .... (not / eat) meat.
6. An interpreter .... (translate) from one language into another.

Present continuous
Form: am / are / is + ing

POSITIVE	
I	am (I'm)
you	are ('re)
he	
she	is ('s)
It	working
we	
you	are ('re)
they	

NEGATIVE			
I	am (I'm)		
you	are ('re)		
he			
she	is ('s)	not	working
it			
we			
you	are ('re)		
they			

INTERROGATIVE		
Am	I	
Are	you	
	he	
Is	she	
	it	working?
	we	
Are	you	
	they	

Example:
Bob **is playing** tennis
I**'m reading** a book
It **isn't raining** now
Are the boys playing?
What **are you** doing?

Use

We use the Present Continuous to express:
1. An activity happening now.
   The water is boiling. Can you turn it off?
   The boys are playing tennis now.
2. An activity happening at or around the time of speaking.
   *My sister **is studying** IT at university.*
   *They want to work in England, so they **are learning** English.*
3. Temporary situations.
   *Paul **is living** with me until he finds a place of his own.*
   "You're studying hard today". "Yes, I have a lot of things to revise".
4. A planned future arrangement.
   I'm meeting Mr Parker at 3,30 tomorrow
   *What **are** you **doing** this evening?*

Practice

1. Put the verb into the correct form (present continuous).
1. "What .... (you/do)?" "I .... (write) a letter.
2. She .... (type) the last line of the letter.
3. He .... (read) an English novel at the moment.
4. What language .... (they/speak)?
5. Let's go out. It .... (not/rain) now.

2. Are the underlined verbs right or wrong? Correct the wrong ones.
1. The water <u>boils</u>. Can you turn it off? .... (is boiling) ....
2. That man <u>is trying</u> to open the door of your house. ....
3. I must go home now. It <u>gets</u> late. ....
4. "Booob! Come down! It's time to leave". "O.K., I <u>come</u>" ....
5. She usually <u>goes</u> to work by car ....
6. Water <u>boils</u> at 100 degrees. ....
7. I'<u>m getting</u> hungry. Let's go and have a pizza. ....

3. Put the verb into the correct form. (present simple or continuous).
1. Bob is very good at languages. He .... (speak) three languages fluently.
2. "How is your English?" "Oh! I think it .... (improve)
3. What .... (your sister/do)? She is a teacher, but she .... (not/work) at the moment.
4. What .... (you/think) about my plan?
5. Sara .... (play/cards) with Bob?

4. Read the sentences and write PS (Present Simple) or PC (Present Continuous).
1. .... I have a piano lesson on Mondays.
2. .... Bob works for a bank.
3. .... She is staying in Paris for a few days.
4. .... Rome is the capital of Italy.
5. .... Are you listening to me?

Noun phrases

In technical English there are groups of words used to define one concept that can contain either nouns only or nouns plus adjectives, such as Computer System, Computer Processing Unit, I/O Computer terminal interface, etc. They can cause confusion due to their word order, but remember: the most important word in English comes last, the other words take the function of adjectives which define the main word in detail.
1. A computer system = a system of computers
2. Computer aided design = design which is aided by the computer
3. A high-speed memory system = a system of memory which has a high speed

Practice

Find noun groups for the following:
* diagrams of circuit ....
* drawings for engineering ....
* bank of data ....
* modifications of software ....
* package for CAD ....
* a program in Pascal ....
* instructions used for the control of the program ....
* development of the software for microprocessor ....
* introduction to the components of the memory ....
* systems for controlling which are based on microprocessors ....

To (purpose) – in order to

1. We use **to**... to say why somebody does something. (= the purpose of an action).
   "Why is Mary going out?" "**to post** a postcard".
2. We use **to**... to say why something exists (= its purpose).
   "The president has a team of bodyguards **to protect** him".
3. We use **to**... to say what can be done or must be done with something.
   Have you got **much work to do**? (= work that you must do).
4. **In order to** is more formal than to.
   The programmer is working at weekends in order to complete the program on time.
5. You can use the negative **in order not to**. Ex: Bob was hurrying in order not to miss his bus.

Practice
1. Choose from box A and box B to make a new sentence with to.

A	B
1. I shouted	a. I want to go to Brasil
2. He had to go to the bank	b. I needed to get some money
3. I'm saving money	c. She wants to keep warm
4. She went into hospital	d. I wanted to report that my computer had been stolen
5. Mary's wearing two sweaters	e. She had to have an operation
6. I phoned the police	f. I wanted to warn people of the danger

1. I shouted to warn people of the danger ....
2. He had to ....
3. I ....
4. ....
5. ....
6. ....

2. Say what Paul intends to do. Use in order to

ACTION		PURPOSE
1. Take regular exercise	---->	keep fit and alert
2. Study magazines on IT	---->	be more successful
3. Get to work early	---->	impress the director
4. Work hard	---->	achieve more
5. Think positively	---->	not miss any opportunities

1. Paul is going to take regular exercise in order to keep fit and alert
2. ....
3. ....
4. ....
5. ....

3. Complete the sentences using a suitable verb.
1. The President has a team of bodyguards (to protect) him.
2. Mary came home by taxi. She didn't have the energy ....
3. I didn't have enough time .... the paper today.
4. I need a bag .... all these CDs in.
5. Paul has just passed his ECDL test. He is having a party ....

Adverbs of Frequency

A. Definite Frequency.
The following are common adverbs of definite frequency:

- *once*
- *twice*
- *five times* *- a day/week/month/year*
- *several times*

and: *every day/week/month year/*
every morning/afternoon/evening

We generally put these adverbs at the end of the sentence:
I use the computer twice a week.
I read two newspapers every day.

B) Indefinite Frequency
The main adverbs indicating indefinite frequency are:
always - often - usually - generally - seldom/rarely
sometimes - never - ever
When we use them with the Present Simple or the Past Simple we put the adverbs in front of the verbs.

Look at the examples:
She often uses the computer.
We always play videogames.
We sometimes write letters or postcards.

When we use them with tenses like the Present Perfect we put them between the auxiliary verb and the past participle. Look at the examples:
We have rarely seen such a bad film!
She has always liked to have a walk at dawn.

Frequency adverbs follow the auxiliary or the modal verbs. Look at the example:
I'm always on the phone talking with friends.

Notice that **ever** means at any time and we use it in affirmative or interrogative sentences. **Never** means at no time, so we never use it with don't, doesn't or didn't. Look at the examples:
I never send faxes.
It's the best message I've ever received.

Practice

A. Put in the frequency adverb in brackets in the right place:
1. I chat after dinner until late at night. (at least three times a week)
2. She has blogged because she says it's a waste of energy. (never)
3. Have you heard of that new virus protection? (ever)
4. My friends read newspapers or magazines. (rarely)
5. The technician revises his work. (once a day)
6. John speaks German at work. (often)
7. I could drive to go to work. The traffic is chaotic at that time. (never)
8. You can find the technician in his office after lunch break. (often)
9. She writes e-mail messages. (several times a week)
10. This is the fastest printer I've had. (ever)

Compare these sentences:

subject. *Who telephoned Bob?* = *(Somebody telephoned Bob)*
object. *Who did Bob telephone?* = *(Bob telephoned somebody)*

Who and **what** can be the subject of a sentence; in this case we do not use **do/does/did** and the word order is the same as in a statement.

Who wants *something to eat?*
What happened *to you yesterday?*

Who and **what** can be the object; in this case the word order is different from a statement; it is necessary an auxiliary **(do/did/will)**. The auxiliary is put before the subject.

Who did *Bob* **telephone?**
What will *you* **do** *next?*

Which and **whose** can be subject of a sentence.

Which computer program can draw *lines?*
Whose cat is sleeping.

Which and **whose** can be object of a sentence

Which computers can *the students* **use?**
Whose cat is *Bob* **looking** *for?*

Note

Note the position of prepositions in questions beginning:
who – what – which – where .....?

Who *do you want to speak* **to?**
Where *are you* **from?**
What *is the weather* **like?**
Which *job has Bob applied* **for?**

Practice

1. Make questions with who or what.
1. Somebody phoned Bob. .... **Who phoned you?** ....
2. Bob telephoned somebody.......................... **Who did Bob telephone?** ....
3. Somebody paid the bill. ....
4. This computer belongs to somebody. ....
5. Something fell on the table. ....
6. This word means something. ....
7. Somebody lives in that flat. ....
8. I went to the concert with Bob last night. ....

2. Put the words in brackets in the correct order.
1. Where / your friend / was / born/? = Where was your friend born?
2. When / was / built / this cottage/? = ... ?
3. When / the computer / invented / was/? = ... ?
4. How /circuits / are / made/? = ... ?
5. What time / your friend / coming / is/? = ... ?
6. Why / to my birthday party / you / come / didn't/? = ... ?
7. What / do / your wife / does/? = ... ?
8. Why / cancelled / the flight / was/? = ... ?
9. How / happen / the accident / did/? = ... ?
10. Why / work / this printer / doesn't/? = ... ?

Quantifiers – much – many – a lot of

1. A noun can be "countable" or "uncountable".
   Compare the two columns.

Countable nouns	Uncountable nouns
a computer	time
a printer	money
an icon	music

- Countable nouns can be singular or plural.
  There is a computer in this room.
  There are three computers in this room.
- Uncountable nouns have only one form.
  Do you like music?

2. We use "**much**" with uncountable nouns in interrogative and negative sentences.
   How much money did you spend?
   We didn't spend much money.
3. We use "**many**" with countable nouns in interrogative and negative sentences.
   Do you know many people?
   There aren't many computers in this school.
4. We use "**a lot of /lots of**" with both countable and uncountable nouns in positive sentences.
   There are a lot of computers in my school.
   We spent a lot of money.
5. "**a lot of/lots of**" can be used in interrogative and negative sentences.
   Are there lots of tourists in your town?
   There aren't a lot of tourists in my town.
   I didn't spend a lot of money.

Note: "much" and "many" in positive sentences are more formal than "a lot of" and less usual in conversation.

Practice

1. **In some of these sentences "much" is incorrect or unnatural. Change "much" to "many" or "a lot (of)" where necessary. Put a tick if the sentence is correct.**

1. Mary didn't spend much money	√
2. Sheila has got much money	
3. I don't know much people in this office	
4. You need much money to update your computer	
5. There wasn't much traffic on the Web last night.	
6. You'll have to hurry. You haven't got much time	
7. There aren't a lot of icons on the screen	

2. **Put in "much", "many", "a lot of".**
1. There are .... mice in this shop.
2. Unfortunately I haven't got .... time for playing with my computer.
3. Are there .... chips in a computer?
4. .... people surf the net at the moment.
5. I heard the cheapest printer is £ 50. That's too .... in my opinion.

Some – any - no

A. **Some** and **any** go before a plural and uncountable noun. In general we use some in positive sentences and any in negative and interrogative sentences.
1. *There are some CDs on your desk.*
2. *I've got some milk in the fridge.*
3. *We didn't buy any DVDs.*
4. *There aren't any flowers in my garden.*
5. *Have you got any brothers and sisters?*
6. *Is there any water in the bottle?*
7. *"Has Mary got any luggage?" "No, she hasn't."*

B. We use **some** in questions when we offer or ask for things.
8. *Can I have some coffee, please?*
9. *Would you like some brandy?*

C. We often use **any** after **if**.
10. *If there are any postcards for me, can you phone me?*

D. We use **no** + noun or **not any**. **None** is used without a noun.
11. *There are no supermarkets open*
> *or*
There are not any supermarkets open.
12. *I haven't got any milk*
> *or*
I have got no milk
13. *"How much money does Bob have?" " None" (= no money)*

Practice

1. Complete the following sentences with some, any, no, none.
1. I didn't buy .... flowers.
2. This afternoon I'm going out with .... friends of mine.
3. It is Sunday; there are .... shops open.
4. I took several photographs, but .... of them were good.
5. Can you give me .... information about Java language?
6. I tried to phone Bob, but there was .... answer.
7. There was .... bus, so I walked home.
8. Can I have .... lemon in my tea, please?
9. Would you like .... tea?
10. I didn't buy .... CDs.
11. I bought .... CDs because I was broke.
12. Can I have .... salt, please?

Somebody – anybody – nobody

The rules about some, any, no, are the same for the compounds somebody, anybody, nobody,etc.

People	someone somebody	anyone anybody	no one nobody	*Example:* *There is somebody in the garden*
Places	somewhere	anywhere	nowhere	*Is there anybody in the garden?* *There isn't anybody in the garden*
Things	something	anything	nothing	*There is nobody in the garden* *Can I have something to eat?*

Practice

1. Complete the sentences with the compounds of some, any, no.
1. I'm not thirsty. I don't want .... to drink.
2. What's in that wallet? .... It is empty.
3. Mary is thirsty. She wants .... to drink.
4. Can we go .... quiet?
5. I've never been .... more beautiful than Wales.
6. Did .... phone me while I was at the cinema?
7. Bob left the party without saying ....
8. There is .... at the front door.
9. There's .... interesting on television this afternoon. .... told me about it yesterday.
10. Look, ... has spilt all this coffee on the carpet.
11. Has .... seen Sheila lately?
12. Come on! Let's go ....

2. Choose the right compound.
1. Have you seen my book nowhere/anywhere? ....
2. Anybody/Somebody phoned for you two minutes ago. ....
3. I'm hungry. I've eaten something/nothing this morning. ....
4. I haven't got anything/something to write with: ....
5. Are you going somewhere/anywhere nice on holiday this year? ....

As well (as sb/sth)

It means 'in addition to sb/sth; also; too'.

Look at the examples:
*Are they coming **as well**?*
*The early 1980s saw the growth of TCP/IP, the Domain Name System, Network News Transfer Protocol and the European networks EUnet, MiniTel and JANET **as well as** the Japanese UNIX Network.*
***As well as** providing a connection to the Internet, ISPs provide a lot of content of their own*
*You should use firewall software **as well as** install virus protection.*

Practice

A. Rewrite the sentences using as well as.
1. You may like to describe the key features of the various input and output devices, in addition to some of the differences among them.
2. Governments should introduce policies aimed at stimulating creativity and innovation. They also should improve collective decision-making at local, national and global levels.
3. It is possible that in the future human cloning will be well accepted. Any other innovative technology may be well accepted, too.
4. At application layer, communication partners are identified. The quality of service is identified as well.
5. The point was to find a way for information to move efficiently and quickly not only within a company but also from one business to another.
6. A bridge enables devices on one network to communicate with devices on another network. Bridges also perform a check on the data to determine whether it should cross the bridge or not.
7. End-user devices include computers, printers, scanners. They also include all the devices that provide services directly to the user.
8. Host devices allow users to share information. They permit to create and obtain information as well.

Comparatives & Superlatives

a. Comparatives: study the grid.

	Adjectives	
adjective+er+than	Adjectives (1 or 2 syllables ending –y, -er, -e, -ow)	PCs are *smaller than* mainframes / A desktop computer is *heavier than* a notebook computer.
more+adjective+than	Adjectives (3 or more syllables)	Workstation has a more powerful processor than a desktop computer / PCs now have more popular prices *than* in the past.

b. Superlatives: study the grid

	Adjectives	
the+adjective+est in / of	Adjectives (1 or 2 syllables ending –y, -er, -ow,-le)	It is *the biggest* PC Discount shop in Turin. / It is the *smallest* PC of all
the most+adjective in / of	Adjectives (3 or more syllables)	That PC store is the *most expensive* in Rome / Supercomputers are *the most* powerful *of* all.

Practice

A. Write sentences with the prompts given using the comparative:
1. Most desktops / powerful / their portable versions.
2. A notebook / slightly large / an average hardcover book.
3. The handheld computer / slightly heavy / the palmtop.
4. Enterprise servers / modern / mainframes.
5. The first computers / much big / the modern ones.

B. Write sentences with the prompts given using the superlative:
1. Supercomputers / expensive / all the other types.
2. Wearable / late / trend / computing.
3. These / digital cameras / good / all.
4. Today the big / computers / mainframes.
5. The / good / known supercomputers are built by Cray.

Past simple

We use the Past Simple to talk about past events, usually with reference to finished periods.

Exceptions:
Verbs ending with –e

+d: live –> lived   like –> liked

Regular verbs
Verb+ed

| Walk –> walked | watch –> watched |
| Open –> opened | ask –> asked |

Verbs ending with a consonant +y

-y –> ied: apply –> applied   try –> tried

Irregular verbs
They have to be studied. Some examples:

do –> did	say –> said
be –> was,were	buy –> bought
have –> had	sell –> sold
find –> found	take –> took

Most verbs ending with one vowel + one consonant

-p –> pped: stop –> stopped
-n –> nned: plan –> planned

The **interrogative** and **negative** forms are formed with *did* and the *base form* (infinitive without to).
Did you study physics?
I didn't study at all today. I played videogames.

Didn't is a colloquial form, in formal writing we use *did not.*
People did not communicate as much as we do today.

Practice

A. Find the Simple Past (active) of the following verbs.

1. be		5. use	
2. build		6. think	
3. become		7. know	
4. note		8. weigh	

B. Complete the sentences using the correct form of the Past Simple.
Example: When / you / leave / school? (= when did you leave school?)
1. Why / they / take / so much time to build Stonehenge?
2. In 1679 Leibitz / introduce / binary arithmetic.
3. I / not / know / that Leonardo / invent / the mechanical calculator.
4. What / Shockley / invent? He / invent / the transistor.
5. Egyptians / develop / a symbol for the number 10.
6. Von Neumann computer / become / the basis for most computers to follow.
7. What / British / build / in 1943? They / build / Colossus.
8. Microcomputers/ be/ complete computers but on a smaller scale than the huge systems in use by most businesses.

Past simple passive

It means 'in addition to sb/sth; also; too'.
When we say what people and things do, we use the *active form*; when we say what happens to people and things, we use the *passive form*. Also the Past Simple Passive talks about finished past events.

It is composed of the past of the verb *be + past participle*.

was / were + past participle

Regular past participles are formed like the Past simple, that is, *-ed + base form*.
Irregular past participles have to be studied. When you look at grammar tables or in dictionaries, you find, for example, *take, took, taken*.
Take is the base form. Took is the Past Simple. *Taken* is the past participle.
Look at these sentences:
ACTIVE: *They sell technical books.*
PASSIVE: *Technical books are sold.*

Notice that the object in the active sentence (technical books) becomes the subject in the passive sentence. We mainly use the passive when it is not important who does the action or when we don't know who does the action. This is the reason why it is so commonly used in technical writing.
Modern computers were used to retrace the positions of objects in the sky. (We don't need to know who used the computers) *Stonehenge was constructed in stages over a period of 300 years.* (We don't know who built Stonehenge)
....stones were moved to the present location, ...other stones were quarried miles away. (Who did all that? Do we need to know in this article?)

When we know who does the action we put *by* in front of the author.
The transistor was invented by Shockley.
We put our attention more on the transistor than on its inventor.

Practice

A. Change the active sentences into passive sentences.
1. Fleming developed vacuum tubes.
2. Shockley created the transistor.
3. The Chinese used the abacus for calculating the census.
4. Palaeolithic peoples knew a system for recording numbers.
5. In 1943-45 U.S. Army built ENIAC.
6. In 1984 Apple introduced the Macintosh.

B. Underline the correct active or passive form. Notice that the Simple Present Passive is formed with *am, is, are + past participle*.

Computers (*play/are played*) an enormously important role in our society. General-purpose computers (*use/are used*) widely in business and industry and (*find/are found*) in an increasing number of homes. Special-purpose computers (*find/are found*) in everything from automobile engines to microwave ovens.
General-purpose computers (*possess/are possessed*) the amazing property that a single piece of hardware can (*do/be done*) any computation imaginable. Before general-purpose computers (*created/were created*), special-purpose computers (*performed/were performed*) arithmetic calculations, which had to (*manually reconfigure/be manually reconfigured*) to carry out different calculations. A general-purpose computer, on the other hand, (*contains/is contained*) the configuration information for the calculation in the computer memory itself, in the form of a program. The designers (*realized/were realized*) that if they (*equipped/were equipped*) the computer with the right program instructions and the ability to perform basic arithmetic, then any computation they (*desired/were desired*) to perform was possible within the limits of how much memory, and patience waiting for the result, they had.

Ing with prepositions

Look at these examples:
*Instead of us**ing** a mouse...*
*The field of computer graphics concerned with generat**ing** and display**ing** three-dimensional objects...*
*...capability for perform**ing**...*

When a preposition is followed by a verb, we use the *-ing form* in English. Notice that in Italian we use the infinitive: "invece di usare..".
We use **by + -ing** (e.g., *by doing*) to describe how we do or did something:
*She became successful in business **by working** very hard.*
*You start your computer **by pressing** the on/off digit.*

We use **without + -ing** (e.g., *without doing*) to say that a particular action is not done or was not done:
*They left **without turning** off the computer.*
*He did the work **without making** any mistakes.*

Practice

A. Complete with the –ing form.

1. From .... (control) hurricanes to .... (observe) biological contamination, scientists and engineers are using supercomputers.
2. The average digital clock shows the time by .... (flash) the hour and the minute.
3. Computers simulate analog events by .... (combine) many of on-off sequences in complex ways.
4. Scales is a piece of equipment used for .... (weigh) things, for example ingredients for a recipe.
5. The biological computer will be able to reach correct answer with only partial information by .... (fill) in the gaps by itself.
6. Individual and collective aspirations will play a fundamental role in .... (shape) public policy and .... (motivate) individuals to take the necessary risks.

B. Rewrite the following sentences using *by or without*.
Example: She left. She didn't say anything.
(=she left without saying anything)

1. He repaired the engine. He changed some of the parts.	
2. He went out of his office but he didn't lock the door.	
3. She got the money because she sold her new computer.	
4. He passed the test on computing. He studied very hard.	
5. I threw the instructions away. I didn't read them.	
6. Researchers were successful. They worked day and night.	
7. Students referred about Stonehenge quite well. They read some books in the school library.	
8. She answered the question but she didn't listen to it carefully.	

Present Perfect Simple

The Present Perfect in English is essentially a *present* tense but it also expresses the effect of past actions and activities on the present. It means "before now". It does not say *when* an action happened. When we say the exact time we have to use the Past Simple.
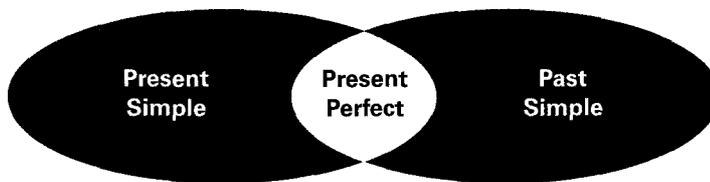
Look at the example:
I've read** that book **before. (before now)
but: ***I read** that book **last year***. (exact time when the action happened)

We use the Present Perfect to express:
- an action which began in the past and still continues
- an experience that has happened at some time in one's life.
- a past action that has a present result.

I've read that book before. I don't want to read it again now.
She's left the secondary school. Now she works in a shop.

We often use the Present Perfect with **ever** (=at any time) and **never** (=at no time)

*Have you **ever** met a famous person?* (In Italian: hai mai...?)
*I've **never** worked in a factory.* (In Italian: Non ho mai...)

We form the Present Perfect Simple like this:

Have / has + past participle
I *have* finish*ed* She *has* finish*ed*

Study the grid:

Positive	Negative	Questions
I/you/they *have ('ve)* arrived He/she/it *has('s)* arrived	I/you/they *have not (haven't)* arrived He/she/it *has not (hasn't)* arrived	*Have* you/they arrived? *Has* he/she arrived?

Notice that the past participle can be regular or irregular:

	Past Simple	Past participle
regular (+ed) play travel	played travelled	played travelled
irregular read do take	read did took	read done taken

Practice

A. Complete the sentences using the Present Perfect form of the verbs given.

1. What's the film about? I don't know. I .... (not/see) it.
2. I don't understand what the problem with the computer is. It's .... (never/happen) before.
3. Telecommunications .... (extend) the usefulness of the PC in the workplace.
4. The biggest telecom happening in recent years .... (be) the exceptional popularity of the Internet and World Wide Web.
5. Check what you .... (learn) in this section.
6. I .... (see) the future and it is a beautiful thing.

Past Simple (I saw) or Present Perfect (I have seen)?

Compare the Past Simple and the Present Perfect:

We use the Past Simple to talk about something that happened at a particular time in the past: *I met my friends at 8 o' clock.* *When did you have your exam? In July.* *She bought a new printer last month.*	We use the Present Perfect to talk about the past, but *not* about *when* things happened: *I've met her children. They're nice.* *Have you ever been in Australia?* *I've bought a new car. It's really fast!*

We use the Past Simple for situations or actions during a period of time that ended in the past:
I worked there for two years. I left one month ago

We lived in Paris for a long time, we live in Rome now.

We use the Present Perfect for situations or actions during a period of time from the past to now:
She has worked here for two years.
(She still works here)

We've lived in Paris for two years and we are happy to live here.

Practice

A. Complete the paragraph about networks by putting in the Present Perfect or Past Simple. Notice that in one case you have to use the passive form.

The first computer network .... *(invent)* when ancient mathematicians .... *(connect)* their abacuses together with string so they instantly .... *(share)* their abacus answers with each other and .... *(get)* their work done faster. Over the years, computer networks .... *(become)* more and more sophisticated. In the past networks .... *(use)* string. Today networks use electrical cables, fiber-optic cables, or wireless radio signals to connect computers to each other. The purpose, however, ... *(remain)* the same: sharing information and getting work done faster.

B. Complete by choosing the correct verb form.

Although several types of cable .... *(be)* popular over the years, the most commonly used cable today is called twisted pair.
Years ago mainframe computers .... *(require)* staffs of programmers and operators.
Historically speaking, personal computers .... *(take)* the computing power out of the big computer room and .... *(put)* it on the user's desktop.
Since their creation networks .... *(change)* everything all around.
She .... *(not/arrive)* at work yet: please turn on her computer.
Last night I .... *(see)* a program about wirefree technology.

Can, could

We use **can** or **could** with a base form (an infinitive without to).
I can use a computer.
Look at these examples with *can*.

> ABILITY
> A PC *can* perform many tasks
> (=A PC is able to perform many tasks)
>
> *Can* you name some input hardware devices?
> (=Are you able to name some input hardware devices?)

We use *can* to talk about what people or things are able to do.

In the negative we use cannot (or *can't* in a friendly context) to talk about what people or things are not able to do.
You cannot communicate with your computer shouting. (=you are not able to communicate with your computer shouting)
The computer cannot understand if you do not type anything to it on the board.

We use *could* and *could not (couldn't)* to talk about what people and things were able to do in the past.
When John was little, he could not use a computer.
I couldn't go to the party. I was ill.

May, might

We use **may** or **might** with a base form (an infinitive without to).
I may stay at home tonight.
Look at these examples with may and might.

> POSSIBILITY
> A PC *may* perform new tasks in the future
> (=It's possible that a PC will perform new tasks in the future)
>
> Ask him. He *might know* the answer.
> (=Perhaps he knows the answer)

We use *may* or *might* to talk about things that are possible, now or in the future.

The negative is *may* not or *might not*.
I'll buy that printer, but it may not be the cheapest one (=It's possible that it is not the cheapest printer on the market)
I might not be ready for the test tomorrow. (=Perhaps I won't be ready for the test tomorrow)

The difference between *may* and *might* is that might *usually* refers to situations which are less probable.

Practice

A. Complete the sentences using can, can't or couldn't and the verbs in brackets ( ).

Example: You don't have to shout. I .... (hear) you very well
(= You don't have to shout. I can hear you very well).

1. He always asks his secretary to input data because he .... (use) a PC.
2. We .... (buy) a new printer because we .... (afford) it. It was too expensive.
3. Digital images .... (be downloaded) to a computer.
4. I didn't have a good seat in the room so I .... (see) the slides very well.
5. I .... (let) you use my laptop because it isn't working at the moment.
6. I'm afraid that I .... (study) with you now. I'm in a hurry. My friends are waiting for me.

B. Insert *may* or *might*. Give reasons for your choice.

Example: In this case I prefer may/might because...

1. This image is not very clear. You .... need a higher resolution.
2. I .... find it difficult to download that programme. It's too heavy.
3. The teacher .... want to ask you for some details on your project.
4. What type of computer will you buy? I don't know. I .... buy a laptop. I like them!
5. Accept that job offer. You .... not get a better opportunity.

C. Complete the dialogue using *can, could, may, might* or their negative forms.

Jim: Are you coming to the Computer Discount with me tomorrow?

You: Well, I .... come, but I'll be in a hurry. Tomorrow morning I .... have a test on input and output devices. I'm not sure, the teacher has been a bit vague about it.

Jim: .... you concentrate when you're under pressure?

You: When I was a child, I .... , but now I feel more confident. What about you?

Jim: I .... concentrate quite easily, I do better when I'm stressed!

You: Then, ... you help me now? Tomorrow we .... go shopping together.

Jim: Why not? All right, take your book and let's begin.

Must - Have
Form: Must + infinitive without to

POSITIVE AND NEGATIVE	INTERROGATIVE
I you he, she, it must be careful we mustn't make any noise you they	✱ Must I.......? is possible **Must I do what you say?** BUT question forms with have to are more common. **Do I have to do what you say?**

Use

1. Must is used to express an obligation that involves the speaker's opinion, it is personal.
   *I **must** wash my hair (this is me talking to me).*

2. Because must expresses the authority of the speaker, "You must..." sounds bossy.
   *You **must** do this homework (a teacher's giving his /her students an order).*

3. Mustn't expresses negative obligation. It is important **not** to do something.
   *You **mustn't** steal other people's things.*

Has/have+to+infinitive
Form

POSITIVE AND NEGATIVE			INTERROGATIVE			
I you we you they	have don't have	 to study	 Do	I you we you they	 have to	 study?
he she it	has doesn't have		 Does	he she it		

Use

1. *Have to* expresses a general obligation based, perhaps, on a rule or law, or based on the authority of another person.
   Ex: *children **have to go** to school until they are sixteen. (a law).*
   *The teacher says you **have to study** modal verbs. (teacher's order).*
2. *Don't / doesn't have to* expresses the absence of obligation (you can if you want to, but it isn't necessary).
   *When you go into a department store, you **don't have to** buy something; you can just look.*
3. The simple past of *have to* is:
   I, you, we, he...had to ...... (positive)
   Did I, you, we, he, ...have to....? (interrogative)
   I, you, we, he, ...didn't have to... (negative)

Practice

1. Put in must and /or have to.

1. We haven't got much time. We .... hurry.
2. I .... go to the station. I'm meeting someone.
3. You .... tell anybody. That's a secret.
4. Bob .... work on Friday. It's his day off.
5. .... you .... wear a uniform when you were at school?
6. Sheila .... go to work yesterday.
7. You .... lock the front door when you go out.
8. Mum .... go to the bank. She hasn't any money.
9. The baby is sleeping. You .... make any noise.
10. You .... drive on the left; you .... drive on the right when you are in England.
11. Bob gave me a letter to post. I .... remember to post it.
12. She .... wear glasses for reading.

Should – shouldn't

Should + infinitive without to

1. The forms of *should* are the same for all subjects.
   I should study more.
   Mary should study more.
   You shouldn't eat many cakes.
   Should I take an aspirin?
2. *Should* is used to say what is the best thing or the right thing to do. It is also used to give advice or to give an opinion.
   *Mary looks tired. She **should go** to bed.*
   ***Should** I **invite** Bob to my birthday party?*
3. We often use **should** with **I think / I don't think / Do you think...?**
   I think you **should study** hard.
   I don't think you **should work** ten hours a day.
4. *Shouldn't* is used to express negative advice.
   *You **shouldn't** believe everything is in the papers.*

Practice

1. For each situation, write a sentence with should or shouldn't + one of the following.

use his car so much | look for another job | go to bed so late |
put some pictures on the walls | go away for ten days.

1. Your room isn't very interesting = ... you should put some pictures on the walls ....
2. You need a change = you ....
3. Your salary is very low = you ....
4. Bob drives everywhere. He never walks = he ....
5. Mary has difficulty getting up = she ....

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2. Complete the sentences with should/shouldn't.
1. You .... write your CV.
2. Mary .... stay up too late. She will be very tired tomorrow morning.
3. There are several B and Bs in this village. It .... be difficult to find a room.
4. You're not well, you .... see a doctor.
5. I'm in trouble. What .... I do?
6. You .... tell the truth; you .... tell lies.
7. .... I try to eat less?

The imperative

1. The imperative is the same as the base form of a verb. You don't use a pronoun in front of the imperative.
   Stand up!   Write this formula!
2. You form a negative imperative by putting "do not / don't" in front of the verb.
   Don't write in my book!
   Don't smoke!

Use

You use the imperative when you are:
- telling or asking someone to do something
  Hurry up!
- giving advice or a warning
  Take care!
- giving instructions on how to do something
  Turn left off Oak Road into Watford Street.
- The imperative is used in written instructions on how to do something (for example on notices and packets of food) or to give *warnings*.
  Store in a dry place.
  Reduce speed.

Practice

1. Rewrite the underlined suggestions and requests.
1. It is a secret. <u>you mustn't tell anyone</u> ....
2. <u>You should put on</u> another sweater; it's very cold ....
3. <u>You shouldn't touch that pot;</u> it's very hot ....
4. Mary's in bed. <u>I hope you won't wake her up.</u> ....
5. <u>You shouldn't smoke;</u> it's bad for you ....
6. <u>I think you should eat</u> less; you're too fat. ....
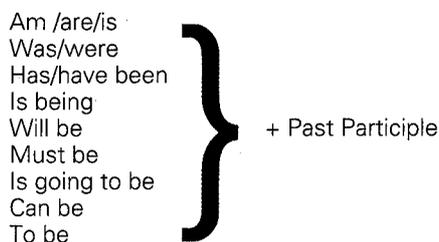
2. Transform the following direct commands into indirect ones.
   (e.g. He said, "Go away" – he told me to go away)
1. "Shut the door, Tim" she said.
2. "don't hurry", I called to them.
3. "Help your mother, Bob", Mr Ross said.
4. "Don't make too much noise, children", he said.
5. "Make a list of what you want", she told us.
6. "Don't argue with me", the teacher said to the boy.

The passive
Form

The passive is **be** (am, is, was, etc.) + **past participle** (seen, cleaned etc.)

Am /are/is
Was/were
Has/have been
Is being
Will be   } + Past Participle
Must be
Is going to be
Can be
To be

Use

1. When we use an active verb, we say *what the subject does*.
   My granfather was a builder. **He built** *this house in 1930.*
2. When we use a passive verb, we say **what happens to the subject.**
   My house is old. It was built in 1930.

C. When we use the passive, who or what causes the action is often unknown or unimportant:
Ex. a lot of computers were stolen (*somebody stole them, but we don't know who*).
If we want to say who does or what causes the action, we use **by**.....
Ex: this house was built **by** *my grandfather*

We choose the active or the passive depending on what we are more interested in.
Ex True love **was written** *for Valentine's Day , February 14. (we are more interested in true love).*
Isaac Asimov **wrote** *several science fiction stories; one of these was "True love". (we are more interested in Asimov).*

Note:

We use the passive both in speech and writing but it is more common in writing. We see it especially in textbooks and reports. We use it to describe activities in science, technology, industry and for official rules.
Example:
1. *Bananas* **are exported** *to Italy.*
2. *Payment* **can be made** *at any bank.*
3. *These doors* **will be locked** *at 10 p.m.*
4. *Wine* **should be opened** *about three hours before it is used.*
5. *This room* **is used** *only on special occasions.*

Practice

1. Write questions using the passive. Some are present and some are past.
1. Ask about chip. (how/make?) .... *How is chip made?* ....
2. Ask about computer. (when /invented?) ....
3. Ask about hills. (how / form?) ....
4. Ask about Venus. (the planet). (when / discover?) ....
5. Ask about copper. (what / use for?) ....

2. Put the verb into the correct form, present simple or past simple, active or passive.
1. *Did somebody clean* (somebody / clean) this computer yesterday?
2. It's a big supermarket. One hundred people .... (employ) there.
3. The zoo gates .... (lock) at 7,30 p.m. every evening.
4. The postcard .... (post) two weeks ago and it .... (arrive) yesterday.
5. The ship hit a rock and .... (sink) quickly. Fortunately everybody .... (rescue).
6. Bob's parents .... (die) when he was three. He and his brother .... (bring up) by their grandparents.
7. While I was on holiday, my laptop .... (steal) from my hotel room.
8. The telephone .... (invent) in 1876.

3. Change the following sentences from active to passive: do not mention the agent if it is not specified.
1. A. Somebody **built** this house in 1930 =
   P. This house **was built** in 1930.
2. A. Documentation includes technical notes for the programmers =
   P. ....
3. A. Mr Ross bought a wireless mouse yesterday =
   P. ....
4. A. The technician is adding memory to my P.C. =
   P. ....
5. A. We will send you an e-mail =
   P. ....
6. A. Somebody warned us not to use this computer =
   P. ....
7. A. People don't use this road much =
   P. ....

Relative clauses with who, which or that

Look at the example.

The teacher met a student

*The teacher met a student **who asked him for explanations.***

We use *who or that* after a person (e.g., a student) to indicate who we are talking about.

We call **who asked him for explanations** a *relative clause.*

Another example:

I've met Mr Moore. He's the professor **who gave us the lecture on output devices.** (Which professor? – The professor who gave them that lecture).

But if we are talking about a thing or an animal, we use *which* or *that.*

*These are some input devices **which are very commonly used.***

*It is a pointing device **that enables the user to interact with the computer by touching the screen.***

Pay attention to this common mistake:

...... a *student* **who he asked for explanations.**

...... *some input devices **which they are very commonly used.***

Now look at this:

*Jack is the student **who the teacher met.***

In this case, *who* is the object of the verb (the teacher met..)

In some grammar books they give *whom* for the object, but this is very uncommon now.

When *who, which* or *that* are the object, we can leave them out.

*Jack is the student **the teacher met.***

The same happens when *who, which* or *that* are accompanied by prepositions:

*This is the computer **I told you about.***

(It is very unusual or too formal to say *This is the computer **about which I told you.***)

*I'll give you the explanation **you asked for.***

Pay attention to this mistake:

*Jack is the student **the teacher met him.***

*I'll give you the explanation **you asked for it.***

Practice

A. Use who or which as appropriate.
1. Stonehenge, ... dates back before 1500 B.C., is a computer.
2. Ink-jet printing has been the technology of choice for those .... want to produce affordable colour with a PC.
3. The ball turns two rollers, ... turn wheels called encoders.
4. Another output device is the plotter .... is used to produce various forms of graphics-oriented hard copy.
5. It was the brilliant physicist Richard Feynman .... first suggested the idea of quantum computers in 1982.
6. A general-purpose computer is a computer .... can be used in many different situations.

B. Link the sentences using who, which or that, as in the example.
Example: She chose the books. She wanted to buy them.
(=She chose the books that she wanted to buy)

1. He's a good technician. A lot of people call him for repairs.
2. I'm doing some work. I have to finish it today.
3. Cartridges for ink-jet printers have a high cost. It can constitute a problem.
4. Palmtops can do many tasks. You would do them with a portable PC.
5. She's a lovely girl. I often see her at school.
6. Printers are output devices. They print out data, usually onto paper.

C. Leave out who, which or that where possible.
Example: The man for whom she works is Mr Shine
(=The man she works for is Mr Shine)

1. Where is the copy that I left here a minute ago?
2. The cartridges for which we were waiting have arrived.
3. Mr Hugh, who is a professor at the Denver University, is now in Rome.
4. The video camera which my friends saw at the fair was too expensive.
5. That is the digital camera for which I am looking.
6. How Computers Work, which is an excellent book, was published in 1999.

-ing form and relative clauses

Look at the example.

*The parts of the computer **receiving** information to be used are called the input units.*

(=The parts of the computer **which receives** information....)

*Output units provide the results of computation to the person **using** the computer.*
(=.... the person **who uses** the computer)
–ing form clauses (or participle clauses) are very like relative clauses, except that they have the participle (-ing form) instead of complete verbs.

Practice

A. Use who, which, that + complete verbs instead of the participle.
1. The input units are the parts of the computer receiving information or programs to be used.
2. A trackball consists of a sphere resting on rollers.
3. A magnetic reader provides quick identification of people entering buildings.
4. Design a poster illustrating the various types of devices.
5. There are many universities and research laboratories working on the problem of building quantum computers.

B. Now use the participle instead of who, which, that + complete verbs.
1. Anyone who touches that wire will get a shock.
2. I'd like to buy a book which covers all the basic information on computers.
3. Who's the boy who is playing videogames?
4. At the moment I see many people that are using the computer.
5. A computer which performs different tasks is general purpose.

If clauses (First and second conditional)

1. Compare these examples:
   Mary has lost her new CD player. She tells Betty:
   Mary: I've lost my new CD palyer. Have you seen it anywhere?
   *Betty: No, but **if I find it**, I'll tell you.*
   In this situation, Betty feels there is a real possibility that she will find the CD player. So she says:
   if I find ......, I'll

2. John says:
   ***If I found** a laptop in the park, **I'd take** it to the police station.*
   *This is a different type of situation. Here, John doesn't expect to find a laptop in the park; he is **imagining** a situation that will probably not happen. So he says:*
   If I found..., I'd (= I would)

First conditional

A sentence with **if** has an if-clause (e.g. if I find it) and a main clause (e.g. I'll tell you). Other conjunctions of time are: *When, as soon as, after, before, while, until.* They are not usually followed by a future form even if they refer to future time.
Example: *Wait here until I get back.*

Form

IF+ Present Simple, WILL+ infinitive without to. The forms of will are the same for all persons.

	POSITIVE AND NEGATIVE			
IF	I study hard he doesn't study hard we study hard	I he we	'll (will) won't (will not)	pass my exams pass his exams pass our exams

	INTERROGATIVE		
What	will you do	**IF**	you pass your exams?
What	will you do		you don't pass your exams?

Use

The first conditional is used to express a possible condition and a probable result in the future.
    ***IF** I find your CD palyer, I'll tell you.*

Note

The if-clause can come at the beginning of the sentence or at the end.

Second conditional

A sentence with the past tense in the if-clause often refers to something imaginary. If **I found** a laptop means that I haven't found a laptop, but I am imagining it.

Form

IF + Past Simple, WOULD + infinitive without to.

The forms of would are the same for all persons.

	POSITIVE AND NEGATIVE		
IF	I found a laptop he didn't have many debts I were you	I he 'd (would) I wouldn't (would not)	take it to the police station buy a second hand laptop study IT

			INTERROGATIVE	
What Where	would	you do you live	**IF**	you had a wearable computer? you were richer than Bill Gates?

Use

The second conditional is used to express improbable or unreal condition and its probable result in the present or future.

> **IF** I found a laptop in the park, I'd take it to the police station.

Note

The condition clause can come at the beginning or the end of the sentence.
> Were is often used instead of was.

Practice

1. Complete the sentences using the verbs in brackets (first conditional).

a. If you .... information into a computer, database .... you more flexibility. (put, give)
b. If Mr Rossi .... a spreadsheet program, it .... him manage and analyze financial information. (buy, let)
c. If Mr Rossi .... to spend much money he .... programs as part of an application suite. (want, buy)
d. The user .... texts displayed on the monitor if he .... a word-processor program. (manipulae, use)
e. If an organisation .... its own software, it .... a lot of money. (write, spend)

2. Complete the sentences using the verbs in brackets. (second conditional).

a. If you sold your old computer, you .... much money for it. (not/get)
b. They would be offended if I .... them an e-mail for their wedding anniversary. (not/send)
c. I'd be very angry if somebody .... my printer. (steal)
d. It .... awful if you lost your laptop.
e. If I had enough money, I .... all special-purpose output devices. (probably/buy)

3. Put the verb into the correct form. (first and second conditional).

1. I'd buy it if it .... so expensive. (not/be)
2. If you update one of the files, all the others .... automatically. (be/updated)
3. If Bob .... his ECDL test, he'd fail it. (take)
4. What .... if there was/were a logic error in your program? (you/do)
5. If you don't update one of the files, all the others .... automatically. (not be/ updated)
6. I'll send you an e-mail if I .... any news. (hear)
7. Would you mind if I .... your computer? (use)
8. I'll pay you back as soon as I .... some money. (get)