
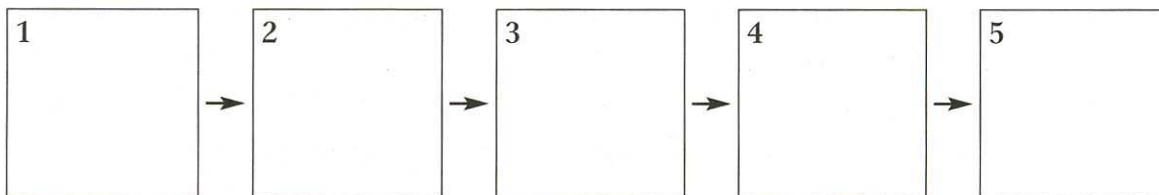



A Context listening

- 1 You are going to hear two university students, Carl and Sue, talking about an assignment. Before you listen, look at the list of activities (A–F). Put the activities in the order which you think is best when writing an assignment.

- A make notes
- B start to write
- C do research
- D make a plan
- E re-read books
- F get a book list

- 2  3 Listen to the first part of the conversation. Which five activities does Sue mention? Write the letters A–F in the correct order in boxes 1–5 on the flowchart.



- 3  3 Listen to the second part of the conversation and fill in the gaps.

- 1 Sue: I plenty of information for the assignment.
- 2 Sue: When I was in the library last week, I those leaflets.
- 3 Carl: I tired since I started this course!
- 4 Carl: I and I'm already tired.

- 4 Look at your answers to Exercise 3 and find examples of each of the following:

- a something that only happened recently
- b something that happened at some time before now, but we do not know when
- c an action + the length of time it has been going on
- d something that happened at a stated time in the past

Which tense is used in each of the examples a–d above?

B Grammar

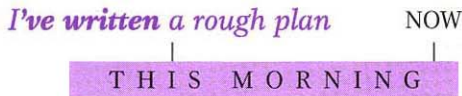
We use the present perfect when we want to show a link between the present and the past.

1 Present perfect simple

+	<i>have/has + past participle</i>	<i>She's started the assignment.</i>
-	<i>have/has not + past participle</i>	<i>I haven't started the assignment.</i>
?	<i>have/has ... + past participle?</i>	<i>Have you started the assignment?</i>

We use the present perfect simple

- ◆ to talk about a time period that is not finished (e.g. *today, this week*):
*I've **written** a rough plan **this morning**.* (it is still morning)



- ◆ to show that something happened at some point in the past before now. We don't state when it happened:

*I've **collected** plenty of information.* (at some point before now and I will use it to write my essay)

The following time expressions are often used: *ever, never, before, up to now, still, so far*.

*It's the longest I've **ever had** to write.* (at any point before now)

▲ If we state when something happened we must use the simple past:

*I **wasted** a lot of time **last week**.* (~~*not I have wasted a lot of time last week*~~)

- ◆ to talk about a present situation which started in the past, usually with *for/since*:



*I've **worked** really hard for the last two weeks.* (I've worked hard till now)

We use *for* with a length of time (e.g. *for two hours, for three days, for six months*) and *since* with a point in time (e.g. *since 2001, since Monday, since ten o'clock, since I was four, since I started the course*).

- ◆ to talk about something that happened at an unstated time in the past but is connected to the present:

*I've **read** all the books on the reading list.* (I have the notes now)

The following time expressions are often used: *recently, just, already*, and *yet* with negatives or questions.

*I've **just got** up.*

***Have you written** your assignment **yet**?*

Compare the use of the present perfect with the past simple:

Present perfect

- ◆ links the past with the present:
I've made quite a lot of notes. (at some point before now and I may make more notes)
- ◆ does not talk about a specific time in the past:
Have you read the leaflet? (at some time before now)
- ◆ uses time expressions that show the time period is unfinished:
I've read six articles this week. (the week isn't finished)

Past simple

- ◆ only talks about the past:
I made notes on the most important things. (when I did the reading and I've finished making notes)
- ◆ states a specific past time, or the time is understood:
I read the leaflets when I was in the library. (I'm not in the library now and the reading is finished)
- ◆ uses time expressions that show the time is finished:
I read five books last week. (last week has finished)

Note the position of the following time expressions that occur with the present perfect:

- ◆ between the auxiliary and main verb (e.g. *recently, already, always, ever, just, never*)
*I've **already** written the notes.*
*I've **just** finished my essay.*
Ever is generally used with questions or negatives:
*Have you **ever** been to Buenos Aires?*
- ◆ after the main verb (e.g. *all my life, every day, yet, before, for ages, for two weeks, since 2003, since I was a child* etc.)
*I've felt tired **for weeks**.*
*I haven't flown **before**.*

If there is an object clause, the time expression comes at the end:

- I've gone to bed early **every night since then**.*
*I've written more than ten assignments **since I started this course**.*

2 Present perfect continuous

+	have/has been + verb + -ing	<i>I've been studying really hard.</i>
-	have/has not been + verb + -ing	<i>He hasn't been studying really hard.</i>
?	have/has ... been + verb + -ing?	<i>Have you been studying really hard?</i>

We can use either the present perfect simple or the present perfect continuous to say how long a situation or activity has been going on (often with *for* or *since*):

- I've felt tired **for weeks**.*
*I've **been feeling** tired **since** I started this course.*
*I've **worked** at the restaurant **since** I moved here.*
*I've **been working** at the restaurant **for** three years.*

Compare the different uses of the present perfect simple and the present perfect continuous:

Present perfect continuous

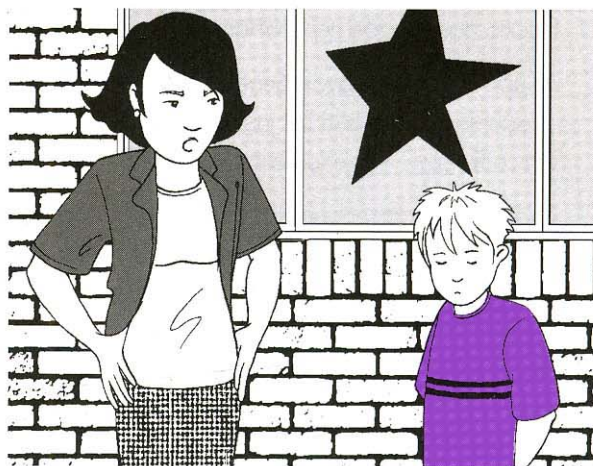
- ◆ emphasises how long:
I've been reading for the past two weeks.
- ◆ focuses on the activity itself (it does not show whether the activity is completed or not):
I've been writing my essay. (we don't know if the essay is finished or not)



What have you been doing? (the boy's mother is interested in the activity that made him so dirty now)

Present perfect simple

- ◆ says how many times:
I've read three articles.
- ◆ focuses on the result or completion of the activity:
I've written my essay. (the essay is finished but we don't know when)



What have you done? (the boy's mother is interested in the result of the action: the broken window)

▲ State verbs (see Unit 1) do not generally have a continuous form:

I've known them since I was a child. (~~*not I've been knowing them since I was a child*~~)

Grammar extra: *This is the first time etc.*

We use the present perfect tense with the following structures: *it/this/that is the first / the second / the best / the only / the worst ...*

It's the first time I've ever had to write such a long assignment.

Is this the only time you've travelled abroad?

That's the sixth cup of coffee you've had today.

C Grammar exercises

1 Tick (✓) the correct underlined verbs, and correct the verbs that are wrong.

I would like to be considered for your degree course in Zoology, starting in October next year. I feel I am a good candidate for this course as I **1** have always been interested in natural history and even as a child I **2** have enjoyed studying animals and insects in my garden. Your science faculty has a good reputation and I would very much like to be part of it.

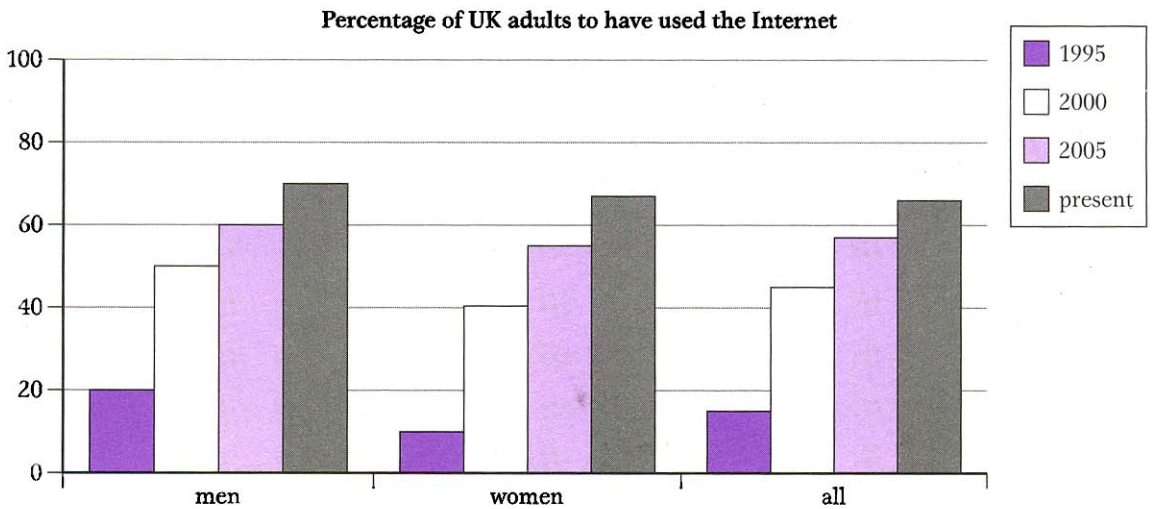
As you **3** already saw in Section A of this application, I have a good academic record and I **4** just received the results of my recent exams, all of which **5** have been excellent.

In addition, your university attracts me because I enjoy sports and I **6** have read in your prospectus about the large number of sports on offer. Last year I **7** have represented my school at badminton and I **8** played in football teams since I was eleven. I **9** have recently joined a basketball team which competes at a national level.

I **10** did not travel abroad much yet, although as a young child I **11** have been to Singapore and Hong Kong with my family. I realize that I **12** have not spent much time away from home up to now, but am keen to become more independent.

- 1 ✓
- 2 enjoyed
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

2 Look at the chart and fill in the gaps with the past simple or present perfect simple of the verbs in brackets to make true sentences.



- 1 The chart shows the percentage of British adults who have used (use) the Internet since 1995.
- 2 The number of women who have ever used the Internet (increase) by more than 60% since 1995.
- 3 The percentage of men who have accessed the Internet (rise) to 60% in 2005.
- 4 The number of women to have accessed the Internet (rise) each year.
- 5 The percentage of men who used the Internet (be) greater than the percentage of women from 1995 to 2005.
- 6 However, British women (overtake) British men in Internet usage since 2005.
- 7 The total number of people accessing the Internet (grow) each year although the most significant rise (occur) between 1995 and 2000.

3 Underline the correct form of the verbs.

To: Paul Johnson

From: Sunita Soh

Subject: Seminar presentation on Friday

Dear Paul

1 I've just received / I've just been receiving your message to us all about the seminar on Friday. 2 I've worked / I've been working on my presentation for the last week, and 3 have now finished / now finished it, so I am happy to be one of the first to present it. However, 4 I've made / I made an appointment to see the university careers advisor immediately after the seminar, so I will need to leave on time.

I'd like some advice about my presentation. At last week's lecture 5 you've said / you said that we should use visual aids as much as possible. 6 I haven't found / I didn't find anything to use. Is it essential? 7 I've done / I did lots of presentations before, and I feel OK about this one. In my last presentation 8 I used / I have been using the overhead projector, and I want to do this again – does this count as a visual aid?

One last question: 9 I've been / I went to Professor Russell's lecture yesterday, and 10 have been learning / learnt quite a lot that is relevant to this course. Is it okay to refer to another course in my presentation? 11 I've been wondering / I wondered about this – maybe it is better to stick to the materials and references 12 you've given / you've been giving us. I hope you can let me know.

Thanks for your help.

Sunita

4 Fill in the gaps with a verb from the box in the present perfect simple or present perfect continuous. You will need to use some verbs more than once.

be do feel have live pass study start take travel want work

Interviewer: How long have you been living (1 *you*) here?

Student: I (2) in London for the past three years. I come from Japan originally. I (3) at a college here since I arrived.

Interviewer: (4 *you*) any travelling over the past three years?

Student: Yes, I (5) really lucky. I have long holidays so I (6) all over Europe. I especially liked Spain.

Interviewer: What is the most interesting thing you (7) recently?

Student: Well, I (8) to play tennis, and I (9) singing lessons for a few months now too. But the thing that I am most proud of is that I (10 *just*) my driving test. It's the first time I (11) it so I'm really pleased but I (12 *never*) so nervous in all my life!

Interviewer: How do you think English will be useful in your life?

Student: I (13) a Hospitality and Tourism course over here, so I need English for my studies and my job. I (14 *always*) to work in the tourist industry because I (15 *always*) interested in history and cultural sites, and I (16 *already*) as a tour guide in my home town.

Now answer these questions about yourself.

17 How long have you been studying English?

.....

18 Have you studied any other languages? (Which ones? For how long?)

.....

19 Have you travelled very much? (Where have you been to?)

.....

20 What have you been doing to prepare for this exam?

.....

21 How has your life changed over the past ten years?

.....

D Test practice**General Training Writing Task 1**

You should spend about 20 minutes on this task.

You have seen an advertisement for a weekend job as a local tour guide showing visitors around your city.

Write a letter of application to the tourism office. In the letter

- ***give your reasons for wanting the job***
- ***explain why you think you can do the job***
- ***describe any relevant experience you have***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

Grammar focus task

Look at the model answer. Find one example each of:

- 1 a sentence which uses the present perfect simple to show something which started in the past and is still going on
- 2 a sentence which uses the present perfect continuous to show something which started in the past and is still going on
- 3 a sentence which uses the present perfect simple to show something happened at an unstated time in the past but has a present result

Dear Sir or Madam,

I am writing to apply for the post of tour guide advertised on your website. I believe I fulfil all the necessary criteria, and very much hope that you will consider my application.

I have lived in this town all my life, and therefore know all about the places of interest and their history. I have visited the castle and the cathedral many times and I have read many guide books full of interesting historical facts. I therefore feel that I am in a good position to lead visitors around these sites. I have always been interested in history and over the past few years I have regularly participated in activities at the castle and at other sites.

Recently I have been working as a receptionist at a local hotel in the evenings, so I have experience of dealing with overseas visitors, and I enjoy talking to them.

I do hope you will consider me for this post, and I look forward to hearing from you.

Yours sincerely,

A Context listening

1 You will hear a woman giving a talk on the famous composer, Mozart. Before you listen match the words (1-10) with the correct meanings (a-j).

- | | |
|--------------------------|--|
| 1 extraordinary | a brother or sister |
| 2 sibling | b reach a high level in something |
| 3 achievement | c part of a piano or computer |
| 4 keyboard | d amazing |
| 5 demand | e status |
| 6 master (<i>verb</i>) | f success |
| 7 gifted | g very talented |
| 8 in rapid succession | h ask in a forceful way |
| 9 reputation | i fast development at a very early age |
| 10 precocious | j quickly one after another |

2  4 Now listen and complete the notes below.

Name:

Wolfgang Amadeus Mozart

Date of birth:

1

Number of surviving brothers and sisters:

2

Profession of father:

3

Wrote first composition before the age of:

4

Taught self to play:

5



3 **4** Listen to the text again and fill in the gaps.

- 1 However, when Mozart five of his siblings in infancy or early childhood.
- 2 Mozart's father, Leopold, a composer, and his grandfather a musician.
- 3 In just 30 minutes Mozart the piece of music, which his father into Nannerl's notebook.
- 4 By the time he six, the little boy a composition of his own.
- 5 They to Vienna and sensational reports of Mozart's talent.
- 6 His family richer than they before.

For each sentence underline which event happened first.

4 Look at your answers to Exercise 3 and answer these questions.

- 1 Which tense is used in sentence 5 to show that the events took place in chronological order?
- 2 Which tense is used in the other sentences to show that the second event the speaker mentioned actually happened first?

B Grammar

1 Past perfect simple

+	<i>had</i> + past participle	<i>They had listened to his music.</i>
-	<i>had not</i> + past participle	<i>They hadn't listened to his music.</i>
?	<i>had ...</i> + past participle?	<i>Had they listened to his music?</i>

We use the past perfect simple

- when we are talking about the past and want to mention something that happened earlier:
*His father was a composer and his grandfather **had also been** a musician.* (Mozart's grandfather was a musician and then later his father became a composer)

Sometimes we use words like *just* or *already*. Notice that these adverbs go between the auxiliary and the main verb:

*By the time he was 17, Mozart's reputation **had already begun** to spread through Europe.*

▲ We use the past simple tense if the events are mentioned in chronological order:

*His grandfather **was** a musician and his father **was** also a composer.*

- with words like *when*, *as soon as*, *by the time*, *after* to show the order of events:
***When** Mozart was born, five of his siblings **had already died**.* (Mozart's siblings died first, then Mozart was born)

▲ Notice the difference in meaning between these two sentences:

*When I got home, my husband **cooked** dinner.* (= I got home and then my husband cooked dinner)

*I got home my husband **cooked** dinner*



THE PAST

*When I got home, my husband **had cooked** dinner.* (= my husband cooked dinner before I got home)

*my husband **had cooked** dinner I got home*



THE PAST

- to talk about an indefinite time before a particular point in the past, often with words like *always*, *sometimes*, *never*, *before*, *by* + fixed time:

*His family were richer than they **had ever been before**.* (= they were not as rich at any time before this point in the past)

***By the time** he was six, the little boy **had written** a composition of his own.*

- to report past events using reporting verbs (see Unit 15):

*The man told me he **had met** my father a long time before.*

2 Past perfect continuous

+	<i>had been + verb + -ing</i>	<i>She'd been studying for ages.</i>
-	<i>had not been + verb + -ing</i>	<i>He hadn't been studying for long.</i>
?	<i>had ... been + verb + -ing?</i>	<i>Had you been studying for long?</i>

We use the past perfect continuous to focus on how long an activity continued or to focus on the activity itself:

*Times were hard and the family **had been struggling for some time.** (to show how long)*

*Mozart's sister was extremely gifted at the keyboard and she **had been making excellent progress.** (focus on the activity)*

⚠ We cannot use the past perfect continuous to say how many times something happened:
*I knew the way as I **had visited** her several times before. (~~not I knew the way as I had been visiting her several times before.~~)*

⚠ State verbs (see Unit 1) do not generally have a continuous form.

Grammar extra: Unfulfilled hopes

We use the past perfect to talk about past disappointments or things that did not happen as expected:

*The politician **had expected** to be re-elected, but in the end she only got ten per cent of the vote.*

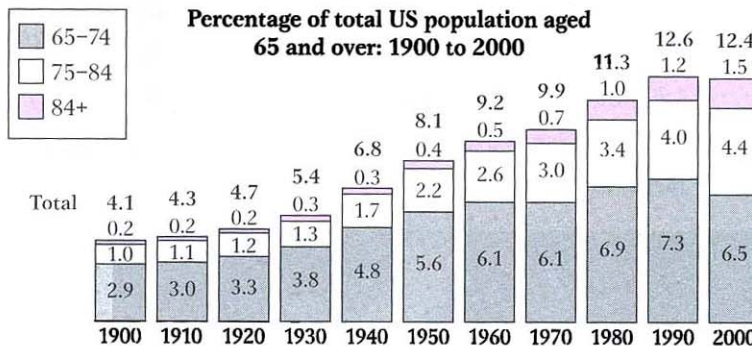
*I **had been hoping** to go with my brother on his trip but I was too sick to go.*

C Grammar exercises

1 Fill in the gaps with the past perfect simple of the verbs in brackets in the positive or negative.

According to Dr Ken Winkle, Australia's Red-back spider is colonising the world. Dr Winkle, a venom expert from the University of Melbourne, said that authorities **1** *had found* (*find*) Red-back spiders in Japan and Belgium. They suspected that spiders or their eggs **2** (*enter*) these countries along with Australian trading goods. Furthermore, it was extremely likely that the spiders **3** (*make*) their way into other nations around the world but that people **4** (*discover*) them yet. Dr Winkle said the spiders **5** (*also/turn up*) in the port city of Osaka (which receives a variety of Australian trade goods) in the late 1990s and **6** (*multiply*) quickly. He said Australian spider experts were collaborating with Japanese officials to find a way to stop the venomous invader.

2 Complete the report with the past simple or past perfect simple of the verbs in brackets.



The chart shows the percentage of people aged 65 and over in the United States between 1900 and 2000. In the year 1900 just over 4% of the population **1** *was* (*be*) aged over 65. However, by 1960 this figure **2** (*double*).

The number of people aged between 75 and 84 **3** (*remain*) fairly steady between 1900 and 1930, making up only 1–1.3% of the population. The figure **4** (*begin*) to rise more significantly in 1940 and by 1970 it **5** (*triple*) to reach 3% of the population.

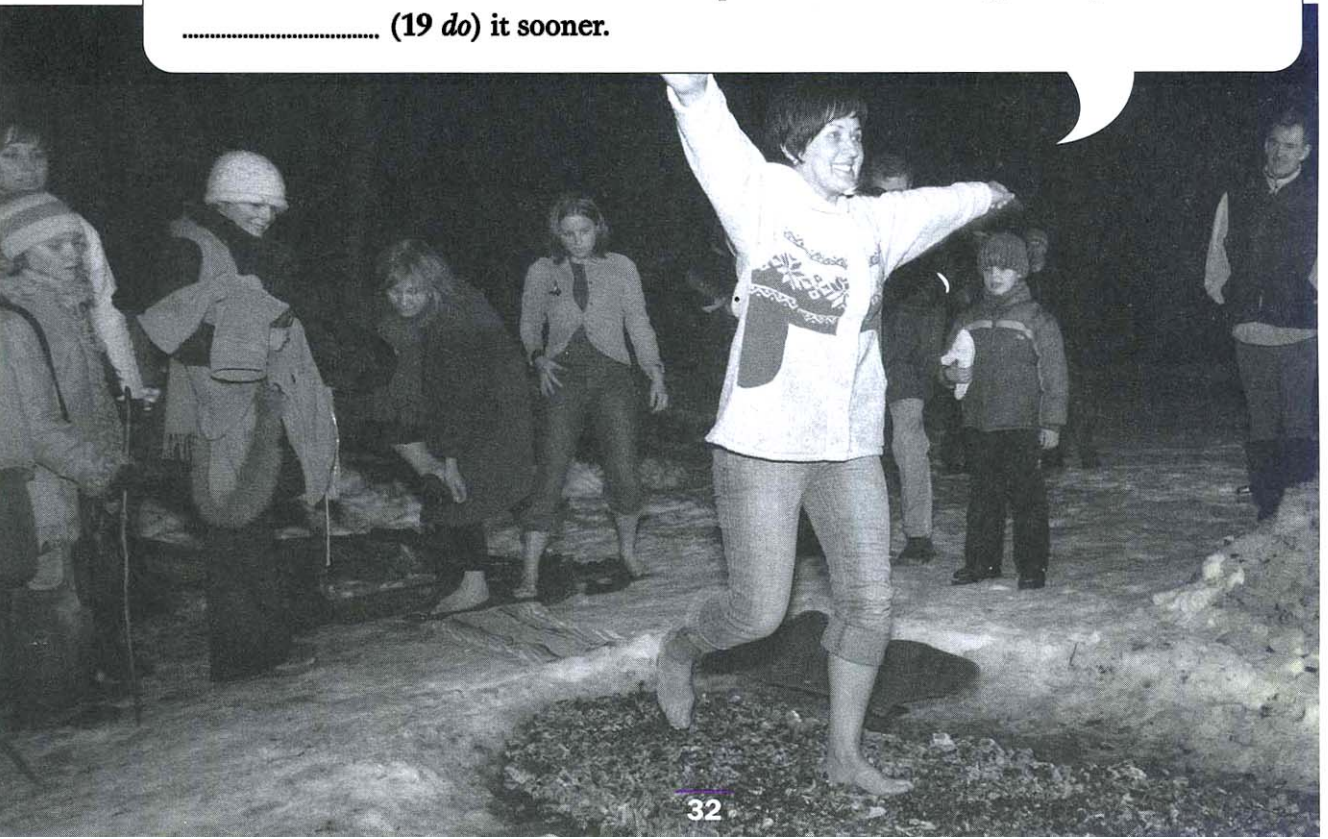
Although there **6** (*be*) no change in the number of people aged 65–74 between 1960 and 1970, the number of people aged 75 and over **7** (*increase*) during this time. By the year 2000, 12.4% of the US population **8** (*reach*) the age of 65 or more, although this was slightly lower than in 1990 when it **9** (*peak*) at 12.6%.

The chart shows that today people in the United States can expect to live longer than in 1900. By the year 2000 more than 12% of the population **10** (*manage*) to live to the age of 65 and over compared to only 4.1% in 1900.

3 Fill in the gaps with the past simple, past perfect simple or past perfect continuous of the verbs in brackets.

Last year my friends *arranged* (1 *arrange*) for us to try fire-walking, which is when you walk on hot coals. I (2 *always/be*) fascinated by it and I (3 *hear*) people say it was an unforgettable experience. I was very excited when I (4 *arrive*) on the day, although beforehand I (5 *feel*) a little frightened! My friends and I (6 *come*) in the hope that by the end of the day we would be able to say we (7 *walk*) across hot, burning coals.

Our teacher was very good, and by teatime we (8 *learnt*) a great deal and (9 *prepare*) the fires. I (10 *expect*) to be terrified when the time came to walk, but as I (11 *take off*) my shoes and socks I (12 *not/feel*) afraid. I (13 *approach*) the coals as all my friends before me (14 *do*), and started walking! I could feel the heat, but as I (15 *step*) back onto the grass at the other end I knew the coals (16 *not/burn*) my feet at all. As I (17 *hope*), all my friends (18 *manage*) the walk and none of us were burnt. The whole experience was amazing, and I just wished I (19 *do*) it sooner.



- 4** Fill in the gaps with a verb from the box in the past simple, past perfect simple or past perfect continuous tense. Use each verb once.

be buy decide develop discuss feel like make
phone run start stay take visit wait ~~work~~

- 1 She 'd. been working as a waitress for five years when he met her.
- 2 The lecture by the time they got there.
- 3 In the supermarket he all the ingredients he needed and then went home to make her birthday cake.
- 4 Holly did very well in her exam, which was a shock because she
(*never*) an exam before.
- 5 They went on a big tour of Britain. First they in London for a few days. Then they Cambridge, York, and Edinburgh, and then Bath. They to Bath before, but they it so much that they to go back again.
- 6 Scientists announced the launch of the new drug last week. They it for five years.
- 7 By the time I got to the meeting they (*already*) the important issues and they the big decisions without me. I from my mobile to tell them the train was late and I annoyed that they (*not*) for me.
- 8 I looked terrible when I saw Joe last night because I for over an hour and I was exhausted.

D Test practice

Academic Reading

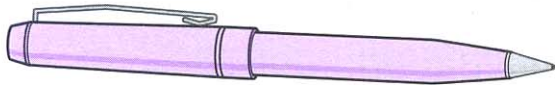
Questions 1–12

Read the passage below and answer Questions 1–12.

The history of the biro

A

One chilly autumn morning in 1945, five thousand shoppers crowded the pavements outside Gimbels Department Store in New York City. The day before, Gimbels had taken out a full-page newspaper advertisement in the *New York Times*, announcing the sale of the first ballpoint pens in the United States. The new writing instrument was heralded as "fantastic... miraculous... guaranteed to write for two years without refilling!" Within six hours, Gimbels had sold its entire stock of ten thousand ballpoints at \$12.50 each – approximately \$130 at today's prices.



B

In fact this 'new' pen was not new after all, and was just the latest development in a long search for the best way to deliver ink to paper. In 1884 Lewis Waterman had patented the fountain pen, giving him the sole rights to manufacture it. This marked a significant leap forward in writing technology, but fountain pens soon became notorious for leaking. In 1888, a leather tanner named John Loud devised and patented the first "rolling-pointed marker pen" for marking leather. Loud's design contained a reservoir of ink in a cartridge and a rotating ball point that was constantly bathed on one side with ink.

Loud's pen was never manufactured, however, and over the next five decades, 350 additional patents were issued for similar ball-type pens, though none advanced beyond the design stage. Each had their own faults, but the major difficulty was the ink: if the ink was thin, the pens leaked, and if it was too thick, they clogged. Depending on the climate or air temperature, sometimes the pens would do both.

C

Almost fifty years later, Ladislav and Georg Biro, two Hungarian brothers, came up with a solution to this problem. In 1935 Ladislav Biro was working as a journalist, editing a small newspaper. He found himself becoming more and more frustrated by the amount of time he wasted filling fountain pens with ink and cleaning up ink smudges. What's more, the sharp tip of his fountain pen often scratched or tore through the thin newsprint paper. Ladislav and Georg (a chemist) set about making models of new pen designs and creating better inks to use in them. Ladislav had observed that the type of ink used in newspaper printing dried rapidly, leaving the paper dry and smudge-free. He was determined to construct a pen using the same type of ink. However, the thicker ink would not flow from a regular pen nib so he had to develop a new type of point. Biro came up with the idea of fitting his pen with a tiny ball bearing in its tip. As the pen moved along the

paper, the ball bearing rotated and picked up ink from the ink cartridge which it delivered to the paper.

D

The first Biro pen, like the designs that had gone before it, relied on gravity for the ink to flow to the ball bearing at the tip. This meant that the pens only worked when they were held straight up, and even then the ink flow was sometimes too heavy, leaving big smudges of ink on the paper. The Biro brothers had a rethink and eventually devised a new design, which relied on capillary action rather than gravity to feed the ink. This meant that the ink could flow more smoothly to the tip and the pen could be held at an angle rather than straight up. In 1938, as World War II broke out, the Biro brothers fled to Argentina, where they applied for a patent for their pen and established their first factory.

E

The Biros' pen soon came to the attention of American fighter pilots, who needed a new kind of pen to use at high altitudes. Apparently, it was ideal for pilots as it did not leak like the fountain pen and did not have to be refilled frequently. The United States Department of War contacted several American companies, asking them to manufacture a similar writing instrument in the U.S. Thus fortune smiled on the Biro brothers in

May 1945, when the American company 'Eversharp' paid them \$500,000 for the exclusive manufacturing and marketing rights of the Biro ballpoint for the North American market. Eversharp were slow to put their pen into production, however, and this delay ultimately cost them their competitive advantage.

F

Meanwhile, in June 1945 an American named Milton Reynolds stumbled upon the Biro pen while on vacation in Buenos Aires. Immediately seeing its commercial potential, he bought several pens and returned to Chicago, where he discovered that Loud's original 1888 patent had long since expired. This meant that the ballpoint was now in the public domain, and he therefore wasted no time making a copy based on the Biro design. Establishing his pen company with just \$26,000, Reynolds quickly set up a factory with 300 workers who began production on 6th October 1945, stamping out pens from precious scraps of aluminum that hadn't been used during the war for military equipment or weapons. Just 23 days later, it was Reynolds' ballpoint pen that caused the stampede at Gimbels Department Store. Following the ballpoint's debut in New York City, Eversharp challenged Reynolds in the law courts, but lost the case because the Biro brothers had failed to secure a U.S. patent on their invention.

Questions 1–6

The reading passage has six paragraphs **A–F**.

Choose the most suitable heading for each paragraph from the list of headings below.

Write the correct number **i–ix** in the space provided.

List of Headings

- i** Fountain pens are history
- ii** Fame at last for the Biro brothers
- iii** A holiday helps bring the biro to America
- iv** A second design and a new country
- v** War halts progress
- vi** Dissatisfaction leads to a new invention
- vii** Big claims bring big crowds
- viii** A government request brings a change of ownership
- ix** Many patents and many problems

- 1** Paragraph A
- 2** Paragraph B
- 3** Paragraph C
- 4** Paragraph D
- 5** Paragraph E
- 6** Paragraph F

Questions 7–9

Choose the correct answer, **A, B, C** or **D**.

- 7** The problem with the ballpoint pens invented between 1888 and 1935 was that
- A** they cost a great deal of money to manufacture.
 - B** the technology to manufacture them did not exist.
 - C** they could not write on ordinary paper.
 - D** they were affected by weather conditions.
- 8** The design of the Biro brothers' first pen
- A** was similar to previous pens.
 - B** was based on capillary action.
 - C** worked with heavy or light inks.
 - D** worked when slanted slightly.
- 9** Milton Reynolds was able to copy the Biro brothers' design because
- A** the Biro brothers' original patent was out of date.
 - B** it was legal to copy other designs at the time.
 - C** they did not have a patent for North America.
 - D** the Biro brothers gave him permission.

Questions 10–12

Answer the questions below using **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Write your answers in the spaces provided.

- 10 What material was the first ballpoint pen designed to write on?
- 11 Where did the Biro brothers open their first factory?
- 12 In what year did the first American biro factory begin production?

Grammar focus task

Look at the extracts from the text. Without looking back at the text, fill in the gaps with the correct form of the verbs in brackets.

- The day before, Gimbels (*take out*) a full-page newspaper advertisement in the *New York Times*, announcing the sale of the first ballpoint pens in the United States... Within six hours, Gimbels (*sell*) its entire stock of ten thousand ballpoints at \$12.50 each – approximately \$130 at today's prices.
- In 1884 Lewis Waterman (*patent*) the fountain pen, giving him the sole rights to manufacture it. This marked a significant leap forward in writing technology, but fountain pens (*soon/become*) notorious for leaking.
- Ladislav (*observe*) that the type of ink used in newspaper printing dried rapidly, leaving the paper dry and smudge-free.
- Immediately seeing its commercial potential, he (*buy*) several pens and (*return*) to Chicago, where he (*discover*) that Loud's original 1888 patent (*long since/expire*).
- Following the ballpoint's debut in New York City, Eversharp (*challenge*) Reynolds in the law courts, but (*lose*) the case because the Biro brothers (*fail*) to secure a U.S. patent on their invention.