

## Chapter 19: Abstracts

### 19.1 present simple, present perfect

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

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

## 19.2 present simple, past simple

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

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

### 19.3 present simple, present perfect, past simple 1

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

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

#### 19.4 present simple, present perfect, past simple 2

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

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

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

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

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

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

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

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

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

## 19.6 structured abstract: present perfect, past simple

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

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

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

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

1. have been

2. were

3. was

4. has been

5. decided

6. was

7. eluted

8. were

9. were

10. was

### 19.7 present simple, present continuous, will

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

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

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

## Chapter 20: Introduction and review of the literature

### 20.1 present simple, present perfect, past simple

*Note: The author of the extract below is Anderson.*

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

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

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



## 20.2 present simple, present perfect, past simple

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

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

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

### 20.3 active, passive

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

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

## 20.4 present perfect, past simple

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

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

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

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

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

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

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

## 20.5 present perfect, past simple

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

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

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

## 20.6 present simple, present perfect

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

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

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

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

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

## Chapter 21: Materials and methods

### 21.1 *would / should in the past*

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

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

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

## 21.2 active, passive 1

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

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

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

## 21.3 active, passive 2

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

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



## 21.4 present simple, present perfect, past simple

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

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

## Chapter 22: Results

### 22.1 *the, a / an, Ø* (zero article)

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

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

## 22.2 *the, a / an, Ø* (zero article)

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

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

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

### 22.3 active, passive

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

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

## 22.4 present simple, present perfect, past simple

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

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

## Chapter 23: Discussion

### 23.1 making hypotheses

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

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

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

### 23.2 present simple, present perfect, past simple

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

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

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

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

### 23.3 *can, could, may and might* 1

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

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



### 23.4 *can, could, may and might 2*

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

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

### 23.5 present simple, present perfect, past simple

*Where necessary correct the tense of the verbs in bold.*

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

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

## Chapter 24: Conclusions

### 24.1 various tenses 1

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

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

## 24.2 various tenses 2

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

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

### 24.3 various tenses 3

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

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

### 24.4 various tenses 4

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

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

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

### 24.5 various modal verbs

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

## Chapter 25: Abstract contrasted with conclusions

### 25.1 various tenses 1

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

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

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



## 25.2 various tenses 2

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

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

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

## Chapter 26: Acknowledgements

### 26.1 various tenses 1

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

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

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

## 26.2 active, passive

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

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