

# Anglický



Jazyk

# Project assignment

- **group presentation** – 3 groups (5 people each)
- **topic** – 5-day school trip itinerary
  - **must include:**
    - description of the destination
    - how to get there from Prague, where to stay, etc.
    - detailed plan for each day (what to see, what to do,...) with explanations why we should see these specific places
    - budget per person (how much is the trip going to cost – getting to the destination, admissions, food, accomodation,...)
- **length** – circa 20 minutes (max. 5 minutes of video content; at least 15 minutes of speaking)
- **deadline** – 30. 4. 2023 23:59
- **presentation date** – during the first 2 weeks of May
- **grading criteria** – grammatical errors; presentation; possibility of the trip & group's argumentation for it

# 8A Writing

## 🔍 Useful language: a formal letter (or email)

### You don't know the person's name

Start: *Dear Sir / Madam,*

Finish: *Yours faithfully,*

### You know the person's name

Start: *Dear + Mr / Ms / Mrs Garcia,*

Finish: *Yours sincerely,*

### Style

- Don't use contractions
- Write *I look forward to hearing from you.* as the final sentence
- Write your full name under your signature

**Note:** a formal email is exactly the same as a formal letter, except in an email we don't write the address or date.



Sandra Adams  
Head of Department  
John Leavis Customer Service  
PO Box 908  
Swindon

May 19th 2013

<sup>1</sup> *Dear* \_\_\_\_\_ Ms Adams,

Last Wednesday, 25 April, I ordered a coffee machine from your online store (order <sup>2</sup> \_\_\_\_\_ #CE437184). Before placing the order I read the conditions carefully, and the item was <sup>3</sup> \_\_\_\_\_. Your website says that items in stock are <sup>4</sup> \_\_\_\_\_ in 48 hours.

Two weeks passed, and nothing arrived. <sup>5</sup> \_\_\_\_\_, I noticed that payment had been taken from my credit card. I phoned your customer service line, and the person that I spoke to, Becky, was rude and <sup>6</sup> \_\_\_\_\_. She said that the item was not in stock, and that she didn't know when they would arrive. She could not explain why the money had been taken from my card.

I have bought many things from you over the years, both from your London shop and the online store, and I have always had good <sup>7</sup> \_\_\_\_\_. I can only imagine that this is a departure from your usual high standards, and I am sure you will be able to resolve the situation in a satisfactory way.

I look <sup>8</sup> \_\_\_\_\_ to hearing from you.

<sup>9</sup> \_\_\_\_\_ sincerely,

*Chris Mason*

Chris Mason

# Obsah

|                    |    |
|--------------------|----|
| <b>8B Grammar</b>  | 06 |
| <b>9A Grammar</b>  | 07 |
| <b>9B Grammar</b>  | 08 |
| <b>10A Grammar</b> | 09 |
| <b>10B Grammar</b> | 10 |

# 8B Grammar

## gerunds and infinitives

### gerund (verb + *-ing*)

- 1 I'm not very **good at remembering** names. 4 46)))  
Katie's **given up smoking**.
- 2 **Driving** at night is quite tiring.  
**Shopping** is my favourite thing to do at weekends.
- 3 I **hate not being** on time for things.  
I **don't mind getting up** early.

- We use the gerund (verb + *-ing*)
  - 1 after prepositions and phrasal verbs.
  - 2 as the subject of a sentence.
  - 3 after some verbs, e.g. *hate, spend, don't mind*.
- Common verbs which take the gerund include: **admit, avoid, deny, dislike, enjoy, feel like, finish, hate, keep, like, love, mind, miss, practise, prefer, recommend, spend time, stop, suggest**, and phrasal verbs, e.g. **give up, go on**, etc.
- The negative gerund = *not* + verb + *-ing*

### the infinitive with *to*

- 1 My flat is very **easy to find**. 4 47)))
- 2 Liam is saving money **to buy** a new car.
- 3 My sister has never **learned to drive**. **Try not to make** a noise.

- We use the infinitive + *to*
  - 1 after adjectives.
  - 2 to express a reason or purpose.
  - 3 after some verbs, e.g. *want, need, learn*.
- Common verbs which take the infinitive include: (**can't**) **afford, agree, decide, expect, forget, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, want, would like**.
- The negative infinitive = *not to* + verb.

- More verbs take the infinitive than the gerund.
- These common verbs can take either the infinitive or gerund with no difference in meaning: **start, begin, continue**, e.g. *It started to rain. It started raining.*

### Verb + person + infinitive with *to*

We also use the infinitive with *to* after some verbs, e.g. *ask, tell, want, would like* + person.  
*Can you ask the manager to come?*  
*She told him not to worry.*  
*I want you to do this now.*  
*We'd really like you to come.*

### the infinitive without *to*

- 1 I **can't drive**. 4 48)))  
We **must hurry**.
- 2 She always **makes me laugh**.  
My parents didn't **let me go** out last night.

- We use the infinitive without *to*
  - 1 after most modal and auxiliary verbs.
  - 2 after *make* and *let*.

### Verbs that can take a gerund or an infinitive, but the meaning is different

**Try to be on time.** (= make an effort to be on time)  
**Try doing yoga.** (= do it to see if you like it)  
**Remember to phone him.** (= don't forget to do it)  
**I remember meeting him years ago.** (= I have a memory of it)

## third conditional

If I'd **known** about the meeting, I **would have gone**. (5 3)))

If James **hadn't gone** on that training course, he **wouldn't have met** his wife.

You **wouldn't have lost** your job if you **hadn't been** late every day.

**Would** you **have gone** to the party if you'd **known** Lisa was there?

- We normally use third conditional sentences to talk about how things could have been different in the past, i.e. for hypothetical / imaginary situations. Compare:  
*Yesterday I got up late and missed my train.* (= the real situation)  
*If I hadn't got up late yesterday, I wouldn't have missed my train.* (= the hypothetical or imaginary past situation)
- To make a third conditional, use *if* + past perfect and *would have* + past participle.
- The contraction of both *had* and *would* is *'d*.
- We can use *might* or *could* instead of *would* to make the result less certain.  
*If she'd studied harder, she might have passed the exam.*



# 9B Grammar

## quantifiers

### large quantities

- 1 My uncle and aunt have **a lot of** money. (5 10)))  
Nina has **lots of** clothes.
- 2 James eats **a lot**.
- 3 There aren't **many** cafés near here.  
Do you have **many** close friends?  
Do you watch **much** TV?  
I don't eat **much** chocolate.
- 4 Don't run. We have **plenty of** time.

- 1 Use *a lot of* or *lots of* in  $\boxed{+}$  sentences.
- 2 Use *a lot* when there is no noun, e.g. *He talks a lot*. NOT *He talks a lot of*.
- 3 *much* / *many* are normally used in  $\boxed{-}$  sentences and  $\boxed{?}$ , but *a lot of* can also be used.
- 4 Use *plenty of* in  $\boxed{+}$  sentences. (= more than enough)

### small quantities

- 1 **A** Do you want some more ice cream? (5 11)))  
**B** Just **a little**.  
The town only has **a few cinemas**.
- 2 I'm so busy that I have **very little time** for myself.  
Sarah isn't popular and she has **very few friends**.

- 1 Use *little* + uncountable nouns, *few* + plural countable nouns.
  - *a little* and *a few* = some, but not a lot.
- 2 *very little* and *very few* = *not much* / *many*.

## more or less than you need or want

- 1 I don't like this city. It's **too big** and it's **too noisy**. (5 12)))
- 2 There's **too much traffic** and **too much noise**.  
There are **too many tourists** and **too many cars**.
- 3 There aren't **enough parks** and there aren't **enough trees**.  
The buses aren't **frequent enough**.  
The buses don't run **frequently enough**.



There's too much traffic and too much noise.

- 1 Use *too* + adjective.
- 2 Use *too much* + uncountable nouns and *too many* + plural countable nouns.
- 3 Use *enough* before a noun, e.g. *enough eggs*, and after an adjective, e.g. *It isn't big enough*, or an adverb, e.g. *You aren't walking fast enough*.

## zero quantity

- 1 There **isn't any** room in the car. (5 13)))  
We **don't have any** eggs.
- 2 There's **no** room in the car. We **have no** eggs.
- 3 **A** How many eggs do we have?  
**B** **None**. I've used them all.

- 1 Use *any* (+ noun) for zero quantity with a  $\boxed{-}$  verb.
- 2 Use *no* + noun with a  $\boxed{+}$  verb.
- 3 Use *none* (without a noun) in short answers.

## relative clauses

### defining relative clauses (giving essential information)

- 1 Julia's the woman **who** / **that** works in the office with me. (5 29))  
It's a self-help book **which** / **that** teaches you how to relax.  
That's the house **where** I was born.
- 2 Is Frank the man **whose** brother plays for Manchester United?  
It's a plant **whose** leaves change colour in spring.
- 3 I've just had a text from the girl (**who** / **that**) I met on the flight to Paris.  
This is the new phone (**which** / **that**) I bought yesterday.

To give important information about a person, place, or thing use a relative clause (= a relative pronoun + subject) + verb.

- 1 Use the relative pronoun *who* for people, *which* for things / animals, and *where* for places.
  - You can use *that* instead of *who* or *which*.
  - You cannot omit *who* / *which* / *that* / *where* in this kind of clause. NOT *Julia's the woman works in the office with me.*
- 2 Use *whose* to mean 'of who' or 'of which'.
- 3 *who*, *which*, and *that* can be omitted when the verbs in the main clause and the relative clause **have a different subject**, e.g. *She's the girl I met on the plane.*
  - *where* and *whose* can never be omitted, e.g. NOT *Is that the woman dog barks?*

### non-defining relative clauses (giving extra non-essential information)

This painting, **which** was painted in 1860, is worth millions of pounds. (5 30))

Last week I visited my aunt, **who's** nearly 90 years old.

Burford, **where** my grandfather was born, is a beautiful little town.

My neighbour, **whose** son goes to my son's school, has just remarried.

- Non-defining relative clauses give extra (often non-essential information) in a sentence. If this clause is omitted, the sentence still makes sense.  
*This painting, which was painted in 1860, is worth millions of pounds.*
- Non-defining relative clauses must go between commas (or a comma and a full stop).
- In these clauses, you can't leave out the relative pronoun (*who*, *which*, etc.)
- In these clauses, you can't use *that* instead of *who* / *which*. NOT *This painting, that was painted in 1860, is worth millions of pounds.*



This painting, which was painted in 1860, is worth millions of pounds.



## question tags

### question tags

#### positive verb, negative tag

It's cold today, **isn't it?**

You're Polish, **aren't you?**

They live in Ankara, **don't they?**

The match finishes at 8.00, **doesn't it?**

Your sister worked in the USA, **didn't she?**

We've met before, **haven't we?**

You'll be OK, **won't you?**

You'd go on holiday with me, **wouldn't you?**

#### negative verb, positive tag

She **isn't** here today, **is she?**

You **aren't** angry, **are you?**

They **don't** smoke, **do they?**

Lucy **doesn't** eat meat, **does she?**

You **didn't** like the film, **did you?**

Mike **hasn't** been to Rome before, **has he?**

You **won't** tell anyone, **will you?**

Sue **wouldn't** quit her job, **would she?**

5 38)))

- Question tags (*is he?*, *aren't they?*, *do you?*, *did we?*, etc.) are often used to check something you already think is true.

*Your name's Maria, isn't it?*

- To form a question tag use:

- the correct auxiliary verb, e.g. *do* / *does*, *be* for the present, *did* for the past, *will* / *won't* for the future, etc.

- a pronoun, e.g. *he*, *it*, *they*, etc.

- a negative auxiliary verb if the sentence is positive, and a positive auxiliary verb if the sentence is negative.

