



# **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

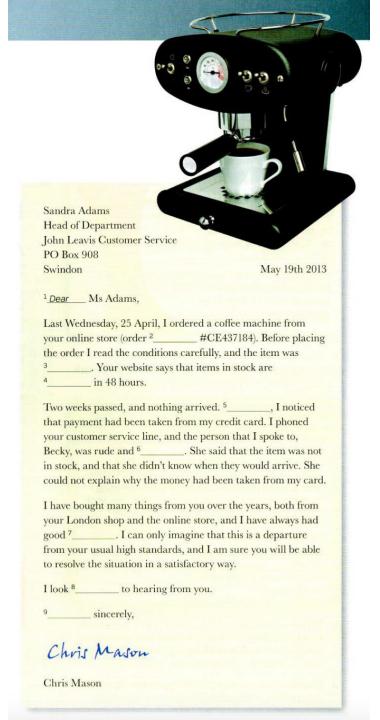
Start: Dear + Mr / Ms / Mrs Garcia,

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.





# Obsah

8B Grammar	06
9A Grammar	07
9B Grammar	08
10A Grammar	09
10B Grammar	10

4



# **8B Grammar**

### gerunds and infinitives

gerund (verb + -ing)

- 1 I'm not very **good at remembering** names. 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))

4 46))

- 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)



# **9A Grammar**

## third conditional

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

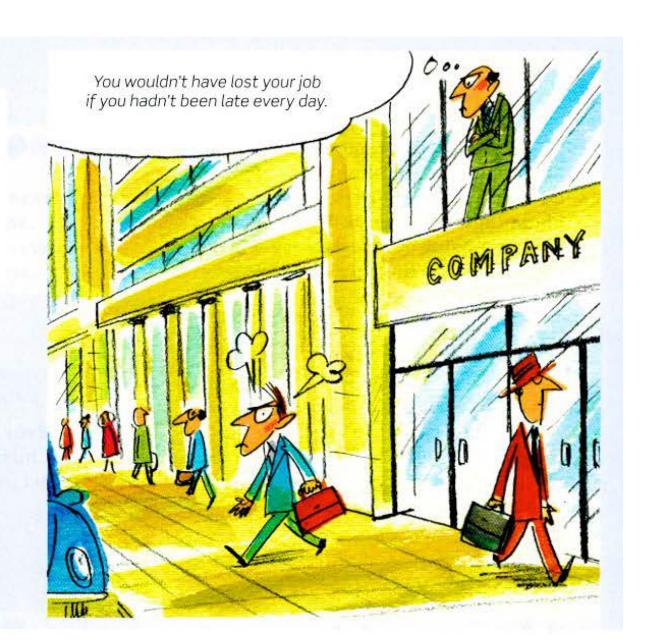
If James hadn't gone on that training course, he wouldn't have met his wife.

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. Nina has lots of clothes.
- 5 10))

- 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 + 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  $\square$  sentences and ?, but *a lot of* can also be used.
- 4 Use plenty of in + 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 verb.
- 2 Use no + noun with a + verb.
- 3 Use none (without a noun) in short answers.



# **10A Grammar**

### relative clauses

defining relative clauses (giving essential information)

- 1 Julia's the woman who / that works in the office with me.
  - 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 fulia'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 (5) 30)) of pounds.
- 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 <u>can't</u> leave out the relative pronoun (who, which, etc.)
- In these clauses, you <u>can't</u> 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.



# **10B Grammar**

# question tags

### question tags

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?

- 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.

