

# 4

# English for Mechanical Engineers

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INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

# English for Mechanical Engineers 4

## UNIT 7 – Defects and Solutions

Part A – What's Happened?

Part B – Suggesting Solutions

## UNIT 8 – Advertisements and Notices

Part A – Online Advertising

Part B – Notices

## UNIT 9 – Getting Around

Part A – In a Restaurant

Part B – In a Hotel

## UNIT 10 – Materials

Part A – What's It Made of?

Part B – Properties of Materials

## UNIT 11 – Inventions and Attachments

Part A – When Was It Invented?

Part B – Attachments

## UNIT 12 – Safety at Work

Part A – Safety First, Safety Rules

Part B – Sample Final Test

## What's Happened?

**What has broken down in your house or flat recently? What have you done with it? Have you fixed it yourself or has anyone advised you?**

copy machine	battery	DVD	hose	window	plate
screws/bolts	scissors	petrol tank	hood	connection	

jammed      blocked      flat      corroded/rusted/rusty      loose  
          reversed      empty      blunt      too tight  
 broken      chipped      scratched      dented      leaking/leaky



**2. Choose 5 of your sentences from Exercise 1 and write them down.**

*Example: A plate is broken/chipped.*

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_



**3. You will listen to three short dialogues. The people in each dialogue try to solve a technical problem. Listen and note down the things and problems the people discuss in each dialogue and what possible explanation they offer:**

- a) Thing: \_\_\_\_\_ Problem: \_\_\_\_\_  
Explanation: \_\_\_\_\_
- b) Thing: \_\_\_\_\_ Problem: \_\_\_\_\_  
Explanation: \_\_\_\_\_
- c) Thing: \_\_\_\_\_ Problem: \_\_\_\_\_  
Explanation: \_\_\_\_\_



**4. Listen again to the dialogues and fill in the gaps.**

- a) Hmm, have you \_\_\_\_\_ turning it off and on again?  
OK, and have you \_\_\_\_\_ the paper tray is not too full or empty?  
Have you tried \_\_\_\_\_ it and checking that the paper isn't  
\_\_\_\_\_ at all?
- b) \_\_\_\_\_ you checked that it's fitted \_\_\_\_\_?  
Have you \_\_\_\_\_ the chain's sharpness \_\_\_\_\_?
- c) \_\_\_\_\_ you added \_\_\_\_\_ lubrication to the motor recently?  
Then perhaps the drive belt is \_\_\_\_\_ or \_\_\_\_\_.  
But yes, here it is, the belt is \_\_\_\_\_.

5. To find more details about a problem, we can ask following questions. **Underline the questions that use Present Perfect tense.**



**Is the paper tray full/empty/blocked?**

**What happens when you pull out the paper tray?**

**Have you tried pulling out the paper tray?**

**Have you checked the paper tray?**

**Have you checked to see if the paper tray is empty?**

**Have you checked that the paper tray is OK?**

6. Write the pattern for the Present Perfect tense.

Positive statement: subject + \_\_\_\_\_ / \_\_\_\_\_ + \_\_\_\_\_

Negative statement: subject + \_\_\_\_\_ / \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Question: \_\_\_\_\_ / \_\_\_\_\_ + subject + \_\_\_\_\_?

7. Circle the correct use of the Present Perfect tense.

The Present Perfect tense is used when we are concerned about *what happened/exactly when something happened*.

8. Tell your partner about a problem in Exercise 2. He/she should then ask you questions to find out more about what you have tried. Then switch roles. Each one of you should mention 2 or 3 problems.

*Example: The copy machine is jammed. – Have you tried checking the paper tray?*

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

## Suggesting Solutions

### Warmer

Are you good at troubleshooting and repairing things? Who do you ask for help when you need it? Why?

1. Look at the pictures. Do you have these machines/appliances at home? What are they for? Now discuss with your partner possible problems you may have with each appliance.

Example: *There is a smell coming out of the fridge.*



2.



Jenny Stone is a troubleshooting expert on household appliances and she tries to help people with their problems. Read this *Help-at-Home Forum* and answer the questions below.

From: Susanne87

Hí Jenny, I've got a few problems with my vacuum cleaner. The biggest one is that it just won't suck properly and it makes some strange squeaking noise. My neighbours are already mad at me because of that. Another problem is that when I want to get the power cord to pull back in, it just doesn't move an inch. I've had this vacuum cleaner for five years now. Could you please give me your advice on how to fix it?

From: Jenny Stone

Dear Sue, Your problem seems to be quite serious and I can imagine how annoying this must be for the people living next to you. The hose may be blocked, which would explain the unpleasant sound it makes, as well as its low intake performance. Have you tried looking through the hose? **You should** make sure that nothing got stuck in there. Another explanation could be that the dust bag is full. **Why don't you** empty the dust bag at least once a month? It should help. The second problem you described is much more serious. The reel is probably broken. The only option is to replace it, which must be done by an expert. **Couldn't you** take the vacuum cleaner to a specialist's shop? They will have a look at it and fix it.

**From:** Joey\_Harp444

Hello Jenny, We've had quite a few problems with the fridge which we bought a month ago. First of all, there is an incredible smell coming out of it. I've cleaned it twice already but the smell just won't go! Besides, it doesn't smell like food or anything. It's more like a chemical sort of thing. What shall we do about this? And also, the fridge door is difficult to open. I have to pull very hard, so that the whole fridge shakes, which makes things fall over on the shelves. I have broken a couple of eggs this way already! And finally, the light in the fridge works only now and then. Sometimes I open it and it works, sometimes it just doesn't. Isn't it strange? The bulb seems to be all right. I'd really appreciate some advice from you.

TIA, Joey

**From:** Jenny Stone

Joey, The problems you've described are quite common but it should not be difficult to eliminate them. The smell is quite natural for new equipment of this kind. It might take another month or two, but it will disappear eventually. But just in case: **how about** checking if the cooling fluid is not leaking somewhere? Just make sure it isn't. Concerning the door, the problem might be that the hinges are not fitted properly. You can check this by yourself or just call a serviceman. The lighting issue is really strange, but it is probably broken contacts. **You could** also call some helpline. That is the best advice I can give you right now.

- a) What problems does Sue have with her vacuum cleaner? \_\_\_\_\_
- b) What could be the reason for the noise problem Sue has? \_\_\_\_\_
- c) What should Sue do with the dust bag? \_\_\_\_\_
- d) What kind of smell comes out of Joey's fridge? \_\_\_\_\_
- e) What explanation does Jenny offer for the door-opening problem? \_\_\_\_\_
- f) What is the third problem Joey has? \_\_\_\_\_

**3. Have a look at Jenny's answers. Fill in the gaps by finding the phrases she uses to make suggestions:**

- a) You \_\_\_\_\_.
- b) Why \_\_\_\_\_?
- c) Couldn't you \_\_\_\_\_?
- d) How \_\_\_\_\_?
- e) You \_\_\_\_\_.

**4. Circle the correct ending of this sentence and complete the pattern.**

The modal verb "should" is used to express *advice/strong imperative*.

\_\_\_\_\_ + should + \_\_\_\_\_

**5. Read the following email, find the four major problems with Tim's car and suggest possible ways to solve these problems.**



*Dear Mr. Terry,*

*As you may remember, I attended your workshop on the topic "Car Troubleshooting – Do It Yourself" two months ago. Since then, I have been successfully maintaining my car in quite good condition. Or at least I thought so. Unfortunately, some serious problems have occurred recently and I think in this case it is better to ask you for your help and expertise. First of all, the car makes a really strange noise when I try to accelerate. It is some kind of squeaking noise. Do you have any idea what it could be? What shall I check?*

*Another problem is that my monthly fuel consumption went up by about 25% last month without me driving more kilometres. I'm seriously worried about this. Could that be any problem with the petrol tank? What should I do? Moreover, there is a problem with higher oil consumption, too. I really don't know...*

*The last thing is the problem with the brakes. Last time I checked them, everything seemed to be perfectly OK, but yesterday they stopped working completely – it was just for a short moment but I can't even imagine what could have happened.*

*Do you have any ideas about how to troubleshoot all these problems? Or do you have any other suggestions?*

*Please, let me know soon. I would really appreciate it.*

*Best regards, Tim Johnes*



## PROBLEM

## SUGGESTION

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**6. Read the email in Exercise 4 again and answer the following questions:**

**a) Find the words in the text which have a very similar meaning to the following words.**

in the time not long ago \_\_\_\_\_

amount of fuel used \_\_\_\_\_

**b) Briefly explain IN YOUR OWN WORDS what it means.**

petrol tank \_\_\_\_\_

workshop \_\_\_\_\_

brake \_\_\_\_\_

**7. What other problems can a car have?**

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**8. With your partner, take turns to find out more details about the problems below and suggest at least two possible solutions for each.**

a) The car is too slow. Other details: \_\_\_\_\_

Suggestions: \_\_\_\_\_

b) The windscreen wipers don't work. Other details: \_\_\_\_\_

Suggestions: \_\_\_\_\_

c) My computer is too slow. Other details: \_\_\_\_\_

Suggestions: \_\_\_\_\_

d) The heating doesn't turn on. Other details: \_\_\_\_\_

Suggestions: \_\_\_\_\_

e) The vacuum cleaner doesn't work. Other details: \_\_\_\_\_

Suggestions: \_\_\_\_\_

f) The bulb doesn't light. Other details: \_\_\_\_\_

Suggestions: \_\_\_\_\_

**9. There is one more post from Sybil67 which Jenny did not answer. Read it and suggest solutions in place of Jenny.**

From: Sybil67

Hi Jen, I have experienced some problems with my washing machine. First, it just stops spinning in mid-cycle. I have to restart the program and start all over again. As a result, washing clothes takes twice as much time as it should. Second, the clothes come out torn up sometimes. How can this happen? Last but not least, the washing machine literally dances all over the bathroom when the cycle is on. It should stay in one place, right?

Thanks in advance for your help. Sybil

**10. Optional task. Together with your partner, discuss which of these things are most difficult to fix and why. Make suggestions for how to solve these problems.**



dented car doors



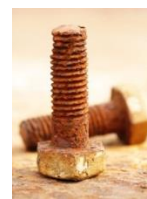
worn-out car brakes



jammed printer



leaking pipe



corroded screws

## UNIT 8 – Advertisements and Notices

### Online Advertising

#### Warmer

Where can you see advertisements nowadays? What is the function of an advertisement? What kind of information do you include in an advertisement? Have you ever advertised anything on the Internet? What was it? What are the advantages of online advertising? Are there any risks in online advertising?

#### 1. Read the Internet advertising page below.

<b>Home</b>	<b>Lawnmowers</b>	<b>Pumps</b>	<b>Generators</b>	<b>Parts &amp; Accessories</b>
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**All Lawnmowers**  
**Filter by type:**  
**LM 40**  
**LM 60**  
**LMX 80**

**Tools**  
**Mulching benefit**  
**Fuel**  
**Recommendation**  
**Selecting right type**  
**Brochure**


**Shopping Information**  
**Nearest store**  
**Manuals**  
**Warranty**  
**FAQs**

### LMX 80

**Offers dependable performance and**  
 **Features**


- 4 in1 capable – bag and mulch, optional side discharge
- Rotax® blade system
- Speed Drive® variable speed control
- steel deck
- and durable engine

The reliability is guaranteed.




**Learn more:**

- Watch the video
- Speed Drive® variable speed

**LM 40**  


- Push type
- 4 in 1 mulch and leaf shredder
- to start
- 140 cc engine

**LM 60**  


- Self-propelled
- Speed Drive®
- 4 in 1 mulch and leaf shredder
- Rotax® blade system

#### 2. Complete the text above with the following words.

easy      smart      durable      powerful      outstanding      exclusive

Are the words above nouns, adverbs or adjectives?

#### 3. Complete the table with appropriate adjectives.

NOUN	ADJECTIVE	NOUN	ADJECTIVE
excitement		reliability	
durability		effectiveness	
competition		luxury	
power		advantage	
dependability		availability	

## Do you know what these expressions mean?

a) good value \_\_\_\_\_ b) high quality \_\_\_\_\_

**4. Today, online advertising is very popular. Read the following article about this topic and decide where to use definite (the) or indefinite (a/an) articles. If you need help with the grammar rules, visit the Grammar Bank at the end of the coursebook. Some of these nouns can take either article (the or a/an) and some do not take any article (-).**



Online advertising is 1) \_\_\_\_\_ form of promotion that uses 2) \_\_\_\_\_ Internet and the World Wide Web to sell all kinds of things to people all over 3) \_\_\_\_\_ world. 4) \_\_\_\_\_ most common examples of online advertising include search pages, blogs, social network advertising and e-mail marketing, including e-mail spam.

5) \_\_\_\_\_ main benefit of 6) \_\_\_\_\_ online advertising is that 7) \_\_\_\_\_ information is published immediately. Also, if you have 8) \_\_\_\_\_ interesting product or service, it is not limited by geography or time. 9) \_\_\_\_\_ user can see 10) \_\_\_\_\_ offer in any part of 11) \_\_\_\_\_ world. 12) \_\_\_\_\_ Internet has become 13) \_\_\_\_\_ open source and online advertising is expanding further and further. 14) \_\_\_\_\_ online advertisements can differ in 15) \_\_\_\_\_ form. There is also 16) \_\_\_\_\_ possibility to reach only 17) \_\_\_\_\_ specific group of customers. But online advertising enables much more.

On 18) \_\_\_\_\_ other hand, there is also 19) \_\_\_\_\_ advertising method which is considered impolite or even illegal. Such 20) \_\_\_\_\_ advertisement can change a system setting and is usually difficult to remove. But many users don't have 21) \_\_\_\_\_ specific knowledge needed to protect their computers from these programs.

**5. Find the words in the text which have a similar meaning to the following expressions. The number of the paragraph will help you.**

to take away, delete (3) _____	usual (1) _____
kind (1) _____	growing bigger (2) _____
advantage (2) _____	makes possible (2) _____
right now (2) _____	the most important (2) _____

**6. Read the article again and answer following questions.**

1) What does online advertising promote? \_\_\_\_\_

2) What are the most common types of online advertising? \_\_\_\_\_

- 3) What is the biggest benefit of OA? \_\_\_\_\_
- 4) Is OA still developing? \_\_\_\_\_
- 5) What is the danger of online advertising? \_\_\_\_\_
- 6) What do you need to have to protect your computer? \_\_\_\_\_

### 7. Complete the rules of using the articles.

Indefinite articles are used when \_\_\_\_\_

Definite articles are used when \_\_\_\_\_

8. With your partner, choose one of the following objects and prepare an advertising page to put on the Internet. Your advertisement should attract potential buyers, as well as include all the relevant details. Use some of the adjectives from Exercise 2.

**Screws, bolts**



**Turbine**



**Drill**



**Lawn mower**



## Notices

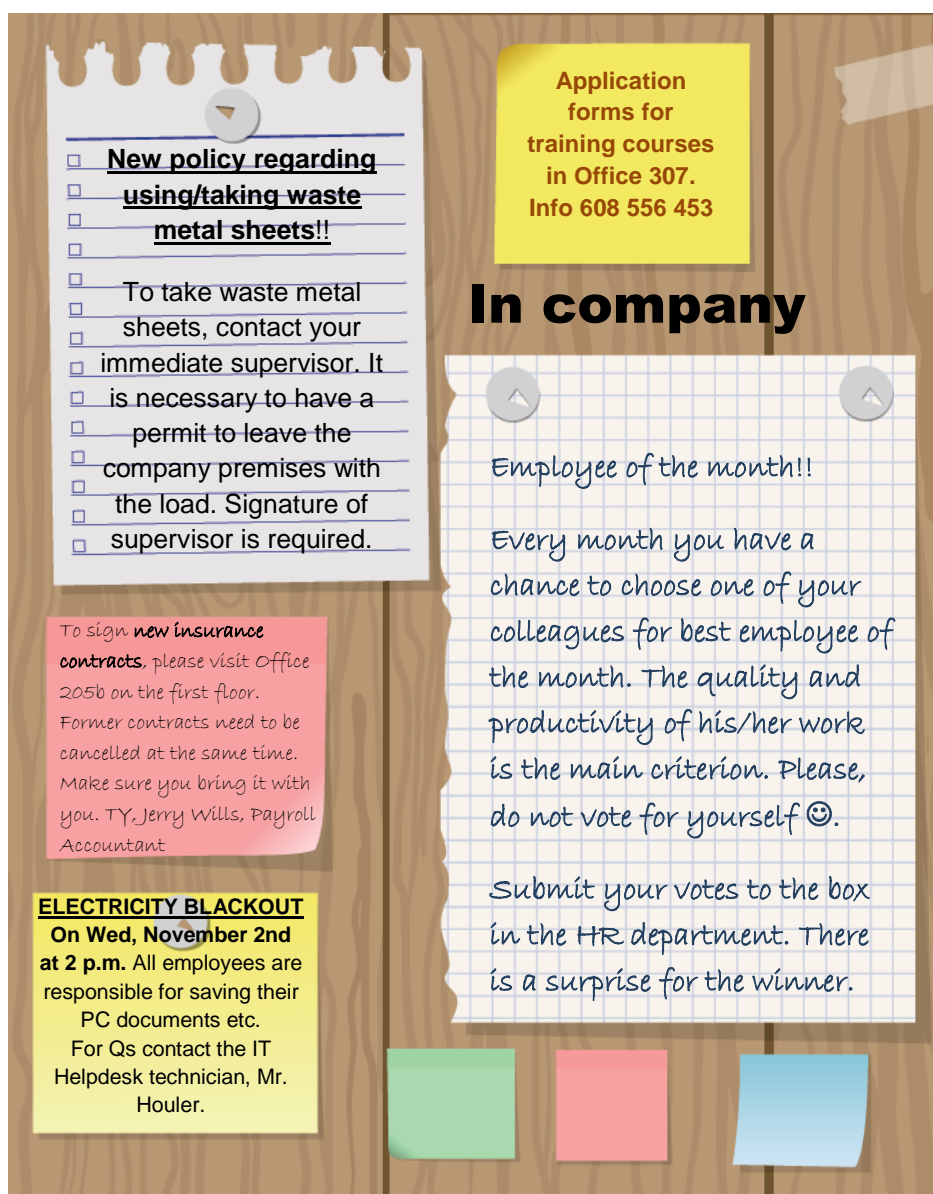
### Warmer

Where can you usually find a notice board and what is its function? Why do people still use notice boards?



1. Have a look at the notice board (In Company and Private sections) and listen to the recording. Match each conversation to the appropriate notice.

**Notice Board – Important Information!**  
All employees are required to read the “In Company” section regularly!





# Private

*Interested in improving your*

*working environment?*

*Having problems with your*

*colleagues?*

*Fed up with stressful days at*

*work?*

**NEW WAY** therapy society offers

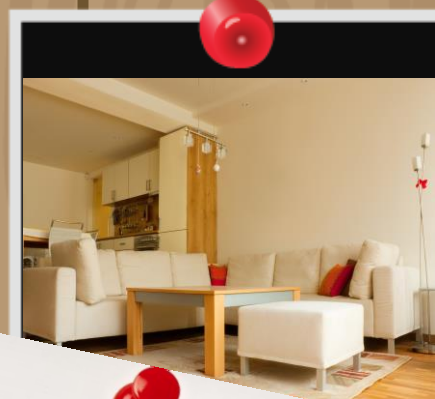
help for you and your loved ones.

For more info:

[kelly\\_prescot@therapyNW.co.uk](mailto:kelly_prescot@therapyNW.co.uk)

Is anyone interested in  
buying an old BIKE?

13 yo, in good condition,  
well maintained. Call  
343 236 768. Sonia



*Beautiful, sunny, spacious flat  
in 7 Gord Street. Available  
beg. March. 67m2, 2nd floor,  
no lift, suitable for a young  
couple. Lovely neighbourhood.  
No animals, non-smokers only.  
Rent 560/month incl. services.  
Water paid separately.*



**2. Listen again and answer  
the following questions.**

- What does Thomas say about the new project?
- Why were the lessons cancelled?
- What may be the problem?
- What problem does James have?
- What are the employees supposed to do with their work?
- What is Julia going to do?
- Why is Gary so upset?
- What type of person is the partner Gary has to work with?
- What are the courses aimed at?



**3. Read the notice boards in Exercise 1. Complete the tasks below.**

**a) Find the words in the text which have a very similar meaning to the following words.**

workmate \_\_\_\_\_ hand in \_\_\_\_\_

company area \_\_\_\_\_ living environment \_\_\_\_\_

**b) Briefly explain IN YOUR OWN WORDS the meaning of the following expressions from the texts.**

contract \_\_\_\_\_

employee \_\_\_\_\_

waste \_\_\_\_\_

signature \_\_\_\_\_

**c) Answer the questions.**

What does an employee have to do if they want to take some waste material from the company? \_\_\_\_\_

What are the employees supposed to do before the blackout? \_\_\_\_\_

**d) Read the statements and decide whether the sentences are true or false.**

You can have two insurance contracts at the same time. T x F

The bike needs some serious repairs. T x F

The company director must always know that you want to take some waste material. T x F

**4. Imagine you want to sell your old car. You can put your advertisement on the notice board at work. Write a short advertisement for selling your car. Include all relevant information. Think about 5 things you would like to say about the car.**



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## UNIT 9 – Getting Around

### In a Restaurant

#### Warmer

Use the question words below to form questions you can ask in or about a restaurant.

How much...?

Why...?

How long...?

Where...?

What time...?

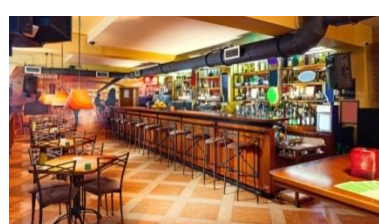
How many...?

How far...?

Who...?

Which...?

1. Look at these pictures. Where are they? Describe the places.



2. Divide the phrases below into these three categories:

#### A. Ordering the meal

#### B. Problems

#### C. Paying the bill


\_\_\_\_\_ I think I'll have a steak.

\_\_\_\_\_ Are you ready to order?

\_\_\_\_\_ The food's cold.

\_\_\_\_\_ Do you take credit cards?

\_\_\_\_\_ What do you recommend?

\_\_\_\_\_ What is today's special?

\_\_\_\_\_ We've been waiting a long time.

\_\_\_\_\_ This isn't what I ordered.

\_\_\_\_\_ The bill, please!

\_\_\_\_\_ What's the soup of the day?

\_\_\_\_\_ I'm allergic to seafood.

\_\_\_\_\_ Is service included?

\_\_\_\_\_ How would you like your steak?

\_\_\_\_\_ I'll get this.



3. You will listen to a recording now. Using numbers from 1-14, put the phrases from Exercise 2 into the order in which you hear them.

4. Have a look at the menu and find a meal you would order in this restaurant.

## MENU

### RESTAURANT AND CAFÉ

<b>Starters</b> Soup of the Day Grilled Prawns Caprice Salad Seafood Cocktail Local Cheese Plate	<b>Main Courses</b> Grilled Meatballs Grilled Pork with French fries Roasted Chicken Roast Beef Grilled Vegetables (Onion, Tomatoes, Pepper, Garlic) with rice Salmon Steak with baked potato
<b>Warm Appetizers</b> Spring Rolls with Tomatoes and Green Pepper Special Meatballs Sun-dried Eggplant and Bell Peppers Lamb Liver	<b>Desserts</b> Cheese Cake Chocolate Cake Ice Cream
<b>Salads</b> Fresh Mixed Green Salad Tuna Salad Chicken Salad Mini Meatballs Salad Cheese Salad	<b>Beverages</b> Coffee – Espresso, Latte, Macchiato Herbal Tea Water Hot Chocolate Sparkling Mineral Water Home-made Lemonade Coca Cola Ice Tea Sprite
<b>Pasta</b> Spaghetti Napolitana Penne Arrabiata Tagliatelle with Cream Sauce Tortellini	

a) In the menu, find at least 3 types of these foods:

meat \_\_\_\_\_

vegetables \_\_\_\_\_

side dishes \_\_\_\_\_

vegetarian meals \_\_\_\_\_

b) When you are in a restaurant, do you order a starter? Why?

\_\_\_\_\_

**4. There are many words in English which are uncountable. Write some examples:**

\_\_\_\_\_  
\_\_\_\_\_



**5. Tick ✓ the phrases that are TRUE about uncountable nouns. Correct the sentences that are wrong.**

- a) Uncountable nouns can be used only in **singular**.
- b) We can use **one, two, three, etc.** with uncountable nouns.
- c) Indefinite article **a/an** is always used with uncountable nouns.
- d) We cannot use definite article **the** with uncountable nouns.
- e) Some nouns can be used as both countable and uncountable nouns, depending on the meaning. (Find more explanation and examples in the Grammar Bank.)
- f) We can use expressions **a piece of..., a glass of..., a bar of ..., a cup of ..., etc.** with uncountable nouns.

**6. Decide whether the words are countable nouns or uncountable nouns.**

*Example: cheese (U)                      tool (C)*

- |                   |                  |                      |
|-------------------|------------------|----------------------|
| a) wood _____     | b) screw _____   | c) salt _____        |
| d) device _____   | e) petrol _____  | f) money _____       |
| g) paper _____    | h) date _____    | i) information _____ |
| j) ceramics _____ | k) machine _____ | l) equipment _____   |
| m) glass _____    | n) luggage _____ | o) machinery _____   |

**7. Study the following table describing the use of quantifiers with countable and uncountable nouns and circle the correct expression in the sentences that follow.**

	Countable	Uncountable
+	many	much (rarely)
+	a lot of/lots of	a lot of/lots of
?	how many	how much
–	not many	not much
	few	little
	a few	a little
	a,an (sg.)/some (pl.)	some

- Would you like *some/a* tea?
- There is only *a little/not many* equipment in the laboratory.
- I don't know the functions of *many/few* electronic devices. I should learn how to use at least *little/some* of them.
- What will you have for lunch? I think I'll have *a little/a few* soup and *a few/much* grilled vegetables.
- We will need *much/a lot of* more wood than we expected.
- How *many/much* crowns does a new car cost?
- She doesn't have *much/many* courses this semester.
- They need *a lot of/an* information for their project.
- He has very *few/little* friends because he's not very nice.
- Unfortunately, I don't have *much/many* money.

**5. In pairs, prepare a conversation between a waiter and a customer in a restaurant. The phrases from Exercise 2 may help you.**

## In a Hotel

### Warmer

**Do you like travelling? What is your favourite destination and why? If you need to stay somewhere overnight, where do you usually stay?**



**1. Fill in the gaps with the words below. These words are used to describe different types of accommodation.**

hotel                      camp                      tent                      pension  
under the stars                      hostel                      dorm (dormitory)                      motel

- a) Especially for young people, staying in a \_\_\_\_\_ is nice, because you meet many people.
- b) During the semester students are usually accommodated in a \_\_\_\_\_.
- c) When we are on a trip with our car, we can stay in a \_\_\_\_\_ along the way.
- d) Staying in a \_\_\_\_\_ is usually less expensive and less comfortable than staying in a hotel. But still you can have your own room with a bathroom.
- e) When you want to sleep outdoors, you often sleep in a \_\_\_\_\_ or only \_\_\_\_\_.
- f) The \_\_\_\_\_ we were staying in on our holiday had four stars.
- g) When you are on a canoeing trip, you usually sleep in a \_\_\_\_\_.

**2. What are the most common room rates when staying in a hotel/hostel/ pension, etc? Match the words from column A to the descriptions in column B**

A	B
single room _____	a) the room rate includes breakfast
double room _____	b) a room with one bed
B&B _____	c) the room rate includes all meals
half board _____	d) a room with one large bed or two beds
full board _____	e) the room rate includes all meals including drinks
all inclusive _____	f) the room rate includes breakfast and one meal (often dinner)

### 3. Answer the following questions.

a) How do you search for suitable accommodation when you are going abroad?

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b) How can you book (= make a reservation) accommodation?

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c) Make a list of useful websites used for booking a room in a hotel/hostel, etc.

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d) When making a hotel reservation, you need to know some expressions. Explain what these expressions mean:

*arrival date/check in* \_\_\_\_\_

*departure date/check out* \_\_\_\_\_

*number of adults/children* \_\_\_\_\_

*number of nights* \_\_\_\_\_

*payment* \_\_\_\_\_

### 4. Put the following features in order of importance when choosing a hotel for these events:

location

cost

number of stars

facilities

noise

Internet connection

cleanliness

swimming pool

a) a film festival with friends

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b) a relaxing family holiday

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c) a sightseeing trip

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d) staying two nights while at a conference

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**5. The reception desk is a very important part of every hotel. It provides important information to the hotel guests. This is a typical English conversation at the reception desk. Read it and fill in the gaps with the phrases from the box.**

<i>Is the room air-conditioned?</i>	<i>Can you tell me the daily rate</i>	<i>Do you require</i>
<i>You're welcome.</i>	<i>You have been very helpful.</i>	<i>May I help you?</i>
<i>May I know the duration of your stay?</i>	<i>Does that include breakfast?</i>	
<i>Here's your key.</i>	<i>do you have a laundry facility</i>	<i>Please inform us</i>
<i>I need a room.</i>	<i>My pleasure! I am here to help you.</i>	

**Receptionist:** Good morning, sir. 1) \_\_\_\_\_

**Guest:** Good morning. 2) \_\_\_\_\_

**R:** 3) \_\_\_\_\_ a single or double room or a suite?

**G:** Oh, a single room will do. It's only me.

**R:** Please write your name in this register.

**G:** 4) \_\_\_\_\_, please?

**R:** It's nine hundred rupees a day.

**G:** 5) \_\_\_\_\_

**R:** No, sir. It's just for the accommodation.

**G:** 6) \_\_\_\_\_

**R:** All our rooms are centrally air-conditioned.

**G:** Do you have a restaurant?

**R:** Not one. We have three. We offer Indian, Western and Chinese cuisine catered by the different restaurants.

**G:** OK! That's good news. I can choose a different cuisine for different meals.

**R:** 7) \_\_\_\_\_

**G:** Sorry! I haven't filled in that column because I haven't decided how long I'll be here.

It all depends on how soon or how late I finish my business in the city. But, tentatively, I shall write it as four days.

**R:** That will be fine. 8) \_\_\_\_\_ about any extension one day earlier.

**G:** Sure. By the way, 9) \_\_\_\_\_ here?

**R:** Yes. Please call up the housekeeping department and they will have the clothes picked up.

**G:** How do I get the extension phone numbers for all the departments?

**R:** All the in-house phone numbers are in a list kept near the telephone.

**G:** Good! That will do. Thank you. 10) \_\_\_\_\_

**R:** 11) \_\_\_\_\_

**G:** Thanks. I am rather tired. Can you please ask the bellboy to bring my luggage to the room?

**R:** Certainly. 12) \_\_\_\_\_. Enjoy your stay.

**G:** Thank you very much.

**R:** 13) \_\_\_\_\_





**6. Read the conversation in Exercise 5 again and answer the questions.**

- a) What kind of room does the guest want? \_\_\_\_\_
- b) How long will the guest stay? \_\_\_\_\_
- c) What does the length of his stay depend on? \_\_\_\_\_
- d) What is the laundry facility for? \_\_\_\_\_
- e) What is the bellboy supposed to do? \_\_\_\_\_

**7. Complete the tasks below according to the conversation in Exercise 5.**

**a) Find the words in the text which have a very similar meaning to the following words.**

a piece of equipment which regulates the temperature in the room \_\_\_\_\_

not certain, not firmly decided \_\_\_\_\_

style of cooking \_\_\_\_\_

**b) Briefly explain IN YOUR OWN WORDS the meaning of the following expressions from the text.**

in-house \_\_\_\_\_

department \_\_\_\_\_

luggage \_\_\_\_\_

rather \_\_\_\_\_

**8. Look at the pictures below. What problems can you have with each of these things in a hotel?**





**9. Listen to three people complaining about some of the things above. Then answer the questions.**

- a) What is the problem in the bathroom? \_\_\_\_\_
- b) Who will come to fix the problem? \_\_\_\_\_
- c) What does the shower head provide? \_\_\_\_\_
- d) What kind of English breakfast does the woman want? \_\_\_\_\_
- e) Why are there sausages and bacon in the breakfast? \_\_\_\_\_
- f) What is the problem described in this phone call? \_\_\_\_\_
- g) What is the man's room number? \_\_\_\_\_



**10. Put the words in brackets into the correct order. Then listen again to the conversations and check your answers.**

- a)
- R:** Reception desk, 1) \_\_\_\_\_? (*I/how/help/can/you*)
- JB:** Hello, this is John Bale from room 302. I have a problem in the bathroom. The shower is either too cold or too hot. There's nothing in between.
- 2) \_\_\_\_\_? (*fix/could/this/somebody*)
- R:** 3) \_\_\_\_\_. (*sir/I'll/course/send/of*) the maintenance technician right away.
- JB:** Good, and one more thing... It says here in the information booklet that the shower has a massage mode, but I couldn't figure out how to adjust the shower head.
- 4) \_\_\_\_\_ (*help/with/could/me/that/you*) too?
- R:** 5) \_\_\_\_\_. (*problem/no/sir*)
- 6) \_\_\_\_\_. (*will/fixed/it/immediately/be*)
- JB:** Thanks.
- b)
- C:** Good morning, madam. 7) \_\_\_\_\_? (*to/did/you/speak/to wish/me*)
- W:** Good morning. So you are the chef here at the lounge bar. Well, I'm quite distressed at the quality of this meal. On the Internet you promise a healthy English breakfast, but this is far from it. Since when is sausage and bacon healthy? Besides, the eggs are undercooked and the beans are cold. 8) \_\_\_\_\_? (*explanation/you/have/this/any/do/for*)
- C:** Ehm, 9) \_\_\_\_\_ (*sorry/I'm/about*) the eggs and beans, madam. It won't happen again. However, the English breakfast has always been like this, it's a tradition. So next time just ask for it without sausage and bacon.
- W:** There won't be any next time!

c)

**R:** Good evening, sir. Can I help you?

**MA:** Yes, please. 10)\_\_\_\_\_. (*just/this/seem/to/doesn't/thing/work*)  
I've tried it a hundred times now, but I still cannot get into my room. It worked perfectly well in the morning, but now it doesn't.

**R:** And what is your room number, sir?

**MA:** It's 506.

**R:** Hmm, Mr. Hill?

**MA:** No, my name is Anderson. Mark Anderson.

**R:** OK, then, 11)\_\_\_\_\_. (*problem/know/what/I/is/the*) Your room number is 605, not 506. You must have forgotten your number. That's why it isn't working.

**MA:** Ahh, OK then... thanks.

**R:** You're welcome.

### 11. Find the phrases that are used to:

#### SAY THERE IS A PROBLEM

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#### REACT TO A PROBLEM

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### 12. With your partner, prepare a conversation in a hotel. Use the phrases from the exercises above. The conversation should have a minimum of 10 sentences.

## UNIT 10 – Materials

### What's It Made of?

#### Warmer

With your partner, make a list of as many materials as you know. You have one minute for this.

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1. Look at the following names of materials. Can you get the correct word from the letters?

odow	nit	oolw
slsag	thclo	micrace
eppar	boradcdar	gfilassbre
ticspla	ttonoc	satc inor
etlam	italnsse estel	lypotnehe
xwa	bberru	lumianumi
ethealr	leest	kvlrea

a) Do you know any other examples of materials? \_\_\_\_\_

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b) Which of the materials are *natural*? Which of them are *artificial*?

#### NATURAL

#### ARTIFICIAL

_____	_____
_____	_____
_____	_____
_____	_____

c) Which materials from the list above are metallic? Name some other *metals*.

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d) Brass and steel are alloys. Briefly explain what an alloy is:

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**2. Work in pairs. Together with your partner, come up with name of two objects that can be made of:**

paper \_\_\_\_\_ wool \_\_\_\_\_

fibreglass \_\_\_\_\_ ceramic \_\_\_\_\_

steel \_\_\_\_\_ polythene \_\_\_\_\_

**3. How do you ask about a material? What question do you usually use?**

What \_\_\_\_\_ a window \_\_\_\_\_?

**4. Look at the following pictures of objects. What materials are they made of?**

a)



\_\_\_\_\_

b)



\_\_\_\_\_

c)



\_\_\_\_\_

d)



\_\_\_\_\_

e)



\_\_\_\_\_

f)



\_\_\_\_\_

g)



\_\_\_\_\_

h)



\_\_\_\_\_

**5. Make groups of three students. Look at the following list of materials and choose one. Describe which things were made of this material in the past and compare it with the present. Let the other members of your group guess which material it is. Continue taking turns.** *Example: Nothing was made of this material two centuries ago because it didn't exist in its synthetic form. These days, for example the majority of toys for children are made from it. (plastic)*

aluminium	steel	ceramic	iron	rubber	nickel
wood	plastic	silver	polystyrene	wax	silk



**6. Listen to a short excerpt about the materials used for cars in the 1950s. Listen carefully and complete the table below.**

TYPE OF MATERIAL	USED FOR...?

**7. Fill in the gaps in the following sentences with the correct form of Past Simple. Use the verbs in brackets.**

- The base material for car manufacturing during the 1950s \_\_\_\_\_ (be) steel.
- Steel \_\_\_\_\_ (keep) the frame rigid, but it \_\_\_\_\_ (have) a tendency to rust over time in wet conditions.
- Chevrolet \_\_\_\_\_ (introduce) chrome as an option with the 1957 Chevy Bel-Air.
- Many car models \_\_\_\_\_ (use) wooden steering wheels.

**8. Write the patterns for the Past Simple tense.**

verb "to be"                      subject                      + \_\_\_\_\_ / \_\_\_\_\_

regular verbs                      \_\_\_\_\_ +                      infinitive                      + \_\_\_\_\_

irregular verbs                      \_\_\_\_\_ + \_\_\_\_\_

**9. Using information from the table in Exercise 6 and your own knowledge, write what materials cars were made of in the past and compare it with present-day cars.**

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## Properties of Materials

### Warmer

Look at the pictures below. What materials can be used to make these things? Are they natural or synthetic/artificial?



_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**1. Work in a group of two or three. Read the following material descriptions and decide which of the materials above they relate to.**

\_\_\_\_\_ This material is an alloy of pig iron and carbon. When subjected to a lot of stress, it can be brittle. It is a great engineering material because of its low melting point, excellent machinability and resistance to heat and wear. The material has a wide range of applications. It can be used in pipes, machines and car parts, such as gearbox cases. We can find this material in our kitchens as well.

\_\_\_\_\_ Transparency is the most typical property of this material. In addition, it is rather solid, but also brittle. It can break into pieces. It can be formed into various shapes, which is why it is used in many areas of our lives. Additives, such as cobalt or manganese, may change the colour of this material.

\_\_\_\_\_ This natural material is quite durable and flexible. It is a good heat barrier and provides excellent heat insulation. It is also resistant to fire, tearing or puncturing. It is a material which can be moulded into various shapes and dyed many different colours. Its application ranges from furniture to clothing.

\_\_\_\_\_ This material, which has been used for thousands of years, is a ductile metal with great thermal and electrical conductivity. It is very soft and malleable. The material is found in many alloys as well, such as bronze and brass. The metal has a very wide range of uses, for example, for kitchenware, sculpture, lighting fixtures and jewellery. It has a very unique colour, too.



\_\_\_\_\_ This material is also very unique in colour. It is a quite expensive, soft and conductive natural material. It has been typically used for jewellery, but due to its corrosion resistance, its use nowadays includes microelectronics as well.

**2. Have a look at the text above and underline all words that describe properties of materials.**

*Example: brittle, machinability, etc.*

**3. In your professional life, you may, sometimes need to use a noun, sometimes an adjective to describe the properties of materials. Complete the table with either a noun or an adjective. There are properties from the text in Exercise 2 and some others.**

NOUN	ADJECTIVE
<i>brittleness</i>	<i>brittle</i>
<i>machinability</i>	<i>machinable</i>
resistance to heat/heat resistance	
resistance to wear/wear resistance	
transparency	
	solid
	durable
	flexible
heat insulation	
	resistant to fire/fire resistant
	resistant to tearing/tear resistant
	resistant to puncturing/puncture resistant
	ductile
thermal conductivity	
electrical conductivity	
	soft
	malleable
	strong
toughness	
	hard
	resistant to corrosion/corrosion resistant
elasticity	
	plastic

**4. In a group of three, discuss the following products and decide which materials are the most suitable for their production and why. Then compare your ideas with another group.**

HELMET FOR  
MOTORCYCLISTS



WHEELCHAIR



FALSE TEETH



WINDSCREEN (ON A CAR)



GOLF TROLLEY






**5. You are going to listen now to a design engineers' discussion about one of the products mentioned above. Which materials do they agree on and why?**



Best material for the *frame*: \_\_\_\_\_

Reason: \_\_\_\_\_

Best material for the *wheels*: \_\_\_\_\_

Reason: \_\_\_\_\_

Best material for the *bag*: \_\_\_\_\_

Reason: \_\_\_\_\_

**7. Look at the picture of the car below and match the main parts of the car to the picture.**

bumper	wing mirror	folding roof	numberplate and VIN	tyres
bonnet	headlights	rear-view mirror	car body	steering wheel
doors	windscreen	wheels	indicator	windscreen wipers
				boot



**Some of the parts cannot be seen in the picture. Underline the names of parts that you don't know and look their meaning up in a dictionary.**

exhaust pipe	petrol tank	air filter
seat belts	gearbox	clutch
brakes	engine	brake pedal
suspension	battery	accelerator (pedal)

**8. Decide which materials are the best for the individual parts of the car.**

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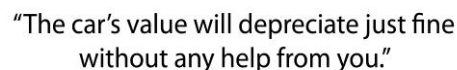
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The “will” future is used to *make predictions/talk about timetables in the future*.

The “will” future is used to express *spontaneous decisions/plans for a fixed time*.



+ will +

*Example: The hood will be made of Kevlar because it is strong and light.*

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## UNIT 11 – Inventions and Attachments

### When Was It Invented?

#### Warmer

Work in pairs. Discuss what an inventions is, why people invent things, what you think the most revolutionary inventions in the past were and what invention in the near future would improve your life.



1. Read the article about the history of TV and discuss with your partner what you know about the principle of today's TVs.

#### History of TV



John Logie Baird (1888-1946), a Scotsman, is not very famous for his invention – a working television system. Nevertheless, this invention was very important, even revolutionary, for future generations. On January 26, 1926, a viable television system **was demonstrated**. The system used a mechanical picture. This picture **was scanned** with electronic amplification at the transmitter and at the receiver. It **was sent** by radio or over ordinary telephone lines. The first historic trans-Atlantic transmission of television from London to New York **is dated** back to February, 1928. Today's TVs definitely work on a different principle, as the technology advanced quickly.

Adapted from: TV History, (2011)

2. The verbs in bold in the text above are all in the Passive. Write the pattern for:

Present Passive:

\_\_\_\_/\_\_\_\_/\_\_\_\_ +

subject +

\_\_\_\_\_ (+\_\_\_\_\_)

Past Passive:

\_\_\_\_\_/\_\_\_\_/\_\_\_\_ +



(who does the action)

**3. Read the text about the history of the airbag and fill in the gaps with the words below. You may use them more than once.**

was                      were                      by



### History of the Airbag

Airbags are a type of automobile safety restraint like seatbelts. They are gas-inflated cushions built into the steering wheel, dashboard, door, roof, or seat of your car. There is also a crash sensor to trigger a rapid expansion to protect you from the impact of an accident. "Sensor and safety system", the world's first electromechanical automotive airbag system, (1) \_\_\_\_\_ invented in 1968 (2) \_\_\_\_\_ Alan Breed. However, the first patents for airbags (3) \_\_\_\_\_ already seen back in the 1950s.

Walter Linderer's airbag (4) \_\_\_\_\_ based on a compressed air system. It (5) \_\_\_\_\_ released either (6) \_\_\_\_\_ bumper contact or (7) \_\_\_\_\_ the driver. Later research during the sixties proved that compressed air could not blow the bags up fast enough. This was not the only problem. Cadillacs, for example, were available with driver and passenger airbag options during the 1970's, but the early airbag system had design problems resulting in fatalities caused solely by the airbags. In 1994, production of the first gas-inflated airbag (8) \_\_\_\_\_ started. They have been mandatory in all cars since 1998.

Adapted from: Bellis, M., (2011)

**4. Read the article about the history of malware and put the verbs in brackets into either Present Passive or Past Passive.**

### History of Malware

Malicious software may seem like a relatively new concept. The majority of computer users have already been introduced to viruses, worms and Trojans – usually because their computers

(1) \_\_\_\_\_ (attack). However, malicious software is not really new. Although the first computers (2) \_\_\_\_\_ (not attack) by viruses, this does not mean they were not potentially vulnerable. However, since computers became slightly more common, problems started appearing more often. Viruses (3) \_\_\_\_\_ first \_\_\_\_\_ (recognize) in the 1970's.

The boom in personal computers (4) \_\_\_\_\_ (initiate) by Apple in the early 1980s, which led to a corresponding boom in viruses. The first malicious programs may have shocked users completely. Computers started to behave unexpectedly!! However, much more of a threat (5) \_\_\_\_\_ (present) today by the



viruses which started appearing in the 1990's; these (6) \_\_\_\_\_ (use) increasingly by hackers for stealing highly protected confidential information such as bank account details and passwords.

Adapted from: Securelist, (2012)

**5. Take another look at Exercise 1. The underlined word is an adverb. Write the rule about how to form most adverbs of manner in English.**

\_\_\_\_\_ + \_\_\_\_\_

**6. Underline all adverbs in the texts in Exercises 3 and 4.**

**7. Complete the tasks below. (Find rules for changes in Grammar Bank)**

a) Write adverbs for the following adjectives.

slow \_\_\_\_\_ happy \_\_\_\_\_ tight \_\_\_\_\_ complete \_\_\_\_\_  
good \_\_\_\_\_ accurate \_\_\_\_\_ bad \_\_\_\_\_ natural \_\_\_\_\_

b) Are the following words adjectives or adverbs?

fast \_\_\_\_\_ hard \_\_\_\_\_ late \_\_\_\_\_ early \_\_\_\_\_

**8. Write comparatives and superlatives of these adverbs.**

*Example: usually – more usually – most usually*

quickly \_\_\_\_\_  
slowly \_\_\_\_\_  
commonly \_\_\_\_\_

**9. Make adverbs from the adjectives in brackets and fill in the gaps with the appropriate form of the adverb.**

- a) The new machine works \_\_\_\_\_ (quiet) than the old one.  
b) With the new invention, people communicated \_\_\_\_\_ (effective).  
c) With airbags, you can feel \_\_\_\_\_ (good) protected in your car.  
d) You have to maintain the machine \_\_\_\_\_ (proper).  
e) The crane was \_\_\_\_\_ (dangerous) tilted.



- f) The boat moved \_\_\_\_\_ (steady) on the lake.
- g) Unfortunately, someone had invented it \_\_\_\_\_ (early).
- h) Read the instructions \_\_\_\_\_ (careful).
- i) The last test was run \_\_\_\_\_ (slow) and \_\_\_\_\_ (precise) than the first one.

**10. Choose one of the interesting inventions listed below and find out more about its history and development. Then summarize the most important information. Use passives and adverbs. Write approximately 100 words.**

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**Iron** (for ironing clothes)



- First by Chinese
- 1,000 years ago
- In Europe – stone, glass, wood
- First irons in the late Middle Ages
- 1870, a detachable handle patented, in the USA
- 1905, by Earl H. Richardson – first electric iron



## Drill



- First appeared 3,500 years ago
- Pointed rock, held in hand
- Big improvement by Egyptians
- Many power sources – water wheel, human effort, windmills
- Electric drill by Arthur James Arnot and William Blanch Brain, in 1889, in Melbourne, Australia

## Vacuum cleaner



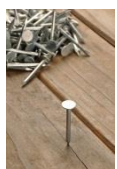
- First manual models in 1860's
- Motorized model first at the beginning of the 20<sup>th</sup> century
- Inventor Daniel Hess of West Union, Iowa
- Difficult to operate: had to turn a crank
- The most famous producer – The Hoover Company
- Their first vacuum cleaner in 1908, Model O, price \$60

## Attachments

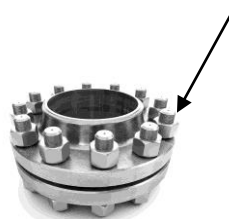
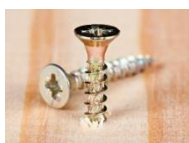
### Warmer

With your partner, look at the pictures, write the nouns and make verbs describing the way they are attached.

Example:



*nail – it is nailed*



1. Match the words below to the pictures and say what kind of attachment you can see.

is riveted

is clamped

is pivoted

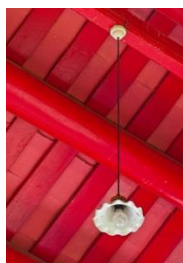
is tied

is linked/is connected

is hung

is supported

is welded



**2. Fill in the the gaps with expressions from the box.**

together (2x)	by (3x)	to (5x)	with (2x)	from	on
---------------	---------	---------	-----------	------	----

- a) The wires are connected \_\_\_\_\_ the device.
- b) The metal panel is bolted \_\_\_\_\_ the floor.
- c) The table is supported \_\_\_\_\_ two vertical pieces of wood.
- d) The boards are nailed \_\_\_\_\_.
- e) The light is hung \_\_\_\_\_ the ceiling \_\_\_\_\_ / \_\_\_\_\_ the wires.
- f) The door is hinged \_\_\_\_\_ the frame.
- g) The boxes are tied \_\_\_\_\_ cord/rope/string.
- h) The paper is glued \_\_\_\_\_ the book cover.
- i) The shelf is screwed \_\_\_\_\_ the wall.
- j) The two devices are connected/linked \_\_\_\_\_ / \_\_\_\_\_ cables.
- k) The gates are chained \_\_\_\_\_.

**3. Look around the classroom or in your bag and describe how things are attached together. Write at least 80 words.**

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**4. Do you know what a *sewing machine* is? Do you or anyone in your family use one at home?**



5. Listen to a dialogue. Hannah is going to use a sewing machine for the first time and she needs some advice. Listen and tick ✓ the words you hear.

PEDAL

NEEDLE

BOBBIN

BLADE

PULLEY

LEVER

REGULATOR

THREAD

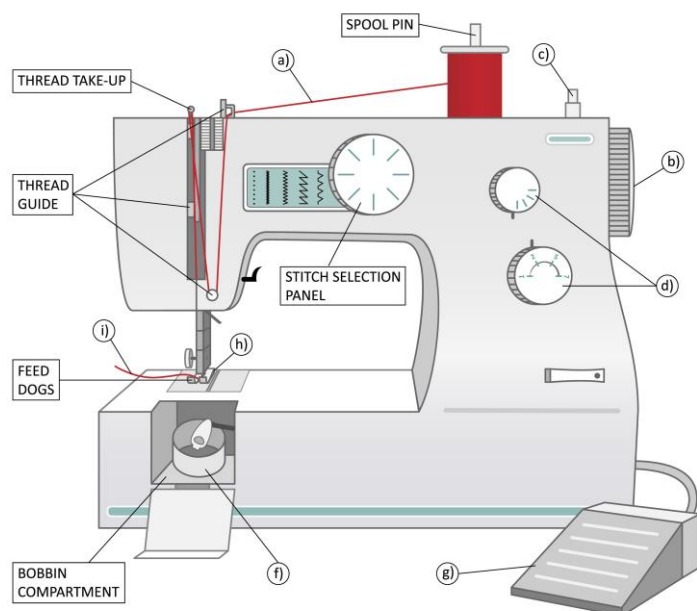
CYLINDER

PRESSER

VALVE

WINDER

6. Discuss the meaning of the words above with your partner. Try to label the parts of the machine in the picture and discuss their functions.



- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_
- i) \_\_\_\_\_



**7. Listen again, check your answers and fill in the missing expressions.**



**8. Complete these extracts from the dialogue with the prepositions below. Then listen again and check your answers.**

on the back of	under (2x)	on top of	on the front of
on the right-hand side of (2x)	next to	in front of	

- a) Well, first of all, \_\_\_\_\_ the machine, there is a spool pin and a thread take-up, but where do I put the thread?
- b) The thread then goes straight to the thread guide and ends up at the needle, which is \_\_\_\_\_ that. There is also the presser \_\_\_\_\_ the needle.
- c) It should be stored in the compartment \_\_\_\_\_ the needle.
- d) OK, then at the top again, \_\_\_\_\_ from the spool pin, there is something really small. What's that?
- e) Then there are a few round parts \_\_\_\_\_ the machine.
- f) There is one such panel \_\_\_\_\_ the machine too.
- g) \_\_\_\_\_ the machine I have a pedal linked to it, that's rather obvious, but \_\_\_\_\_ the machine, there is a large wheel...

**9. Design a construction or mechanism which should include at least three things from the following: a TV, a light bulb, a ladder, a hammer, a lamp, a newspaper. Describe where the parts are located and how they are attached.**

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Your design:

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## UNIT 12 – Safety at Work

### Safety First

#### Warmer

Have a look at the pictures and find these PPE (personal protective equipment) items:

hard hat      goggles      breathing mask      gloves      ear protectors      overall

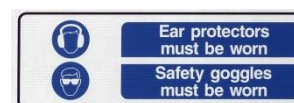
reflective vest      welding mask      safety boots      ear plugs      apron



1. Look at the safety notices and match them with the hazards below.



- a) You mustn't touch the wires. You could be electrocuted.
- b) Objects could fall on your head. You should protect your head.
- c) Danger of explosion. You mustn't use open fire.
- d) You must wear appropriate shoes. A heavy object could fall on your foot.
- e) Dangerous liquids: You must wear gloves.
- f) There is too much noise. Your ears could get injured.
- g) You should watch your step. You could trip over something.
- h) You could cause an accident and injure yourself.
- i) This area is only for workers. You mustn't enter.



2. What other safety signs and notices can you see at a workplace? Draw pictures and explain what these signs tell us to do/not to do.

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Safety signs and notices:

3. Study the information in Exercise 1 again and circle the correct options in the sentences below. Study the Grammar Bank for more explanation.

The modal **could/couldn't** is used to express:

- a) future possibility; something that may/may not happen in the future
- b) what is correct/right to do or incorrect/wrong to do

The modal **should/shouldn't** is used to express:

- a) strong obligation; what is absolutely required
- b) what is correct/right to do or incorrect/wrong to do

The modal **must** is used to express:

- a) strong obligation; what is absolutely required
- b) prohibition; what is forbidden/not permitted

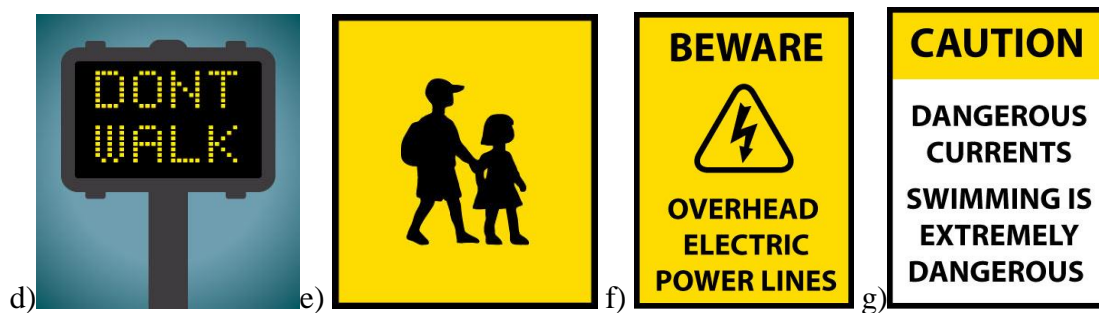
The modal **mustn't** is used to express:

- a) prohibition; what is forbidden/not permitted
- b) future possibility; something that may/may not happen in the future

4. Look at the notices from everyday life. Write sentences describing what you: should/shouldn't/must/mustn't do and what could happen to you.







- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_

## Safety Rules



**5. Listen to the recording, and then answer the questions.**  
**Decide whether the statements are true or false, fill in the gaps and answer the questions.**

- 1) Safety rules are important even in your home workshop. T x F
- 2) Every item in your workshop should have its place. T x F
- 3) Inflammable materials must be used during welding. T x F

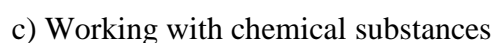
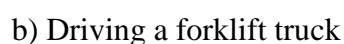
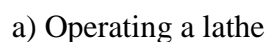


Remember to wear safety (4) \_\_\_\_\_ and a face shield when grinding or using cutting tools. You (5) \_\_\_\_\_ take off this safety equipment because it can (6) \_\_\_\_\_ serious injury. Wearing it ensures you will never (7) \_\_\_\_\_ go to the emergency room.

- 8) What is necessary to have for all your equipment? \_\_\_\_\_
- 9) Who are dangerous visitors to your workshop? \_\_\_\_\_
- 10) What should always be prohibited in your workshop? \_\_\_\_\_



*Example: You must not drive the forklift truck too fast.*

[illegible]

*Example: You must not drive the forklift truck too fast. – You could hurt other people.*

## Sample Final Test for the Course English for Mechanical Engineering 4

Time: 80 minutes

### Section A - LISTENING

**You will hear a recording. Answer the questions, complete the gaps and decide whether the sentences are true (T) or false (F). You will hear the recording twice.**



### Safety in a Workshop

- 1) When you are working with machines, you shouldn't wear safety goggles. T x F
- 2) When working in a workshop, you should wear both an apron and an overall. T x F
- 3) A running machine could catch your loose T-shirt. T x F
- 4) What can small pieces do when you don't use guards on the machine correctly?

“Someone could have a bad (5) \_\_\_\_\_. I know it takes longer to clean the machine when the (6) \_\_\_\_\_ are in their place but you really

(7) \_\_\_\_\_ remove them because it is very (8) \_\_\_\_\_.”

9) What kind of shoes is suitable for working in a workshop?

10) If you wear only trainers and a hammer falls on your foot, what could happen?

	10
--	----

### Section B – USE OF ENGLISH

#### **1. Conversation**

**Complete the gaps in the short dialogues using the most suitable phrases, sentences or questions.**

- 1) A: \_\_\_\_\_?  
B: I think it's plastic.
- 2) A: Why should I wear ear plugs in a workshop?  
B: \_\_\_\_\_.
- 3) A: I wanted to adjust the machine well but \_\_\_\_\_.  
B: So, why didn't you find more information on the Internet?

	6
--	---

## 2. Questions Make questions. Ask about the underlined information.

- 1) The lamp is hooked to the wall. \_\_\_\_\_
- 2) I've tried sharpening the blunt knife. \_\_\_\_\_

4
---

## 3. Gap-filling

Fill in the gaps with the most suitable word. Use ONE word only.

Contracted forms such as don't, didn't ... = 1 word.

- 1) The grinding machines \_\_\_\_\_ maintained well in the past.
- 2) It took me a long time to drive here. I \_\_\_\_\_ driving fast.
- 3) I've got a \_\_\_\_\_ money left.
- 4) The label with the name of the machine is usually located \_\_\_\_\_ the front.
- 5) What happens \_\_\_\_\_ you add some lubrication to the motor?

5
---

## 4. Gap-filling

Complete each sentence with a suitable word from this list. Choose 7 of the 14 words.

ready	depend	fastly	training	advertisement	for	jammed
natural	informations	artificial	corroded	recommend	fast	information

- 1) What does the length of your stay in our hotel \_\_\_\_\_ on?
- 2) \_\_\_\_\_ material is produced by people.
- 3) A new CNC machine \_\_\_\_\_ course will start next Monday in the main workshop.
- 4) You have to have a lot of \_\_\_\_\_ to operate this machinery correctly.
- 5) Please check that the paper isn't \_\_\_\_\_ in the printer.
- 6) Your workmate works really \_\_\_\_\_. He has almost done everything.
- 7) I \_\_\_\_\_ roast beef with fresh green salad. It's delicious.

7
---

## 5. Multiple-choice Circle the letter of the correct option to fill in the gap.

- 1) I \_\_\_\_\_ this machine.  
A) should to maintain    B) will maintain    C) am going maintain    D) has to maintain
- 2) This engine runs \_\_\_\_\_ than the engine we tested last month.  
A) more efficiently    B) efficiently    C) efficient    D) more efficient

2
---

**Baseball Bats**

Question:

Does an aluminium bat hit a baseball further than a wooden bat? If it does, then why?

Answer:

An aluminium bat may or may not hit a baseball further, depending on who swings the bat. Both bats have different properties. First, let us compare the qualities of the two designs. The only real difference is weight. An aluminium bat is much lighter than a wooden bat.

The batter (a person using a bat) can better control the swing because the aluminium bat is lighter. It is easier to make “last-minute changes” to the swing. Once a wooden bat is swinging, adjustments are difficult. Also, less time is needed to get the aluminium bat moving. The batter can wait just a little bit longer before deciding how to swing with an aluminium bat.

A wooden bat moving at the same speed as an aluminium bat will hit harder. A batter who can get a wooden bat moving fast will hit the ball further, provided he makes contact at all. Also, a wooden bat doesn't vibrate as much. This is better for the batter's hands.

Overall, the wooden bat has more potential power, but the aluminium bat is easier to use. A very experienced player that can tell how the ball is pitched just as it leaves the pitcher's hand will do better with a wooden bat. The player that likes a little extra time to decide how to hit, as well as a little opportunity for slight adjustment, will do better with an aluminium bat. In the end, it is a matter of personal preferences.

Adapted from: Mellendorf, K., (2012)

**1. Are these statements true (T) or false (F) ?**

- 1) It isn't easy to make adjustments when the wooden bat is swinging. T x F
- 2) An aluminium bat gives a batter more time to decide how to swing. T x F
- 3) We can easily say that an aluminium bat is in general better than a wooden bat. T x F

**2. Answer according to the text.**

- 4) Which bat is heavier? \_\_\_\_\_
- 5) Which bat is better for a batter's hands? \_\_\_\_\_
- 6) Which bat is easier to use? \_\_\_\_\_

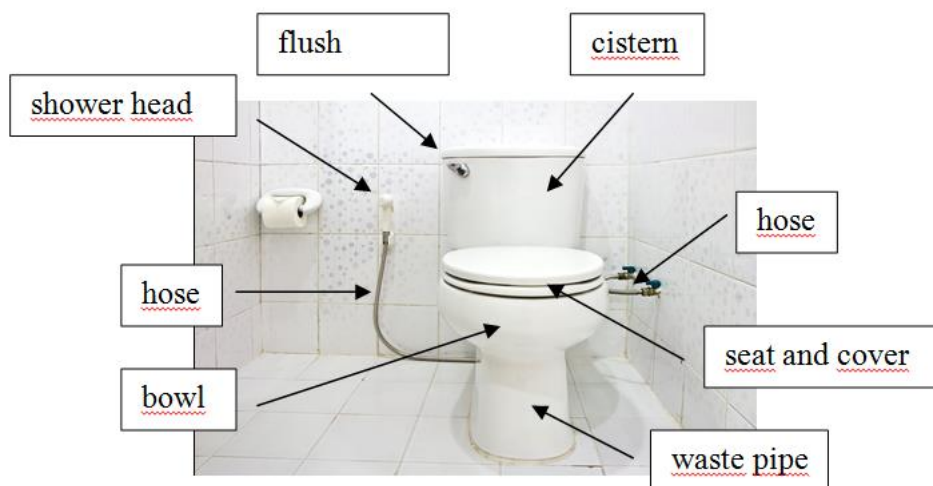
**3. Find the words in the text which have a very similar meaning to the following words.**

- 7) a small change \_\_\_\_\_
- 8) touch; come together \_\_\_\_\_

**4. Explain in your own words what it means.**

- 9) difficult \_\_\_\_\_
- 10) fast \_\_\_\_\_

**The picture is here to help you with vocabulary:**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Evaluation: Grammar                   \_\_\_/4  
Vocabulary                   \_\_\_/4  
Relevance                   \_\_\_/4

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## UNIT 7

## Defects and Solutions

### Vocabulary

accelerate  
add  
(some) advice – (to) advise = give advice  
amount  
annoying  
because of  
besides  
bolt  
brake pads  
break – broke – broken  
bulb  
buy – bought – bought  
catch fire – caught – caught  
chainsaw  
check  
common  
connection  
copy machine  
cut – cut – cut  
cylinder  
describe  
difficult  
disappear  
drive belt  
dust bag  
eliminate  
enough  
explanation  
fit; it's fitted  
flush  
happen  
heating  
hood  
hose  
hotline  
inch  
incredible  
load  
low  
lubrication  
mad  
maintain  
neighbours  
paper tray



performance  
petrol tank  
plate  
power cord  
press  
probably  
properly  
quite  
recently  
remember  
replace  
restart  
scissors  
screw  
seem  
sell out – sold – sold  
serious  
serviceman  
shake  
sharpness  
socket  
solve – solution  
straight  
strange  
successful, successfully  
suck  
suggest – suggestion  
troubleshooting  
unpleasant  
workshop

### Phrases

at least  
DIY = do it yourself  
fuel consumption  
household appliances  
I'd really appreciate...  
it is (it's) all right  
it works only now and then  
just in case  
last but not least  
make suggestions  
oil consumption  
once a fortnight  
suggest a solution  
turn on and off  
What shall we do about this?



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ



What's the problem?  
What's wrong with it?

## Vocabulary Themes

### Defects

blocked  
blunt  
broken  
chipped  
corroded = rusty/rusted  
cracked  
dented  
empty x full  
flat  
jammed  
leaking/leaky  
loose x tight  
reversed  
scratched  
see – saw – seen  
torn  
worn

### Troubleshooting questions

Have you checked that the paper tray is OK?  
Have you checked the paper tray?  
Have you checked to see if the paper tray is empty?  
Have you tried pulling out the paper tray?  
Is the paper tray full?  
What happens when you pull out the paper tray?

### Suggesting a solution

Couldn't you ...  
How about ...  
You could ...  
You should ...  
Why don't you ...

### Typical expressions with Present Perfect

already  
ever  
for  
just

lately  
never  
since  
yet  
recently

## UNIT 8

## Advertisements and Notices

### Vocabulary

advantage  
advertisement, advertise, advertising  
aim at  
available  
beautiful  
benefit  
blog  
bring – brought – brought  
buy – bought – bought  
cancel  
change  
common  
contract  
criterion, criteria  
data  
differ (V), difference (N), different (adj.)  
email marketing  
employee  
enable  
enjoy  
environment  
expand  
file  
hear – heard – heard  
illegal  
immediately  
impolite  
improve  
incl. = including, include  
insurance  
lawn mower  
lift  
limit (V), limit (N), limited (adj.)  
load  
lose – lost – lost  
main  
mention  
metal  
neighbourhood  
notice, notice board  
offer  
permit  
policy  
popular



possibility  
power cut  
productivity  
promotion  
publish  
quality  
reach  
regularly  
relevant  
remove  
require  
research  
save  
search page  
separately  
sheet  
sign (V), signature (N)  
social network advertising  
spacious  
submit  
supervisor  
surprise  
trust  
truth (N), true (adj.)  
unfortunately  
upset  
user  
warn  
waste  
winner

### Phrases

as often as possible  
at the same time  
be fed up with  
be interested in  
company premises  
electricity blackout  
Employees are responsible for ...  
How's it going?  
HR Department = Human Resources Department  
I don't know if there's any chance.  
I'm calling regarding the ...  
I'm glad to hear it.  
I'm pretty sure.  
I'm so angry with him.  
Is everything OK?  
It is necessary to ...



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

It is suitable for ...  
 It's my fault.  
 I will try it.  
 listen to the radio  
 make sure  
 on the Internet  
 on the other hand  
 protect ... from ...  
 source of information  
 This can't go on like this forever.  
 training course

### Vocabulary Themes

#### Adjectives often used in advertising

easy  
 good value  
 high quality  
 outstanding  
 smart

NOUN	ADJECTIVE	NOUN	ADJECTIVE
excitement	exciting	reliability	reliable
durability	durable	effectiveness	effective
competition	competitive	luxury	luxurious
power	powerful	advantage	advantageous
dependability	dependable	availability	available

## UNIT 9

## Getting Around

### Vocabulary

cleanliness

cost – cost – cost (V), cost (N)

facilities

guest

Internet connection

location

maintenance technician

noise

pay – paid – paid, payment

rather

tentatively

tired

traffic jam



### Phrases

Don't worry about it.

duration of the stay

go abroad

make a reservation = book

Is the room air-conditioned?

It depends on ...

May I help you?

My pleasure. I am here to help you.

regulate the temperature

You're welcome.

You've been very helpful.

### Vocabulary Themes

#### In a restaurant

cuisine

order the meal

pay the bill

What's on the menu?

<b>4</b>	I think I'll have a steak.	<b>9</b>	This isn't what I ordered.
<b>1</b>	Are you ready to order?	<b>11</b>	The bill, please!
<b>10</b>	The food's cold.	<b>7</b>	What's the soup of the day?
<b>13</b>	Do you take credit cards?	<b>3</b>	I'm allergic to seafood.
<b>6</b>	What do you recommend?	<b>14</b>	Is service included?
<b>2</b>	What is today's special?	<b>5</b>	How would you like your steak?
<b>8</b>	We've been waiting a long time.	<b>12</b>	I'll get this.

## Meals

appetizer  
 beans  
 beverages  
 cheese  
 dessert  
 eggs  
 grilled  
 main course  
 meat (beef, chicken, lamb, pork)  
 meatballs  
 pasta  
 prawns  
 salad  
 sausages  
 seafood  
 side dish  
 soup  
 starter  
 steak – rare, medium, well done  
 undercooked  
 vegetables

## Types of accommodation

camp  
 dorm (dormitory)  
 hostel  
 motel  
 outdoors  
 pension  
 stay overnight  
 tent  
 under the stars

## **In a hotel**

adults  
arrival date/check in  
bathroom  
bellboy  
daily rate  
departure date/check out  
extension  
housekeeping department  
in-house  
laundry facility  
pick up clothes  
reception desk  
register  
shower, shower head  
stars  
stay in a hotel  
suite

### **A**

single room    *b)*  
double room   *d)*  
B&B            *a)*  
half board     *f)*  
full board     *c)*  
all inclusive   *e)*

### **B**

a) the room rate includes breakfast  
b) a room with one bed  
c) the room rate includes all meals  
d) a room with one large bed or two beds  
e) the room rate includes all meals including drinks  
f) the room rate includes breakfast and one meal (often dinner)

## **Phrases that are used to: SAY THERE IS A PROBLEM**

Could somebody fix it?  
Could you help me with that too?  
Do you have any explanation for this?  
This thing doesn't seem to work.

## **REACT TO A PROBLEM**

How can I help you?  
Of course, sir. I'll send ...  
No problem, sir.  
It will be fixed immediately.  
Did you wish to speak to me?  
I'm sorry about ...  
I know what the problem is.

### Some uncountable nouns

accommodation (BrE), (AmE – countable)

advice

air

baggage

equipment

furniture

grass

information

knowledge

luggage

machinery

money

music

news

petrol (BrE), gas/gasoline (AmE)

rain

sand

snow

soap

time

traffic

travel

waste

weather

work

+ languages (English/Czech, etc.)

+ materials (plastic/wood/iron/leather/ceramics, etc.)

+ sports (tennis/football/skiing, etc.)

### Uncountable food items

bacon

bread

butter

food

pasta

spaghetti

toast

+ liquids (water, coffee, tea, juice, lemonade, soda, oil, cream, milk, beer, etc.)

+ powdery substances (flour, sugar, salt, rice, cuscus, coffee, tea, pepper etc.)

+ types of meat (chicken, beef, pork, lamb, etc.)

**Note:** People often say: I'll have a coffee/a tea/a beer/a soda, etc.



### Expressions used with uncountable nouns:

a bar of ... (chocolate)  
a bottle of ... (oil)  
a bowl of ... (soup, rice)  
a can of ... (soda, beer)  
a cup of ... (tea/coffee)  
a glass of ... (milk/water/juice)  
a kilo of ... (flour/rice/coffee)  
a litre of ... (water)  
a loaf of ... (bread)  
a piece of ... (cake/chicken/information, advice)  
a spoonful of ... (sugar)

### Some nouns which are countable or uncountable, depending on the meaning

For more, see Grammar Bank

cheese	hair
fish	paper
food	soil
fruit	talent
experience	work
glass	

### Some examples:

#### Uncountable

We caught some **fish**.  
We eat **food**.  
Have some **cheese**.  
Most plants need **soil** to grow.  
You should eat **fruit**.

#### Countable

There are many **fishes** in the sea. (species of fish)  
Some **foods** are unhealthy. (types of food)  
Many **cheeses** are made in France. (types of cheese)  
The **soils** in this part of the world are very different.  
(types of soil)  
Many **fruits** are sweet. (types of fruit)

## UNIT 10

## Materials

### Vocabulary

alternative  
application  
attractive  
bag  
components  
construct  
due to  
dye  
excellent  
extremely  
false teeth  
frame  
friction  
golf trolley  
humidity  
introduce  
jewellery (BrE), jewelry (AmE)  
keep – kept – kept  
kitchenware  
list  
make – made – made  
option  
pipe  
prediction  
prefer  
provide  
range  
rare  
restore  
rust  
sculpture  
sofa  
strips  
unique  
vehicle  
wet conditions  
wheelchair



## Phrases

accent piece  
break into pieces  
engineering material  
form into various shapes  
heat barrier  
in addition  
in the present  
melting point  
mould into various shapes  
subject to stress  
What is it made of?  
wide range of applications

## Vocabulary Themes

### Materials

wood	tin	wool
glass	cloth	ceramic
paper	cardboard	fibreglass
plastic	cotton	cast iron
metal	stainless steel	polythene
wax	rubber	aluminium
leather	steel	Kevlar

additives  
alloy  
aluminium (BrE), aluminum (AmE)  
artificial  
artificial leather  
brass  
bronze  
carbon  
chrome  
cobalt  
copper  
gold  
iron  
manganese  
metallic  
natural  
nickel  
pig iron

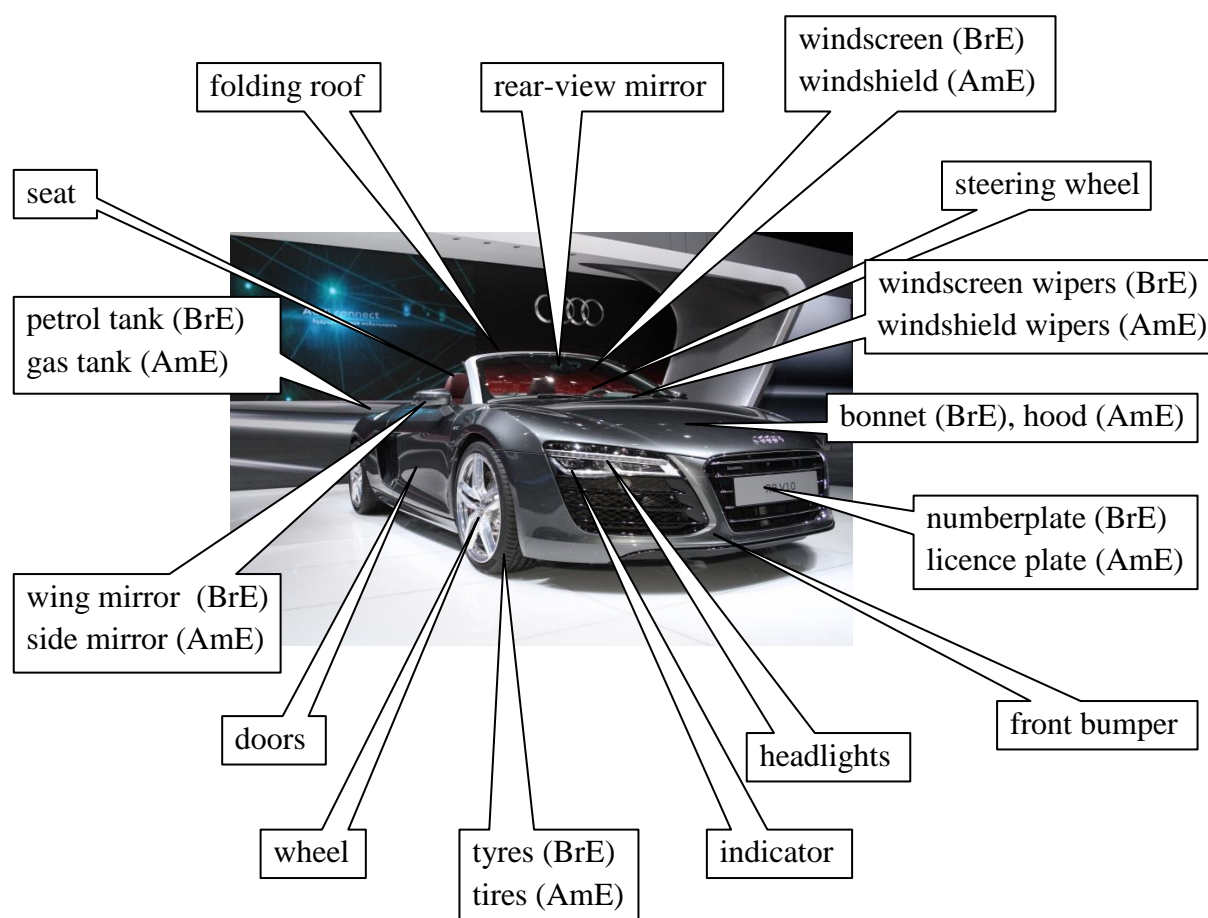
#### Additional words:

brick  
cement  
concrete  
fabric  
platinum  
polystyrene  
silk  
silver  
stone  
titanium

## Properties of materials

NOUN	ADJECTIVE
<i>brittleness</i>	<i>brittle</i>
<i>machinability</i>	<i>machinable</i>
resistance to heat/heat resistance	resistant to heat/heat resistant
resistance to wear/wear resistance	resistant to wear/wear resistant
transparency	transparent
solidity	solid
durability	durable
flexibility	flexible
heat insulation/heat insulator	
resistance to fire/fire resistance	resistant to fire/fire resistant
resistance to tearing/tear resistant	resistant to tearing/tear resistant
resistance to puncturing/puncture resistant	resistant to puncturing/puncture resistant
ductility	ductile
thermal conductivity	thermal conductive
electrical conductivity	electrical conductive
softness	soft
malleability	malleable
strength	strong
toughness	tough
hardness	hard
resistance to corrosion/corrosion resistance	resistant to corrosion/corrosion resistant
elasticity	elastic
plasticity	plastic
firmness	firm
heaviness	heavy
-	lightweight
rigidity	rigid
weight	heavy, light

## Car



accelerator (BrE), gas pedal (AmE)

air filter

battery

boot (BrE), trunk (AmE)

brakes, brake pedal

bumper – front bumper, rear bumper

car body

clutch

engine

exhaust pipe

gearbox

interior

roof

seat belts

suspension

trunk

VIN = vehicle identification number

## UNIT 11

## Inventions and Attachments

### Vocabulary

accident  
advance  
airbag  
amplification  
appear  
attack  
beam  
be available  
become – became – become  
behave  
blade  
blow – blew – blown  
boom  
build – built – built  
button  
cause  
confused with  
crash sensor  
dashboard  
definitely  
demonstrate  
destroy  
driver  
early  
expansion  
expect (V), unexpected (adj.), unexpectedly (adv.)  
explain  
fast  
fatalities  
figure out  
find – found – found  
give – gave – given  
hacker  
hide – hid – hidden  
identify  
impact  
improve



initiate  
introduce  
invent (V), invention (N)  
an iron  
lead – led – led  
majority  
malware = **malicious software**  
manual  
operate  
ordinary  
pay attention  
perform  
principle  
prove  
put – put – put  
rapid  
receiver  
recognize  
release  
result in  
revolutionary  
safety  
scan  
see – saw – seen  
send – sent – sent  
shock  
sleep – slept – slept  
speak – spoke – spoken  
steal – stole – stolen  
store  
take – took – taken  
tell – told – told  
threat  
transmit (V), transmitter (N), transmission (N)  
trigger  
valve  
water wheel  
wind – wound – wound  
windmill  
write – wrote – written

## Phrases

at the beginning of ...  
bank account  
compressed air system  
gas inflated airbag  
have a look at  
highly protected confidential information  
let's give it a try  
password

## Vocabulary Themes

### Some adjectives with their adverbs

accurate, accurately  
bad, badly  
beautiful, beautifully  
careful, carefully  
clear, clearly  
common, commonly  
complete, completely  
dangerous, dangerously  
early  
easy, easily  
effective, effectively  
fast  
good, well  
happy  
hard x hardly !!!  
heavy, heavily  
increasing, increasingly  
late x lately !!! I'm sorry, I'm **late**. (= not in time) x Have you seen him **lately**? (= recently)  
natural, naturally  
nice, nicely  
potential, potentially  
precise, precisely  
proper, properly  
quick, quickly  
quiet, quietly  
relative, relatively  
slow, slowly  
steady, steadily  
terrible x terribly !!! It's a **terrible** (= very bad) film. x I was **terribly** (= very) ill.  
tight, tightly



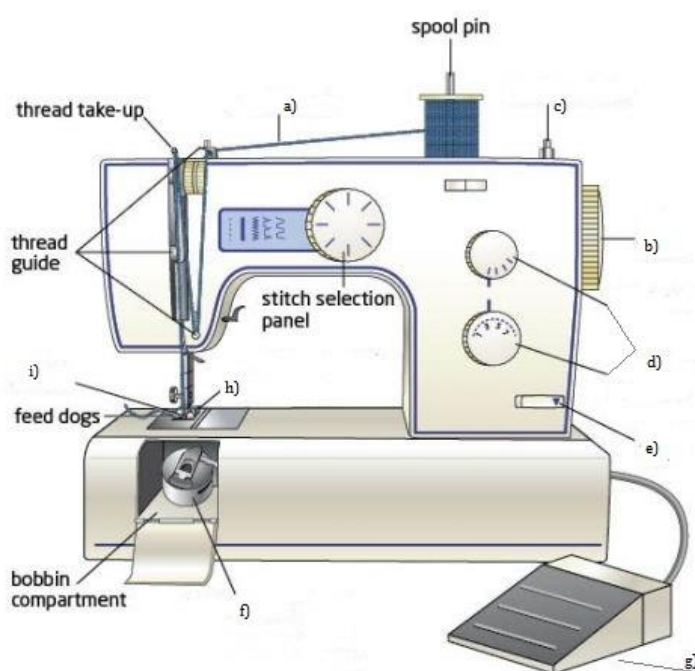
## Attachments

bolt – bolted  
chain – chained  
clamp – clamped  
glue – glued  
hinge – hinged  
hung (hang – hung – hang)  
hook – hooked  
linked/connected  
nail – nailed  
pivot – pivoted  
rivet – riveted  
screw – screwed  
support – supported  
tied  
welded

## Attachments – sentence structures

The wires are **connected to** the device.  
The metal panel is **bolted to** the floor.  
The table is **supported by** two vertical pieces of wood.  
The boards are **nailed together**.  
The light is **hung from** the ceiling **on/by** the wires.  
The door is **hinged to** the frame.  
The boxes are **tied with** cord/rope/string.  
The paper is **glued to** the book cover.  
The shelf is **screwed to** the wall.  
The two devices are **connected/linked by/with** cables.  
The gates are **chained together**.

## Sewing machine



- a) thread
- b) balance wheel
- c) winder
- d) (width and length) regulator
- f) bobbin
- g) pedal
- i) needle

## Place prepositions

in front of  
next to  
on the back of  
on the front of  
on the left-hand side  
on the right-hand side  
on (the) top of  
under

## UNIT 12

## Safety

### Vocabulary

appropriate

caution

clean

concentration

danger (N), dangerous (adj.)

drink – drank – drunk

electrocute

ensure

explosion

fall – fell – fallen

feel – felt – felt

flame (N), flammable (adj.) = inflammable (adj.), !!! non-flammable (adj.)

footwear

forklift truck

hazards

high voltage

injure (V), injury (N). injured (adj.)

kids

leave – left – left

organize

pets

precaution

protect (V), protection (N), protective (adj.)

reliable

rules

safety

serious

slip

spark

tidy x untidy

touch

trip over

warning

wear – wore – worn

wires

workplace

workshop



## Phrases

cause an accident  
chemical substances  
construction site  
emergency room  
follow your instinct  
gas can  
safety notice  
safety rules  
safety sign  
start a fire  
stay focused on  
unauthorised access  
watch your step  
welding table

## Vocabulary Themes

**PPE = Personal Protective Equipment**

face shield  
safety equipment



## Modals:

The modal **could/couldn't** is used to express:

- a) future possibility; something that may/may not happen in the future

The modal **should/shouldn't** is used to express:

- b) what is correct/right to do or incorrect/wrong to do

The modal **must** is used to express:

- a) strong obligation; what is absolutely required

The modal **mustn't** is used to express:

- a) prohibition; what is forbidden/not permitted

## Sample Final Test for the Course English for Mechanical Engineering 4

### Section A - LISTENING

You will hear a recording. Answer the questions, complete the gaps and decide whether the sentences are true (T) or false (F). You will hear the recording twice.



### Safety in a Workshop

- 1) When you are working with machines, you shouldn't wear safety goggles. T x **F**
- 2) When working in a workshop, you should wear both an apron and an overall. T x **F**
- 3) A running machine could catch your loose T-shirt. **T** x F
- 4) What can small pieces do when you don't use guards on the machine correctly?

**injure/damage eyes**

"Someone could have a bad (5) **accident**. I know it takes longer to clean the machine when the (6) **guards** are in their place but you really (7) **shouldn't** remove them because it is very (8) **dangerous**."

- 9) What kind of shoes is suitable for working in a workshop? **strong shoes/safety boots**
- 10) If you wear only trainers and a hammer falls on your foot, what could happen?

**break foot or toe**

	10
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### Section B – USE OF ENGLISH

#### 1. Conversation (**possible answers**)

Complete the gaps in the short dialogues using the most suitable phrases, sentences or questions.

- 1) A: **What is it made of?, Which/Which material was used to make it?**  
B: I think it's plastic.
- 2) A: Why should I wear ear plugs in a workshop?  
B: **Your ears could get damaged.**
- 3) A: I wanted to adjust the machine well but **I didn't know how./I had little information. I didn't have enough information.**  
B: So, why didn't you find more information on the Internet?

	6
--	---

**2. Questions**      **Make questions. Ask about the underlined information.**

- 1) The lamp is hooked to the wall. **How is the lamp attached?**
- 2) I've tried sharpening the blunt knife. **What have you tried sharpening?**

	<b>4</b>
--	----------

**3. Gap-filling**

**Fill in the gaps with the most suitable word. Use ONE word only.**

**Contracted forms such as don't, didn't ... = 1 word.**

- 1) The grinding machines **were** maintained well in the past.
- 2) It took me a long time to drive here. I **wasn't** driving fast.
- 3) I've got a **little** money left.
- 4) The label with the name of the machine is usually located **on** the front.
- 5) What happens **when** you add some lubrication to the motor?

	<b>5</b>
--	----------

**4. Gap-filling**

**Complete each sentence with a suitable word from this list. Choose 7 of the 14 words.**

ready	depend	fastly	training	advertisement	for	jammed
natural	informations	artificial	corroded	recommend	fast	information

- 1) What does the length of your stay in our hotel **depend** on?
- 2) **Artificial** material is produced by people.
- 3) A new CNC machine **training** course will start next Monday in the main workshop.
- 4) You have to have a lot of **information** to operate this machinery correctly.
- 5) Please check that the paper isn't **jammed** in the printer.
- 6) Your workmate works really **fast**. He has almost done everything.
- 7) I **recommend** roast beef with fresh green salad. It's delicious.

	<b>7</b>
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**5. Multiple-choice**      **Circle the letter of the correct option to fill in the gap.**

- 1) I **will maintain** this machine.  
A) should to maintain      **B) will maintain**      C) am going maintain      D) has to maintain
- 2) This engine runs **more efficiently** than the engine we tested last month.  
**A) more efficiently**      B) efficiently      C) efficient      D) more efficient

	<b>2</b>
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**Baseball Bats**

Question:

Does an aluminium bat hit a baseball further than a wooden bat? If it does, then why?

Answer:

An aluminium bat may or may not hit a baseball further, depending on who swings the bat. Both bats have different properties. First, let us compare the qualities of the two designs. The only real difference is weight. An aluminium bat is much lighter than a wooden bat.

The batter (a person using a bat) can better control the swing because the aluminium bat is lighter. It is easier to make “last-minute changes” to the swing. Once a wooden bat is swinging, adjustments are difficult. Also, less time is needed to get the aluminium bat moving. The batter can wait just a little bit longer before deciding how to swing with an aluminium bat.

A wooden bat moving at the same speed as an aluminium bat will hit harder. A batter who can get a wooden bat moving fast will hit the ball further, provided he makes contact at all. Also, a wooden bat doesn't vibrate as much. This is better for the batter's hands.

Overall, the wooden bat has more potential power, but the aluminium bat is easier to use. A very experienced player that can tell how the ball is pitched just as it leaves the pitcher's hand will do better with a wooden bat. The player that likes a little extra time to decide how to hit, as well as a little opportunity for slight adjustment, will do better with an aluminium bat. In the end, it is a matter of personal preferences.

Adapted from: Mellendorf, K., (2012)

**1. Are these statements true (T) or false (F) ?**

- 1) It isn't easy to make adjustments when the wooden bat is swinging. T x F  
 2) An aluminium bat gives a batter more time to decide how to swing. T x F  
 3) We can easily say that an aluminium bat is in general better than a wooden bat. T x F

**2. Answer according to the text.**

- 4) Which bat is heavier? **wooden bat**  
 5) Which bat is better for a batter's hands? **wooden bat**  
 6) Which bat is easier to use? **aluminium bat**

**3. Find the words in the text which have a very similar meaning to the following words.**

- 7) a small change **adjustment**  
 8) touch; come together **make contact**

**4. Explain in your own words what it means.**

- 9) difficult **not easy**  
 10) fast **very quick**

	<b>10</b>
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**PRESENT PERFECT**

Use:

- Used to talk about past experiences without specifying exactly when they happened – *I have been to Mexico. She has already told me. I have recently moved house.*
- Used to talk about actions which began in the past and still continue.

*Compare:*

They've lived in this house for many years. (= and they still do)

They lived in this house for many years. (= but now they don't)



**Typical expressions:**

ever	<i>Have you <u>ever</u> been to the US?</i>
never	<i>I have <u>never</u> seen him before.</i>
just	<i>She has <u>just</u> arrived.</i>
for	<i>I've known her <u>for</u> five years.</i>
since	<i>I haven't seen him <u>since</u> yesterday morning.</i>

already	<i>I have <u>already</u> left.</i>
	<i>We've <u>already</u> seen the movie.</i>
	<i>John's <u>already</u> sold the car.</i>

*Already is typically used for completed actions in positive.*

yet	<i>He has not started <u>yet</u>.</i>
	<i>Have you sent the email <u>yet</u>?</i>
	<i>He hasn't talked to the supplier <u>yet</u>.</i>

*Yet, on the other hand, is used in questions and negatives.*

**Note:** *Already* is usually placed before the past participle. *Yet* is placed at the end of a sentence.

Form:

*have/has + past participle*

*Past Participle* = the -ed form of the verb or the third column of the list of irregular verbs

Positive			
I/You/We/They	have	seen	him.
He/She/It	has		
Negative			
I/ You/We/They	have not (haven't)	seen	him.
He/She/It	has not (hasn't)		
Question			
Have (haven't)	I/you/we/they	seen	him?
Has (hasn't)	he/she/it		
Short answer			
Have you seen him?	Yes, we have./ No, we haven't.		
Has she seen him?	Yes, she has./ No, she hasn't.		

### 1. Make sentences about John.

*Example: be in France for a month (+)      John has been in France for a month.*

- a) make many new friends (+) \_\_\_\_\_
- b) visit the Eiffel Tower (+) \_\_\_\_\_
- c) taste French wine (-) \_\_\_\_\_
- d) go shopping in Paris (-) \_\_\_\_\_
- e) see the river Seine (?) \_\_\_\_\_
- f) learn some words in French (+) \_\_\_\_\_
- g) take many pictures with his camera (?) \_\_\_\_\_
- h) start a new job there (-) \_\_\_\_\_

### 2. Fill in the verb in the correct form of the Present Perfect.

- a) Bill is on holiday now. He \_\_\_\_\_ (go) to Madrid.
- b) \_\_\_\_\_ you ever \_\_\_\_\_ (want) to be a doctor?
- c) Helen \_\_\_\_\_ (be) in New York twice.
- d) I \_\_\_\_\_ (never/play/golf).
- e) The bus \_\_\_\_\_ (leave/just).
- f) They \_\_\_\_\_ (already/finish) their dinner.
- g) The train from London \_\_\_\_\_ (not/arrive/yet).
- h) I \_\_\_\_\_ (not/see) him for a very long time.
- i) My shoes are clean. I \_\_\_\_\_ (just/clean) them.

**3. Here is a list of problems. Make troubleshooting questions using the hints in brackets.**

*Example:*

*car brakes not working (check/brake pads)*

*Have you tried checking the brake pads?*

*Have you checked the brake pads?*

a) toilet not flushing (check/bowl) \_\_\_\_\_

b) hose leaking (try/use tape) \_\_\_\_\_

c) scissors not cutting (try/sharpen) \_\_\_\_\_

d) wood not catching fire (wet) \_\_\_\_\_

e) key not fitting (right key) \_\_\_\_\_

f) safe not opening (when/insert/another code) \_\_\_\_\_

g) lamp not working (check/bulb) \_\_\_\_\_

**4. Put the verbs in brackets into a correct form.**

Hi Mel,

Sorry I (a) \_\_\_\_\_ (not/write) to you yet but I've been really busy unpacking and settling down. In fact, I (b) \_\_\_\_\_ (not/have) much free time since I moved here. I (c) \_\_\_\_\_ (be/here) for just three weeks now but I (d) \_\_\_\_\_ (already/find) many friends. I (e) \_\_\_\_\_ (already/be) to four parties! My neighbours, Claire and Jean, are incredible! They (f) \_\_\_\_\_ (live) in twelve different countries! I asked if they (g) \_\_\_\_\_ (ever be) to Australia as well and of course they have. They're planning to move to Japan next year, but they (h) \_\_\_\_\_ (not/find) a job there yet. I (i) \_\_\_\_\_ (already/apply) for a job in a hospital nearby. I hope it works out.

And how are things with you?

Take care,

Sally

### 5. Complete these sentences with *for*, *since*, *yet* and *already*.

- a) Is Peter there? – I'm afraid he hasn't arrived \_\_\_\_\_.
- b) Could you wash the dishes, please? – I've \_\_\_\_\_ done it.
- c) You are late. What happened? – We've been stuck in a traffic jam \_\_\_\_\_ half an hour.
- d) I'd like to buy tickets for tomorrow's show. – I'm afraid it's \_\_\_\_\_ sold out.
- e) Are you new here? – No, I have lived here \_\_\_\_\_ 2004.
- f) Has he completed his studies \_\_\_\_\_? – Far from it. He hasn't even passed his 2<sup>nd</sup> year exams \_\_\_\_\_.
- g) How does Lisa like her new job? – Hard to say. She's been there \_\_\_\_\_ just three days. But I guess she \_\_\_\_\_ likes it.
- h) Are you hungry? – I'm starving! I haven't eaten \_\_\_\_\_ yesterday evening.

### **SHOULD**

#### Use:

- Used for giving advice, making suggestions

#### Form:

*should* + infinitive

Positive and Negative		
I He/She/It You/We/They	should should not/shouldn't	come. sleep. speak.
Question		
Should	I he/she/it you/we/they	come? sleep? speak?
Short answer		
Should they come?	Yes, they should. / No, they shouldn't.	

**6. There are a lot of things in an office and some of them are not working properly. Suggest what a person should or shouldn't do when dealing with the problem.**

*Example:*

*The tap is leaking.      You should take a spanner and tighten it.*

*You shouldn't leave it leaking because we have to save water.*

a) The socket is not attached properly to the wall.

---

b) The window keeps opening.

---

c) It's too hot in the room in summer.

---

d) It's too cold in the room in winter.

---

e) Documents are not printed well.

---

f) There is not enough light in the room.

---

**7. Write six things you shouldn't do in your life.**

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

## Unit 8 – Grammar Bank

### (Definite and Indefinite Article; Quantifiers Some, Any)

#### INDEFINITE ARTICLE A/AN

The meaning of an indefinite article is ‘any one’, ‘one of several’.

##### Use:

- Used with one thing or one person – therefore, it can be used only with singular, countable nouns

*Andrew works in **a** bank. She has **a** new camera.*

- Classifying of people, things into groups – *Prague is **a** big city.* (one of them)
- For ‘first mention’ – *Sheila has **a** new dog.* (After that, say “the dog”)
- Expressing that an object is part of a group – *Give me **a** apple, please.*
- Talking about jobs – *David is **a** dentist.*

##### Form:

- **A** is used before consonants (b,f,g,h,j, etc.) and before the long “**u**” sound in ‘university’, ‘European’, etc. because they are pronounced *yuniversity*, *yeuropean*. *It is **a** unique product.*
- **An** is used before vowels (a,e,i,o,u) and before “**h**” in ‘hour’, where the h at the beginning is silent. *I need **a** hat and **an** umbrella. Do you want **a** apple?*

#### DEFINITE ARTICLE THE

The meaning of the definite article is ‘the particular one’, something specific, unique or mentioned before.

##### Use:

- Used with both singular and plural nouns, both countable and uncountable

##### Situations:

- When it is clear which thing/person we mean from a previous mention/reference  
*I saw **a** man on the street. **The** man told me that...*
- With the expression **the same** – *This is **the same** movie we saw last week.*
- When we speak about **unique objects**, etc. – *the sun, the moon, the world, the sky, the sea*
- For the following institutions – *the army, the police, the fire brigade, the radio*
- For the following expressions – *the top, the end, the middle, the left, etc.*
- For musical instruments with *play* – *play the piano, play the trumpet*
- *on the other hand*
- For superlatives – *Which of these engines is **the most** powerful?*
- Go to the cinema/theatre/dentist/doctor, (when speaking generally)



But we DON'T use articles with:

**Television** as a programme – *What's on TV tonight?* **X** *Can you turn off the TV?* (TV set)

**Breakfast, lunch, dinner** – *We have breakfast at eight o'clock.*

**Next and last** week/summer/year, etc. – *Next year we will graduate.*

### 1. Fill in the Indefinite or Definite Article.

- a) We enjoyed the holiday. \_\_\_\_\_ weather was very nice.
- b) Lisa is \_\_\_\_\_ student. She studies at \_\_\_\_\_ University of West Bohemia.
- c) This is \_\_\_\_\_ best cake I have ever eaten.
- d) Do you know \_\_\_\_\_ name of this street?
- e) Sheila needs \_\_\_\_\_ very fashionable jacket. She has \_\_\_\_\_ date tonight.
- f) Can I ask \_\_\_\_\_ question?
- g) Please, give me \_\_\_\_\_ book back as soon as you can.
- h) Prague is \_\_\_\_\_ interesting city.
- i) I want to buy him \_\_\_\_\_ present for Christmas. \_\_\_\_\_ present doesn't need to be very expensive.
- j) Look at \_\_\_\_\_ moon. It must be a full moon tonight, because it is huge.
- k) Spain is \_\_\_\_\_ very nice country. \_\_\_\_\_ sun shines there all the time.
- l) Have you already seen \_\_\_\_\_ movie I mentioned?
- m) How often do you go to \_\_\_\_\_ theatre?
- n) In my free time I just like listening to \_\_\_\_\_ radio.
- o) Before you leave, please switch off \_\_\_\_\_ light in the corridor.

### 2. Read the sentences below and fill in the articles (a/an, the) where appropriate.

- a) Yesterday was nice day. We all enjoyed our party in garden.
- b) Can you tell me more about job?
- c) What are main sources of information for research you are doing?
- d) This is best birthday celebration!
- e) Sun goes around Earth.
- f) That's a lie! I will tell you truth but don't trust him anymore.
- g) Spanish is difficult language.
- h) I have plan. Just wait for me in front of cinema.
- i) She has new boyfriend. They go to fitness centre together.

## QUANTIFIERS (Some, Any)

Quantifiers describe the quantity of something.

Use:

### **SOME**

Positive sentences – *We bought some eggs. We bought some wine.*

Some questions, especially when a positive answer is expected

### **ANY**

Negative sentences – *We didn't buy any eggs. We didn't buy any wine.*

Questions – *Did you buy any eggs? Did you buy any wine?*

Some positive sentences when “any” means: any **one** of several possibilities

– *Any suggestion will be welcome. Any ideas about how to solve the problem will be considered.*

Compare: *Did they see **some** films at the festival? Did they see **any** films at the festival?*

“**Some**” and “**any**” are used in the following compound words:

*somebody, someone, anybody, something, anything* = these words are singular

### **3. Fill in the gaps with *some, any* or *one* of the compound words**

- Do you want \_\_\_\_\_ to drink? I have \_\_\_\_\_ juice in the fridge.
- I don't know \_\_\_\_\_ famous people personally.
- If you get lost, \_\_\_\_\_ will help you.
- \_\_\_\_\_ who wants to can come to the party.
- She needed \_\_\_\_\_ money, so she asked \_\_\_\_\_ of her friends if they could lend her \_\_\_\_\_.
- He doesn't have \_\_\_\_\_ knowledge of quantum mechanics.
- \_\_\_\_\_ animals seem very intelligent, but others don't seem to have \_\_\_\_\_ intelligence at all.
- She didn't find \_\_\_\_\_ that she wanted to buy in \_\_\_\_\_ of the stores in town.
- Did they visit \_\_\_\_\_ museums when they were in Prague?



Unit 9 – Grammar Bank (Countable and Uncountable nouns, Quantifiers 2)



**COUNTABLE NOUNS (C)**

Use:

They **CAN** be used in **singular** or **plural** form

- numerals one/two/three, etc. can be added to them (you can count them) – *two cars, three cars*
- the singular form cannot be used alone – there must be an article **a/an** or **the**

**UNCOUNTABLE NOUNS (U)**

These nouns are typically uncountable:

information	advice	weather	news	bread	money
furniture	luggage	work	equipment	machinery	
soup	water	sugar	petrol	air	grass
				evidence	rain
					snow

Use:

They **CANNOT** be used in **plural** form

- numerals one/two/three, etc. cannot be added to them (you cannot count them)
- the article **a/an** cannot be used with uncountable nouns; 'some' can be used instead – *some information*

Form:

- there is only one form of uncountable nouns – singular (money, beef, wood, water)
- expressions like **a piece of...**, **a glass of...**, **a bar of ...**, **a cup of ...**, **a can of ...**, etc. can be used with uncountable nouns as a way of counting them.

**Note:** Some nouns (chocolate/hair/time/work/paper, etc.) can be countable as well as uncountable. This depends on the meaning.

**a cake** (*whole item*)

**some cake** (*portion*)

**a piece of cake** (*portion*)

**some cakes** (*whole items*)

**a chicken** (*bird*)

**some chicken** (*meat*)

**a piece of chicken** (*meat*)

**some chickens** (*birds*)

## Compare:

*Glass can be easily broken.  
She enjoys her **work**.  
We need more **paper** in the copier.  
I need to wash my **hair**.  
I ate a lot of **food**.  
She has a lot of **talent**.  
You need some work **experience**.*

*There are three **glasses** on the table.  
These **works** of art are valuable.  
She wrote two **papers** this semester.  
There are some dog **hairs** on the couch.  
Many **foods** are unhealthy.  
Some people have many **talents**.  
We had nice **experiences** in France.*

## QUANTIFIERS

### A/AN and SOME

#### Use:

- **a/an** + singular countable noun
- **some** + plural countable noun
- **some** + uncountable noun

*I have an apple.  
I bought some oranges.  
Would you like some cheese?*

	Singular	Plural
Countable	a/an	some
Uncountable	some	—

### A LOT OF, MUCH and MANY

#### Use:

- **a lot of/lots of**, **much** and **many** express a large number or amount of something
- **a lot of/lots of** is used in **positive** sentences for countable as well as uncountable nouns  
*There are a lot of/lots of people in the office. There is a lot of/lots of petrol in the tank.*
- **many** is used for countable nouns in positive and negative sentences and in questions.  
*I have many friends. I don't have many friends. Do you have many friends?*
- **much** is not often used in positive sentences, and usually as part of expressions like:  
*We need much more paper. There is too much water in the sink.*  
For most positive sentences, **a lot of** is preferred for uncountable nouns.

~~He has much money.~~

He has a lot of money. ✓

- **much** is mostly used in negative sentences and questions with uncountable nouns.  
*We don't have much time. How much time do we need?*

	Countable	Uncountable
+	many	much (not often used)
+	a lot of/lots of	a lot of/lots of
?	how many	how much
–	not many	not much

## A FEW and A LITTLE

### Use:

- **a few** and **a little** express a small number or amount of something
- **a few** and **a little** express a positive idea  
*She has a few good friends. I need a little help.*
- **a few** is used with plural **countable nouns**
- **a little** is used with **uncountable nouns**

Countable	Uncountable
few	little
a few	a little

## FEW and LITTLE

### Use:

- **few** and **little** also express a small number or amount of something
- **few** and **little** express a negative idea

### Compare:

She has few friends.  
(it's not enough; it's something negative)

She has a few friends.  
(it's enough; it's something positive)

- **few** is used with **countable nouns**
- **little** is used with **uncountable nouns**

- the negative idea is also expressed like this:

*She has **very few** friends.*

*She has **only a few** friends.*

*We have **very little** money. We have **only a little** money.*

**1. Decide if the following words are usually or always countable or uncountable. Use indefinite article a/an with the countable nouns. If necessary, check their meaning in a dictionary.**

*Example: accommodation (U)                      a computer (C)*

- |                  |                   |                    |
|------------------|-------------------|--------------------|
| a) example _____ | b) suitcase _____ | c) work _____      |
| d) injury _____  | e) piece _____    | f) education _____ |
| g) water _____   | h) rain _____     | i) envelope _____  |
| j) sand _____    | k) lorry _____    | l) wallet _____    |
| m) meat _____    | n) coin _____     | o) music _____     |
| p) weather _____ | q) soap _____     | r) job _____       |

**2. Have a look at the pictures and write sentences with Would you like a/some...?**

a)



b)



c)



d)



e)



- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

**3. Write *a ...of...* for each picture. Use the words in the boxes.**

a)



b)



c)



d)



e)



f)



bar

bottle

piece

spoonful

bowl

glass

soup

paper

juice

salt

milk

chocolate

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

**4. Circle the correct expression.**

- a) There is a lot of *traffic/traffics* in the city centre.
- b) I know that Jarda has deep *knowledge/knowledges* of machine design.
- c) How *many/much* suggestions will you present at the meeting?
- d) He gave me *an/some* advice on how to fill in the application form.
- e) Mathematics *is/are* very difficult to learn.
- f) I found out that there were *a few/a little* defects on my bicycle.

**5. Tick ✓ the sentences that are correct. Correct the mistakes in incorrect sentences. There is only one in each sentence.**

- a) I asked for glass of water ten minutes ago but the waiter hasn't brought it yet.
- b) In the lift there was little air. We could hardly breathe.
- c) Why don't you recycle plastic and paper? If you did, you would produce only few waste.
- d) After shopping, I have only a few Euros left.
- e) Have you booked an accommodation yet?
- f) The alloy contains only a little carbon.

## Unit 10 – Grammar Bank

(Past Simple, Past Continuous, Future with “Will”)



### PAST SIMPLE

#### Use:

- Used to talk about actions completed in the past; usually the time of the action is specified

#### **Typical time expressions:**

*yesterday*

*last week/month/year*

*two years ago*

#### Form:

- There are two groups of verbs – regular and irregular
- All persons (I/you/he/she/it/we/they) use the same form, with the exception of the verb *to be*

#### Regular verbs:

subject + infinitive + -ed

#### Irregular verbs:

- the form of the Past Simple = the second column of the list of irregular verbs

subject + past simple form

Positive			
I He/She/It You/We/They		<b>worked</b>	well.
		<b>broke</b>	the machine.
Negative			
I He/She/It You/We/They	<b>did not (didn't)</b>	<b>work</b>	well.
		<b>break</b>	the machine.
Question			
<b>Did</b>	I he/she/it you/we/they	<b>work</b>	well?
		<b>break</b>	the machine?
Short answer			
Did you work well?	Yes, I did./ No, I didn't.		

### Spelling of regular verbs:

- For most verbs, add **-ed**: *help – helped*
- Verbs with *e* at the end, add **-d**: *create – created*
- Verbs with *y* at the end, change to **-ied**: *try – tried*  
(verbs with vowel and *y*, add **-ed**: *play – played*)
- For verbs ending in consonant-vowel-consonant, **double the consonant and add -ed**:  
*stop – stopped*

### **1. Which of these verbs are regular (R) and which of them are irregular (IR)? Write the Past Simple form of all the verbs. If the verb is irregular, write the Past Simple form and the Past Participle.**

*Example: do ( IR ) did, done live ( R ) lived*

feel	( ) _____	see	( ) _____
help	( ) _____	know	( ) _____
listen	( ) _____	want	( ) _____
build	( ) _____	answer	( ) _____
ask	( ) _____	remember	( ) _____
use	( ) _____	like	( ) _____
start	( ) _____	be	( ) _____
pay	( ) _____	visit	( ) _____
study	( ) _____	arrive	( ) _____
talk	( ) _____	speak	( ) _____
write	( ) _____	repair	( ) _____

### **2. Fill in the verbs in the correct form of the Past Simple.**

Last week Terry (a) \_\_\_\_\_ (fly) to Birmingham. She (b) \_\_\_\_\_ (have) an important meeting there. She (c) \_\_\_\_\_ (be) very nervous about it but she (d) \_\_\_\_\_ (not say) anything to me. I (e) \_\_\_\_\_ (ask) her many times but Terry just (f) \_\_\_\_\_ (smile) and (g) \_\_\_\_\_ (not answer). I (h) \_\_\_\_\_ (get) tired of asking and (i) \_\_\_\_\_ (promise) myself not to ask anymore. When she (j) \_\_\_\_\_ (come) back she (k) \_\_\_\_\_ (be) very happy.

I (l) \_\_\_\_\_ (wait) at the airport for her. Terry (m) \_\_\_\_\_ (start) talking as soon as she (n) \_\_\_\_\_ (see) me. She finally (o) \_\_\_\_\_ (tell) me all about the meeting. The Birmingham meeting (p) \_\_\_\_\_ (be) a job interview and she (q) \_\_\_\_\_ (meet) many interesting people there. They (r) \_\_\_\_\_ (speak) about her job here in Prague. At the end they (s) \_\_\_\_\_ (offer) the job to her. Terry (t) \_\_\_\_\_ (decide) to take it.

### 3. Make questions in Past Simple.

- a) I played tennis last night, and you? \_\_\_\_\_
- b) Sue left very early, and you? \_\_\_\_\_
- c) Tom had a very good holiday last year, and you? \_\_\_\_\_
- d) I didn't eat meat when I was a child, and you? \_\_\_\_\_
- e) Jane bought some new clothes yesterday, and Sonia? \_\_\_\_\_
- f) I paid 20 pounds for my new shoes, and John? \_\_\_\_\_

### PAST CONTINUOUS

#### Use:

- Used to talk about actions in the past that:

- a) took a long period of time to complete

*I was writing my homework the whole afternoon. We were working all day.*

- b) were taking place when another, shorter action occurred

*I was repairing the lathe when the supervisor came to our workshop.*

#### **Typical time expressions:**

for – *for two years, for a long time*

all – *all day, all afternoon, all year*

while – *While I was working, he cooked dinner.*

#### Form:

was/were + verb + -ing



Positive			
I	was	working	for 5 hours.
He/She/It			
You/We/They	were		
Negative			
I	was not (wasn't)	working	for 5 hours.
He/She/It			
You/We/They	were not (weren't)		
Question			
Was (wasn't)	I	working	for 5 hours?
	he/she/it		
Were (weren't)	you/we/they		
Short answer			
Was he working?	Yes, he was./ No, he wasn't.		
Were they working?	Yes, they were./No, they weren't.		

### Spelling:

- For verbs ending with *e*, **delete e and add -ing**: *write – writing*

- For verbs ending in consonant-vowel-consonant, **double the consonant and add -ing**:  
*sit – sitting*

### 4. Put the verbs in the correct form, Past Simple or Past Continuous.

- When the train \_\_\_\_\_ (arrive), we \_\_\_\_\_ (wait) for our mother to get off.
- What \_\_\_\_\_ you \_\_\_\_\_ (do) when the message \_\_\_\_\_ (come) yesterday?
- They \_\_\_\_\_ (play) tennis all morning.
- I \_\_\_\_\_ (watch) TV when Lenka \_\_\_\_\_ (call) at 10 p.m.
- How fast \_\_\_\_\_ you \_\_\_\_\_ (drive) when the police \_\_\_\_\_ (stop) you?
- I \_\_\_\_\_ (lose) my wallet yesterday. I \_\_\_\_\_ (walk) in the park when I \_\_\_\_\_ (discover) it \_\_\_\_\_ (not be) in my pocket.
- \_\_\_\_\_ you \_\_\_\_\_ (see) John last night?  
He \_\_\_\_\_ (stand) in the corner with one of his friends and they

- \_\_\_\_\_ (talk) when I first \_\_\_\_\_ (see) him.
- h) She \_\_\_\_\_ (go) to Paris in 2009.
- i) It \_\_\_\_\_ (rain) when we \_\_\_\_\_ (leave) the party.  
Fortunately, it \_\_\_\_\_ (not rain) for a long time.
- j) We \_\_\_\_\_ (live) in Prague for 10 years.
- k) What \_\_\_\_\_ (happen) to Sue? She \_\_\_\_\_ (break) her  
leg. She \_\_\_\_\_ (fall) off the ladder when she \_\_\_\_\_  
(paint) the ceiling.
- l) While I \_\_\_\_\_ (sleep) somebody \_\_\_\_\_ (get) into  
our house and \_\_\_\_\_ (steal) my new stereo.

### **FUTURE WITH “WILL”**

#### Use:

There are many uses of the “will” future. Here are the main ones:

- to talk about what you know or think will definitely happen in the future (this expresses certainty)

*They will arrive tonight on the 9 o'clock train.*

*Don't worry. We will all find a job somewhere.*

- to predict future events you are very sure about (based on past or present evidence)

*I'm sure it will rain tomorrow.*

*He'll be late again. (He's always late.)*

- to express your intentions

*I will be back in a few minutes.*

*I will give him the book next week.*

- to express a decision made at the moment of speaking (not planned before)

*Someone has to buy the tickets. – OK, I'll do it.*

*This food smells bad. I won't eat it.*

#### Form:

will + infinitive

Positive and Negative			
I He/She/It You/We/They	will/'ll will not/won't	come later today sleep well tonight. speak to the teacher.	
Question			
Where	will	I he/she/it you/we/they	live?
Short answer			
Will you tell him?	Yes, I will. / No, I won't.		

### 5. Choose *will* or *won't* according to the context.

- Mr. Green *will/won't* attend the meeting this afternoon. His flight has been cancelled.
- This is a last minute change. We *will/won't* inform our suppliers immediately.
- I can't believe I passed that exam! I *will/won't* call my parents. They *will/won't* be happy!
- It's so cold outside. I *will/won't* go anywhere.
- Your idea is just perfect! The boss *will/won't* love it!
- Have they arrived yet? – No, sir. I *will/won't* let you know as soon as they get here.

### 6. Ask about the underlined part of the sentence.

- James will be here in five minutes. \_\_\_\_\_
- His parents will visit him tomorrow. \_\_\_\_\_
- She will spend all her money on the computer. \_\_\_\_\_
- Bradley will call the police. \_\_\_\_\_
- We will meet at the conference room. \_\_\_\_\_
- Radka's brother won't show up because he's ill. \_\_\_\_\_

### 7. Make questions for these answers.

- \_\_\_\_\_? No, I won't be able to come.
- \_\_\_\_\_? Yes, we will tell him when we see him.
- \_\_\_\_\_? It will take two hours.
- \_\_\_\_\_? They won't do anything.

## Unit 11 – Grammar Bank (Present Passive, Past Passive, Adverbs, Gradation of Adverbs)



### PRESENT/PAST PASSIVE

#### Use:

When we use an active verb, we say what the subject does.

*They make these wires from copper.*

When we use a passive verb, we say what happens to the subject.

*These wires are made of copper.*

In the first sentence, “they” is the subject; in the second sentence, it is “these wires”. When we use the passive, who or what causes the action is often unimportant or unknown. *Laboratory equipment is cleaned every day. The structure is supported by beams. Reports are written for managers. Some of our products were sold on the Internet. Dinner was served at 6:00 p.m.*

#### Form:

Present Passive:

am/is/are

+ past participle + (by...)

Past Passive:

was/were

- If we want to say who or what causes the action, we use **by** (This part of a sentence is called the **agent**) – *Complicated operations are performed **by** robots.*

Positive			
I	am - was	fined	by the police.
He/She/It	is - was		
You/We/They	are - were		
Negative			
I	am not (I'm not)/was not (wasn't)	fined	by the police.
He/She/It	is not (isn't) - was not (wasn't)		
You/We/They	are not (aren't) were not (weren't)		
Question			
Am (am not) - Was (wasn't)	I	fined	by the police?
Is (Isn't) - Was (wasn't)	he/she/it		
Are (aren't) - Were (weren't)	you/we/they		
Short answer			
Is he fined by the police?	Yes, he is./ No, he isn't.		
Were they fined by the police?	Yes, they were./No, they weren't.		

- We form questions using the basic rules for inverted word order, placing the preposition at the end. *Where are some of our products displayed? What was the structure supported **by**? Who are reports written **for**?*

### 1. Rewrite the sentences using the Present Passive or the Past Passive.

- a) Somebody cleans the room every morning. \_\_\_\_\_
- b) The government paid for the space project. \_\_\_\_\_
- c) Building engineers wear helmets. \_\_\_\_\_
- d) People don't use this bridge very often. \_\_\_\_\_
- e) Somebody sent these letters to the president. \_\_\_\_\_
- f) Our workers put the parts together. \_\_\_\_\_

### 2. Complete the sentences with the Past Passive or Past Simple of the verb in brackets.

- a) This picture \_\_\_\_\_ (exhibit) in Paris last year.
- b) The Theory of Relativity \_\_\_\_\_ (propose) by Albert Einstein.
- c) It was getting cold here, so I \_\_\_\_\_ (closed) the window.
- d) This sofa \_\_\_\_\_ (give) to us by our parents.
- e) I \_\_\_\_\_ (not, tell) about the change in our schedule.
- f) My boss was there, but I don't think he \_\_\_\_\_ (see) me.
- g) During WWII, many important structures \_\_\_\_\_ (destroy).
- h) It's so noisy in here, I \_\_\_\_\_ (not, sleep) well last night.

### 3. Complete the sentences with the Present Passive of the verb in brackets.

- a) Offices \_\_\_\_\_ (lock) at 10 p.m. every evening.
- b) Every year, some famous paintings \_\_\_\_\_ (steal).
- c) The whole building \_\_\_\_\_ (make) of wood.
- d) Most of my money \_\_\_\_\_ (spend) on food.
- e) The prisoners \_\_\_\_\_ (watch) 24 hours a day.
- f) English \_\_\_\_\_ (speak) by millions of people.
- g) Two thousand houses \_\_\_\_\_ (build) every year.
- h) Mr. Jones \_\_\_\_\_ (not employ) by our company.

**4. Form a question using the Present Passive. Ask about the underlined expression.**

- a) This product is sold in China. \_\_\_\_\_?
- b) People are often told to be careful. \_\_\_\_\_?
- c) We are not invited to the party. \_\_\_\_\_?
- d) The drawings are hidden in my room. \_\_\_\_\_?
- e) The production is controlled by robots. \_\_\_\_\_?

**5. Reorganize the words and make questions using the Past Passive.**

- a) was/why/meeting/the/cancelled?

\_\_\_\_\_

- b) Harry Potter books/were/by/written/who/the?

\_\_\_\_\_

- c) seen/was/what/by/children/the?

\_\_\_\_\_

- d) people/how many/invited/to/were/the/party?

\_\_\_\_\_

- e) these/on animals/which/not/of/tested/products/were?

\_\_\_\_\_

**ADVERBS OF MANNER**

Use:

- Adverbs of manner express *how* something happens or *how* something is done. (Adverbs of time and place are not included here.)

*She came back quickly. The car stopped suddenly. I understand perfectly.*

Form:

- Most adverbs of manner are created from adjectives by adding **-ly**.

*quick – quickly      bad – badly      slow – slowly      sudden – suddenly*

adjective + -ly

- Some adverb forms are irregular: **good – well**  
*The game was good. They played well.*

- A few adverbs use the same form as the adjective.

Adjective	Adverb
The work is <b>hard</b> .	She works very <b>hard</b> .
He is a <b>fast</b> runner.	He can run very <b>fast</b> .

- Some adverb forms do not have the same meaning as the adjective at all:  
*Example: I have hardly any money. = I have almost no money.*  
*It is terribly hot. = It is very hot.*

### Important note:

Unlike in Czech, adjectives are used in the following cases:

*The food smells good. – The wine tastes delicious. – The music sounds nice.*  
*– It looks beautiful. – It seems quiet here.*

### Spelling:

- If the adjective **ends in -y**, change the -y to -i and add -ly.  
*happy – happily      easy – easily      heavy – heavily*
- If the adjective **ends in -l**, keep the -l and add -ly.  
*careful – carefully      natural – naturally      usual – usually*
- If the adjective **ends in -ly**, another way to make the adverb is used.  
*She seems friendly. She behaves in a friendly way.*

### 6. In each sentence, choose the correct form of the adjective/adverb:

- Don't work so *hard/hardly*. It is not good to be so stressed.
- Please drive *slow/slowly*. I want to see the *beautiful/beautifully* countryside.
- Your English is very *good/well*.
- Did you have a *nice/nicely* holiday? Yes, but the hotel was *terrible/terribly*.
- When we play tennis you always win so *easy/easily*. It is very *clear/clearly* that you are better than me.
- Please, explain the process to me *careful/carefully*.
- She is not a *good/well* speaker of Spanish but she understands pretty *good/well*.

## GRADATION OF ADVERBS

Form:

- Adverbs of manner are usually graded by using:

**more** (comparative)

**the most** (superlative)

*He runs quickly but she runs even **more quickly**.*

*The living room was **the most beautifully** decorated room in the house.*

- For words such as **hard, fast** – where the adjective and adverb have the same form, the gradation of the adverb is the same as the gradation of adjectives.

*She worked **harder** than I did. She drove even **faster** than before.*

### 7. Use the comparative or superlative adverb form of the adjective in brackets.

- a) It rained \_\_\_\_\_ (heavy) in the afternoon than in the morning.
- b) That was \_\_\_\_\_ (careful) prepared experiment I have ever seen.
- c) Please explain that \_\_\_\_\_ (clear). I didn't understand you the first time.
- d) She has never played \_\_\_\_\_ (beautiful) than she played tonight.
- e) I corrected many tests yesterday and yours was \_\_\_\_\_ (accurate) done.



## Unit 12 – Grammar Bank

(Modal Verbs – **must/mustn't, have to/don't have to, should/shouldn't, could/couldn't**)



### MUST/MUSTN'T, HAVE TO/DON'T HAVE TO

#### Use:

These modals express obligation (what is required) and necessity (what is necessary). They are often used to talk about rules and laws.

#### Positive:

*You **must** wear a helmet here.*

*You **have to** wear a helmet here.*



It is required: you have no choice.

*I (really) **have to** stop smoking.*

*I (really) **must** stop smoking.*



I feel this is really necessary.

Negative: the negatives of these modals have different meanings

*You **mustn't/must not** enter this area.*

= It is not allowed/not permitted; it is forbidden; you are required not to do it.

*You **don't have to** work on Sundays.*

= It is not required; there is no obligation.

Past: **must** is not used in the past - use the past of **have to** instead

*We **had to** work on Sundays last year.*

*We **didn't have to** work on Sundays last year.* = It wasn't required/necessary.

### SHOULD/SHOULDN'T

#### Use:

This modal is used to give advice or suggestions about what is or would be the right, correct or best thing to do.

#### Positive:

*He **should** call her soon.* = This would be the right thing to do.

*You **should** wash your hands first.* = This would be a good idea. (advice)

Negative:

*I **shouldn't** spend so much money.* = It is a bad thing to do; it would be a good idea to stop.  
(strong suggestion; advice)

*You **shouldn't** smoke here.* = You are really not supposed to smoke here. (warning)

*You **shouldn't** eat meat.* = In my opinion, it's a bad idea to eat meat. (advice)

## **COULD/COULDN'T**

Use:

This modal is used to say what might possibly happen. It is often used in warnings.

*If you don't wear a helmet, you could get hurt.*

*You could have an accident if you aren't careful.*

*Don't smoke here! The gas could explode.*

*Don't worry. It couldn't happen.*

Form:

a) **have to/don't have to**

Positive				
He/She/It		has to	stop	smoking.
I/You/We/They		have to		
Negative				
He/She/It	doesn't	have to	stop	smoking
I/You/We/They	don't			
Question				
Does (doesn't)	he/she/it	have to	stop	smoking?
Do (don't)	I/you/we/they			
Short answer				
Does she have to stop smoking?		Yes, she does./ No, she doesn't.		
Do you have to stop smoking?		Yes, we do./No, we don't.		

b) **could/couldn't, should/shouldn't, must/mustn't**

modal verb + infinitive

- Form is the same for all persons.

Positive and Negative			
I He/She/It You/We/They	<b>could/couldn't</b> <b>should/shouldn't</b> <b>must/mustn't</b>	stop	smoking.
Question			
<b>Could/couldn't</b> <b>Should/shouldn't</b> <b>Must/mustn't</b>	I he/she/it you/we/they	stop	smoking?
Short answer			
Could/should/must they stop smoking?	Yes, they could/should/must. No, they couldn't/shouldn't/mustn't - don't have to.		

Don't forget: **mustn't** means something else. It's not an answer to this question! The short answer is: No, they don't have to.

**1. Look at these statements. Are they true or false? Correct the false statements.**

- Children in the Czech Republic must wear school uniforms. \_\_\_\_\_
- You don't have to keep a speed limit on an empty road. \_\_\_\_\_
- People should go to a dentist regularly. \_\_\_\_\_
- Mechanical engineering students have to pass Mechanics in their first year.  
\_\_\_\_\_
- Smoking shouldn't be forbidden in pubs. \_\_\_\_\_
- Laboratory workers mustn't wear a mask. \_\_\_\_\_

**2. Complete the sentences with the modals from the box. Sometimes more than one expression would be correct. Try to use each expression at least once.**

have to	must	don't have to	should
had to	mustn't	doesn't have to	

- a) Somebody has stolen my shoes. Do you think I \_\_\_\_\_ call the police?
- b) This is a 9 to 5 job. We \_\_\_\_\_ work 8 hours every day.
- c) You \_\_\_\_\_ drive without a driving license.
- d) I \_\_\_\_\_ walk 5 miles to school every day when I was young.
- e) If you travel to Austria, you \_\_\_\_\_ have a passport.
- f) If you want to lose weight, you \_\_\_\_\_ stop eating junk food.
- g) Jane \_\_\_\_\_ be at the meeting. She has got more important things to do.

**3. Match the sentences according to the meaning.**

- |  |   |
|--|---|
| a) You mustn't park your car here. _____         | 1) I have just one more attempt for the test. |
| b) You should accept the offer. _____            | 2) They are very rich.                        |
| c) I must study harder. _____                    | 3) It's restricted to company visitors only.  |
| d) She has to wear a uniform. _____              | 4) It's in a really bad state.                |
| e) Jim and Carol don't have to go to work. _____ | 5) She's a flight attendant.                  |
| f) Your brother shouldn't buy that house. _____  | 6) You won't get such a chance twice.         |

**4. Complete the sentences for yourself.**

*As a student...*

I have to \_\_\_\_\_

I should \_\_\_\_\_

I don't have to \_\_\_\_\_

I shouldn't \_\_\_\_\_

I mustn't \_\_\_\_\_

## Unit 7 Grammar Bank - KEY

### Ex. 1

a) John has made many new friends. b) John has visited the Eiffel Tower. c) John hasn't tasted French wine. d) John hasn't gone shopping. e) Has he seen the river Seine? f) John has learnt/learned some words in French. g) Has he taken many pictures with his camera? h) He hasn't started a new job there.

### Ex. 2

a) has gone b) Have...wanted c) has been d) have never played e) has just left f) have already finished g) hasn't arrived yet h) haven't seen i) have just cleaned

### Ex. 3 (possible answers)

a) Have you checked the bowl? b) Have you tried using some tape? c) Have you tried sharpening them? d) Have you checked to see if the wood is wet?? e) Is it the right key? f) What happens when you insert another code? g) Have you checked the bulb?

### Ex. 4

a) haven't written b) haven't had c) have been d) have already found e) have already been f) have lived g) have ever been h) haven't found i) have already applied

### Ex. 5

a) yet b) already c) for d) already e) since f) yet, yet g) for, already h) since

### Ex. 6 (possible answers)

a) You should take a screwdriver and screw it to the wall. You shouldn't touch it because you could be electrocuted.  
b) You should change the window handle. You shouldn't leave it open because the office could be burgled.  
c) You should install sun-blinds. You shouldn't keep anything explosive behind the windows.  
d) You should check and set the thermostat. You shouldn't sit in the room for a long time.  
e) You should replace the toner. You shouldn't use unofficial toner because it could damage the printer.  
f) You should switch on the lights. You shouldn't work when there is inadequate lightning because you could damage your eyes.

## Unit 8 Grammar Bank - KEY

### Ex. 1

a) the	b) a, the	c) the	d) the	e) a, a
f) a	g) the	h) an	i) a, the	j) the
k) a, the	l) the	m) the	n) the	o) the

### Ex. 2

a) Yesterday was a nice day. We all enjoyed our party in the garden. b) Can you tell me more about the job? c) What are the main sources of information for the research are you doing? d) This is the best birthday celebration! e) The Sun goes around the Earth. f) That's a lie! I will tell you the truth but don't trust him anymore. g) Spanish is a difficult language. h) I have

a plan. Just wait for me in front of the cinema. i) She has a new boyfriend. They go to the/a fitness centre together.

### Ex. 3

a) something/anything, some b) any c) somebody/someone d) Anybody/anyone e) some, some, some f) any g) some, any h) anything, any i) some/any (both can be used in this context)

## Unit 9 Grammar Bank - KEY

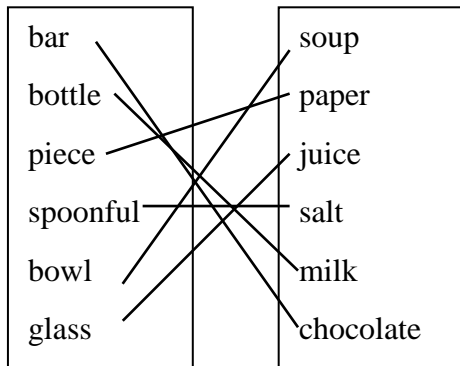
### Ex. 1

a) an example (C)	b) a suitcase (C)	c) work/a work (U/C)
d) an injury (C)	e) a piece (C)	f) education (U)
g) water (U)	h) rain (U)	i) an envelope (C)
j) sand (U)	k) a lorry (C)	l) a wallet (C)
m) meat (U)	n) a coin (C)	o) music (U)
p) weather (U)	q) soap (U)	r) a job (C)

### Ex. 2

- a) Would you like some tea? Would you like a cup of tea? Would you like some lemon?  
 b) Would you like some bread? Would you like a slice of bread?  
 c) Would you like some milk? Would you like a glass of milk?  
 d) Would you like some spaghetti?  
 e) Would you like some sugar? Would you like a spoonful of sugar?

### Ex. 3



- a) a spoonful of salt  
 b) a bowl of soup  
 c) a bottle of milk  
 d) a bar of chocolate  
 e) a piece of paper  
 f) a glass of juice

### Ex. 4

- a) traffic b) knowledge c) many d) some e) is f) a few

### Ex. 5

- a) I asked for **a** glass of water ten minutes ago but the waiter hasn't brought it yet.  
 b) ✓  
 c) Why don't you recycle plastic and paper? If you did, you would produce only **a little** waste.  
 d) ✓

e) ✓ (AmE) Have you booked accommodation yet? (BrE)

f) ✓

## Unit 10 Grammar Bank - KEY

### Ex. 1

feel	( IR ) <b>felt, felt</b>	see	( IR ) <b>saw, seen</b>
help	( R ) helped	know	( IR ) <b>knew, known</b>
listen	( R ) listened	want	( R ) wanted
build	( IR ) <b>built, built</b>	answer	( R ) answered
ask	( R ) asked	remember	( R ) remembered
use	( R ) used	like	( R ) liked
start	( R ) started	be	( IR ) <b>was/were, been</b>
pay	( IR ) <b>paid, paid</b>	visit	( R ) visited
study	( R ) studied	arrive	( R ) arrived
talk	( R ) talked	speak	( IR ) <b>spoke, spoken</b>
write	( IR ) <b>wrote, written</b>	repair	( R ) repaired

### Ex. 2

a) flew b) had c) was d) didn't say e) asked f) smiled g) didn't answer h) got i) promised j) came k) was  
l) waited m) started n) saw o) told p) was q) met r) spoke s) offered t) decided

### Ex. 3

a) Did you play tennis last night? b) Did you leave early? c) Did you have a good holiday last year? d) Did you eat meat when you were a child? e) Did Sonia buy some new clothes yesterday? f) How much did John pay for his new shoes?/Did John pay 20 pounds for his new shoes?

### Ex. 4

a) arrived, were waiting b) were...doing/did you do (both can be used depending on the sequence of actions), came c) were playing d) was watching, called e) were...driving, stopped f) lost, was walking, discovered, wasn't g) did...see, was standing, were talking, saw h) went i) was raining, left, wasn't raining/didn't rain j) lived k) happened, broke, fell, was painting l) was sleeping, got, stole

### Ex. 5

a) won't b) will c) will, will d) won't e) will f) will

### Ex. 6

a) When will James be here? b) Who will his parents visit? c) What will she spend all her money on? d) Who will call the police? e) Where will we meet? f) Why won't he show up?

### Ex. 7

a) Will you be able to come? b) Will you tell him?/When will you tell him? c) How long will it take? d) What will they do?/Will they do anything?

## Unit 11 Grammar Bank - KEY

### Ex. 1

a) The room is cleaned every morning. b) The space project was paid for by the government. c) Helmets are worn by building engineers. d) This bridge isn't used very often. e) These letters were sent to the president. f) The parts are/were put together by our workers.

### Ex. 2

a) was exhibited b) was proposed c) closed d) was given e) wasn't told f) saw g) were destroyed h) didn't sleep

### Ex. 3

a) are locked b) are stolen c) is made d) is spent e) are watched f) is spoken g) are built h) isn't employed

### Ex. 4

a) Where is this product sold? b) What are people often told? c) Who is not invited to the party? (be careful: we say who **is**...) d) Where are the drawings hidden? e) What is the production controlled by?

### Ex. 5

a) Why was the meeting cancelled? b) Who were the Harry Potter books written by? c) What was seen by the children? d) How many people were invited to the party? e) Which of these products were not tested on animals?

### Ex. 6

a) hard b) slowly, beautiful c) good d) nice, terrible e) easily, clear f) carefully g) good, well

### Ex. 7

a) more heavily b) the most carefully c) more clearly d) more beautifully e) the most accurately

## Unit 12 Grammar Bank - KEY

### Ex. 1

a) don't have to b) have to/must c) T d) don't have to e) T/should (the answer depends on an opinion) f) must/ have to

### Ex. 2

a) should b) have to/must c) mustn't d) had to e) don't have to f) must/have to/should g) doesn't have to

### Ex. 3

a) 3                      b) 6                      c) 1                      d) 5                      e) 2                      f) 4



## UNIT 7

### Transcript 7.1



- a) **M: Mark** **J: Jane**
- J:** Oh, no... When will this thing start working properly!
- M:** Hi, Jane. What's the problem?
- J:** Oh, hi Mark. The photocopier isn't working again. That's the fourth time this week!
- M:** Well, what's wrong with it?
- J:** You tell me! I just placed the paper here, pressed the "copy" button, but all I get is this annoying noise and a red exclamation mark!
- M:** Hmm, have you tried turning it off and on again?
- J:** Of course, I have, but nothing happened.
- M:** OK, and have you checked that the paper tray is not too full or empty?
- J:** Yes, I loaded it with paper before I started copying.
- M:** Then I guess the problem will be with the cylinder. Have you tried opening it and check that the paper isn't jammed at all?
- J:** Well... I haven't... not sure how to open it.
- M:** Let me see... Oh yeah, just as I thought. Problem solved!

- b) **CS: Customer Service** **M: Mike**

#### *Phone ringing*

- CS:** Customer service hotline, how can I help you?
- M:** Hello, this is Mike. I'm calling about a chainsaw I bought from you last year. It's been giving me some trouble lately. It doesn't cut straight.
- CS:** Well, one of the possible problems could be the chain tension. Have you checked that it's fitted properly?
- M:** Let me see... Yes, it seems to be all right.
- CS:** OK then, and how about the sharpness? Have you tested the chain's sharpness recently?
- M:** No, I haven't... but yes, it could be the problem. Well, thanks a lot!
- CS:** You're welcome.

- c) **W: woman** **J: Joe**

- W:** Good morning, Joe! I have some bad news. Our lathe stopped working this morning.
- J:** No way. What's the problem?
- W:** It seems that the motor has stopped running. It's just dead.
- J:** Right, it happens sometimes. Let me think... Have you added some lubrication to the motor recently?

- W:** Yes, I have. I do it once a fortnight. That should be enough.
- J:** Hmm, strange... Then perhaps the drive belt is worn or torn. Have you checked it's all right?
- W:** No, I haven't... But yes, here it is. The belt is cracked.
- J:** Good. Then it's just a small problem. We just need to replace the belt. I'll see to it right away.
- W:** Thanks, Joe.

## UNIT 8

### Transcript 8.1

**T: Thomas**

**J: Jana**



- T:** Hi Jana, this is Thomas.
- J:** Hi Thomas! I haven't heard from you for a long time. How's it going? Is everything OK?
- T:** Oh, yes, everything's just fine. I've been quite busy the last few weeks. But now it seems I'm going to have some more free time. The next project starts in two months and they're still not ready with the exact requirements, so it could take much longer in the end. That's why I'm calling.
- J:** OK, great. What can I do for you?
- T:** I just wanted to ask about my company English lessons. Would it be possible to call the teacher and start the lessons again?
- J:** I'm not really sure. We cancelled the classes because you were so busy the last few months, and the teacher might have found some new students already. Anyway, I'll call her and ask.
- T:** That would be perfect. I really appreciate it.
- J:** No problem. I'll let you know soon, OK?
- T:** Great. Thanks a lot, Jana.
- J:** You're welcome. Talk soon.
- T:** OK, bye.
- J:** Bye.

### Transcript 8.2

**J: Julia**

**S: James**

- J:** IT department, Julia speaking.
- S:** Hello, Julia. This is James, office 308. I'm calling regarding the power cut last week.
- J:** Hello, James. What's the problem?
- S:** You know, you warned us to save all our work before the power cut.
- J:** Sure I remember. It's really necessary; otherwise you may lose some of your data.
- S:** Yeah, actually I think something like that happened to me.
- J:** Really? What's wrong?
- S:** There was this one file in my PC, but now I can't find it at all.
- J:** Are you sure you haven't just put it somewhere else?
- S:** The last time I used this file was just before the power cut. So I'm pretty sure.

**J:** Oh dear, do I not tell you every time we talk together, you must save your work regularly and as often as possible?  
**S:** I know it's my fault. I just need you to do something about it now.  
**J:** Well, I don't know if there's any chance, but I will try. I'll come to your office in 5 minutes, OK?  
**S:** OK. Thanks a lot, Julia.  
**J:** That's OK.  
**S:** Bye.

### Transcript 8.3

**T: Terry**

**G: Gary**

**T:** Hi, Gary. Terry here.  
**G:** Hi, Terry.  
**T:** What's up? You sound really upset to me. Any problems at work?  
**G:** Oh, actually many problems at work. I just don't know if I can stand it anymore.  
**T:** Oh man, what's wrong? Too much work? Or is that that annoying colleague again?  
**G:** Unfortunately, this time it's both together. I just got a lot of extra things to do at work. I've been really busy for the last few months and now this. But that's not all. The worst part is that I have to work in a team and my partner is...you know, that guy. I can't even say his name, I'm so angry with him all the time.  
**T:** Oh, no. Don't tell me they made you work with him? Everybody knows that he's really an uncooperative and mean person. It must be really difficult for you.  
**G:** It is. I'm trying to do my best but I'm always upset.  
**T:** You should do something about it. I've got an idea.  
**G:** Really? Then tell me because I'm really desperate.  
**T:** You know, there might be some courses to help you learn how to deal with stress and difficult situations. What do you think about that?  
**G:** Actually, I would try anything. This can't go on like this forever. I need to change something immediately.  
**T:** Great, I'm glad to hear it!  
**G:** Thanks a lot for the advice.  
**T:** Oh, don't mention it. You're my friend! It's obvious that I want to help you.

## UNIT 9

### Transcript 9.1

**C: Clark**

**M: Mika**

**W: waitress**



**M:** Ah, good afternoon, Mr. Nichols. I'm sorry I'm late. I got stuck in a traffic jam for almost half an hour...  
**C:** Yeah, don't worry about it. I was a bit delayed too. And, please. Call me Clark.  
**M:** Mika. So, what what's on the menu?  
**W:** **Are you ready to order?**  
**M:** Well, I'm not sure. I've just arrived here. **What's today's special?**  
**W:** Today's special is a mixed vegetable salad with shrimps and oyster sauce.  
**M:** Oh, that's too bad. **I'm allergic to seafood.** Umm, **I think I'll have a steak.**

**W:** And **how would you like your steak**, madam? Rare, medium or well done?  
**M:** Well done, please. And I'll take a jacket potato as a side dish.  
**W:** And for you, sir?  
**C:** I'm not sure... **What would you recommend?**  
**W:** The French duck is excellent, served with potato purée and Brussels sprouts.  
**C:** Sounds nice. I'll take it. And **what is the soup of the day?**  
**W:** Pumpkin soup, sir.  
**C:** OK, I'll take that too.  
**W:** Right. Is that all?  
**C:** Yes, thanks.

**C:** Excuse me. Will our food take much longer? **We've been waiting a very long time.**  
**W:** I'm really sorry, sir. I'll check with the chef to see what the problem is.  
**C:** Thanks.

**W:** Well, here you are. Enjoy your meal.  
**M:** Wait, **this isn't what I ordered.** I ordered a steak with a jacket potato and these are French fries.  
**W:** I'm sorry, madam. There must have been a mix up in the kitchen. I'll bring you a new plate immediately.

**M:** Well, Clark, how's your duck?  
**C:** Actually, **the food's cold.** What's wrong with this place today?

**M:** **The bill, please!**  
**C:** No, no, no. **I'll get this.**  
**M:** Are you sure? We could at least split it.  
**C:** No, that's OK, really. **Do you take credit cards? And is service included?**  
**W:** Of course, sir.  
**M:** Well, thank you for treating me then. But next time it's on me!

## Transcript 9.2

a) **R: reception** **JB: John Bale**

**R:** Reception desk, how can I help you?  
**JB:** Hello. This is John Bale from room 302. I have a problem in the bathroom. The shower is either too cold or too hot. There's nothing in between. Could somebody fix this?  
**R:** Of course, sir. I'll send the maintenance technician right away.  
**JB:** Good, and one more thing... it says here in the information booklet that the shower has a massage mode, but I couldn't figure out how to adjust the shower head. Could you help me with that too?  
**R:** No problem, sir. It will be fixed immediately.  
**JB:** Thanks.

b)

C: chef

W: woman

C: Good morning, madam. Did you wish to speak to me?

W: Good morning. So you are the chef here at the lounge bar. Well, I'm quite distressed at the quality of this meal. On the Internet you promise a healthy English breakfast, but this is far from it. Since when is sausage and bacon healthy? Besides, the eggs are undercooked and the beans are cold. Do you have any explanation for this?

C: Ehm, I'm sorry about the eggs and beans, madam. It won't happen again. However, the English breakfast has always been like this, it's a tradition. So next time just ask for it without sausage and bacon.

W: There won't be any next time!

c)

R: reception

MA: Mark Anderson

R: Good evening, sir. Can I help you?

MA: Yes, please. This thing just doesn't seem to work. I've tried it a hundred times now, but I still cannot get into my room. It worked perfectly well in the morning, but now it doesn't.

R: And what is your room number, sir?

MA: It's 506.

R: Hmm, Mr. Hill?

MA: No, my name is Anderson. Mark Anderson.

R: OK, then, I know what the problem is. Your room number is 605, not 506. You must have forgotten your number. That's why it isn't working.

MA: Ahh, OK then... thanks.

R: You're welcome.

## UNIT 10

### Transcript 10.1

W: Wiki

M: Martin



W: OK, let's have a look at the frame first. We need it to be light, firm... anything else?

M: Corrosion resistant, definitely.

W: Right. So what options do we have: plastics and metals.

M: I'd prefer metals. Plastics are not as firm as steel, are they?

W: Probably not. But isn't steel too heavy? We need the golf trolley to be really light.

M: Then I'd suggest aluminium. It's light, firm and corrosion resistant at the same time.

W: Done. We'll use aluminium for the frame. Next, there are the wheels.

- M:** Well, there are basically two possibilities: rubber or plastic. I'd go for rubber. Plastic wheels make too much noise.
- W:** Well, but rubber ones are prone to deflation and tearing. And they are heavier, too.
- M:** You're right, but rubber is softer and has better friction.
- W:** OK then, let it be rubber. Last but not least, the bag itself.
- M:** There are not many options there. Cloth would be the most obvious choice.
- W:** How about plastic?
- M:** That's quite old-fashioned. Cloth is definitely more modern.

## Transcript 10.2

Base material for car manufacturing during the 1950s was steel. The metal was used to construct the frame and components such as doors and the hood. Steel kept the frame rigid, but it had a tendency to rust over time in wet conditions.

Chevrolet introduced chrome as an option with the 1957 Chevy Bel-Air. Chrome was used for the bezel that encompassed the shape of the headlights; it was used as an accent piece. Chrome was also used in strips to trim the car from front to rear. Highly polished chrome was used to make the front and rear bumpers.

Many car models used wooden steering wheels, painted to match the colour of the interior. Because of humidity and aging, original wooden steering wheels are extremely rare, which is a problem if you are restoring a classic 1950s vehicle.

The 1950s introduced a new sports car to the American market: the Corvette. The Corvette was the first car body made of fibreglass, which was a relatively new material during the Corvette's first production run. Fibreglass was an attractive alternative to steel because it was a lightweight material and couldn't rust.

Adapted from: Woodward, J., (2011)

## UNIT 11

### Transcript 11.1

**S: Sam**

**H: Hannah**



- S:** Sam speaking.
- H:** Hi, Sam. It's me, Hannah. I think I need your help. Do you have a minute?
- S:** Hi, Hannah. Sure, what can I do for you?
- H:** Well, it's about the sewing machine I got from you last Christmas. I'm finally about to use it but I'm a bit confused with all these buttons and other parts. I've lost the manual for this, so I can't really figure it out myself. Do you think you could explain to me what is what?



- S:** OK, it may be a bit difficult over the phone, but let's give it a try. I gave you the same type of sewing machine as I have, so let's have a look at it. What do you need to identify?
- H:** Well, first of all, **on top of the machine**, there is a spool pin and a thread take-up, but where do I put the thread?
- S:** The thread is already wound up on the spool pin, isn't it? If not, just take the bobbin and put it on the spool pin and then stretch the thread out to the thread take-up. The thread then goes straight to the thread guide and ends up at the needle which is **under** that. There is also the presser **next to** the needle.
- H:** Right, but where do I find the bobbin?
- S:** It should be stored in the compartment **under** the needle. Can you see it?
- H:** Yeah, there it is! OK. Then at the top again, **on the right-hand side** from the spool pin, there is something really small. What's that?
- S:** That is the winder. You need it to wrap the thread around the spool pin.
- H:** Right... Then there are a few round parts **on the front of** the machine. I can recognize the stitch selection panel, but then there are two more panels. What are these?
- S:** These are the length and width regulators. There is one such panel **on the back of** the machine too. But that's just a safety lock.
- H:** Well, there are two more things... **In front of** the machine I have a pedal linked to it, that's rather obvious, but **on the right-hand side** of the machine, there is a large wheel.
- S:** Well, that's the balance wheel. You don't have to pay any attention to that.
- H:** OK, then it's all clear now. Thanks, Sam. Bye.
- S:** You're welcome. Bye.

## UNIT 12

### Transcript 12.1



A workshop is only as safe as you make it. You must ensure proper workshop safety because it is you who is responsible for everybody's safety. Even a home workshop requires that you follow safety rules. Here are some of the basic ones.

Keep the workshop as clean as you possibly can. Of course, a workshop is used for many purposes and it can easily get untidy. You should always organize things. Even just putting tools and devices in their proper places is a great start.

Next, remember to keep all flammable objects away when you work with fire. Even one spark is enough to start a fire. All inflammable articles must be away from your welding table. Keep a safe place to store your gas can.

Remember to wear safety goggles and a face shield when grinding or using cutting tools. You shouldn't take off this safety equipment, because it can prevent serious injury. Wearing it ensures you will never have to go to the emergency room.

You should have reliable support for all your equipment. This prevents objects from falling and causing painful injuries. Maintain organization and control of your work space.

Be very careful when there are kids, pets or friends who might just walk into your workshop. You should make some rules so that there are no hazards.

You should make sure your tools are ready for use. It can be frustrating to find out that a tool is not working when you need it to work.

You should also stay focused on the job with all your concentration. If you don't feel well, leave the job for another time. Follow your instincts.

You must keep all precautions in mind when you are doing some dangerous work. Never drink alcohol or smoke when you are in your workshop.

## Transcript 12.2

**Kevin:** Hi, Lucy. How are you doing?

**Lucie:** Hi, Kevin. Fine, thank you. And you?

**K:** Fine. I've got good news. Do you remember that I wanted to do my part-time job in Jerry's workshop this summer holiday?

**L:** Yeah, of course I remember. You were talking about it a hundred times a day!

**K:** And do you know what? I've got it. I'm starting tomorrow!

**L:** Wow, that's great!

**K:** Yes! Today we had special training but I didn't fully understand everything the instructor told us. I made notes. I'm sure you know a lot about safety in a workshop. Could you help me?

**L:** Yes, go ahead.

**K:** OK. Thank you. The instructor was talking about goggles...it means I should wear them all the time?

**L:** No. He was talking about special safety goggles. You should wear them only when working with machines, not all the time. A small piece of the object being machined could injure your eyes.

**K:** OK. Why should I wear an apron or an overall when working in a workshop? I've already bought a nice T-shirt and new trousers.

**L:** Well, you can wear them, but it is really important that you have at least an apron because your clothes can get dirty and what's more, a loose T-shirt can get caught in the machinery.

**K:** Wow, I see. I didn't think about it that way! I think the same danger also exists with the machinery guards.

**L:** Yes. They shouldn't stay open while working on a machine. They should always be in the right, safe position before the machine is turned on. If you don't use the guards in



the way you should, you can be hurt – your hand or leg can be cut, small pieces can damage your eyes and so on.

**K:** And what about when I want to clean the machine? Can I remove the guards?

**L:** No, you shouldn't. Someone could have a bad accident. I know it takes longer to clean the machine when the guards are in their place, but you really shouldn't remove them because it is very dangerous. You could easily cut yourself, or even lose a finger while cleaning the machine.

**K:** I asked you about my new T-shirt and trousers. I've also bought a pair of trainers. Are they OK?

**L:** No, definitely not! You should wear suitable strong shoes.

**K:** What does that mean?

**L:** The best are so-called safety boots – the shoes which protect your feet from heavy falling objects, for example, a hammer or sharp objects like, for example, a piece of glass. Can you imagine a hammer falling on your foot while you are wearing your trainers?

**K:** Oh, it would hurt. It could break my toe! OK, I'll forget about my trainers and I'll wear safety boots. That's all I wanted to ask you. Thank you very much for your answers. You helped me a lot.

**L:** You're welcome, and I hope nothing bad will happen to you during your part-time job in Jerry's workshop!