Intelligent Business
Course Packet

student’s version

Angličtina I/1

Milan Boháček

autumn 2009
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ENGLISH I/1
autumn 2009

Introductory information

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➢ Course requirements:

✓ minimum 80% attendance (maximum of 4 unexcused absences per semester);
✓ handing in a summary of a business article (for details, see below);
✓ active participation in seminars (systematic preparation for seminars and fulfillment of assignments);
✓ passing the credit test (minimum 60% of the total number of points) in the last class of the semester, i.e., Thursday, December 17, 2009

➢ Electronic sources:

IS MU: BPJ_JI1A Jazyk I/1 – Angličtina (interactive syllabus + interactive syllabi for groups number 4, 11 and 18).

➢ Primary sources:

Article summary:

Your seminar work for this semester involves writing up and handing in a summary of an English-written business article. The deadline for handing in the letters is Thursday, October 29, 2009. To meet the requirements, you have to follow these guidelines:

- first, you have to go to the interactive syllabus of your seminar group where you will find four articles, adopted from *The Economist* magazine; look at the articles and choose only one of them (the one you like most) that you will summarize;

- your summary will be written in English, typed and double-spaced; you will submit it to the teacher in a printed (paper) version, but you will also upload it to the Information system (*Odevzdávárny → Seminar groups – Milan Boháček*);

- you **may not use the same sentences that can be found in the article**; you may not quote passages from the text either; you will **summarize the main points of the text in your own words**;

- each student will **work individually**, i.e. without help of other students;

- you will submit the summary **in time** and within the required length, i.e. **200-250 words**;

- at the top of your summary, put your **name, university number** (UČO) and the **number of the article** you are summarizing.

Your summaries will be read by the teacher and returned with comments. If your summary is not satisfactory, you will be asked to rewrite it. **Please not that you may not sit for the final credit test unless your summary has been accepted as satisfactory.**

The interactive syllabus also contains **useful tips and advice** on how to write a good summary. In order to avoid possible problems, please go through these materials and use them when summarizing the article.
Unit 1 — ALLIANCES

Coursebook, page 9, exercise READING

1. In the text find words or expressions corresponding to the following definitions:

1. ___________________ = winter sleep of animals; here: a state of someone’s inactivity (paragraph 1)
2. ___________________ = fame; great admiration; being famous (par 1)
3. ___________ __________ = a period of sudden growth of investors’ interest in internet companies (par 1)
4. ___________ __________ = a situation when investors are trying to purchase quickly e.g. shares that they believe will make them a lot of money (par 2)
5. ___________________ = a business agreement or arrangement (par 2)
6. ___________________ = a number representing a particular amount, especially one given in official information (par 2)
7. ___________ __________ = a corporation that controls other corporations through owning shares in them (par 3)
8. ___________________ = varied or different (par 3)
9. to _________________ = to lose power or strength or energy; to stop growing (par 3)
10. _________________ = central; main; key (par 3)
11. _________________ = a set of investments owned by a particular person or organization (par 3)
12. _________________ = an offer of a particular amount of money for something which is for sale (par 4)
13. _________________ = taking advantage of every chance to achieve success, without thinking about the effects of such actions on other people (par 4)
14. to _________________ = to hurry after something in order to catch it; to pursue or follow something (par 4)
15. to ___________ __________ = to bring or earn a lot of money (par 4)
16. _________________ __________ = a process when a company buys its suppliers and/or its customers to control all the processes of production (par 5)
17. _________________ = extremely important or urgent (par 5)
18. to _________________ = here: to process and handle something (par 5)
19. _________________ = a supposition; hypothesis; belief; presupposition (par 5)
20. _________________ = being too much certain of someone’s abilities (par 6)
2. **Answer these questions based on the information contained in the text:**

1. What information shows us that bosses are “rediscovering their animal spirits”, and why is this figure so different or unique?

2. Why do the bosses want to acquire new companies?

3. What information do the “widely-quoted” statistics provide, and what are they affected by?

4. What happened to the concept of a conglomerate in the 1990s, and why did it happen?

5. What did the companies think could create more shareholder value for them? Is General Electric an example of this new approach? Why?

6. What are the two possible explanations of Brian Robert’s bid for Disney?
   1. __________________________
   2. __________________________

7. What will the CEOs be judged for in the end of the acquisition process, and what will not be so important?

8. What will the assumption connected with acquisitions be?

9. What should CEOs remember if they want to avoid the failures of the 1990s?

10. What explanation is used to define the term *herd instinct*?

11. What metaphor is used to express the fact that CEOs will have to be very careful in judging the risk of possible acquisitions?
Fill in the missing words in their correct form in the speech summary:

Part 1:

The company has finally begun to make an excellent (1) ________________, which led to the fact that they have been (2) _______________ for their (3) _______________. The speaker says that the company had lost a lot of money in the past, and therefore when Wireless Ltd. (4) ________________ them with an (5) _______________ deal, they considered it as a good solution. They saw the (6) _______________ of an (7) _______________ with Wireless as a way to save the firm.

However, later on they found out that they had serious problems trying to (8) _______________ their cultures and systems. In the end, Wireless decided that they didn’t want the alliance any more. By 2003, the company needed another (9) _______________ partner. The only other (10) _______________ they saw was to find a (11) _______________ bank that would lend them enough money. The speaker is (12) _______________ that the second (13) _______________ was possible and they were able to borrow money to keep (14) _______________ on their own.

Part 2:

The speaker points out that the alliance had many points of (15) _______________. This is not surprising as different companies often have (16) _______________ approaches to different (17) _______________ of doing business. For example they both managed (18) _______________ and (19) _______________ in a completely different way. Because these two factors are the (20) _______________ of running a business, it created serious problems. Another difficulty were the differences in their (21) _______________, and they never managed to (22) _______________ with these differences.

Another problematic point was communication – they have always (23) _______________ their teams to cooperate, but Wireless preferred to (24) _______________ separately with each team. This means that the ways of (25) _______________ were very different. Lastly, they didn’t manage to build (26) _______________ with the people at Wireless. At present it seems so (27) _______________ but they didn’t even think of trying to (28) _______________ the problems.
Review of tenses

Present simple or continuous?

<table>
<thead>
<tr>
<th>Present simple</th>
<th>Present continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>permanent</td>
<td>temporary</td>
</tr>
<tr>
<td>habits and routines</td>
<td>in progress now</td>
</tr>
<tr>
<td>facts that are always true</td>
<td>events happening at the moment</td>
</tr>
<tr>
<td>general situations</td>
<td>a particular situation</td>
</tr>
<tr>
<td><em>I live in Budapest.</em> (all the time)</td>
<td><em>I’m living in Budapest.</em> (for a few months)</td>
</tr>
<tr>
<td>This plane <em>lands</em> in Frankfurt. (routine)</td>
<td><em>Look! We’re landing.</em> (in progress now)</td>
</tr>
</tbody>
</table>

*NTL dominates the UK cable-television market* (general situation). *It is doing very well in the rest of Europe, too, with about 4m customers* (at the moment). (International Herald Tribune website)

*Canada continues to be the most popular country for franchise expansion among US-based companies* (general situation), *but that is changing* (trend in progress). (worldtradeonline magazine)

Other uses of present tenses

**PRESENT SIMPLE**

- The present simple can be used to refer to timetables and schedules. When we speak about timetables we are often thinking about the future.
  
  *British Airways flight BA729 leaves Geneva at 16.40 and arrives in London at 17.20.*

- The present simple can be used to make a story appear more immediate and interesting. This is common in journalism.

  *On a grey November day in New England the mood inside EMC’s headquarters is sunny and bright. Executives of the data-storage market leader see no limits to the world’s expanding appetite for their storage machines. CEO Michael Ruettgers calls EMC recession-proof.* (Business Week website)

**PRESENT CONTINUOUS**

- The present continuous can be used to describe a fixed future arrangement. There is usually a future time expression.

  *HSBC are moving to new premises next year.*

- We can use *always* with the present continuous. This is often used for exaggerating or complaining. We emphasize *always* in speech in this case.

  *This photocopier is always breaking down!*

Present simple or present perfect?

- The present simple is used in two main ways: facts, and habits or states in the present. The present perfect makes a connection between past and present.

  *About two million people live in Milan.* (a fact)

  *I live in Milan.* (a permanent state - I always live there)

  *I have lived in Milan for two years.* (I arrived there two years ago and still live there now)
Past simple or present perfect?

- The past simple is used to describe actions in a completed time period. The present perfect is used when the time period includes the present. This can be a situation which started in the past and continues to be true in the present, life experience until now, or the present result of a past action.

  I lived in Milan many years ago.  
  (completed: now I live in another place)

  I’ve lived in Milan since 1998.  
  (a situation that started in the past and continues in the present: I still live there)

  I’ve lived in both Milan and Rome.  
  (life experience: the time when I lived in these cities is not mentioned and is not important)

  I’ve spoken to my boss, and he’s agreed.  
  (present result of past action)

- Time phrases used with the past simple refer to a particular point in the past: yesterday, last month, a few years ago, in 2002.

  Time phrases used with the present perfect link the past to the present: this month, ever, never, already just, recently since.

  Look at this example:

  Lojas Americanas, a chain of discount stores in Brazil, has had difficulties since the mid-1990s. Although the stores generate enormous traffic, profitability has been hard to achieve because of a low average purchase price. In 1998 it began a rationalization effort. It reduced the number of warehouses and sold 23 supermarket stores to Carrefour (France). (ebusinessforum website)

- The time word for refers to a period of time. It can be used with either tense:

  I lived in Milan for four years when I was at university.  
  (now I don’t live there)

  I have lived in Milan for four years.  
  (I still live there)

- The choice of tense often depends on the situation and where our attention is:

  We’ve won the contract!  
  (recent news: the event is present in my mind)

  We won the contract.  
  (telling a story: the event feels distant in my mind)

Past perfect: time expressions

- The time expressions after, once, by, already, just, never, meanwhile are often used with the past perfect. The word still is often used with negative forms.

  Around 1993 Korean corporations started turning to Park to acquire companies in the US or Europe. By this time, he had built up sufficient contacts to help them. (Asia Inc website)

Past perfect continuous: uses

- The past perfect continuous is used to describe a situation that was in progress up to a certain point in the past. It often emphasizes the duration of time.

  Before he left IBM Plattner had been putting together a software package for the UK-based chemical company ICI. He had been working on this project during 1971 and 1972. (Eurobusiness website)

- The past perfect and the past perfect continuous both look back from a point in the past. The past perfect looks back at an earlier event. The past perfect continuous looks back at a situation in progress.

  The economic situation was quite healthy. The central bank had lowered interest rates because inflation had been falling steadily for several years.
Grammar exercises

1. Read this text about the performance of the Ford car company. Complete the text with the verbs from the list below, using the present perfect.

   make  fall  launch  be  have  cut  withdraw  spend  take  perform

   **Ford: the road to recovery**

   Although Ford (1) has made operating profits of over $7 billion in its American market this year, the story in Europe (2)________________________ very different. Its market share (3)________________________ from 12% six years ago to only 9% now. The truth is that rivals like Volkswagen and Renault (4)________________________ much better over recent years. They (5)________________________ costs and (6)________________________ exciting and highly successful new models. In contrast, Ford (7)________________________ its large saloon, the Scorpio, which was not selling well. But Ford (8)________________________ a lot more success at the higher end of the market. Over the last few years it (9)________________________ a lot of money buying brands such as Jaguar, Aston Martin and Land Rover, and these models have much higher profit margins. It (10)________________________ some time to sort out the problems at Jaguar in particular, but it’s now a successful part of the business.

2. Look at the graph and read the passage about technology stocks. Complete the text by putting the verbs in brackets into the correct form of the past simple or present perfect.

   European investors (1) have watched (watch) US stock markets nervously over the last few months. The problems with US technology and telecomms stocks (2)________________________ (begin) last March, and since then share prices at companies like Intel, Apple and Dell (3)________________________ (crash). Over the summer all these giants (4)________________________ (announce) lower than expected profits, and investors fear that demand for PCs in the highly developed US market (5)________________________ (peak). Now it’s the turn of European stocks. On Monday stocks in companies like Germany’s SAP and Finland’s Nokia (6)________________________ (fall) sharply. SAP (7)________________________ (be) down 3% in Frankfurt, and Nokia (8)________________________ (drop) 7% in Helsinki.

   But there was some good news for investors yesterday. Yahoo! (9)________________________ (release) figures which showed that in the last quarter revenues (10)________________________ (rise) to $295 million, up from $115 million a year earlier. Yahoo! relies on online advertising for most of its income, and this year it (11)________________________ (gain) significant market share in Europe and (12)________________________ (manage) to achieve the position of top Web-navigation company.

   Analysts believe that the market (13)________________________ (not/hit) the bottom yet. Earlier this year investors (14)________________________ (buy) any Internet stocks that were available, creating a stock market bubble. Now it’s just the opposite. Investors (15)________________________ (become) so nervous that they are selling everything, even if the company is sound and the stock looks cheap.

3. Complete this email from a PA to her boss by putting the verbs in brackets into the future. Choose between will and the present continuous.

   From: Mira Melissa
   To: Pierre Gaudard, Technical Director
   Sent: 14 March ...

   Subject: Visit to Slovenia

   Message: I’ve booked your flight to Slovenia. You (1)________________________ (leave) on Tuesday 3rd at 8.45 in the morning, so you (2)________________________ (arrive) in Ljubljana before lunch. Someone (3)________________________ (be) at the airport to meet you. Your first meeting is with Aleksander Presekar, and you (4)________________________ (see) him at 1 pm at our local office. He (5)________________________ (probably/take) you out to lunch. After lunch you (6)________________________ (not/do) anything until 4 pm, so you (7)________________________ (have) time to go to the hotel. You (8)________________________ (stay) at the Intercontinental, which is in a very central location. I (9)________________________ (go) to the travel agents to pick up the tickets this afternoon, so I (10)________________________ (give) them to you tomorrow.
4. Read this email from Steve, the Purchasing Manager of a UK importer, who is in Poland on a business trip. Complete the email by choosing the correct alternative from A, B, C or D below.

From: Steve McGinlay
Subject: Poland

Message:

Sorry I haven’t contacted you (1) ... last week, but I’ve been very busy. I’ve (2) ... to Katowice in the southwest of Poland (3) ... a few days, and I’ve (4) ... returned to my hotel in Warsaw, from where I’m sending this email. I visited several firms when I was in Katowice and one of them looks quite promising. I’ve (5) ... seen their factory, and I’ve got some product samples to show you. Unfortunately I haven’t met the guy in charge (6) ... He wasn’t there – he’s (7) ... to Gdansk and should be back next week.

So, the trip has been quite successful (8) ... Have you (9) ... been to Central Europe? Everything is changing very fast – I’ve (10) ... seen so much building work going on. Anyway, I’ll email you again later in the week to let you know what’s happening.

Regards,
Steve

1 A for B since C just D so far
2 A going B gone C being D been
3 A for B since C already D so far
4 A now B been C just D so far
5 A yet B already C been D done
6 A just B already C now D yet
7 A going B gone C being D been
8 A so far B yet C just D now
9 A yet B since C ever D never
10 A yet B since C ever D never

5. Complete this magazine article by putting the verb in brackets into either the past simple or past perfect. In one case only the past perfect can be used, in five cases only the past simple can be used and in six cases both are possible.

On 28 September 2000 the people of Denmark (1) voted (vote) ‘No’ to joining the single European currency, the euro. All the main political parties, the employers and the media (2) ... (campaign) for a ‘Yes’ vote before the referendum. So why (3) ... (the Danes/reject) the euro? Let’s look first at the economic background. For many years the Danish central bank (4) ... (be) committed to keeping the value of the kroner stable against the German mark, and this policy (5) ... (be) very successful in maintaining stability and prosperity. Then the euro was launched in January 1999. In the period after the launch the countries in the euro zone (6) ... (perform) relatively well in economic terms. How ever, by the time of the referendum the euro (7) ... (fall) significantly against the dollar, and the central banks of the USA and Japan (8) ... (be) forced to intervene in the foreign exchange markets to buy euros. But the ‘No’ campaign (9) ... (focus) on national identity, not economic issues. In the end the Danes (10) ... (make) their decision because they (11) ... (fear) that economic integration would eventually lead to political integration. They (12) ... (want) to keep their independence and freedom.

6. Complete this article about the magazine Time Out by using words from the list below. Decide whether to put the verbs into the present simple or present continuous.

own look for move investigate rely want provide try to

Time Out: time to EXPAND

(2) Time Out, the London entertainment magazine, has plans for expansion. It already (1) owns the monthly magazine Paris Passion, and now it (2) ... beyond France to other markets such as Argentina and Japan. Tony Elliott, Time Out’s founder, says he (3) ... local people to initiate and run the magazines, as Time Out’s London office doesn’t have the cash or management time. Elliott also has plans for the website, Timeout.com, which was launched in 1995 and (4) ... information about more than 30 cities. It (5) ... on advertising revenue and a small amount of money from ticket sales to survive. But as Time Out changes and expands, Tony Elliott (6) ... persuade advertisers in the printed version to take more space on the Internet site. Also, he (7) ... the possibility of charging visitors to the site for access to some information. Despite these expansion plans, Elliott says that a flotation on the stock market is out of the question. He (8) ... to keep control of the business he has built up.
REVIEW TEST
BPJ_JI1A
Intelligent Business: Unit 1 – Alliances

Name:
Teacher:

<table>
<thead>
<tr>
<th>Total (60 points to pass)</th>
<th>Mark</th>
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**Number of points (max. 100 points)**

<table>
<thead>
<tr>
<th>I. Listening:</th>
<th>III. Grammar:</th>
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<tr>
<th>II. Vocabulary:</th>
<th>IV. Translation:</th>
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**I. Listening: (max. 20 points)**

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<th>Points</th>
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**II. Vocabulary: (max. 34 points)**

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<th>Points</th>
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</table>

**A. Translate the following expressions into English:**

1. podléhat uzavřené dohodě – __________________________
2. zvýšit podíl na trhu – __________________________
3. dovolit si ustoupit do pozadí – __________________________
4. hladce se přizpůsobit firemní kultuře – __________________________
5. být posuzován za nabádání k převzetí – __________________________
6. skončit obrovským neúspěchem – __________________________
7. pustit se do obchodních příležitostí – __________________________
8. oznámená úfěr a navrhnuté převzetí – __________________________

**B. Write expressions the following definitions refer to:**

1. a company that is formed to buy shares in other companies which it afterwards controls: __________________________
2. an agreement between two or more organizations to work together: __________________________

**C. Complete the sentence with one of the following phrases; translate the selected phrase.**

(2 points each)

<table>
<thead>
<tr>
<th>REVENUES, CEO, CORPORATE ALLIANCES, COSTS, SHAREHOLDERS, MDO, ANIMAL SPIRITS</th>
</tr>
</thead>
</table>

1. Whenever two major companies announce a merger, their __________________________
look forward to making huge fortunes.

   *In Czech or Slovak: __________________________

2. Once a big company gets into a new market, its __________________________ becomes
a famous and respected player in the industry.

   *In Czech or Slovak: __________________________

3. Many producers of generic drugs are successful because they have low prices; to achieve
this, they have to keep all __________________________ low.

   *In Czech or Slovak: __________________________

**D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once.**

(1 point each)

<table>
<thead>
<tr>
<th>BUILD – FEATURE IN – TOTAL – DO CATCH UP – SET UP – CONSTRUCT</th>
</tr>
</thead>
</table>

1. Have you __________________________ the meeting for 10 or 11 o’clock tomorrow?

2. Generic drug sales __________________________ $30 billion in Europe and America last year.

3. It’s clear that companies want __________________________ portfolios with diverse investments.

**E. Complete each sentence with a word made from the word given in brackets.**

(1 point each)

1. Multicultural teams have to deal with unpleasant __________________________ coming from differences in cultures. (UNDERSTAND)

2. Small but successful Czech companies are often bought by big __________________________ companies that operate throughout the world. (NATION)

3. __________________________ is a key ability for all companies that want to succeed
on the global market. (COMPETE)

4. Many top executives are __________________________ influenced by the herd instinct. (POWER)

5. The __________________________ that all big and financially strong companies want to
acquire small ones is simply false. (ASSUME)
III. Grammar: (max. 30 points)

A. Fill in the gaps with a suitable preposition or adverbial, if necessary: (1 point each)
1. There’s been a dramatic increase ________ the number of mergers.
2. Miramax didn’t turn ________ Disney’s offer — and it was a mistake.
3. Have you been articulate enough ________ your proposed action?
4. Many travelers have recently been ________ South America for their vacation.
5. ________ behalf ________ the department I would like to thank you all.
6. I’m afraid we won’t be able to sort ________ the problems soon.

B. Rewrite the sentences so that they mean the same as the sentence above. (3 points each)
1. Temporary staff work in this company. They began to work here 2 months ago.
   The temporary staff ___________________________________________ 2 months.
2. Coca-Cola earned $100 million here. It was before the year 2004.
   By 2004 ____________________________________________________.
3. The finance director plans to go for a business trip. His schedule says that he is supposed to meet his business partner on Monday afternoon.
   The finance director, who is going for a business trip, ___________________________________________ on Monday afternoon.

C. Put the VERBS and other words in brackets into their correct forms, add prepositions, particles or auxiliary verbs if necessary. You may need to use the passive forms of the verbs: (1 point each)

As you know, Alcott and Eves ___________________ (BE) the major players in the events industry. Well, Bev Andrews, their CEO, ___________________ (CALL, I) an hour ago. I’m still so surprised as she wants me to join their company. I ___________________ (HEAR) about their expansion recently. They ___________________ (just, MAKE) a decision to become number one in their field. The company ___________________ (EMPLOY) 20 new people earlier this month because it ___________________ (not, BE ABLE) to deal with the administration. But I think I ___________________ (probably, REFUSE) the offer because I ___________________ (LEAVE) for New York on the 15th. And I ___________________ (WANT, STAY) there for three months.

D. Choose suitable words or phrases that can complete each sentence. The number of correct answers is 0 – 4. (2 points each)

1. The shares of car manufacturers ____________ for the period of three months.
   A: have been risen
   B: have been rising
   C: were rising
   D: are rising

2. We haven’t seen any improvement in the public health care sector ____________.
   A: yet
   B: so far
   C: by now
   D: just

3. After my arrival to Paris, I ____________ in the Ritz Hotel.
   A: am staying
   B: will be staying
   C: will have stayed
   D: will stay

IV. Translation: (max. 16 points)

Translate the following sentences into English:

Společnosti hrády h provozují akvizice a fúze, nebot je to jeden z nej jednodušších způsobů jak si zajištít rychlý růst, diverzifikovat své investiční portfolio a ovládat konkurenci. Avšak není snadné partnerství s jinou firmou úspěšně uzavřít, protože akcionáři si mohou myslet, že se hodnota jejich akcií tímto způsobem sníží. Dohoda, podepsaná oběma generálními řediteli, proto nemusí znamenat konec vyjednávacího procesu.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Unit 2 – Projects

Coursebook, page 17, exercise READING

1. In the text, find words or expressions corresponding to the following definitions:

1. ___________________ = determined beforehand; assigned for a specific use or purpose (paragraph 1)
2. to __________ _________ = to provide what is needed or wanted; to take care of something (par 1)
3. to __________ _________ = to interact or coordinate smoothly (par 2)
4. ___________________ = complex and using advanced technology (of machines or methods) (par 2)
5. ___________ __________ = the whole series of processes, companies, places, etc. that are involved in making and selling a product (par 3)
6. to _________________ = to deal with (a problem or task) in a determined way (par 3)
7. ___________________ = a conscientious or concerted effort toward an end; an earnest attempt (par 3)
8. ___________________ = the process of arranging for somebody outside a company to produce goods or provide services for that company (par 4)
9. ___________________ = restriction, limitation, regulation (par 4)
10. ___________________ = a person or company that does part of the work given to another person or company (par 5)
11. _________________ = a reduction in the amount of money a company spends (par 5)
12. to _________________ = to annoy or bother continually or chronically (par 5)
13. _________________ = a minor malfunction, mishap, or technical problem; a snag (par 6)
14. to _________________ = to increase (prices) by a large amount informal (par 6)
15. ___________________ = something that is done in advance in order to prevent problems or to avoid danger (par 7)
16. to _________________ = to consider (someone) responsible for something (par 8)
17. _________________ = providing services of low or insufficient quality (par 9)
18. _________________ = something that encourages effort or action; a motivator (par 9)
19. _________________ = carelessness, failure to do things properly and correctly (par 9)
20. _________________ = a new, independent company formed from part of an existing one (par 9)
2. **Answer these questions based on the information contained in the text:**

1. What features or characteristics will the new Heathrow airport terminal have (based on its description in paragraph 1)?

2. Why is the building of an airport a more complicated task than anything else?

3. What is Tony Douglas’s current job, why was he offered this position, and what did he do immediately before taking over this position?

4. Why did BAA approached this project in an untraditional way? What could happen if the project hadn’t been finished on time?

5. Why is BAA running the project itself?

6. Why is most of the construction taking place off-site?

7. What is the **T5 Agreement**, and why is it so important?

8. How do the contractors choose their suppliers, and what do the suppliers often hope for?

9. What typically happens when “something goes wrong”?

10. How has BAA decided to motivate contractors and suppliers to finish everything on time and within original costs?

11. What originally happened when it was found out that the parts of the air traffic control tower weren’t engineered correctly, and how did they deal with this problem?

12. Why are the suppliers motivated to do a good job in this project, and what threat is reduced if risk is spread on all the suppliers and contractors?

13. What will the success of the T5 project mean for BAA in the future?
The speaker says that giving golden rules for project management is difficult because the (1) ________________ of all projects is (2) ________________, i.e. it is impossible to (3) ________________ exactly what will happen. However, there are (4) ________________ that project managers must (5) ________________, as well as a number of (6) ________________ to help them.

The speaker points out that all the (7) ________________ of any project are (8) ________________, but the two most important ones are (9) ________________ and planning. The first one is so important because every project should have (10) ________________ (11) ________________. Therefore the questions project managers should ask themselves is whether the project is (12) ________________, and if it will add (13) ________________. To get the answers, it is necessary to prepare a project (14) ________________, or project (15) ________________, which (16) ________________ (17) ________________ the (18) ________________ as well as the strategy behind the project.

After doing so, the next phase becomes easier. When planning, project managers have to do many things, such as to (19) ________________ resources, (20) ________________ costs, prepare a (21) ________________ and time (22) ________________, and – most importantly – (23) ________________ the risk factor.

Selecting the project team is perhaps (24) ________________ important. If the first two phases have been prepared well, then (25) ________________ should be quite easy, especially if potential problems are known and if (26) ________________ plans have been developed.

If the planning has been done, the project team should be able to (27) ________________ the project on time and within the (28) ________________.
Articles

Place names and no article

- In general, no article is used for continents, countries, states, islands, mountains, lakes, cities, parks, roads, streets, squares, palaces, castles, cathedrals, stations and airports.

  - Europe/Asia  France/China  California/Lazio  Crete/Madeira  Mont Blanc/Mount Everest
  - Lake Lucerne/Lake Michigan  Tokyo/Budapest  Central Park/Hyde Park
  - Fifth Avenue/Church Street  Trafalgar Square/Times Square  Buckingham Palace
  - Windsor Castle  Milan Cathedral  Grand Central Station  Orly Airport

| continents | Africa (not ‘the Africa’), Europe, South America |
| countries | France (not ‘the France’), Japan, Switzerland |
| states, regions etc. | Texas, Cornwall, Tuscany, Central Europe |
| islands | Corsica, Sicily, Bermuda |
| cities, towns etc. | Cairo, New York, Madrid |
| mountains | Everest, Etna, Kilimanjaro |

But we use the in names with ‘Republic’, ‘Kingdom’, ‘States’ etc.:

| the United States of America (the USA) | the United Kingdom (the UK) |
| the Dominican Republic | the Roman Empire |

- We use *mount* (= mountain) and *lake* in the same way (without ‘the’):

| Mount Everest (not ‘the…’) | Mount Etna | Lake Superior | Lake Constance |

  - *They live near the lake.* but *They live near Lake Constance.* (without ‘the’)

- We do not use ‘the’ with names of most streets/roads/squares/parks etc.:

| Union Street (not ‘the…’) | Fifth Avenue | Piccadilly Circus | Hyde Park |
| Blackrock Road | Broadway | Times Square | Waterloo Bridge |

- Many names (especially names of important buildings and institutions) are two words:

  - Kennedy Airport  Cambridge University

  - The first word is usually the name of a person (‘Kennedy’) or a place (‘Cambridge’). We do not usually use ‘the’ with names like these. Some more examples:

    | Victoria Station (not ‘the…’) | Edinburgh Castle | London Zoo |
    | Westminster Abbey | Buckingham Palace | Canterbury Cathedral |

  - But we say ‘the White House’, ‘the Royal Palace’, because ‘white’ and ‘royal’ are not names like ‘Kennedy’ and ‘Cambridge’. This is only a general rule and there are exceptions.

Place names and the

Plurals:

| the Alps, the Bahamas, the Netherlands |

Adjective + place:

| the Red Sea, the Middle East, the West End |

  - (But NOT if the place is the name of a country or continent:

    | France, South-East Asia |

Phrases with ‘of’:

| the Houses of Parliament, the South of France |

Political constitutions:

| the Irish Republic, the United Kingdom (the UK), the US |

Rivers and canals:

| the Amazon, the Loire, the Suez Canal |

Oceans and seas:

| the Pacific, the Atlantic, the Mediterranean |

Roads with numbers:

| the M6 (motorway), the A1 |

Theatres and galleries:

| the Globe (Theatre), the Uffizi (Gallery) |

Hotels:

| the Marriott (Hotel) |

Famous buildings:

| the Eiffel Tower, the Taj Mahal, the White House |
• We use *the* with plural names of people and places:

<table>
<thead>
<tr>
<th>People</th>
<th>the Taylors (= the Taylor family), the Simpsons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countries</td>
<td>the Netherlands, the Philippines, the United States</td>
</tr>
<tr>
<td>Groups of islands</td>
<td>the Canaries / the Canary Islands, the Bahamas, the British Isles</td>
</tr>
<tr>
<td>Mountain ranges</td>
<td>the Rocky Mountains / the Rockies, the Andes, the Alps</td>
</tr>
</tbody>
</table>

*The highest mountain in the Alps is Mont Blanc. (not ‘the Mont Blanc’)*

• North/northern etc.

  We say: the north (of France) but northern France (without ‘the’)
  the south-east (of Spain) but south-eastern Spain

  Compare: Sweden is in northern Europe; Spain is in the south.
  Also: the Middle East the Far East

  You can also use north/south etc. + a place name (without ‘the’):
  North America West Africa South-East Spain

  Note that on maps, *the* is not usually included in the name.

• Most other names (of places, buildings etc.) have names with *the*:

  *the* + adjective or name etc. + noun

<table>
<thead>
<tr>
<th>Hilton</th>
<th>Hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>Theatre</td>
</tr>
<tr>
<td>Sahara</td>
<td>Desert</td>
</tr>
<tr>
<td>Atlantic</td>
<td>Ocean</td>
</tr>
</tbody>
</table>

• These places usually have names with *the*:

  | hotels/restaurants/pubs | the Station Hotel, the Bombay Restaurant, the Red Lion (pub) |
  | theses/cinemas          | the Palace Theatre, the Odeon Cinema |
  | museums/galleries       | the British Museum, the Tate Gallery |
  | other buildings         | the Empire State Building, the Festival Hall, the White House |
  | oceans/seas/canals      | the Indian Ocean, the Mediterranean Sea, the Suez Canal |

  Also:

  - newspapers the Washington Post, the Financial Times
  - organizations the European Union, the BBC (= the British Broadcasting Corporation)

  Sometimes we leave out the noun: the Hilton (Hotel), the Sahara (Desert)
  Sometimes the name is only *the* + noun: the Vatican (in Rome), the Sun (British newspaper)

• Names with *...of...* usually have *the*. For example:

  the Bank of England the Tower of London the Museum of Modern Art
  the Houses of Parliament the Great Wall of China the Tropic of Capricorn
  the Gulf of Mexico the University of London (but the London University)

• Many shops, restaurants, hotels, banks etc. are named after the people who started them. These names end in -‘s or -s. We do not use ‘the’ with these names:

  Lloyds Bank (not the Lloyds Bank) McDonalds Jack’s Guest House Harrods (shop)

• Churches are often named after saints:

  St John’s Church (not the St John’s Church) St Paul’s Cathedral
Special uses of the

• We use *the* with:
  - Adjectives to refer to a group: *The unemployed do not receive enough help.*
  - the ... of a/the ...: *The end of an era, the start of the project*
  - Some time phrases: *in the past, at the moment, in the future (but at present), the 1960s (decades), the 21st century (centuries)*
  - Points of the compass: *in the north / east / south / west, in the south-west*
  - Playing instruments: *I play the piano / guitar.*
  - Job titles and official titles: *The Marketing Director, the Prime Minister said ... (But NOT title + name: Prime Minister Tony Blair said...)*

When we use *Mr/Mrs/Captain/Doctor* etc. + a name, we do not use *‘the’*. So we say:
- *Mr Johnson / Doctor Johnson / Captain Johnson / President Johnson etc. (not ‘the...’)*
- *Uncle Robert / Aunt Jane / Saint Catherine / Princess Anne etc. (not ‘the...’)*
- *We called the doctor*, but *We called Doctor Johnson*. (not ‘the Doctor Johnson’)

Special uses of ‘no article’

• We use *no article* with:
  - Company names: *I work for Accenture.*
  - Years, months, days: *in 2001, in July, on Thursday*
  - Special times of the year: *at Christmas/Easter*
  - Some parts of the day: *at night/midnight/sunset (BUT the morning, the afternoon)*
  - Means of transport (in general): *by car/taxi/train/bus, on foot (BUT on the train to Rome)*
  - Meals (in general): *Dinner is at 7.30. (BUT There was a dinner at the conference.)*

• Names of companies, airlines etc. are usually without ‘*the*’:
- *Fiat (not the Fiat)*
- *Sony, Kodak, British Airways, IBM*

• Other words which use ‘preposition and no article’ are:
  - *in/to hospital/prison/bed/class/court*
  - *at/to work/school/university/sea/home*
  - *Note how we use ‘home’: be at home, go home (NOT go to home)*

Grammar exercises

1. **Put either a/an or a dash (—) to show no article.**
   1. — money makes the world go round.
   2. Sheila drives _________ French car.
   3. Rita works in _________ insurance agency in _________ Lisbon.
   4. _________ health is the most important thing in _________ life.
   5. This is _________ good time for _________ sales of new cars.
   6. This is the number to call for _________ information.
   7. I’ve got _________ colleague who is _________ systems analyst.
   8. _________ product knowledge is very important for _________ sales representative.
   9. He is _________ engineer. He studied _________ engineering at university.
   10. We produce _________ full sales report four times _________ year.
2. **Underline the correct words.**

1. Where’s a/the fax they sent this morning? I can’t find it.
2. I have an/the appointment at a/the bank.
3. I had a/the very good holiday. A/The weather was marvellous.
4. I’ve been working so hard that I need a/the break.
5. They are a/the largest manufacturer of light bulbs in a/the world.
6. A/The presentation was a/the great success.
7. Can I give you a/the lift to the station?
8. I think I need a/the new pair of glasses.
9. We need to reach a/the decision as soon as possible.
10. There must be an/the answer to a/the problem.
11. Mike is an/the accountant. He works on another/the other side of town.
12. His office is a/the biggest one in a/the building.
13. Where is a/the document that we were looking at just now?
14. The Portuguese/The Portuguese people are very good negotiators.

3. **In each pair of sentences, fill in one space with the and the other space with a dash (—) to show no article.**

1. a) ______ profits are increasing across every division of the company.
   b) The profits we made last year were up in comparison to the year before.
2. a) ______ information in your report will be very useful to us.
   b) ______ information about the Kazakh market is hard to find.
3. a) ______ visitors should sign their name in the book at reception.
   b) ______ visitors from Germany will be arriving at ten.
4. a) This magazine article gives ______ advice about which stocks to buy.
   b) Thank you for ______ advice you gave me last week.
5. a) ______ bonds I have are all long-term investments.
   b) ______ bonds are a safe investment when interest rates are falling.
6. a) ______ French exports to the rest of Europe are up 4% this year.
   b) ______ French are world leaders in the luxury goods market.
7. a) ______ management is an art, not a science.
   b) ______ management are blaming the unions for the breakdown in negotiations.

4. **Put either a/an, the or a dash (—) to show no article.**

1. The Italians have given us a lot of — business.
2. ______ most people thought that it was ______ very good product.
3. I like to drink ______ glass of ______ wine in ______ evening.
4. I wish I could speak ______ English like ______ English.
5. As soon as ______ Helen gets off ______ plane, ask her to give me ______ call.
6. ______ smoking is not permitted in this area.
7. There’s ______ visitor at ______ reception desk.
8. When I arrived at ______ airport, I had ______ drink and waited for ______ flight.
9. I want ______ action, not ______ words.
10. ______ person with ______ MBA usually gets ______ good job.
11. I’ll get you ______ coffee from ______ machine.
12. Marie comes from ______ France.
5. Underline the correct words.

1. We went to Pisa/the Pisa and saw Leaning Tower/the Leaning Tower.
2. Crete/The Crete is very beautiful at this time of year.
3. My son is in hospital/the hospital and can’t go to school/the school.
4. You can go from Heathrow/the Heathrow by underground/the underground.
5. Helmut Kohl/The Helmut Kohl was Chancellor/the Chancellor who helped to reunite Germany/the Germany.
6. We flew over Alps/the Alps and saw Mont Blanc/the Mont Blanc.
7. In near future/the near future videoconferences will replace many meetings.
8. I’m tired! Thank goodness it’s time to go home/to home.
10. I usually have lunch/the lunch at about one.
11. I used to work for Deutsche Bank/the Deutsche Bank in City of London/the City of London at start/the start of my career.
12. My son wants to go to university/the university after his exams.
14. I bought this suit from Bond Street/the Bond Street.
15. The Government should do more to help the poor/the poor people.
16. On our trip to UK/the UK we toured around south-east/the south-east and visited Canterbury Cathedral/the Canterbury Cathedral.
17. They wouldn’t pay, so we took them to court/the court.
18. John/The John is at work/the work at moment/the moment.
19. We travelled to Italy/the Italy by car/the car.
20. Danube/The Danube is the main river in Central Europe/the Central Europe.

6. Some of these sentences are correct, but some need the (perhaps more than once). Correct the sentences where necessary. Put ‘RIGHT’ if the sentence is already correct.

1. Everest was first climbed in 1953. RIGHT
2. Milan is in north of Italy. the north of Italy
3. Africa is much larger than Europe. ________________________________
4. Last Year I visited Mexico and United States. __________________________
5. South of England is warmer than north. ______________________________
6. Portugal is in western Europe. ______________________________
7. France and Britain are separated by Channel. __________________________
8. Jim has travelled a lot in Middle East. ________________________________
9. Chicago is on Lake Michigan. ______________________________
10. The highest mountain in Africa is Kilimanjaro (5,895 metres). __________
11. Next year we are going skiing in Swiss Alps. __________________________
12. United Kingdom consists of Great Britain and Northern Ireland. __________
13. Seychelles are a group of islands in Indian Ocean. ______________________
14. River Volga flows into Caspian Sea. ________________________________
7. Choose the correct form, with or without the.
1. Have you ever been to British Museum / the British Museum? (the... is correct)
2. Hyde Park / The Hyde Park is a very large park in central London.
3. Another park in central London is St James’s Park / the St James’s Park.
4. Grand Hotel / The Grand Hotel is in Baker Street / the Baker Street.
5. We flew to New York from Gatwick Airport / the Gatwick Airport near London.
6. Frank is a student at Liverpool University / the Liverpool University.
7. If you’re looking for a good clothes shop, I would recommend Harrison’s / the Harrison’s.
8. If you’re looking for a good pub, I would recommend Ship Inn / the Ship Inn.
9. Statue of Liberty / The Statue of Liberty is at the entrance to New York harbor / the New York harbor.
10. You should go to Science Museum / the Science Museum. It’s very interesting.
11. John works for IBM / the IBM now. He used to work for British Telecom / the British Telecom.
12. ‘Which cinema are you going to this evening?’ ‘Classic / The Classic.’
13. I’d like to go to China and see Great Wall / the Great Wall.
14. Which newspaper shall I buy — Independent / the Independent or Herald / the Herald?

8. Complete this article with either a/an, the or a dash (–) to show no article.

**HOW CLEAN IS THEIR MONEY?**

‘Money laundering’ is (1) the name given to one of (2) _____ world’s biggest financial problems: moving money that has been obtained illegally into (3) _____ foreign bank accounts so that (4) _____ people do not know where it has come from. Putting (5) _____ value on money laundering is of course very difficult, but the International Monetary Fund estimate that it is huge — perhaps $1 trillion (6) _____ year, equivalent to about 4% of gross world product.

(7) _____ problem has grown hand-in-hand with (8) _____ globalization, and particularly with (9) _____ lifting of capital controls and (10) _____ development of (11) _____ international payment systems. These allow money to be moved in (12) _____ seconds between banks in different parts of the world who know very little about each other. (13) _____ international payment system is crucial to (14) _____ stability of the world’s financial markets, but it also provides (15) _____ opportunity for criminals to hide their money.

Private banking is (16) _____ best-known laundering channel. Clients of these banks are wealthy people who want their affairs handled with discretion, especially because they want to minimize (17) _____ amount of (18) _____ tax they pay. In these banks there is (19) _____ culture of ‘don’t ask; don’t tell’. And (20) _____ biggest problem within (21) _____ private banking is offshore banks. There are around 5,000 offshore banks controlling about $5 trillion in assets, and some have no physical presence in any location.
REVIEW TEST
BPJ_J11A
Intelligent Business: Unit 2 – Projects

Name:
Teacher:

<table>
<thead>
<tr>
<th>TOTAL (60 points to pass)</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of points (max. 100 points)</td>
<td></td>
</tr>
<tr>
<td>I. Listening: III. Grammar:</td>
<td></td>
</tr>
<tr>
<td>II. Vocabulary: IV. Translation:</td>
<td></td>
</tr>
</tbody>
</table>

I. Listening: (max. 20 points) [points]

II. Vocabulary: (max. 34 points) [points]

A. Translate the following expressions into English: (2 points each)

1. maximalizovat zajišťovací sumu – __________________________
2. předpovídat náklady spuštěného projektu – __________________________
3. obviňovat subjednatele závodu a požádání – __________________________
4. vypracovat proveditelný plán pro mimořádné události – __________________________
5. odvrátit selhání založitních zařízení – __________________________
6. schválení předložených požadavků na pracovní sílu – __________________________
7. navrhnout a uskutečnit účinně omezení – __________________________
8. dostatečně zhodnotit časové náročné výběrové řízení – __________________________

B. Write expressions the following definitions refer to: (2 points each)

1. a person or group of people who are considered to be an important part of an organization because they have responsibility within it or receive advantages from it:

2. the process of arranging for somebody outside a company to produce goods or provide services for that company:

C. Complete the sentence with one of the following phrases; translate the selected phrase. (2 points each)

ENDEAVOUR, DEADLINES, PROPOSALS, KEY FEATURES, ENCOUNTER, SERIES

1. One of the __________________________ of a well-managed project is its detailed and perfect organization.
   In Czech or Slovak: __________________________

2. The last public __________________________ of the two CEOs took place at the engineering trade fair in Vienna, and it was very informal.
   In Czech or Slovak: __________________________

3. The project team has to predict any difficulties and its members have to be prepared to solve a __________________________ of complex tasks.
   In Czech or Slovak: __________________________

D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once. (1 point each)

COST – PAY – PASS – STAY
MOVE – FIX – HIT – BUMP UP

1. __________________________ the objectives means setting final goals that need to be achieved.
2. Have you ever been unfair and __________________________ risk to somebody else?
3. It’s estimated that human errors __________________________ the European economy €30 billion last year.

E. Complete each sentence with a word made from the word given in brackets. (1 point each)

1. The management’s __________________________ over the future development is so big that they haven’t been able to reach any conclusion at all. (AGREE)
2. If you really want to save some money, consider __________________________ some of your less important business activities. (SOURCE)
3. A new market research will show our company what the __________________________ to our major difficulty is. (SOLVE)
4. The project has to be finished with all __________________________ no later than next Friday. (DELIVER)
5. Do all of you think that the project of the new robot is __________________________? (DO)
A. Fill in the gaps with a suitable preposition or adverbial, if necessary:  (1 point each)

1. The CEO’s concern _______ the future development is gone now.
2. Bob has been chosen to oversee _______ the pilot project.
3. Our company took _______ 5 new construction engineers last month!
4. Fortunately, corner-cutting is not peculiar _______ many companies here.
5. Although this supplier isn’t very reliable, we have decided to get _______ with them.
6. The development points _______ more sophisticated electronic systems.

B. Rewrite the sentences so that they mean the same as the sentence above.  (3 points each)

1. Sarah got a job in a factory. Five years later the factory closed down.
   At the time the factory ___________________________ Sarah ___________________________ there for five years.
2. When they left college, Mary and Sue started making films together. They still make films.
   Mary and Sue ___________________________ since they ___________________________.
3. Last year Jane travelled around Europe. It took her 5 months and it was during university studies of her best friend.
   Last year Jane ___________________________ for 5 months while her best friend ___________________________ at university.

C. Fill the gaps with the definite article the, indefinite article a(n) or no article: (1 point each)

Well, as you know, last year we made _______ decision to move our operations to Cambridge, because it’s very important for _______ biotechnology companies to recruit _______ scientists from _______ best universities. We’re in _______ very competitive jobs market here in Cambridge and we motivate our employees by offering them _______ excellent working conditions. We’ve built up _______ excellent team, and we’re doing some very important research in _______ field of _______ gene therapy.

D. Choose suitable words or phrases that can complete each sentence. The number of correct answers is 0 – 4.  (2 points each)

1. _______ Opera House is located on _______ Fourth Avenue in _______ Denver.
   A: The ... the ... o               B: o ... o ... o               C: o ... the ... o               D: The ... o ... the

2. _______ President of _______ IMF and _______ Prime Minister Gordon Brown came to _______ Masaryk University on _______ foot.
   A: o ... the ... o ... the ... o               B: The ... o ... o ... the ... o               C: The ... the ... o ... o ... o               D: o ... o ... the ... the ... the

3. Harry Potter goes to _______ school in _______ Hogwarts, goes there by _______ train and reads _______ Daily Prophet.
   A: the ... o ... the ... the               B: o ... the ... o ... the               C: o ... the ... o ... o               D: o ... o ... o ... o

IV. Translation: (max. 16 points)

Translate the following sentences into English:

Vybraný projektový tým se musí ujistit, že zdroje byly správně rozděleny a že náklady nejsou navýšovány, protože pokud by stavba nebyla předána včas a v rámci rozpočtu, mohlo by to finančně zruinovat celý projekt. Další možností je poskytnout dodavatelům finanční nabídky, které by vedly ke kvalitní práci. Pokud však v případě problémů odmítne investor prodlužit konečný termín, budou stavební firmy muset zaplatit za zpoždění.
Unit 3 – TEAMWORKING

Coursebook, page 25, exercise READING

1. In the text, find words or expressions corresponding to the following definitions:

1. _______ _________ = successively, consecutively (paragraph 1)
2. to _________ _________ = to accomplish something successfully; to gain something with effort (par 2)
3. to _________ _________ = to present, arrange, or display; to intend; to begin an undertaking (par 2)
4. _________ _________ = a number representing a particular amount, especially one given in official information (par 2)
5. _________ _________ = without showing off or boasting; showing a moderate estimation of one’s own talents or abilities (par 3)
6. _________ _________ = acting directly to produce an effect; working or producing effectively without wasting effort, energy, or money (par 3)
7. to _______ _____ ______ = to bear or endure without complaint (par 3)
8. _________ _________ = a product of thinking; ideas typical of a particular time or place (par 3)
9. _________ _________ = an end result; a conclusion (par 3)
10. _________ _________ = boring, tiresome and uninteresting (par 3)
11. to _______ _____ ______ = a metaphor describing the act of monopolizing the speaking time during an event (par 3)
12. to _________ _________ = to speak, plead, or argue in favor of something; to support something (par 4)
13. _________ _________ = a narrative or record of events; a report or description of what happened (par 4)
14. _________ _________ = a group problem-solving technique in which members spontaneously share ideas and solutions (par 4)
15. to _______ _____ ______ = to produce, provide, propose or suggest something (such as an idea) (par 4)
16. _________ _________ = a demanding or stimulating situation; a call to engage in a contest or fight (par 4)
17. to _________ _________ = to shape, create or form something (par 5)
18. to _________ _________ = to use, consume, spend, or expend thoughtlessly or carelessly (par 5)
19. to _________ _________ = to construct; to put into words; formulate (par 5)
20. to _________ _________ = to gain or obtain (someone’s help or support) (par 5)
2. **Answer these questions based on the information contained in the text:**

1. Why are meetings considered as important for company bosses?

2. What statistics did *Synectics* company produce regarding meetings?

3. What does the text say about the skill of running a meeting, and how are *Synectics’* meetings characterized?

4. Where do many small informal meetings happen, and how are they described?

5. What do people who try to improve meetings say about the problems of big meetings?

6. What are the two basic purposes of holding a meeting?

7. What three phases should problem-solving include?

8. Why is it wise to ask people to say only what they liked about a meeting and not what they find bad or negative?

9. What is especially important about meetings for companies?

10. What example of time-wasting does Professor Bradford present, and how should this issue have been solved?

11. Why is it important to frame a good question?
Fill in the missing words in their correct form in the interview summary:

Professor O’Driscoll started his talk by mentioning Professor Belbin’s (1) _________ of team roles. He says the way companies view team has started to (2) ______________. Belbin defined a team as a (3) _________________ made up of individuals who perform their roles.

His (4) _________________ is (5) _________________ as it helps people understand themselves as well as other team members. It also increases the team’s (6) _________________ knowledge of how it is (7) _________________. However, (8) _________________ teamworking (9) _________________ from a combination of individual and collective (10) _________________, or abilities.

People generally think of teams as a group of highly competent individuals who (11) _________________ to (12) _________________ as a team. The task is, however, to develop teams of individuals who perform (13) _________________. Therefore their (14) _________________ looked at competences that were required to bring about (15) _________________ (16) ________________.

The study (17) _________________ many differences between teams regarding their structure and (18) _________________. Business teams tend to be ad hoc (19) _________________ formed to (20) _________________ short-term needs. But even these short-lived teams share generic (21) _________________ with (22) _________________ ones. An example describes jazz musicians: although (23) _________________ might not be expected to be significant in such (24) _________________ teams, it was found out that the musicians tried to establish a level of social (25) ________________.

Professor O’Driscoll’s team also developed a model used for (26) _________________ the (27) _________________ of a team as a collective. It takes into (28) _________________ the relationships between the people and identifies sixteen (29) _________________ competencies necessary for high team performance. They divided them into four (30) _________________, or groups.

Finally, it can be said that when using the new (31) _________________, it is possible to identify where a team might be (32) _________________.

**Modal verbs I (present)**

**Must and have to**

- We use *must* and *have to* to say that it is necessary to do something. Sometimes it doesn’t matter which you use:

  *Oh, it’s later than I thought. I must go.* or *I have to go.*

  But there is a difference between *must* and *have to* and sometimes this is important:

<table>
<thead>
<tr>
<th>Must</th>
<th>Have to</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Must</em> is personal. We use <em>must</em> when we give our personal feelings.</td>
<td></td>
</tr>
<tr>
<td><em>Have to</em> is impersonal. We use <em>have to</em> for facts, not for our personal feelings.</td>
<td></td>
</tr>
<tr>
<td><em>‘You must do something’</em> = ‘I (the speaker) say it is necessary’:</td>
<td></td>
</tr>
<tr>
<td><em>‘You have to do something’</em> because of a rule or the situation:</td>
<td></td>
</tr>
<tr>
<td><em>She’s a really nice person. You must meet her.</em> (= I say this is necessary)</td>
<td></td>
</tr>
<tr>
<td><em>My eyesight isn’t very good. I have to wear glasses for reading.</em></td>
<td></td>
</tr>
<tr>
<td><em>Compare:</em></td>
<td></td>
</tr>
<tr>
<td><em>I haven’t phoned Ann for ages. I must phone her tonight.</em></td>
<td></td>
</tr>
<tr>
<td><em>I haven’t phoned Ann for ages. I have to phone her tonight.</em></td>
<td></td>
</tr>
<tr>
<td><em>I must get up early tomorrow. There are a lot of things I want to do.</em></td>
<td></td>
</tr>
<tr>
<td><em>I have to get up early tomorrow. I’m going away and my train leaves at 7.30.</em></td>
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</tbody>
</table>

- If you are not sure which to use, it is usually safer to use *have to*.

- You can use *must* to talk about the present or future, but **not the past**:

  *We must go now.*
  *We must go tomorrow. (but not ‘We must go yesterday’)*

- You can use *have to* in all forms. For example:

  *I had to go to hospital.* (past)
  *I might have to go to hospital.* (infinitive after might)

- In questions and negative sentences with *have to*, we normally use *do/does/did*:

  *What do I have to do to get a driving licence?* (not ‘What have I to do?*)
  *Karen doesn’t have to work on Saturdays.*

- *Mustn’t* and *don’t have to* are completely different:

<table>
<thead>
<tr>
<th>You mustn’t do something = it is necessary that you do not do it (so, don’t do it):</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>You must keep it a secret. You mustn’t tell anyone.</em> (= don’t tell anyone)</td>
</tr>
<tr>
<td><em>I promised I would be on time. I mustn’t be late.</em> (= I mustn’t be on time)</td>
</tr>
<tr>
<td>You don’t have to do something = you don’t need to do it (but you can if you want):</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><em>You can tell me if you want but you don’t have to tell me.</em> (= you don’t need to tell me)</td>
</tr>
<tr>
<td><em>I’m not working tomorrow, so I don’t have to get up early.</em></td>
</tr>
</tbody>
</table>

- You can use ‘*have got to*’ instead of ‘*have to*’. So you can say:

  *I’ve got to work tomorrow.* or *I have to work tomorrow.*
  *When has Ann got to go?* or *When does Ann have to go?*

**Must, mustn’t, needn’t**

- *‘You must do something’* = it is necessary that you do it:

  *Don’t tell anybody what I said. You must keep it a secret. We haven’t got much time. We must hurry.*
Grammar exercises I

1. Complete the sentences using can or (be) able to. Use can if possible; otherwise use (be) able to.

   1. George has travelled a lot. He __________________ speak four languages.
   2. I haven’t __________________ sleep very well recently.
   3. Sandra __________________ drive but she hasn’t got a car.
   4. I can’t understand Martin. I’ve never __________________ understand him.
   5. I used to __________________ stand on my head but I can’t do it now.
   6. I can’t see you on Friday but I __________________ meet you on Saturday morning.
   7. Ask Catherine about your problem. She might __________________ help you.

2. Complete the sentences with can / can’t / could / couldn’t + one of these verbs.

   come  eat  hear  run  sleep  wait

   1. I’m afraid I __________________ to your party next week.
   2. When Tim was 16, he was a fast runner. He __________________ 100 metres in 11 seconds.
   3. ‘Are you in a hurry?’ ‘No, I’ve got plenty of time. I ________________.
   4. I was feeling sick yesterday. I __________________ anything.
   5. Can you speak up a bit? I __________________ you very well.
   6. ‘You look tired.’ ‘Yes, I __________________ last night.’

3. Complete the sentences with a verb in the correct form.

   1. ‘Where’s Bob?’ ‘I’m not sure. He might __________ lunch.’
   2. ‘Who is that man with Ann?’ ‘I’m not sure. It might _________________ her brother.’
   3. What are all the students doing at the moment?’ ‘I’m not sure. They might _________________ a test.’
   4. ‘Why are those people waiting in the street?’ ‘I don’t know. They might _________________ for a bus.’
   5. ‘Shall I buy this book for Tim?’ ‘You’d better not. He might already _________________ it.’
4. Complete these sentences with mustn’t or don’t/doesn’t have to.

1. I don’t want anyone to know. You ________________ tell anyone.
2. He ________________ wear a suit to work but he usually does.
3. I can stay in bed tomorrow morning because I ________________ go to work.
4. Whatever you do, you ________________ touch that switch. It’s very dangerous.
5. There’s a lift in the building, so we ________________ climb the stairs.
6. You ________________ forget what I told you. It’s very important.
7. Sue ________________ get up early. She gets up early because she wants to.
8. Don’t make so much noise. We ________________ wake the baby.
9. I ________________ eat too much. I’m supposed to be on a diet.
10. You ________________ be a good player to enjoy a game of tennis.

5. Complete the sentences using might be able to or might have to + a suitable verb.

1. I can’t help you but why don’t you ask Jill? She ________________ help you.
2. I can’t meet you this evening but I ________________ you tomorrow evening.
3. I’m not working on Saturday but I ________________ on Sunday.
4. George isn’t well. He ________________ to hospital for an operation.

6. Complete these sentences with must or have to (in the correct form). Sometimes it is possible to use either; sometimes only have to is possible.

1. It’s later than I thought. I __________ go now.
2. Jack left before the end of the meeting. He __________ go home early.
3. In Britain many children __________ wear uniform when they go to school.
4. When you come to London again, you __________ come and see us.
5. Last night Don became ill suddenly. We __________ call a doctor.
6. You really __________ work harder if you want to pass the examination.
7. I’m afraid I can’t come tomorrow. I __________ work late.
8. I’m sorry I couldn’t come yesterday. I __________ work late.
9. Paul doesn’t like his new job. Sometimes he __________ work at weekends.
10. Caroline may __________ go away next week.
11. We couldn’t repair the car ourselves. We __________ take it to a garage.
12. Julia wears glasses. She __________ wear glasses since she was very young.

7. Write sentences with may not or might not.

1. (I don’t know if Ann will come to the party.) Ann ________________
2. (I don’t know if I’ll go out this evening.) I ________________
3. (I don’t know if Tom will like the present I bought for him.) Tom ________________
4. (I don’t know if Sue will be able to meet us this evening.) ________________
8. **Make questions with have to.**

1. I had to go to hospital last week. Why ___________________________?
2. I have to get up early tomorrow. Why ____________________________ early?
3. Ann has to go somewhere now. Where _________ she ____________?
4. George had to pay a parking fine yesterday. How much ________________________?
5. I had to wait a long time for the bus. How long ____________________________?
6. I have to phone my sister now. Why ____________________________?
7. Paul has to leave soon. What time ____________________________?

9. **Complete the sentences with must, mustn’t or needn’t.**

1. We haven’t got much time. We _______________ hurry.
2. We’ve got plenty of time. We _______________ hurry.
3. We have enough food at home so we _______________ go shopping today.
4. Jim gave me a letter to post. I _______________ remember to post it.
5. Jim gave me a letter to post. I _______________ forget to post it.
6. There’s plenty of time for you to make up your mind. You _______________ decide now.
7. You _______________ wash those tomatoes. They’ve already been washed.
8. This is a valuable book. You _______________ look after it carefully and you _______________ lose it.
9. ‘What sort of house do you want to buy? Something big?’ ‘Well, it _______________ be big — that’s not important. But it _______________ have a nice garden — that’s essential.’

10. **For each situation write a sentence with should or shouldn’t + one of the following.**

   - go away for a few days
   - go to bed so late
   - look for another job
   - put some pictures on the walls
   - take a photograph
   - use her car so much

1. (Liz needs a change.) **She should go away for a few days.**
2. (My salary is very low.) You ____________________________________________
3. (Jack always has difficulty getting up.) He ____________________________________________
4. (What a beautiful view!) You ____________________________________________
5. (Sue drives everywhere. She never walks.) She ____________________________________________
6. (Bill’s room isn’t very interesting.) ____________________________________________
Modal verbs II (past)

**Must, can’t, couldn’t + have (done)**

- For the past we use must have (done) and can’t have (done). Study this example:
  
  George is outside his friends’ house. He has rung the doorbell three times but nobody has answered. They **must have gone** out. (otherwise they would have answered)

  The phone rang but I didn’t hear it. I must have been asleep.
  I’ve lost one of my gloves. I must have dropped it somewhere.
  Jane walked past me without speaking. She can’t have seen me.
  Tom walked straight into a wall. He can’t have been looking where he was going.

<table>
<thead>
<tr>
<th>I/you/he (etc.)</th>
<th>must/can’t have</th>
<th>been (asleep, at work etc.)</th>
<th>been (doing, working etc.)</th>
<th>done / gone / known / had etc.</th>
</tr>
</thead>
</table>

- **Couldn’t have...** is possible instead of can’t have...:
  
  She couldn’t have seen me.
  Tom couldn’t have been looking where he was going.

**Could + have (done)**

- Compare could (do) and could have (done):
  
  *I’m so tired. I could sleep for a week. (now)*
  *I was so tired. I could have slept for a week. (past)*

- Most often, we use could have (done) for things which were possible but did not happen:

  *Why did you stay at a hotel when you went to New York? You could have stayed with Barbara. (= you had the opportunity to stay with her but you didn’t)*
  *Jack fell off a ladder yesterday but he’s all right. He’s lucky — he could have hurt himself badly. (but he didn’t hurt himself)*
  *The situation was bad but it could have been worse.*

- Sometimes could means ‘would be able to...’:

  *We could go away if we had enough money. (= we would be able to go away)*
  *I don’t know how you work so hard. I couldn’t do it.*

  **Could have (done) = would have been able to (do):**

  *Why didn’t Liz apply for the job? She could have got it.*
  *We could have gone away if we’d had enough money.*
  *The trip was cancelled last week. Paul couldn’t have gone anyway because he was ill. (= he wouldn’t have been able to go)*
  *You did very well to pass the exam. I’m sure I couldn’t have passed it. (= I wouldn’t have been able to pass it if I had taken it)*

**Should + have (done)**

- ‘You should have done something’ = you didn’t do it but it would have been the right thing to do:

  *It was a great party last night. You should have come. Why didn’t you? (= you didn’t come but it would have been good to come)*
  *I’m feeling sick. I shouldn’t have eaten so much chocolate. (= I ate too much chocolate)*
  *I wonder why they’re so late. They should have been here an hour ago.*
  *She shouldn’t have been listening to our conversation. It was private.*

- Compare should (do) and should have (done):

  *You look tired. You should go to bed now.*
  *You went to bed very late last night. You should have gone to bed earlier.*
**May/Might + have (done)**

- For the past we use *may have (done)* or *might have (done)*:
  
  **A:** I wonder why Kay didn’t answer the phone.  
  **B:** She *may have been asleep.* (= perhaps she was asleep)  
  **A:** I can’t find my *bag anywhere.*  
  **B:** You *might have left it in the shop.* (= perhaps you left it in the shop)  
  **A:** I was surprised that Sarah *wasn’t at the meeting.*  
  **B:** She *might not have known about it.* (= perhaps she didn’t know)  
  **A:** I wonder why Colin was *in such a bad mood yesterday.*  
  **B:** He *may not have been feeling well.* (= perhaps he wasn’t feeling well)

<table>
<thead>
<tr>
<th>I/you/he (etc.)</th>
<th>may</th>
<th>might</th>
<th>(not) have</th>
<th>been (asleep, at work etc.)</th>
<th>done / gone / known / had etc.</th>
</tr>
</thead>
</table>

- Sometimes *could* has a similar meaning to *may* and *might*:

  The phone’s ringing. *It could be Tim.* (= it may/might be Tim)  
  *You could have left your bag in the shop.* (= you may/might have left it...)

  But *couldn’t* (negative) is different from *may not* and *might not*. Compare:  
  *She was too far away, so she couldn’t have seen you.* (= it is not possible that she saw you)  
  **A:** I wonder why she didn’t say hello.  
  **B:** She *might not have seen you.* (= perhaps she didn’t see you; perhaps she did)

**Needn’t + have (done)**

- Study this example situation:

  *‘I think it’s going to rain. I’ll take the umbrella.’* George had to go out. He thought it was going to rain, so he decided to take the umbrella.  
  *‘I needn’t have brought the umbrella.’* But it didn’t rain, so the umbrella was not necessary.  
  So: He *needn’t have taken the umbrella.*  
  *‘He needn’t have taken the umbrella’* = He took the umbrella but this was not necessary. Of course, he didn’t know this when he went out.

- Compare *needn’t (do)* and *needn’t have (done)*:

  *That shirt isn’t dirty. You needn’t wash it.*  
  *Why did you wash that shirt? It wasn’t dirty. You needn’t have washed it.*

- *Didn’t need to (do) and needn’t have (done):*

  *I didn’t need to...* = it was not necessary for me to... (and I knew this at the time):  
  *I didn’t need to get up early, so I didn’t.*  
  *I didn’t need to get up early, but it was a lovely morning, so I did.*

  *‘I needn’t have (done) something’* = I did something but now I know that it was not necessary:  
  *I got up very early because I had to get ready to go away. But in fact it didn’t take me long to get ready. So, I needn’t have got up so early. I could have stayed in bed longer.*

**Degrees of probability in the past**

- For different degrees of probability in the past we use: modal verb + *have + past participle.*

  Notice in the table that *will/won’t have + past participle* is an assumption (you think something is true although you have no proof). For certainty in the past we just use a normal past tense like the past simple.
assumption You’ll **have seen** our new model. It’s in all the shops.
deduction There was no answer from her phone. She **must have been** in a meeting. Both the meeting rooms were empty. She **can’t have been** in a meeting.
extpectation They **should/ought to have arrived** by now. I hope they haven’t got lost.
uncertainty Yes, I see what you mean now. I **could have been** wrong about that. We’re only five minutes late. The talk **might not have started** yet.

**Grammar exercises II**

1. **Read the situations and make sentences from the words in brackets. Use may or might.**
   1. I can’t find George anywhere. I wonder where he is.
      a (he / go / shopping) **He may have gone shopping.**
      b (he / play / tennis) **He might be playing tennis.**
   2. I’m looking for Helen. Do you know where she is?
      a (she / watch / TV / in her room) _______________________________________
      b (she / go / out) _______________________________________________________
   3. I can’t find my umbrella. Have you seen it?
      a (it/be/in the car) ______________________________________________________
      b (you / leave / in the restaurant last night) _______________________________
   4. Why didn’t Tom answer the doorbell? I’m sure he was in the house at the time.
      a (he/be/in the bath) ___________________________________________________
      b (he / not / hear / the bell) ___________________________________________

2. **Complete the sentences. Use could or could have + a suitable verb.**
   1. A: What shall we do this evening? B: I don’t mind. We **could go** to the cinema.
   2. A: I had a very boring evening at home yesterday. B: Why did you stay at home? You __________________ to the cinema.
   3. A: There’s an interesting job advertised in the paper. You __________________ for it. B: What sort of job is it? Show me the advertisement.
   4. A: Did you go to the concert last night? B: No. We __________________ but we decided not to.
   5. A: Where shall we meet tomorrow? B: Well, I ________________ to your house if you like.

*Christmas could have been an unhappy one last year if you ordered presents online. Many customers were still waiting for gifts to arrive long after the holidays had ended. (Industry Week website)*

‘**Possibility**’

- To talk about a past possibility we use *could + have + past participle*.
  
  __*I could have booked* an earlier flight, but it left at 7.30 in the morning. This is an opportunity that didn’t happen.__

- To talk about a past impossibility we use *couldn’t + have + past participle*.
  
  __*I couldn’t have booked* the earlier flight — it was completely full.__
3. **Read this information about Ken.**

Ken didn't do anything on Saturday evening.  Ken was short of money last week.  
Ken doesn't know anything about machines.  Ken’s car was stolen on Monday.  
Ken was free on Monday afternoon.  Ken had to work on Friday evening.  

**Some people wanted Ken to do different things last week but they couldn’t contact him. So be didn’t do any of these things. You have to say whether he could have done or couldn’t have done them.**

1. Ken’s aunt wanted him to drive her to the airport on Tuesday.  
   **He couldn’t have driven her to the airport (because his car had been stolen).**

2. A friend of his wanted him to go out for a meal on Friday evening.  
   Ken ________________________________________________________________

3. Another friend wanted him to play tennis on Monday afternoon.  
   Ken ________________________________________________________________

4. Jack wanted Ken to lend him £50 last week.  
   ________________________________________________________________

5. Jane wanted Ken to come to her party on Saturday evening.  
   He ________________________________________________________________

6. Ken’s mother wanted him to repair her washing machine.  
   ________________________________________________________________

4. **Read the situations and use the words in brackets to write sentences with must have and can’t have.**

1. The phone rang but I didn’t hear it. (I / asleep)  
   **I must have been asleep.**

2. Jane walked past me without speaking. (she / see / me)  
   **She can’t have seen me.**

3. The jacket you bought is very good quality. (it / very expensive)  
   ________________________________________________________________

4. I haven’t seen the people next door for ages. (they / go away)  
   ________________________________________________________________

5. I can’t find my umbrella. (I / leave / it in the restaurant last night)  
   ________________________________________________________________

6. Don passed the exam without studying for it. (the exam / very difficult)  
   ________________________________________________________________

7. She knew everything about our plans. (she / listen / to our conversation)  
   ________________________________________________________________

8. Fiona did the opposite of what I asked her to do. (she / understand / what I said)  
   ________________________________________________________________

9. When I woke up this morning, the light was on. (I / forget / to turn it off)  
   ________________________________________________________________

10. The lights were red but the car didn’t stop. (the driver / see / the red light)  
    ________________________________________________________________

11. I was woken up in the middle of the night by the noise next door. (the neighbors / have / a party)  
    ________________________________________________________________
5. Read the situations and write sentences with should/shouldn’t. Some of the sentences are past and some are present.

1. I’m feeling sick. I ate too much. **I shouldn’t have eaten so much.**
2. That man on the motorbike isn’t wearing a helmet. That’s dangerous. He ____________________
3. When we got to the restaurant, there were no free tables. We hadn’t reserved one. We ____________________
4. The notice says that the shop is open every day from 8.30. It is 9 o’clock now but the shop isn’t open yet. ____________________
5. The speed limit is 30 miles an hour, but Catherine is doing 50. She ____________________
6. I went to Paris. A friend of mine lives in Paris but I didn’t go to see him while I was there. When I saw him later, he said: You ____________________
7. I was driving behind another car. Suddenly, the driver in front stopped without warning and I drove into the back of his car. It wasn’t my fault. ____________________
8. I walked into a wall. I wasn’t looking where I was going. ____________________

6. Complete the sentences with a verb in the correct form.

1. I’ve lost one of my gloves. I must **have dropped** it somewhere.
2. They haven’t lived here for long. They can’t ______________ many people.
3. Ted isn’t at work today. He must ______________ ill.
4. Ted wasn’t at work last week. He must ______________ ill.
5. (The doorbell rings) I wonder who that is. It can’t ______________ Mary. She’s still at work at this time.
6. Carol knows a lot about films. She must ______________ to the cinema a lot.
7. Look. Jack is putting on his hat and coat. He must ______________ out.
8. I left my bike outside the house last night and this morning it isn’t there any more. Somebody must ______________ it.
9. Ann was in a very difficult situation. It can’t ______________ easy for her.
10. There is a man walking behind us. He has been walking behind us for the last 20 minutes. He must ______________ us.

7. Write two sentences for each situation. Use needn’t have in the first sentence and could have in the second (as in the example).

1. Why did you rush? Why didn’t you take your time? **You needn’t have rushed. You could have taken your time.**
2. Why did you walk home? Why didn’t you take a taxi? ____________________
3. Why did you stay at a hotel? Why didn’t you stay with us? ____________________
4. Why did she phone me in the middle of the night? Why didn’t she phone me in the morning? ____________________
5. Why did you leave without saying anything? Why didn’t you say goodbye to me? ____________________
8. Complete the sentences using might not or couldn’t.

1. A: Do you think she saw you?
   B: No, she was too far away. **She couldn’t have seen me.**

2. A: I wonder why she didn’t say hello. Perhaps she didn’t see me.
   B: That’s possible.

3. A: I wonder why Ann didn’t come to the party. Perhaps she wasn’t invited.
   B: Yes, it’s possible. She ____________________

4. A: Tom loves parties. I’m sure he would have come to the party if he’d been invited.
   B: I agree. He ____________________

5. A: I wonder how the fire started. Do you think it was an accident?
   B: No, the police say it ____________________

6. A: How did the fire start? I suppose it was an accident.
   B: Well, the police aren’t sure. They say it ____________________

9. Read the situations and make sentences with needn’t have.

1. George went out. He took an umbrella because he thought it was going to rain. But it didn’t rain. **He needn’t have taken an umbrella.**

2. Ann bought some eggs when she went shopping. When she got home, she found that she already had plenty of eggs. She ____________________

3. A friend got angry with you and shouted at you. You think this was unnecessary. Later you say to him/her: You ____________________

4. Brian had no money, so he sold his car. A few days later he won some money in a lottery. **He ____________________

5. When we went on holiday, we took the camera with us but we didn’t use it in the end. ____________________

6. I thought I was going to miss my train so I rushed to the station. But the train was late and in the end I had to wait 20 minutes. ____________________

10. Complete the dialogue with must, might, can’t, must have, might have or can’t have. Use each word once only.

   MARTIN: Oh no, I can’t find my passport.
   ANNE: You’re joking.
   MARTIN: No, really, it’s not in my briefcase.
   ANNE: Well, it (1) **must** be in your other bag. Quick have a look.
   MARTIN: It’s not there. Where on earth is it?
   ANNE: Well, I don’t know. Do you think you (2) ___________ left it at home?
   MARTIN: That’s impossible. I (3) ___________ done. I checked I had it with me four times before I left the house.
   ANNE: OK, calm down. What about checking your coat pockets? You never know, it (4) ___________ be there.
   MARTIN: No, it isn’t. This is ridiculous. We’re going to miss our flight.
   ANNE: Look, you (5) ___________ be looking in the right place.
   CHECK-IN ATTENDENT: Excuse me, sir. Is that your passport there on the ground?
   MARTIN: Oh, yes, so it is. Ah, I (6) ___________ dropped it when I was looking for the tickets.
Past Modals: Interpretation

vysvětlení a interpretace jednotlivých vazeb modálních sloves s minulým infinitivem, včetně rozlišení od vazeb, které jsou zde uvedeným strukturám podobné

1 MUST + HAVE ...-ED

OBECNĚ PLATNÁ INTERPRETACE „MUST HAVE ...-ED“: „něco se podle mého názoru muselo stát“ = já jsem přesvědčený, že k něčemu nutně došlo (muselo dojít), ale ve skutečnosti vůbec netuším.

- Jane bought a new house. She must have won in a lottery.
  - ve skutečnosti vůbec nevím, jestli ona vyhrála, nebo ne, ale vzhledem k tomu, že si jsem koupila nový dům (a přitom je věčně bez peněz), jsem došel k závěru, že prostě musela vyhrát v loterii (protože odkud by jinak ty peníze měla?)

rozdíl mezi HAD TO DO something a MUST HAVE DONE something:

OBECNĚ PLATNÁ INTERPRETACE „HAD TO“: „byl(a) jsem nucen(a) něco udělat“ = byl jsem přinucen okolnostmi / předpisy / lidmi kolem mě / svým vlastním přesvědčením / svým nutkáním / situací / ... něco udělat – a to bez jakéhokoliv dalšího vyvozování (jestli se to skutečně stalo, nebo ne – to mě vůbec v tomto případě nezajímá, to vůbec neřeším)

- Jennifer must have left before I came to the meeting.
  - ve skutečnosti netuším, kdy přesně odešla, ale vzhledem k tomu, že jsem jí na té schůzi nepotkal, domnívám se, že musela odejít dříve, než jsem já přišel (a přitom skutečnost mohla být taková, že se na schůzi ani nedostavila, ale já to nevím)

- Jennifer had to leave before I came to the meeting.
  - Jennifer byla nucena odejít (např. proto, že měla jinou schůzku nebo potřebovala odejít k lékaři, jelí jí vlak, sháněl se po ní šéf,...) a stalo se to ještě před tím, než já jsem na tuto schůzi dorazil

2 CAN’T/COULDN’T + HAVE ...-ED

OBECNĚ PLATNÁ INTERPRETACE „CAN’T/COULDN’T HAVE ...-ED“: „nebylo možné, aby se něco se podle mého názoru stalo (mohlo stát)“ = já jsem přesvědčený, že k něčemu zkratka nedošlo (nemohlo dojít), ale ve skutečnosti vůbec netuším, jestli se to opravdu stalo nebo ne

- Mike is an honest man. He can’t/couldn’t have stolen your wallet.
  - ve skutečnosti vůbec nevím, jestli Mike tu peněženku ukradl nebo ne, ale vzhledem k tomu, že o něm vím, že je to čestný člověk, zdá se mi zkratka nemožné, aby to byl on, kdo to ukradl (což ale nevylučuje možnost, že přede mnou si na slušného jen hraje a ve skutečnosti nemá problém něco ukrást)
rozdíl mezi **COULDN’T DO something** a **COULDN’T HAVE DONE something**:

**OBECNĚ PLATNÁ INTERPRETACE „COULDN’T DO“**: „neexistovala možnost něco udělat“ = existovaly nějaké vnější okolnosti / předpisy / lidé kolem mě / mě vlastní přesvědčení / mé nutkání / situace / ..., které znemožňovaly něco udělat – a to bez jakéhokoliv dalšího vyvozování (jestli je to tak správně či špatně atp.)

- Jennifer *couldn’t have left* before I came to the meeting.

  = ve skutečnosti netuším, kdy přesně odešla, ale vzhledem k tomu, že ji znám a vím, že se se mnou chtěla setkat, domnívám se, že prostě není možné, aby z té schůze odešla dříve, než jsem já přišel (a přitom skutečnost mohla být taková, že opravdu odešla dříve, případně se na schůzi ani nedostavila, ale já to nevím)

- Jennifer *couldn’t leave* before I came to the meeting.

  = Jennifer nebylo umožněno odejít před tím, než jsem já na schůzi dorazil (např. proto, že jí to tak přikázal šéf, nebože to je vůbec netuším, jestli se to opravdu nestalo, nebo jestli to celé

---

**3 MAY/MIGHT/COULD + HAVE ...-ED**

**OBECNĚ PLATNÁ INTERPRETACE „MAY/MIGHT/COULD HAVE ...-ED“**: „možná, že se něco v minulosti stalo“ = mluvčí připouští možnost, že se něco stalo, přičemž nevyjadřuje své preference, jestli si myslí, že je pravděpodobnější, že se to stalo, nebo jestli je pravděpodobnější, že se to nestalo (tzv. pravděpodobnost je 50 na 50)

- Lucy doesn’t have her textbook now. She *may/might/could have left* it at school.

  = vím o tom, že Lucy nyní postrádá svou učebnici; ovšem já jsem s ní dnes nikde nebyl, takže naprosto netuším, kam se její kniha poděla, tedy pouze připouštím možnost, že ji nechala ve škole (protože vím akorát to, že dnes ve škole byla, ale stejně tak nevylučuji jiné možnosti – např. ji tu učebníci někdo mohl ukrást a podobně)

Opačná interpretace platí také pro MAY NOT HAVE ...-ED a MIGHT NOT HAVE ...-ED, tedy že mluvčí připouští možnost, že se něco nestalo, ale nevyjadřuje své preference v míře pravděpodobnosti.

Toto ovšem neplatí pro **COULD NOT HAVE ...-ED**:

rozdíl mezi **COULDN’T HAVE DONE something** a **MAY/MIGHT NOT HAVE DONE st**:

**OBECNĚ PLATNÁ INTERPRETACE „COULDN’T HAVE DONE“**: „nebylo možné, aby se něco podle mého názoru stalo (mohlo stát)“ = já jsem přesvědčený, že k něčemu zkrátku nedošlo (nemohlo dojít), ale ve skutečnosti vůbec netuším, jestli se to opravdu nestalo, nebo jestli to celé nebylo nějak jinak (viz ↑ bod číslo 2)

- Jennifer *couldn’t have left* before I came to the meeting.

  = ve skutečnosti netuším, kdy přesně odešla, ale vzhledem k tomu, že ji znám a vím, že se se mnou chtěla setkat, domnívám se, že prostě není možné, aby z té schůze odešla dříve, než jsem já přišel (a přitom skutečnost mohla být taková, že opravdu odešla dříve, případně se na schůzi ani nedostavila, ale já to nevím)
• Jennifer might not have left before I came to the meeting.
  = vůbec nevím, jestli Jennifer odevšla před tím, než jsem já na schůzi dorazil, pouze říkám, že je možné, že neodešla (ale stejně tak je možné, že odevšla); osobně se neklonis ani k jedné z těchto možností (protože k tomu nemám dost informací), a proto je podle mého názoru 50% šance, že neodešla, a stejně i 50% šance, že odevšla

4 SHOULD (NOT)/OUGHT (NOT) TO + HAVE ...-ED

OBECNĚ PLATNÁ INTERPRETACE „SHOULD (NOT) / OUGHT (NOT) TO HAVE ...-ED“: „něco se mělo stát (něco mělo být uděláno), ale ve skutečnosti se to nestalo (nebylo to uděláno), nebo naopak, tedy něco se nemělo stát (nemělo být uděláno), ale ve skutečnosti se to stalo (bylo to uděláno)“ = mluvčí je přesvědčený o tom, že mělo k něčemu dojít, ale ve skutečnosti k tomu vůbec nedošlo, jak následně vyšlo najevo

• Jeff is a very bad student. He oughtn‘t to / shouldn‘t have studied medicine.
  = vzhledem k tomu, že vím, že Jeff je mizerný student, jsem toho názoru, že nikdy neměl studovat medicínu (protože vím, jak těžký obor to je); na druhou stranu ale také vím, že Jeff medicínu studoval (i když podle mě neměl)

5 NEEDN‘T + HAVE ...-ED

OBECNĚ PLATNÁ INTERPRETACE „NEEDN‘T HAVE ...-ED“: „něco se nemuselo stát, ale ve skutečnosti se to stalo“ = mluvčí tvrdí, že se něco nemuselo uskutečnit, ale ve skutečnosti to se stalo (bylo to uděláno), protože v okamžiku rozhodování neměl ten daný subjekt k dispozici informaci o tom, že danou věc dělat nemusí, respektive že se může rozhodnout také jinak

• I thought my mother will ask me for help so I went home soon. But in the end she didn‘t ask me for help so I needn‘t have gone home soon.
  = původně jsem si myslel, že mě pomocí bude potřeba, a proto jsem šel brzy domů; pak se ale ukázalo, že nebudu muset pomáhat (což jsem ale původně nevěděl), a proto můžu nyní říct, že jsem nemusel chodit brzy domů (a mohl jsem zůstat s kamarády venku)

rozdíl mezi DIDN‘T NEED/HAVE TO DO something a NEEDN‘T HAVE DONE something:

OBECNĚ PLATNÁ INTERPRETACE „DIDN‘T NEED/HAVE TO“: „nebylo nutné, aby se něco stalo (tzn. něco se nemuselo stát)“ = vím o tom, že jsem měl dvě možnosti – abych něco udělal, nebo neudělal – a bylo čistě na mém rozhodnutí, jestli to udělám nebo ne, tedy „I didn‘t have/need to do it“ znamená, že jsem něco nemusel udělat (nebylo nutné, abych to udělal), přičemž já jsem dobře věděl, že není nutné, abych to udělal

• Tom has a bottle of expensive wine at home and he didn‘t need/have to pay for it.
  = nebylo nutné, aby Tom za to víno platil (i když on byl připraven zaplatit), protože to např. za něj zaplatil někdo jiný, nebo ho třeba dostal od prodavače darem

• Tom has a bottle of expensive wine at home and he needn‘t have paid for it.
  = Tom za tu láhev vína v obchodě zaplatil, ale teprve později zjistil, že za ni platit nemusel, protože to víno např. chtěl místo něho zaplatit někdo jiný, nebo mu ho chtěl prodavač darovat, ale než k tomu mohlo dojít, Tom už víno zaplatil
REVIEW TEST  
BPJ_JI1A  
Intelligent Business: Unit 3 – Teamworking

Name:
Teacher:

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<thead>
<tr>
<th>Number of points (max. 100 points)</th>
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<td>I. Listening:</td>
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<td>II. Vocabulary:</td>
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I. Listening: (max. 20 points)  
II. Vocabulary: (max. 34 points)

A. Translate the following expressions into English: (2 points each)

1. přesná (jednoznačná) zpětná vazba ohledně současných projektů – ____________________________
2. pozorování typů osobností zakořeněná v 60. letech – ____________________________
3. pořádath schůze, aby se sdílely informace – ____________________________
4. věnován řádnou pozornost zavádění řešení do praxe – ____________________________
5. překážka značně ovlivňující naše školení – ____________________________
6. zadat další kroky nové přijatým zaměstnancům (1 slovo) – ____________________________
7. poskytovat týmu pravidelně aktualizace a zdroje informací – ____________________________
8. chvílet a podporovat pracovníky za práci přesčas – ____________________________

B. Write expressions the following definitions refer to: (2 points each)

1. a person who helps somebody or a group of people to do something more easily or reach an agreement about something by discussing problems, giving advice, etc. rather than by telling them what to do:
   2. to organize all the different parts of something to ensure an effective operation:

C. Complete the sentence with one of the following phrases; translate the selected phrase. (2 points each)

COVERAGE, MORALE, SPIRITS, CLUSTER, AGENDA, EGG-TIMER, POLICY, VENUE

1. We’ve been very successful in our projects recently so the team’s ____________________________ is very high.
   In Czech or Slovak: ____________________________

2. “Before we start our today’s meeting, Bill, can you review the ____________________________ first?”
   In Czech or Slovak: ____________________________

3. I’m afraid this hotel is not a very suitable ____________________________ for our conference.
   In Czech or Slovak: ____________________________

D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once: (1 point each)


1. Jack ____________________________ developing a completely new strategy at the last meeting.

2. Unfortunately I can’t ____________________________ on your proposal because I won’t be here.

3. We ____________________________ the idea of holding store meetings for more than a year.

4. Team members ____________________________ a series of personality tests a month ago.

E. Complete each sentence with a word made from the word given in brackets. (1 point each)

1. Our laboratory wants to carry out a new ____________________________ study. (BENCH)

2. The ____________________________ employees will get a special bonus this year. (FORTUNE)

3. It’s our ____________________________ to recommend the best solution. (OBLIGE)

4. They have the knowledge and ____________________________ to help you with your team-building. (EXPERT)
III. Grammar: (max. 30 points) ________ points

A. Fill in the gaps with a suitable preposition or adverbial, if necessary: (1 point each)
1. This incentive has presented me ________ an opportunity to find more information.
2. I like working in a team – a small one ________ particular.
3. Have you given us updates ________ the progress of your latest project?
4. Meetings hardly achieve what they are set ________ to do.
5. The company will invest ________ the production of laptop computers.
6. I’m not going to do this work ________ these circumstances!

B. Rewrite the sentences so that they mean the same as the sentence above; use modal verbs. (3 points each)
1. Helen passed me without saying hello. However, she told me she wanted to talk to me.
   I think the only possible explanation is that she ________ talk to you.
2. Maggie wanted to come to the party but her parents didn’t let her go.
   Maggie ________ come to the party.
3. It was my choice to decide whether to eat the food or not.
   I ________ the food but I ate it.

C. Fill the gaps with the correct form of the VERBS and other words in brackets: (1 point each)
   We’ve been preparing hard for the new competitor so I think we ________ (SHOULD, SUCCEED) when they start their operations here. It’s true that it wasn’t necessary to hire new staff and also, we ________ (NEEDN’T, INTRODUCE) the three-shift system. But we said to ourselves: “We ________ (MUSTN’T, UNDERESTIMATE) the new company!” and I think we didn’t. We ________ (MIGHT, even, EXPAND) to other countries in the future to become stronger but in my opinion we ________ (NEEDN’T, DO) it this year. Unfortunately, we ________ (HAVE TO, DISMISS) some office workers soon. Probably we ________ (MIGHT, TELL) them some time ago that their positions are not certain I guess. But we ________ (CAN, OFFER) them really good leaving conditions. They ________ (MIGHT, BE ABLE, GET) some paid days off too.

D. Choose suitable words or phrases that can complete each sentence. The number of correct answers is 0 – 4 (2 points each)
1. __________ listening to our conversation?
   A: Should they have been
   B: Ought they to have been
   C: Ought to have they been
   D: Should have they been
2. I’m sorry but I __________ a year ago that the demand would be so high.
   A: cannot know
   B: couldn’t have known
   C: can’t have known
   D: can have known
3. My subordinates __________ leave their workplace now.
   A: are not allowed to
   B: are not able to
   C: can’t
   D: mustn’t

IV. Translation: (max. 16 points) ________ points
   Translate the following sentences into English:
   Musím připustit, že naše společné rozhodnutí nebude předloženo vedení firmy, protože by určitě odmítl prodloužit koncový termín, a všechny důvěrné záležitosti, které hrájí klíčovou roli v našem výzkumu, byly prozrazeny. Kromě toho našemu týmu nemohl dominovat úspěch závisící pouze na vhodném rozhodovacím procesu, výkonném předsedajícím, kladném přístupu k zadaným úkolům a neprítomnosti problémových členů naší skupiny.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
Unit 4 – INFORMATION

Coursebook, page 35, exercise READING

1. In the text, find words or expressions corresponding to the following definitions:

1. to _________________ = blame someone for something; make a claim of wrongdoing or misbehavior against someone (paragraph 1)

2. _________________ = excessive in degree or nature; compulsive; unwilling to give up some goal (par 2)

3. _________________ = the act of searching for something (par 2)

4. _________________ = a computer program for manipulating figures, displaying data in rows and columns (par 3)

5. _________________ = very important or essential (par 3)

6. to _________________ = to involve oneself in a situation, esp. to prevent conflict; to interfere (par 3)

7. _________________ = the work of keeping an accurate record of the accounts of a business (par 3)

8. _________________ = the dimension, quantity, or capacity determined by measuring (par 4)

9. _________________ = the difference between the cost of buying or producing something and the price that it is sold for (par 4)

10. to _________________ = to notify of approaching danger or action; to warn (par 4)

11. _________________ = physical or mental energy needed to do something; a determined attempt to do something (par 5)

12. _________________ = without any delay; immediately (par 5)

13. _________________ = the state of being satisfied; satisfaction (par 6)

14. _________________ = circulation or steady and smooth of data or news (par 6)

15. _________________ = an excessive burden; an amount that exceeds a bearable limit (par 7)

16. to _________________ = to modify to achieve maximum efficiency; to make as perfect or effective as possible (par 7)

17. to _________________ = to make (a manufacturing process) automatic (par 7)

18. _________________ = a metaphor meaning that something is predicting the end of something else (par 8)

19. _________________ = activity, operation, running of something (par 8)

20. _________________ = tending to vary often or widely; inclined to a sudden change (par 8)
2. **Answer these questions based on the information contained in the text:**

1. What is the generally accepted image of GE in America?

   ______________________________________________________________

2. What does the process of computerizing involve, and how else is it called?

   ______________________________________________________________

3. What is the main aim of GE?

   ______________________________________________________________

4. How is the “digital dashboard” described?

   ______________________________________________________________

5. What does the dashboard that all GE’s senior managers have do?

   ______________________________________________________________

6. How is the digitization process reflected in financial terms for GE?

   ______________________________________________________________

7. What do experts predict in terms of changing businesses’ behavior?

   ______________________________________________________________

8. How will the economy be changed if many firms become real-time enterprises?

   ______________________________________________________________

9. Which metaphor is used to express the current behavior of firms, and how can you explain it?

   ______________________________________________________________

10. How can companies use the newly obtained information about products and services, and what danger is mention in connection with the amount of information?

   ______________________________________________________________

11. What impact will real-time economy have on companies and whole economies?

   ______________________________________________________________

12. What happened in 1987, and what was it caused by?

   ______________________________________________________________
Gérard Desmarest points out that the first is (1) ____________ legal while the second is not. BI uses any legal or open (2) ____________, such as (3) ____________ publications, business magazines, government organizations, (4) ____________ (5) ____________ sources, the internet, and even through (6) ____________ (7) _____________. IE, however, is about (8) ____________ information by (9) ____________ methods, e.g. electronic (10) ____________ or by (11) ____________ human agents inside businesses.

There are two areas where companies are particularly (12) _____________. The first one includes their information systems. Businesses don’t use proper protection, and they might not even know that (13) ____________ files have been (14) ____________ with. That is why it is important to protect the information, including how it is (15) ____________ and (16) _____________. On the other hand, people represent the other danger because they are not always (17) ____________ and they may be ready to (18) ____________ (19) ____________ information in exchange for something they want. For example, a competitor can try to influence or (20) ____________ a (21) ____________ member of your (22) ____________.

This means that there are many reasons for business to install systems to (23) ____________ employees’ activities because information is too (24) ____________ nowadays.

Making employees aware of the danger of espionage is firstly a question of (25) _____________. Most employees do not know the (26) ____________ that (27) ____________ can use to (28) ____________ information. Competitors can get much (29) ____________ information by asking the right questions at the right time, but employees may not even (30) ____________ that they are being (31) _____________.

Gérard Desmarest also says he has been (32) ____________ in cases when a company had been the (33) ____________ of IE. His job was to (34) ____________ and (35) ____________ the installed systems. These mostly include quite (36) ____________ electronic (37) ____________ which (38) ____________ telephone conversations, monitored meetings, and (39) ____________ this information to (40) _____________. So one part of their task was to (41) ____________ a full security (42) _____________. After that they (43) ____________ the company’s information managers on what to do to protect the company.
Questions

Yes/no questions and answers

- Questions with the answer yes or no are formed with an auxiliary verb + subject + main verb. The auxiliary can be do, be, have or a modal verb like can, will, would. Short answers repeat the auxiliary.

Present simple
A: Do you speak French?  
B: Yes, do. / No, I don’t.

Present continuous
A: Are you staying at the Metropole?  
B: Yes, I am. / No, I’m not.

Past simple
A: Did you check all the invoices?  
B: Yes, did. / No, I didn’t.

Past continuous
A: Were you living in Rome at the time?  
B: Yes, I was. / No, I wasn’t.

Past perfect
A: Had you already left when I phoned?  
B: Yes, I had. / No, I hadn’t.

Will
A: Will you be back before lunch?  
B: Yes, I will. / No, I won’t.

Can
A: Can you speak French?  
B: Yes, I can. / No, I can’t.

Have Yale’s applications been rising over the past couple of years? Do you accept people into your MBA program without any work experience? Can you give applicants any advice on the best ways of securing scholarships? (BusinessWeek website)

- The main verb be comes before the subject in a question.

Is it time for the meeting?  Are you ready?  Was it a useful trip?

Question word questions

- Question words are: what, when, where, which, who, whose, why and how.

The key to production in the future will be partnership. One does not begin with the question ‘What do I want?’ and then ‘How do I persuade these people?’ One begins with the question ‘What do they want?’ and then ‘How can this be made to fit into our common purpose?’ — Peter Drucker (IndustryWeek website)

- After the question word we use the same structure as a yes/no question: auxiliary verb + subject + main verb.

Present simple
When do you usually leave work?

Present continuous
Which projects are you working on at the moment?

Past simple
Whose car did you borrow?

Past continuous
Where were you living at the time?

Past perfect
How much research had you done before the product launch?

Will
Why have you decided to cut back on investment this year?

Can
When will you be back?

What languages can you speak?

- We often use what and which with a noun:

What time are you arriving?  What areas do we need to cover in the meeting?

- Which is more usual with people and organizations, and when there is a limited number of possible answers:

Which customer service representative were you speaking to?
Which courier service did we use last time?  Which way is it?

- We can use which of or which one:

Which of the proposals did you accept?  Which one did you accept?

We cannot use what in this way.
• We can make phrases with how: how many, how much, how old, how far, how often, how long, how fast.

**How often** do you travel abroad on business? **How long** will the meeting last?

**How important** are the municipal elections? **How much** will the Brazilian economy grow next year and in what areas? (LatinTrade website)

### Question words as the subject

• Sometimes the question word is the subject of the sentence:

**Who did you meet** in Argentina? (you is the subject)

**Who met you** at the airport? (who is the subject, you is the object)

• When a question word is the subject of a question do not use do/does/did.

**What happened?**  **Who works here?**  (What and Who are the subjects)

**What did you do?**  **Who do I pay?**  (you and I are the subjects)

Note that auxiliaries other than do/does/did can be used, but there is no subject pronoun because the question word is the subject.

**What has happened?**  (NOT What it has ...)

**What will happen?**  (NOT What it will ...)

Do not use do/does/did in questions if who/what/which is the subject of the sentence. Compare:

<table>
<thead>
<tr>
<th>who object</th>
<th>who subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma telephoned <strong>somebody</strong>.</td>
<td><strong>Somebody</strong> telephoned Emma.</td>
</tr>
<tr>
<td><strong>Who</strong> did Emma telephone?</td>
<td><strong>Who</strong> telephoned Emma?</td>
</tr>
</tbody>
</table>

In these examples, who/what/which is the subject:

**Who wants** something to eat? (not ‘Who does want’)

**What happened** to you last night? (not ‘What did happen’)

**Which bus** goes to the city centre? (not ‘Which bus does go’)

### Indirect questions

• When we ask for information, we often say Do you know...? / Could you tell me...? etc. If you begin a question like this, the word order is different from a simple question. Compare:

Where **has Tom gone**?  (simple question)

but **Do you know where Tom has gone**?  (not ‘Do you know where has Tom gone?’)

• When the question (Where has Tom gone?) is part of a longer sentence (Do you know...? / I don’t know... / Can you tell me...? etc.), it loses the normal question word order. Compare:

**What time is it?**  but **Do you know what time it is?**

**Who is that woman?**  I don’t know who **that woman is.**

**Where can I find Linda?**  Can you tell me where **I can find Linda?**

**How much will it cost?**  Have you any idea how much **it will cost?**

Be careful with do/does/did questions:

**What time does the film begin?**  but **Do you know what time the film begins?**

(Not ‘Do you know what time does the film begin?’)

**What do you mean?**  Please explain what **you mean.**

**Why did Ann leave early?**  I wonder why **Ann left early.**

• Use if or whether where there is no other question word (what, why etc.):

**Did anybody see you?**  but **Do you know if (or whether) anybody saw you?**
• The same changes in word order happen in reported questions:
  
direct: The police officer said to us, ‘Where are you going?’
reported: The police officer asked us where we were going.
direct: Clare said, ‘What time do the banks close?’
reported: Clare wanted to know what time the banks closed.

⇒ The word order of an indirect question is like a normal statement.
  
direct: Could you call me a taxi?
indirect: Do you think you could call me a taxi?
direct: How old are you?
indirect: Could I ask you how old you are?

Prepositions in questions
• The preposition comes in the same place as in a statement, following the main verb, and this is often at the end.
  
Who are you waiting for?  What are you looking at?
Where do you come from?  What were they talking about in the meeting?

Question tags
• Question tags are mini-questions that we often put on the end of a sentence in spoken English. In question tags, we use an auxiliary verb (have/was/will etc.). We use do/does/did for the present and past simple:
  
‘Karen plays the piano, doesn’t she?’  ‘Well, yes, but not very well.’
‘You didn’t lock the door, did you?’  ‘No, I forgot.’

• Normally we use a negative question tag after a positive sentence and a positive question tag after a negative sentence:
  
<table>
<thead>
<tr>
<th>positive sentence + negative tag</th>
<th>negative sentence + positive tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary will be here soon, won’t she?</td>
<td>Mary won’t be late, will she?</td>
</tr>
<tr>
<td>There was a lot of traffic, wasn’t there?</td>
<td>They don’t like us, do they?</td>
</tr>
<tr>
<td>Jim should pass the exam, shouldn’t he?</td>
<td>You haven’t got a car, have you?</td>
</tr>
</tbody>
</table>

• Notice the meaning of yes and no in answer to a negative sentence:
  
You’re not going out today, are you?  Yes. (= Yes, I am going out.) / No. (= No, I am not going out.)

• The meaning of a question tag depends on how you say it. If your voice goes down, you aren’t really asking a question; you are only inviting the listener to agree with you:
  
‘It’s a nice day, isn’t it?’  ‘Yes, lovely.’
‘Tim doesn’t look well today, does he?’  ‘No, he looks very tired.’
She’s very pretty. She’s got beautiful eyes, hasn’t she?

But if the voice goes up, it is a real question:
  
‘You haven’t seen Mary today, have you?’  ‘No, I’m afraid not.’
(= Have you seen Mary today by any chance?)

• We often use a negative sentence + positive tag to ask for things or information, or to ask somebody to do something. The voice goes up at the end of the tag in sentences like these:
  
‘You haven’t got a pen, have you?’  ‘Yes, here you are.’
‘You couldn’t do me a favor, could you?’  ‘It depends what it is.’
‘You don’t know where Karen is, do you?’  ‘Sorry, I’ve no idea.’

• After Let’s... the question tag is ...shall we?, and after the imperative (Do... / Don’t do... etc.), the tag is usually ...will you?:
  
Let’s go for a walk, shall we?
Open the door, will you?  Don’t be late, will you?

Note that we say ...aren’t I? (= am I not?):  I’m late, aren’t I?
Grammar exercises

1. Make a new sentence from the question in brackets.

1. (Where has Tom gone?) Do you know where Tom has gone?
2. (Where is the post office?) Could you tell me where the post office is?
3. (What’s the time?) I wonder what the time is.
4. (What does this word mean?) I want to know what this word means.
5. (What time did they leave?) Do you know what time they left?
6. (Is Sue going out tonight?) I don’t know whether Sue is going out tonight.
7. (Where does Carol live?) Have you any idea where Carol lives?
8. (Where did I park the car?) I can’t remember where I parked the car.
9. (Is there a bank near here?) Can you tell me where the nearest bank is?
10. (What do you want?) Tell me what you want.
11. (Why didn’t Kay come to the party?) I don’t know why Kay didn’t come to the party.
12. (Do you have to pay to park here?) Do you know whether you have to pay to park here?
13. (Who is that woman?) I’ve no idea who that woman is.
14. (Did Ann receive my letter?) Do you know whether Ann received your letter?
15. (How far is it to the airport?) Can you tell me how far it is to the airport?

2. You are making a phone call. You want to speak to Sue but she isn’t there. Somebody else answers the phone. You want to know three things.

(1) Where has she gone? (2) When will she be back? and (3) Did she go out alone?

Complete the conversation:

A: Do you know where she’s gone? (1)
B: Sorry, I’ve got no idea.
A: Never mind. I don’t suppose you know where she’s gone. (2)
B: No, I’m afraid not.
A: One more thing. Do you happen to know whether she went out alone? (3)
B: I’m afraid I didn’t see her go out.
A: OK. Well, thank you anyway. Goodbye.

3. Underline the correct words.

1. Spoke you/Did you speak with Lara yesterday?
2. What did Lara say/said when you spoke to her?
3. A: Do you like Scotch whisky?
   B: Yes, I like./ Yes, I do.
4. How works this machine?/does this machine work?
5. Who set up Microsoft/did set up Microsoft?
6. When set up Microsoft/did Microsoft set up?
7. Who did telephone me/telephoned me this morning?
8. Who you telephoned/did you telephone this morning?
4. Rearrange the words in each group from the list to make questions. Then match them to the answers below to make a complete dialogue.

- you business here are on
- you did that what before
- are for how you staying long
- like what's it
- been how have long there you working
- arrive did when you
- you what do
to is first this Lyon your visit
- staying you where are
- involve travelling job does much your

1. A: **Are you here on business?**
   B: Yes, I’m here on a sales trip.

2. A: ___________________________________
   B: I work for a small biotech company.

3. A: ___________________________________
   B: About four years, I suppose.

4. A: ___________________________________
   B: I was in pharmaceuticals.

5. A: ___________________________________
   B: Yes, quite a lot. I travel all over Europe, but especially in France.

6. A: ___________________________________
   B: No, I’ve been here once before.

7. A: ___________________________________
   B: A couple of days ago.

8. A: ___________________________________
   B: Until Friday, then I go back to the UK.

9. A: ___________________________________
   B: At the Holiday Inn.

10. A: ___________________________________
    B: It’s very comfortable actually, and the restaurant is good.

5. Complete the dialogue with question words and question phrases from the list below.

- what kind of
- how often
- how far
- how long
- how many
- how much
- what (x2)
- which (x2)
- whose

SAM: So, tell me about your new job. (1) **What kind of** work is it?

JOE: It’s in sales, like my last job, but it’s a bigger company.

SAM: Really? (2) ________________ people work there?

JOE: I suppose there’s about 60 people in our office.

SAM: Oh, yeah. And (3) ________________ holiday can you take a year?

JOE: Twenty-four days a year plus public holidays.

SAM: Oh, that’s much better than your last job. And (4) ________________ is it from your home?

JOE: Well, it’s really not that far and I don’t have to catch the train to work every morning, which is great.

SAM: Oh, lucky you. So, (5) ________________ does it take you to get to work in the morning now?

JOE: About 20 minutes by car.

SAM: Wow. It sounds perfect. (6) ________________ time do you start work in the mornings?

JOE: About nine. But sometimes I have to go on sales trips at the weekends as well.

SAM: Oh? (7) ________________ idea was that?

JOE: I don’t know, it’s just something you have to do.

SAM: And (8) ________________ do you have to do it?

JOE: About once a month I think. They’re going to give me a company car.

SAM: Really! (9) ________________ model are they going to give you?

JOE: A Golf, I think — and I can choose the colour.

SAM: Oh, and (10) ________________ colours are there?

JOE: Well, I can choose between black and dark blue.

SAM: Only two! So, (11) ________________ one do you prefer?

JOE: Well, dark blue sounds better than black.

SAM: Hmm, yeah. Well, congratulations, I’m sure you’ll do really well.
6. *Put a question tag on the end of these sentences.*

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Possible Question Tag</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom won’t be late,</td>
<td>______________________</td>
<td>No, he’s never late.</td>
</tr>
<tr>
<td>You’re tired,</td>
<td>______________________</td>
<td>Yes, a little.</td>
</tr>
<tr>
<td>You’ve got a camera,</td>
<td>______________________</td>
<td>Yes, why? Do you want to borrow it?</td>
</tr>
<tr>
<td>You weren’t listening,</td>
<td>______________________</td>
<td>Yes, I was!</td>
</tr>
<tr>
<td>Sue doesn’t know Ann,</td>
<td>______________________</td>
<td>No, they’ve never met.</td>
</tr>
<tr>
<td>Jack’s on holiday,</td>
<td>______________________</td>
<td>Yes, he’s in Portugal.</td>
</tr>
<tr>
<td>Ann’s applied for the job,</td>
<td>______________________</td>
<td>Yes, but she won’t get it.</td>
</tr>
<tr>
<td>You can speak German,</td>
<td>______________________</td>
<td>Yes, but not very fluently.</td>
</tr>
<tr>
<td>He won’t mind if I use his phone,</td>
<td>______________________</td>
<td>No, of course he won’t.</td>
</tr>
<tr>
<td>There are a lot of people here,</td>
<td>______________________</td>
<td>Yes, more than I expected.</td>
</tr>
<tr>
<td>Let’s go out tonight,</td>
<td>______________________</td>
<td>Yes, let’s.</td>
</tr>
<tr>
<td>This isn’t very interesting,</td>
<td>______________________</td>
<td>No, not very.</td>
</tr>
<tr>
<td>I’m too impatient,</td>
<td>______________________</td>
<td>Yes, you are sometimes.</td>
</tr>
<tr>
<td>You wouldn’t tell anyone,</td>
<td>______________________</td>
<td>No, of course not.</td>
</tr>
<tr>
<td>Listen,</td>
<td>______________________</td>
<td>OK, I’m listening.</td>
</tr>
<tr>
<td>I shouldn’t have lost my temper,</td>
<td>______________________</td>
<td>No, but never mind.</td>
</tr>
<tr>
<td>Don’t drop that vase,</td>
<td>______________________</td>
<td>No, don’t worry.</td>
</tr>
<tr>
<td>He’d never met her before,</td>
<td>______________________</td>
<td>No, that was the first time.</td>
</tr>
</tbody>
</table>

7. *Read the situation and write a sentence with a question tag. In each situation you are asking your friend to agree with you.*

1. You look out of the window. The sky is blue and the sun is shining. What do you say to your friend? *(beautiful day)* **It’s a beautiful day, isn’t it?**

2. You’re with a friend outside a restaurant. You’re looking at the prices, which are very high. What do you say? *(expensive)* It ______________________

3. You’ve just come out of the cinema with a friend. You really enjoyed the film. What do you say to your friend? *(great)* The film ______________________

4. You and a friend are listening to a woman singing. You like her voice very much. What do you say to your friend? *(a lovely voice)* She ______________________

5. You are trying on a jacket. You look in the mirror and you don’t like what you see. What do you say to your friend? *(not / look / very good)* It ______________________

6. Your friend’s hair is much shorter than when you last met. What do you say to her/him? *(have / your hair / cut)* You ______________________

7. You and a friend are walking over a wooden bridge. It is very old and some parts are broken. What do you say? *(not / very safe)* This bridge ______________________
8. **Underline the correct words.**
1. Could you tell me what are your terms of payment/your terms of payment are?
2. Do you know where the marketing seminar is/is the marketing seminar?
3. I’d like to know how can we/we can finance this project.
4. Could I ask you why you left/did you leave your last job?
5. Do you think could I/I could use your fax machine?

9. **Write a question for each answer.**
1. *When do you get to work?* Get to work? At about 8.30 usually.
2. ____________________________________________ Done! I haven’t done anything!
3. ____________________________________________ The report? I put it over there.
4. ____________________________________________ Here? I stay here because the pay is good.
5. ____________________________________________ Yesterday? I was feeling awful.
6. ____________________________________________ Staying? I’m staying at the Ritz.
8. ____________________________________________ This bag? I think it’s Helen’s.

10. **Translate the following sentences into English.**
1. Nemůžu ti říct, proč bude zítra v práci málo zaměstnanců.
   ____________________________________________
2. O čem jste včera s Janou tak dlouho hovořili?
   ____________________________________________
3. Jakému nápoji dáváš přednost, kávě nebo čaji?
   ____________________________________________
4. Rád bych věděl, jestli bude letos tuhá zima.
   ____________________________________________
5. Ten dopis ještě nedorazil, že?
   ____________________________________________
6. Kolik předmětů jsi už absolvovala?
   ____________________________________________
7. Kdo ti ukradl ty hodinky, nové auto a peněženku?
   ____________________________________________
8. Měl jsem se včera učit na ten test, že ano?
   ____________________________________________
9. S kolika lidmi jste včera večer večeřeli?
   ____________________________________________
10. Marie si nemusela půjčovat tu knihu v knihovně, protože ji měla doma, že?
    ____________________________________________
11. Co ti bylo v poslední době ukradeno z auta?
    ____________________________________________
12. Jakým druhem dopravy jste se sem dostali?
    ____________________________________________
13. Mary a Luke ještě nepřišli na večírek, že?
    ____________________________________________
14. Tvoje mladší sestra nesmí chodit spát příliš pozdě, že ne?
    ____________________________________________
15. Proti které nadnárodní organizaci protestuješ?
    ____________________________________________
**Review Test**

BPJ_J11A

Intelligent Business: Unit 4 – Information

Name:  
Teacher:  

<table>
<thead>
<tr>
<th>Number of points (max. 100 points)</th>
<th>TOTAL (60 points to pass)</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Listening:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Vocabulary:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Grammar:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Translation:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I. Listening:** (max. 20 points)  

(points)  

**II. Vocabulary:** (max. 34 points)  

(points)  

**A. Translate the following expressions into English:** (2 points each)

1. **urychlit informační tok** –  
2. **shromažďovat informace a vkládat je do systému** –  
3. **data představující novou obchodní příležitost** –  
4. **analyzovat a optimalizovat dodavatelský řetězec** –  
5. **sledovat nestálé finanční trhy** –  
6. **podniknout kroky před předznamenanému krachu na burze** –  
7. **odrazovat uživatele od psaní poznámek rukou** –  
8. **vyzradit důvěrné dokumenty průmyslové špionáži** –  

**B. Write expressions the following definitions refer to:** (2 points each)

1. **a broad category of applications and technologies for gathering, storing, analyzing, and providing access to data to help enterprise users make better business decisions:**  
2. **a computer program that can show rows of figures and perform calculations with them; it is often used to work out sales, taxes, profits and other financial information:**

**C. Complete the sentence with one of the following phrases; translate the selected phrase:** (2 points each)

**BLOG, GADGET, DASHBOARD, QUEST, CREDIBILITY, SURVEILLANCE, ENTERPRISE**

1. Electronic ________________ is sometimes used to obtain information about a company.  
   *In Czech or Slovak:* __________________________

2. The awarded prize has contributed to his ________________ as a business analyst.  
   *In Czech or Slovak:* __________________________

3. This ________________ is a clever electronic device for detecting sounds around you.  
   *In Czech or Slovak:* __________________________

4. __________________________ is sometimes used to obtain information about a company.

**D. Complete sentence with a correct form of one of the following verbs; each verb can be used only once:** (1 point each)


1. Could you ________________ your employees of being lazy and inefficient?  

2. I think that ________________ new computer systems will raise our efficiency.  

3. Career ________________ is an important part of the services our company provides.  

4. ________________ you ever ________________ a multinational company with hundreds of employees?

**E. Complete each sentence with the word made from the word given in brackets.** (1 point each)

**INSTANT**  
1. The benefit is that I can get the information __________________________.  

**QUESTION**  
2. Please complete this __________________________ and return it asap.  

**MODIFY**  
3. Do you have any idea when the __________________________ will be finished?  

**ANNOY**  
4. Where does your __________________________ come from?
III. Grammar: (max. 30 points) [ ] points

A. Fill in the gaps with a suitable preposition or adverbial, if necessary: (1 point each)

1. I disagree with the practice of spying ________ staff.
2. “So, let’s move ________ to the next point on our agenda.”
3. We’ll have to confront Jack ________ the fact that the files are missing.
4. I have to concede ________ your argument that the inflation is low now.
5. They’ve decided to opine openly ________ their financial problems.
6. These back-up systems are critical ________ our operations!

B. Ask questions about the underlined part of each sentence. (3 points each)

1. Bookkeeping has been managed by this program for five years.
   I wonder ____________________________ .
2. Tom wants to know: “Has that terrible HR manager already been fired?”
   Could you tell him ____________________________ ?
3. Unfortunately, an unknown man stole all my luggage at the airport an hour ago.
   All of us would like to know ____________________________ .

C. Fill the gaps with the correct form of the VERBS and other words in brackets: (1 point each)

A: “Please, don’t ask me why ____________________________ (I, LEAVE) my last job last week.
   Could you imagine ____________________________ (it, BE, hard, how) to cooperate with my boss? Impossible!”

B: “What ____________________________ (your colleagues, DO) in the future?
   ____________________________ (BE PLANNING, they, also) to terminate their contracts like you?’

A: “No, ____________________________ (they, verb + not). What ____________________________
   (they, WOULD, DO, it, for)? They don’t have such problems.”

B: “But you are not leaving the country, ____________________________ (question tag)? And _____________
   ____________________________ (COME, who) to your position?”

A: “I don’t know and I don’t care. Let’s go home, ____________________________ (question tag)’”

D. Choose suitable words or phrases that can complete each sentence. The number of correct answers is 0 – 4. (2 points each)

1. That ____________________________ Michael, ____________ ?
   A: couldn’t have been ... could it  
   B: can’t be ... can he  
   C: couldn’t have been ... could he  
   D: is ... is it

2. ________ what ________ film have you been talking ________ with Josh ________ ?
   A: – ... – ... about – ... –  
   B: about – ... – ... –  
   C: – ... about – ... –  
   D: – ... – ... – about

3. Your brother ____________________________ a lot of contacts to famous people, ____________ he?
   A: has ... hasn’t  
   B: hasn’t ... does  
   C: has got ... hasn’t  
   D: has ... doesn’t

IV. Translation: (max. 16 points) [ ] points

Translate the following sentences into English:

ředitelka pro informační technologie odmítl zasahovat do zavádění počítačů na účetní oddělení, protože automatizované vedení účetních knih vždy bylo naším hlavním cílem a vložili jsme do něj mnoho úsilí. Kromě toho se vyhýbá poskytování podrobnosti o průmyslové špionáži a sledování, protože nikdo neví, jestli si je konkurence vědoma možných bezpečnostních rizik, a není tak důvod, proč by mély být tyto důvěrné informace sdíleny.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Unit 5 – Technology

Coursebook, page 44, exercise Reading

1. In the text find words or expressions corresponding to the following definitions:

1. ___________________ = a newly founded company (paragraph 1)
2. to ___________________ = to attach something to something else (par 1)
3. ___________________ = surprisingly impressive; impressive; amazing (par 1)
4. to ___________________ = to speak of yourself in superlatives; to show off (par 1)
5. ___________________ = broadly or extravagantly humorous; absurd (par 2)
6. ___________________ = a person or thing that suffers harm or death; a person who is tricked or swindled (par 2)
7. ___________________ = a machine or tool used for the purpose of sharing or passing information (par 2)
8. ___________________ = electronic equipment intended for everyday use, most often used in entertainment, communications and office productivity (par 2)
9. ___________________ = the owner of a business who attempts to make money by risk and initiative; businessman (par 2)
10. ___________________ = in an uncontrolled manner; in a highly excited way with strong emotion or frustration (par 3)
11. ___________________ = someone who contracts to receive and pay for a service or a certain number of issues of a publication (par 3)
12. ___________________ = not yet used or exploited; not utilized (par 3)
13. ___________________ = the pursuit (of a person or animal) by following tracks or marks they left behind (par 3)
14. ___________________ = an electronic device which accomplishes some routine housekeeping task, which includes purposes such as cooking, food preservation, or cleaning (par 3)
15. ___________________ = the occurrence of two or more things coming together; the act of coming closer (par 4)
16. ___________________ = the percentage of persons reached by a medium of communication, such as TV or a newspaper (par 4)
17. ___________________ = unable to hold or contain more; full (par 5)
18. to ___________________ = to transmit (data) in real time, especially over the Internet (par 5)
19. ___________________ = the human race; human beings collectively (par 5)
20. ___________________ = a wish or longing; a request (par 5)
2. Answer these questions based on the information contained in the text:

1. How does the text describe the new PetsCell mobile phone?

2. What does Pets Mobility say was the reason for introducing the PetsCell?

3. What does it mean that “the mobile-telecoms industry has become a victim of its own success”?

4. What is said about mobile telecoms markets in China and Africa?

5. What statistic is no longer true due to the expansion of mobile phones?

6. Why is the mobile phone industry looking for new sources of growth?

7. What are the other three untapped markets for mobile phones, mentioned in the text?
   1. ___________________________
   2. ___________________________
   3. ___________________________

8. What are MyMo and i-Kids?

9. What does DoCoMo estimate?

10. What is the important feature of third-generation networks, and what will their introduction probably result in?

11. Why is mobile coverage being extended, where is it available now, and where will it be available soon?

12. What future plans of using mobile communication are mentioned in the text?
Fill in the missing words in their correct form in the speech summary:

The speaker starts by saying that what they need to (1) __________________ is the (2) __________________ of a corporate website. Such a website is – as the speaker says – an (3) __________________ (4) __________________ and marketing (5) __________________. They need to begin by asking their information technology (6) __________________ several questions. The answers that the company needs from its IT (7) __________________ (8) __________________ the hardware and the time necessary to spend (9) __________________ the (10) __________________.

While waiting for the answers, the speaker suggests that the (11) __________________ (12) __________________ starts with the preparations of product (13) __________________, and (14) __________________ an online (15) __________________. It should be modeled on the (16) __________________ used for the last market (17) _____________.

In the end, the communications departments should organize (18) ____________ meetings to keep everyone (19) __________________ and (20) __________________.
Relative clauses

Types of relative clauses

- **Defining relative clauses**: we use these to identify exactly which person or thing we mean.

  *The candidate who we interviewed on Friday* is better than this one.

  The relative clause is part of the noun phrase. The information is necessary for the sentence to make sense.

- **Non-defining relative clauses**: we use them to add extra information about a person or thing.

  Capellas, *whose father was a Greek immigrant who entered the United States after World War II, returned yesterday to Greece on a business trip.* (International Herald Tribune website)

  The information may be interesting, but it is not a necessary part of the sentence. To show this in writing we use commas.

  Non-defining clauses are more common in writing. In speech, we often give the same information by just using two short sentences. Compare:

  *The salesman, who was very helpful, said this model was in stock.*  
  *(writing)*

  *‘The salesman was very helpful. He said this model was in stock.’*  
  *(speech)*

  - Look again at the previous example. Remember that we are just adding extra information about a salesman. If there is more than one salesman and we want to say which one we are talking about, then we use a defining relative clause.

    *‘The salesman *who I spoke to on the phone yesterday* said this model was in stock, but now you tell me that you don’t have any I’ve come all the way here to buy it.’*

  **Relative pronouns**

  - The words *who, which, that, whom* and *whose* can begin a relative clause. They are called relative pronouns.

  - For people both *who* and *that* are used, but *who* is more common.

    *The candidate who they chose for the job has a finance background.*

  - For things or ideas both *which* and *that* are used, but *that* is more common, especially in speech.

    *The products that you ordered were sent today.*

  - The relative pronoun *whose* shows that something belongs to someone or something. We use *whose* in relative clauses instead of *his/her/their*.

    *We saw some people – their car had broken down*

    *We saw some people whose car had broken down.*

  *I’ve invited to the meeting everyone whose work is relevant to this project.*

  *The European Union is an organization whose policies change quite slowly.*

  *He owns 100 per cent of this company, whose sales hit close to $3 million in 1998.* (Asia, Inc. website)

  - In formal English it is possible to use *whom* instead of *who* where *who* is the object of the sentence. But in modern English most speakers only use *who*. However, *whom* is used after a preposition.

    *The candidate who/whom we chose for the job has an MBA in corporate finance.*

    *The candidate to whom you sent the letter has an MBA in corporate finance.*

  - You can use *where* in a relative clause to talk about a place.

    *the hotel — we stayed *there* — wasn’t very clean*

    *The hotel *where* we stayed wasn’t very clean.*

    *I recently went back to the town *where* I was born.* (or ...*the town I was born in.* or ...*the town that I was born in.* or ...*the town in which I was born.*)
Relative pronouns and prepositions

- Normally we put prepositions at the end of the relative clause.
  a) The person (who) I got these figures from said they were accurate.
  b) Unilever is a company (that/which) we know quite a lot about.
  c) The person (who) I spoke to was called Pam.

- But in formal English it is possible to put prepositions in front of whom, which and whose (but not who or that). Compare with the previous examples:
  a) The person from whom I got these figures said they were accurate. (formal, rare)
  b) Unilever is a company about which we know quite a lot. (formal, rare)
  c) The person to whom I spoke was called Pam. (incorrect)

- We do not put another pronoun after the preposition.
  (NOT Unilever is a company that we know quite a lot about it.)

Combining sentences

- Look at this example of two short separate sentences.
  I'm taking a flight. It goes via Frankfurt.
  We can combine the sentences using a relative clause. There are two ways, but the meanings are the same.
  a) I'm taking a flight that goes via Frankfurt. OR
  b) The flight (that) I'm taking goes via Frankfurt.

Leaving out the relative pronoun in a defining relative clause

- We can leave out who, which, that (but not whose) in a defining relative clause if they are followed immediately by a noun or pronoun, i.e. if the relative pronoun is not the subject of the relative clause.
  The technician (who) Tony spoke to said the network was working fine.
  The salad (which/that) I had for my starter was superb.

- We must keep the relative pronoun if it is followed immediately by a verb, i.e. if it functions as the subject of the relative clause.
  The technician who spoke to Tony said the network was working fine.
  The salad which/that came with the fish was superb.

Non-defining relative clauses

- We must keep the relative pronoun in non-defining clauses. We cannot leave it out (it makes no difference whether it is followed by a noun or a verb).
  The technician, who my colleagues know well, said the network was working fine.
  The technician, who spent over an hour here, said the network was working fine.
  The salad, which he'd spent hours preparing, was superb.
  The salad, which had avocado in it, was superb.

- That is never used in a non-defining relative clause.
  Chile, which is an important market for us, is having some currency problems.

- There is a special type of non-defining relative clauses whose meaning does not refer to one noun or nominal phrase (like in such cases as ‘...the technician, who...’ or ‘...the salad, which...’) but it refers to the whole main clause. Such a clause is always introduced with ‘, which’ and it is translated into Czech as ‘což’.
  The shoppers had to pay more money for the goods, which made them angry.
  The Sun started to shine, which pleased the children very much.
  Thousands of people have fallen ill recently, which represents a serious problem.
All of / most of etc. + whom/which

• Study these examples:

Mary has three brothers. All of them are married. (2 sentences)
Mary has three brothers, all of whom are married. (1 sentence)

They asked me a lot of questions. I couldn’t answer most of them. (2 sentences)
They asked me a lot of questions, most of which I couldn’t answer. (1 sentence)

• In the same way you can say:

none of / neither of / any of / either of
some of / many of / much of / (a) few of + whom (people)
both of / half of / each of / one of / two of (etc.) + which (things)

Tom tried on three jackets, none of which fitted him.
Two men, neither of whom I had ever seen before, came into my office.
They’ve got three cars, two of which they never use.
Sue has a lot of friends, many of whom she was at school with.

Relative clauses with a participle (-ing, -ed)

• The relative clause (both defining and non-defining) can have a continuous verb form (with an -ing ending) or a passive verb form (with an -ed ending).

The people who are making the real decisions are all at Head Office.
The products that were attracting most interest were the smaller, lighter models.
Barack Obama, who is known as the first African-American President of the US, is in Europe.
Food which is sold in supermarkets needs a relatively long shelf-life.

• In these cases we can simplify the sentence by leaving out both the relative pronoun and the verb be (no matter if it is a defining or non-defining relative clause).

The people making the real decisions are all at Head Office.
The products attracting most interest were the smaller, lighter models.
Barack Obama, known as the first African-American President of the US, is in Europe.
Food sold in supermarkets needs a relatively long shelf-life.

Summary

1. Defining relative clauses:

• the information provided is necessary and cannot be omitted
• it is never separated with commas

The woman who lives next door is a doctor.
We met some people whose car had broken down.

• the used relative pronoun can be – among others – that

Rick sold the house that his grandfather built.

• if the relative clause has its own subject, the relative pronoun can be left out:

We stayed at the hotel (that/which) Ann recommended to us.
Your brother is the person (who(m)/that) I met yesterday.

• the preposition in the relative clause can be put either after the verb, I brought you the book (that/which) I told you about.
or before the relative pronoun (BUT it can never be that!)

I brought you the book about which I told you.
I brought you the book about that I told you.
This is the man about whom I told you.
2. Non-defining relative clauses:

- the information provided is supplementary and can be omitted
- it is separated with commas

*My brother Jim, who is a doctor, lives in London.*

*Colin told me about his new job, which he’s enjoying very much.*

- *that* cannot be used as a relative pronoun here

*We stayed at the Grand Hotel, which Ann recommended to us.*

*We stayed at the Grand Hotel, that Ann recommended to us.*

- relative pronouns in non-defining clauses cannot be left out

*We stayed at the Grand Hotel, which Ann recommended to us.*

*We stayed at the Grand Hotel, Ann recommended to us.*

- the preposition in the relative clause can be put either after the verb,

*Mr Gray, who you spoke to yesterday, is our Personnel Manager.*

or before the relative pronoun

*Mr Gray, to whom you spoke yesterday, is our Personnel Manager.*

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<td>✓ if it isn’t the subject; ❌ if it is the subject</td>
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<td>✓</td>
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Grammar exercises

1. Complete the sentences with who, whose or that.

   1. The customer ____________ company I visited is phoning this afternoon.
   2. The manual ____________ they sent explains everything.
   3. It’s difficult to say ____________ this fax was sent by.
   4. The candidates ____________ CVs I looked at this morning were all very good.
   5. I don’t remember ____________ I spoke to when I called yesterday.
   6. Your colleague, ____________ I met this morning, had a different opinion.
   7. Toyota is a manufacturer ____________ reputation is excellent all over the world.
   8. The contract ____________ you showed me before was different to this one.
   9. I can’t remember ____________ I invited to the meeting.
   10. Do you know ____________ Catherine works for?
   11. The consultant, ____________ seems very young, is speaking to Martin Sommer.
   12. They promoted the manager ____________ sales team was most successful.

2. Put a bracket around the relative pronoun if you can leave it out. Put a tick (✓) at the end if you must keep the relative pronoun.

   1. The book that you lent me about e-commerce is really interesting.
   2. The company which is our main competitor is Apollo.
   3. The name which they chose for the new model is Prima.
   4. The meeting room, which wasn’t very large, became hot and stuffy.
   5. In the end, the sales campaign was the best that we’d ever had.
   6. These are the people whose names appear on the database.
   7. The people who attended the presentation found it very useful.
   8. The supplier who we visited last week had better quality than this one.
   9. Richard Branson, who started with almost nothing, is a typical entrepreneur.
   10. Newsweek is the English-language magazine that I read most often.

3. Read the information and complete the sentences. Use a relative clause. Sometimes the clause is defining and sometimes it is non-defining. Use commas where necessary.

   1. There’s a woman living next door. She’s a doctor.
      The woman who lives next door is a doctor.
   2. I’ve got a brother called Jim. He lives in London. He’s a doctor.
      My brother Jim __________________________________________
   3. There was a strike at the car factory. It lasted ten days. It is now over.
      The strike at the car factory __________________________________
   4. I was looking for a book this morning. I’ve found it now.
      I’ve found _________________________________________________
   5. London was once the largest city in the world, but the population is now falling.
      The population of London ____________________________________
   6. A job was advertised. A lot of people applied for it. Few of them had the necessary qualifications.
      Few of _____________________________________________________
   7. Margaret has a son. She showed me a photograph of him. He’s a policeman.
      Margaret showed me _________________________________________
4. Complete the article by writing relative clauses based on the notes below. Begin with either who or which.

In 1999 Bernard Arnault’s LVMH fought a battle to take over Gucci, (1) which was run by Domenico De Sole. De Sole received news that LVMH, (2) had bought 5% of its shares. This was going to be the battle (3) ____________________. De Sole gathered together a team of people (4) ________________ _________________. It included American lawyer Allan Tuttle and Bob Singer, (5) ________________ _________________. There were two options: either negotiate with Arnault and sell the business, or defend Gucci by finding a friendly ‘white knight’ to rescue them. They decided to fight. The models at the Gucci men’s show in January 1999 had white faces and teeth like Dracula, (6) ________________ _________________. Meanwhile Arnault had accumulated shares (7) ____________________. The white knight (8) ________________ _________________. arrived in the form of Francois Pinault, (9) _________________. PPR was very successful in Europe, but Pinault wanted a chance to build a global group. Pinault agreed to invest US$3 billion, (10) _________________. In return Pinault’s group gained representatives on a new strategic committee, but he agreed to leave control of the company with De Sole and the senior Gucci team.

1. LVMH fought a battle with Gucci. Gucci was run by Domenico De Sole.
2. LVMH had bought 5% of Gucci’s shares. LVMH was the largest luxury goods company in the world.
3. This was going to be a battle. It would decide the future of the industry.
4. De Sole gathered together a team of people. He could trust them.
5. Bob Singer was in the team. Bob Singer was the chief financial officer.
6. The models looked like Dracula. This was meant to be a message for Arnault.
7. Arnault accumulated shares. They represented 34% of Gucci’s total stock.
8. A white knight arrived. Gucci had been looking for one.
9. Francois Pinault was the white knight. He was the head of a non-food retail group called PPR.
10. Pinault invested US$3 billion. This was a 42% share in Gucci.

5. Combine each pair of sentences by including the word given in brackets.

1. Last year we introduced a new line. It’s aimed at the youth market. (that)
   The new line (that we introduced last year) is aimed at the youth market.
2. I’d like you to meet a colleague. He could be a useful contact for you. (who)
   I’d like you to meet a colleague (who)
3. A candidate’s CV is on your desk. She deserves an interview. (whose)
   The candidate (whose)
4. A visitor is coming next week. She’s from our Paris office. (who)
   The visitor (who)
5. Tom took me to a restaurant. It was called ‘Noodle Heaven’. (that)
   The restaurant (that)
6. I heard a man’s presentation. He was an investment banker. (whose)
   The man (whose)
7. Here is a mobile phone. I was telling you about it. (that)
   Here is the mobile phone (that)
8. Over there is a site. They’re going to build a new factory. (where)
   The site (where)
6. Complete the sentences using one of the following verbs in the correct form.

blow  call  invite  live  offer  read  ring  sit  study  work

1. I was woken up by a bell **ringing**.
2. A lot of the people _______________ to the party cannot come.
3. Life must be very unpleasant for people _______________ near busy airports.
4. A few days after the interview, I received a letter _______________ me the job.
5. Somebody _______________ Jack phoned while you were out.
6. There was a tree _______________ down in the storm last night.
7. When I entered the waiting room it was empty except for a young man _______________ by the window _______________ a magazine.
8. Ian has got a brother _______________ in a bank in London and a sister _______________ economics at university in Manchester.

7. **Put in that or what. If the sentence is complete with or without that, write (that) — in brackets.**

1. I gave her all the money **(that)** I had.
2. They give their children everything _______________ they want.
3. Tell me _______________ you want and I’ll try to get it for you.
4. Why do you blame me for everything _______________ goes wrong?
5. I won’t be able to do much but I’ll do the best _______________ I can.
6. I can only lend you ten pounds. It’s all _______________ I’ve got.
7. I don’t agree with _______________ you’ve just said.
8. I don’t trust him. I don’t believe anything _______________ he says.

8. **In some of these sentences you can use which or that; in others, only which is possible. Cross out that if only which is possible. Also, put commas (,) where necessary.**

1. Jane works for a company **which ✓/that ✓** makes shoes. **(both possible, no commas)**
2. Colin told me about his new job **which ✓/that ✓** he’s enjoying very much.
3. My office **which ✓/that ✓** is on the second floor of the building is very small.
4. The office **which ✓/that ✓** I’m using at the moment is very small.
5. She told me her address **which ✓/that ✓** I wrote down on a piece of paper.
6. There are some words **which ✓/that ✓** are very difficult to translate.
7. The sun **which ✓/that ✓** is one of millions of stars in the universe provides us with heat and light.

9. **Complete each sentence using who/whom/whose/where.**

1. What’s the name of the man _______________ car you borrowed?
2. A cemetery is a place _______________ people are buried.
3. A pacifist is a person _______________ believes that all wars are wrong.
4. An orphan is a child _______________ parents are dead.
5. The place _______________ we spent our holidays was really beautiful.
6. This school is only for children _______________ first language is not English.
7. I don’t know the name of the woman who _______________ I spoke on the phone.
10. Translate the following sentences into English.


2. Pracujeme ve společnosti, jejíž vedení bylo loni znovu zvoleno.

3. Tato fúze byla špatně zorganizovaná, což mě velmi rozčílilo.

4. Viděla jsem nové laptopy, s nimiž budeme pracovat.

5. Místo, kde jsme se minule setkali, je na druhém břehu řeky.

6. Mám tři bratry, z nichž jeden pracuje jako účetní v bance.

7. Písnička, kterou obvykle poslouchám, je už 10 let stará.


9. Tvoje auto, které je zaparkované u hotelu, bylo velmi špinavé.

10. Dostávám víc práce, s čímž absolutně nesouhlasím.

11. Generální ředitel má dvě sekretářky, z nichž ani jedna neumí anglicky.

12. Generální ředitel má tři auta, z nichž ani jedno nejezdí.
C. Complete the sentence with one of the following phrases; translate the selected phrase. (2 points each)

**CONVERGENCE, TRIUMPH, APPLIANCE, HYPE, VENDORS, VISUAL AIDS, RESEARCHER, CLAMSHELLS**

1. I hope the components from different __________________ will cooperate without problems.
   
   *In Czech or Slovak: _______________________________

2. Fortunately, the __________________ about the technology’s prospects is now moving away.
   
   *In Czech or Slovak: _______________________________

3. I’d describe this car as the __________________ of ecology and manufacturing.
   
   *In Czech or Slovak: _______________________________

D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once. (1 point each)

**LACK – DOWNLOAD – OMIT – INTEND
POSTPONE – EXAGGERATE – SHRINK – ACCREDIT**

1. Claims about WiMax __________________ strongly __________________.
2. The launch of the new model on to the market will have to _____________________.
3. The product has to ____________________ by a standards body.
4. Is it true that profits of many companies ______________________________ recently?

E. Complete each sentence with a word made from the word given in brackets. (1 point each)

1. If the networks are __________________________, why should we run them? *(TAP)*

2. The new generation of mobile phones was a real ____________________________! *(BREAK)*

3. I don’t think your invention can be _____________________________. *(MARKET)*

4. We sell communications devices as well as ____________________________ devices. *(COMPUTE)*
III. Grammar: (max. 30 points)  

A. Fill in the gaps with a suitable preposition or adverbial, if necessary: (1 point each)  

1. Adults shouldn’t prevent children _______ using mobiles.  
2. We have decided to subscribe _______ this new Internet service.  
3. I’m sure some of the new technologies are already _______ the horizon.  
4. Nokia wants to take part _______ the tender.  
5. Your mobile can be clipped _______ a bag!  
6. The store introduced a limit _______ the number of items you can buy there.  

B. Join the sentences to make relative clauses. (3 points each)  

1. I have one brother. His wife is a teacher. He is older than me.  
   My brother _______________________________________________________.  
2. I met your mother an hour ago. We spoke about her yesterday.  
   I met your mother __________________________________________________.  
3. I was born in a city. My best friend was also born in that city.  
   I was born in a city __________________________________________________.  

C. Fill the gaps with the correct form of relative pronouns, commas and prepositions if necessary: (1 point each)  

We want to carry out an online survey _______ should help us with determining consumers’ needs. It asks questions about the field _______ we focus _______.  
The designed questionnaire _______ completion will serve as a source of information for us. The customers _______ we hope to address will have a chance to win a coupon for 1,000 CZK. When the survey is finished, we’ll be processing the information _______ can take us several months. We want to find a service with _______ our customers are most satisfied. We also plan to reconstruct our webpage _______ offers our products and services. The staff _______ provides the services should be more involved in this activity, i.e. they should try to give the customers _______ visit them as much information as they can.  

D. Choose suitable words or phrases that can complete each sentence. The number of correct answers is 0 – 4. (2 points each)  

1. This is the prison _______ we managed to escape _______.  
   A: from which … –  
   B: – … from  
   C: that … from  
   D: from that … –  

2. We live on the Earth _______ is the third planet of the solar system.  
   A: which  
   B: that  
   C: which  
   D: –  

3. Mobiles _______ from our warehouse _______ have been found.  
   A: which were stolen … ,  
   B: which were stolen … –  
   C: stolen … –  
   D: , that were stolen … ,  

IV. Translation: (max. 16 points)  

Translate the following sentences into English:  
Telekomunikační společností podporují větší využívání datových služeb přes mobilní telefony. Proto rozšiřují pokrytí signálem nebo nabízejí nové služby, jako například stahování hudby a souborů do mobilu z počítače, přístup k internetu, sledování videa, posílání fotografii nebo čtení emailových zpráv. Dalším možným přístupem je povzbuzovat lidí, aby využívali své stávající telefony nebo nové telefony v sítích třetí generace, nabízejících spoustu kapacity navíc stejné jako dalsí komunikační služby.
1. In the text, find words or expressions corresponding to the following definitions:

1. ___________________ = the total amount of money allocated for a specific purpose during a specified period (paragraph 1)
2. ___________________ = quantifiable; having dimensions or size that can be determined (par 1)
3. to_________ _________ = a metaphor meaning that something is thrown away or wasted (par 1)
4. ___________________ = difference; variety or heterogeneity (par 2)
5. to_______________ = to vary within specified limits; to vary between one point and another (par 3)
6. ___________________ = a business or a person that sells goods directly to the public (par 3)
7. ___________________ = giving the best possible profit or benefits for the money that is spent (par 4)
8. ________________ = a business or service authorized to act for others in using methods and activities to establish and promote a favorable relationship with the public (par 4)
9. to_______________ = to put (a new product) on the market (par 4)
10. ___________________ = having a smooth, shiny, lustrous surface (par 4)
11. to_______________ = to spend money extravagantly or wastefully (par 4)
12. ___________________ = a paid advertisement on television or radio (par 4)
13. ___________________ = a company or a person that promotes a product or a service (par 5)
14. ___________________ = a type of product sold using a particular name, which is often the name of the company that produces it (par 5)
15. to_______________ = to constitute the governing or primary factor in something; to represent (par 5)
16. ___________________ = extremely small (par 5)
17. ___________________ = here: a whole that can be shared; a metaphor referring to a market (par 5)
18. ___________________ = having or showing certainty; marked by confidence in oneself; self-assured (par 6)
19. to_______________ = to put forward; present; represent; to create or be (a problem, threat, etc.) (par 6)
20. ___________________ = steadily and persistently; without signs of tiredness (par 6)
2. **Answer these questions based on the information contained in the text:**

1. What fact has the more precise measurability of advertising effects revealed?

   ______________________________________________________________

2. Why is the advertising industry experiencing a difficult period?

   ______________________________________________________________

3. Why have some of the traditional advertising methods become ineffective?

   ______________________________________________________________

4. What development of advertising spending is expected “this year”, according to the text?

   ______________________________________________________________

5. What alternative advertising methods are mentioned, ranging from public relations to direct mail?

   ______________________________________________________________

6. What is the core issue of the current advertising industry, and what example regarding TV advertising is given?

   ______________________________________________________________

7. How has the behavior of people changed in terms of spending their leisure time?

   ______________________________________________________________

8. What do some advertisers predict as far as the internet as an advertising medium is concerned?

   ______________________________________________________________

9. What are the weak points of the internet as an advertising medium?

   ______________________________________________________________

10. What was the **original** common belief that Rupert Howell denied?

    ______________________________________________________________

11. How will the advertising industry deal with the challenges brought by new media?

   ______________________________________________________________
Procter and Gamble, a company that helped to find a new way to (1) _______________ goods, is now looking again for (2) _______________ ways to reach (3) _______________.

In the past, it set up an (4) _______________ whose purpose was to (5) _______________ an army of thousands of teenagers. They should discuss ideas about new products and help (6) _______________ marketing (7) _______________. In return, the teenagers can use new things before their (8) _______________.

Getting (9) _______________ to buy new products to influence a (10) _______________ market is not a new idea. So-called ‘early (11) _______________’ are used by consumer electronics companies to give their products a successful start. There is also a wider group, which (12) _______________ sometimes call ‘prosumers’, meaning (13) _______________ consumers. Some specialists think that this group is the most (14) _______________ of all.

Euro RSCG is (15) _______________ a study of prosumers, which can represent (16) _______________ or so of any (17) _______________ group. They are everywhere, at the (18) _______________ of (19) _______________, and what they tell their friends about (20) _______________ and products tends to become (21) _______________ 6-18 months later. They also (22) _______________ by category.

This type of people generally (23) _______________ traditional ads, and (24) _______________ use the internet to (25) _______________ new products and their prices. Half of them (26) _______________ companies and products not found on the internet. If they want to (27) _______________ prosumers, companies must be open about (28) _______________ information.
Gerunds and infinitives

Verbs of perception

• Verbs of perception include: feel, hear, listen to, notice, see, watch. These verbs can be followed by an object + -ing or a bare infinitive (without to) and the meaning of the verb changes.

• If we see or hear only part of the action, or it continues, we use the -ing form. If we see or hear the whole action from beginning to end, we use the bare infinitive without to. Compare:

  I saw her giving her presentation.  (I saw part of the presentation)
  I saw her give her presentation.    (I saw the whole presentation)
  I heard the machine making a strange noise.  (I heard the noise and it continued)
  I heard the machine make a strange noise.  (I heard the noise and it stopped)

Make and let

• After make and let we use the bare infinitive without to.

  I made them check everything very carefully.    (NOT I made them to check…)
  They let us have all these free samples.         (NOT They let us to have…)

• But if the verb make is used in the passive (be made), it is followed by an infinitive with to.

  I was made to check everything very carefully.  (NOT I was made check…)

Passive forms: -ing or infinitive

• The passive form of ‘verb + -ing’ is verb + being + past participle.

  If the share price falls any more we risk being taken over by a larger company.

• The passive form of ‘verb + to + infinitive’ is verb + to be + past participle.

  I think I deserve to be given a pay rise.

Verb + -ing or infinitive: change in meaning

• Some verbs can be followed by -ing or to + infinitive and the meaning of the verb changes.

  REMEMBER AND FORGET We use remember/forget doing for memories of the past (the action happens before the remembering). We use remember/forget to do for actions someone is/was supposed to do (the remembering happens before the action).

  I definitely remember posting the letter  post ←── remember
  I must remember to post the letter          remember → post
  I’ll never forget flying into Taipei airport.  flying ←── forget
  Sorry, I forgot to turn off the lights.      forget → turn off

  REGRET We use regret doing when we are sorry about something that happened in the past.

  I regret saying no to the job in Paris.

  We use regret to inform/to tell when we are giving bad news.

  I regret to inform you that we are unable to …

  TRY We use try doing when we do something and see what happens. We use try to do when we make an effort to do something, but don’t necessarily succeed.

  I’ll try talking to him and maybe he’ll change his mind.  (I’ll do it and see what happens)
  I’ll try to talk to him but I know he’s very busy today.   (I may not be successful)

  STOP We use stop doing when we end an action. We use stop to do when we give the reason for stopping.

  We stopped buying from that supplier.  (now we don’t buy from them)
  I stopped to buy something for my wife.  (I stopped in order to buy something)
**Grammar exercises**

1. **Complete the sentences with being or to be.**
   
   1. I enjoy __________ taken out for expensive meals.
   2. The Minister denied __________ given a bribe.
   3. The Minister refused __________ questioned about the bribe.
   4. I expect __________ asked some tough questions after my presentation.
   5. Do you mind __________ picked up at the airport by a taxi?
   6. How awful! Imagine __________ asked to give a presentation on a topic like that!

2. **Complete the mini-dialogue by putting the verbs in brackets into the correct form, using -ing or to + infinitive.**

   **ISABEL:** Oh, no, not again.
   **FERNANDA:** What’s wrong?

   **ISABEL:** My computer’s crashed. It keeps (1) __________ (do) it. I have to save my documents every few minutes or I risk (2) __________ (lose) all the work I’ve just done.

   **FERNANDA:** Have you got enough disk space?

   **ISABEL:** Yeah, I have. I really don’t know what’s causing it (3) __________ (crash) so often. Look, you’re good at computers. What do you advise me (4) __________ (do)?

   **FERNANDA:** Well, I don’t know. I haven’t been trained (5) __________ (fix) them. You’ll have to ask an IT technician (6) __________ (come) and have a look at it.

   **ISABEL:** Hah. You know, there’s no point (7) __________ (call) a technician – they’ll be ages and I ... I really can’t afford (8) __________ (wait) all day for someone to come, I’m really busy.

   **FERNANDA:** Why don’t you phone the helpdesk then? They’ll advise you what (9) __________ (do) over the phone.

   **ISABEL:** Oh, yeah. I suppose so.

   **FERNANDA:** And if you’re really that busy, have you considered (10) __________ (ask) Sophie to help you, she hasn’t got a lot of work at the moment.

   **ISABEL:** Oh, hasn’t she? That’s great. I’ll ask her (11) __________ (type) up this report. Thanks.
3. Complete these sentences with the verbs from the list below. Choose either the -ing form or to + infinitive.

   give  write  fly  receive  make  recognize  advertise  help  think  speak

1. They agreed _______________ us thirty more days to pay the invoice.
2. He pretended _______________ me, but I don’t think he knew who I was.
3. There’s no point _______________ this brand on TV, it would cost too much.
4. We’re expecting _______________ some more stock early next week.
5. I’ll join you later. I need to finish _______________ this report.
6. I learnt _______________ Portuguese when I worked in Brazil.
7. I work in public relations. My job involves _______________ contact with the media.
8. I can’t help _______________ that something is going to go wrong.
9. I can’t afford _______________ business class all the time.
10. I can’t promise _______________ you with this problem, but I’ll do my best.

4. Complete the following sentences with verbs from the list below. Include an object in every case.

   advise  remind  persuade  expect  help  encourage  force

1. I’m sorry I missed work yesterday. The doctor _______________ stay in bed.
2. I tried to _______________ come with us tonight, but he said he was busy.
4. If you employ a secretary, it will _______________ deal with all the paperwork.
5. She hasn’t called yet, but I _______________ contact me some time today.
6. I didn’t feel very confident, but she _______________ apply for the job.
7. The fall in demand has _______________ make some of our best workers redundant.

5. Put the verb into the correct form, -ing or to... Sometimes either form is possible.

1. They denied _______________ the money. (steal)
2. I don’t enjoy _______________ very much. (drive)
3. I don’t want _______________ out tonight. I’m too tired. (go)
4. I can’t afford _______________ out tonight. I haven’t got enough money. (go)
5. Has it stopped _______________ yet? (rain)
6. Can you remind me _______________ some coffee when we go out? (buy)
7. Why do you keep _______________ me questions? Can’t you leave me alone? (ask)
8. Please stop _______________ me questions! (ask)
9. I refuse _______________ any more questions. (answer)
10. One of the boys admitted _______________ the window. (break)
11. The boy’s father promised _______________ for the window to be repaired. (pay)
12. Ann was having dinner when the phone rang. She didn’t answer the phone; she just carried on _______________. (eat)
13. ‘How did the thief get into the house?’ ‘I forgot _______________ the window.’ (shut)
14. I’ve enjoyed _______________ you. (meet) I hope _______________ you again soon. (see)
15. The baby began _______________ in the middle of the night. (cry)
16. Julia has been ill but now she’s beginning _______________ better. (get)
6. Complete this letter by putting the verbs in brackets into the correct form, -ing or to + infinitive.

Dear Audio World
I am writing to complain about the poor service that I received when I was in your store last week. Recently you decided (1) _______________________________ (remove) listening facilities in your stores, and your sales staff encouraged customers (2) _______________________________ (take) home their choice of CDs without (3) _______________________________ (hear) them first. You invited us (4) _______________________________ (return) any CDs that we did not like, as long as we kept the receipt as proof of purchase. In my opinion this was an excellent policy as it allowed customers (5) _______________________________ (risk) (6) _______________________________ (buy) things that were a little different. A consequence of your policy is that customers will buy more CDs, and this means (7) _______________________________ (return) more that they don’t like. In fact last week I brought back eight CDs, from the fourteen I had bought on the previous visit. Your salesman refused (8) _______________________________ (accept) such a large number, and accused me of (9) _______________________________ (take) the CDs home just (10) _______________________________ (copy) them. I strongly objected to (11) _______________________________ (be) treated like this as I had remembered (12) _______________________________ (bring) the receipts with me and my actions were within the terms of your guarantee. I can’t help (13) _______________________________ (think) that you will lose a lot of business if your staff go on (14) _______________________________ (behave) in this way, and I advise you (15) _______________________________ (train) your staff (16) _______________________________ (deal) with customers in a more polite manner.

Yours sincerely
Ian Carr

7. Complete the sentences using the verb in brackets.

1. a. We wanted ______________ the building. (leave)
   b. We weren’t allowed ______________ the building. (leave)
   c. We were prevented ______________ the building. (leave)

2. a. Fred failed ______________ the problem. (solve)
   b. Amy succeeded ______________ the problem. (solve)

3. a. I’m thinking ______________ away next week. (go)
   b. I’m hoping ______________ away next week. (go)
   c. I’m looking forward ______________ away next week. (go)
   d. I’d like ______________ away next week. (go)

4. a. Mary wanted ______________ me a drink. (buy)
   b. Mary promised ______________ me a drink. (buy)
   c. Mary insisted ______________ me a drink. (buy)
   d. Mary wouldn’t dream ______________ me a drink. (buy)
8. Put the verb into the correct form, -ing or to....

1. a I was very tired. I tried ____________ (keep) my eyes open but I couldn’t.
   b I rang the doorbell but there was no answer. Then I tried ____________ (knock) on the door, but there was still no answer.
   c We tried ____________ (put) the fire out but we were unsuccessful. We had to call the fire brigade.
   d Sue needed to borrow some money. She tried ____________ (ask) Gerry but he was short of money too.
   e I tried ____________ (reach) the shelf but I wasn’t tall enough.
   f Please leave me alone. I’m trying ____________ (concentrate).

2. a I need a change. I need ____________ (go) away for a while.
   b She isn’t able to look after herself. She needs ____________ (look) after.
   c The windows are dirty. They need ____________ (clean).
   d Why are you leaving now? You don’t need ____________ (go) yet, do you?
   e You don’t need ____________ (iron) that shirt. It doesn’t need ____________ (iron).

3. a They were talking very loudly. I couldn’t help ____________ (overhear) them.
   b Can you help me ____________ (get) the dinner ready?
   c He looks so funny. Whenever I see him, I can’t help ____________ (smile).
   d The fine weather helped ____________ (make) it a very enjoyable holiday.

9. Complete the sentences using only one word each time.

1. Jane had to get used to ____________ on the left.
2. We used to ____________ in a small village but now we live in London.
3. Tom used to ____________ a lot of coffee. Now he prefers tea.
4. I feel very full after that meal. I’m not used to ____________ so much.
5. I wouldn’t like to share an office. I’m used to ____________ my own office.
6. I used to ____________ a car but I sold it a few months ago.
7. When we were children, we used to ____________ swimming every day.
8. There used to ____________ a cinema here but it was knocked down a few years ago.
9. I’m the boss here! I’m not used to ____________ told what to do.

10. Write these sentences in another way, beginning as shown.

1. It’s difficult to understand him. He ____________
2. It’s quite easy to use this machine. This machine is ____________
3. It was very difficult to open the window. The window ____________
4. It’s impossible to translate some words. Some words ____________
5. It’s not safe to stand on that chair. That chair ____________
6. It’s expensive to maintain a car. A ____________

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11. **Translate the following sentences into English. Use expressions with gerunds and infinitives.**

1. Viděl jsem Toma přicházet, a proto jsem ho přiměl, aby zůstal venku před barem.

2. Číšník nám doporučil, abychom se vyhnuli pití tohoto druhu alkoholu.

3. Všichni měli námitky (1 word) proti odmítání placení daní.

4. Nikdo z nás si nepamatuje, jak byl opilý na vánočním večírku.

5. Přestanu kouřit, až Mary slíbí, že odloží stěhování do nové kanceláře.

6. Jack má v úmyslu jet na služební cestu, kde si užije navštěvování neznámých míst.

7. Není důvod chodit do práce, protože zaměstnavatel nám dovolil pokračovat (keep) v práci doma.

8. Nenávidím představovat si, jak chodím o Vánocích nakupovat.

9. Těšíme se na to, až mi bude dáno služební auto, ale nemůžu si zvyknout na navštěvování toho výcvikového kurzu.

10. Nechali nás vyspat v jejich postelích a my jsme začali usínat velmi brzy.
**Review Test**

**BPJ_J11A**

*Intelligent Business: Unit 6 – Advertising*

Name: ____________________________

Teacher: __________________________

<table>
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<tr>
<th>Number of points (max. 100 points)</th>
<th>TOTAL (60 points to pass)</th>
<th>MARK</th>
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</thead>
<tbody>
<tr>
<td>I. Listening:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Vocabulary:</td>
<td></td>
<td></td>
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</tbody>
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**I. Listening: (max. 20 points)**

[ ] points

----------------

**II. Vocabulary: (max. 34 points)**

[ ] points

**A. Translate the following expressions into English:**

1. přižáhnout pozornost k předvedení výrobku – __________________________
2. matoucí, ale vynalézavé agresivní prodejní techniky – ____________________
3. dávat na odiv obecné vžitý názor – ________________________________
4. přesvědčovat maloobchodníky o zvýšení dodávek – ______________________
5. představovat velkou výzvu v období krize – __________________________
6. podlehl akčnímu snížení ceny – _________________________________
7. poukázat na měřitelný čistý obrat – _______________________________
8. vytvořit povědomí o nařízené známce (výrobku) – ___________________

**B. Write expressions the following definitions refer to:**

1. when the maker of a product arranges for it to appear or be used in a film or television programme, as a form of advertising: __________________________
2. the act of making a company, a product or a service known to the public; the notices, pictures, and short films that a company uses to tell people about itself and its products: __________________________

**C. Complete the sentence with one of the following phrases; translate the selected phrase:**

1. There’s been a thorough study on the __________________________ of advertising.
   
   In Czech or Slovak: __________________________

2. The __________________________ of this advertising medium accounts for 4% of the total advertising pie.
   
   In Czech or Slovak: __________________________

3. Our __________________________ will soon be transformed into a full value report.
   
   In Czech or Slovak: __________________________

**D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once: (1 point each)**

1. The company __________________________ the new advertisement in a local newspaper recently.
2. We are going to __________________________ the campaign with one of our celebrities.
3. __________________________ our products in all media is our main objective.
4. The commercial __________________________ a different type of audience last month than expected.

**E. Complete each sentence with a word made from the word given in brackets:**

1. Some __________________________ think that the commercial won’t be successful.
   
   (AD)

2. Internet as an advertising medium has several __________________________.
   
   (WEAK)

3. Advertising is an __________________________ part of marketing.
   
   (SEPARATE)

4. The “distribution effect” can lead to __________________________ sales.
   
   (ADD)
III. Grammar: (max. 30 points) __________ points

A. Fill in the gaps with a suitable preposition or adverbial, if necessary: (1 point each)

1. The management has been exposed _________ a series of unpleasant questions.
2. This advertisement has very little relevance _________ me.
3. Have you seen the newest ad _________ Vodafone services?
4. Spending _________ product promotion will go up this year.
5. I hope that the return _________ our investment will be really high.
6. They say that none of them is liable _________ the goods they sell.

B. Rewrite the sentences with the given words so that they mean the same as the original sentences; make sentences with infinitives or gerunds of the underlined verbs: (3 points each)

1. It is useless to mention the fact that we'll miss the deadline.
   There's no point _________________________________.
2. Jeff stopped because he wanted to promise us that he wouldn't lie any more.
   Jeff stopped __________________________________________ any more.
3. Do you remember how you proposed that you would be used as the “famous face”?
   Do you remember ________________________________ as the “famous face”?

C. Put the VERBS and other words in brackets into their correct forms, add prepositions, particles or auxiliary verbs if necessary. You may need to use the passive forms of the verbs: (1 point each)

Many employees in our company ____________________________ (recent, ADMIT, AVOID, SPEND) most of their working time by ____________________________ (FULFILL) assigned tasks. The management ____________________________ (PERMIT, they, TAKE) a break every four hours but their attempt ____________________________ ________________.

(MAKE, the working environment, LOOK) more friendly has failed. However, if the staff ____________________________ (CONTINUE, FINISH, WORK) sooner than allowed, the CEO will not ____________________________ (OBJECT, POSTPONE, PAY) financial benefits to the staff. They have to ____________________________ (GET USED, SUPERVISE) by their bosses. They will ____________________________ (WARN, CARRY OUT) their duties responsibly because it wouldn't ____________________________ (BE, easy, LET, they, DO) what they want.

D. Choose suitable words or phrases that can complete each sentence. The number of correct answers is 0 – 4. (2 points each)

1. Why didn't you ask us _______________ the behavior of consumers?
   A: help monitoring  B: to help monitor  C: to help to monitor  D: helping to monitor

2. We used to _______________ home often before we got used to _______________ without parents.
   A: go ... live  B: going ... live  C: go ... living  D: going ... living

3. She didn't even bother _______________ the piano although I asked her for it.
   A: to continue playing  B: continuing to play  C: continuing playing  D: to continue to play

IV. Translation: (max. 16 points) __________ points

Translate the following sentences into English:

Nedávná studie Deutsche Bank zkoumala efektivnost televizní reklamy na desítkách nových a zavedených značek baleného zboží a zjistila, že mladší publikum hodíme tradiční médiá a obraci se k internetu. Ačkoliv je podíl internetu na trhu stále docela malý, začal již růst. Proto se mnoho firem rozhodlo využít PR agenturu, která by měla pozvat novináře na spuštění nové internetové reklamní kampaně a přesvědčit je, aby o jejich výrobku nebo službě napsali článek, protože to považují za více nákladové efektivní.
1. In the text find words or expressions corresponding to the following definitions:

1. ___________________ = a person or company to whom money is owed
2. ___________________ = a person involved in a lawsuit
3. ___________________ = a crash or conflict; a conflict of opposed ideas or wishes (paragraph 1)
4. ___________________ = (plural) chances or opportunities for future success; expectation, or something anticipated (par 1)
5. ____ _____________ = looking backward or reviewing the past (par 1)
6. ___________________ = a usually serious mistake typically caused by ignorance or confusion (par 1)
7. to_________________ = move unsteadily, with a rocking motion; to walk or move unsteadily or unsurely (par 2)
8. to_________________ = to follow in an effort to overtake or capture; chase (par 2)
9. ___________________ = the amount of money that a company or a person owes; debts (par 2)
10. ___________________ = a certificate of debt issued especially by a state in order to raise funds (par 2)
11. ___________________ = a person or institution against whom an action is brought in a court of law (par 2)
12. ___________________ = a legal action taken against someone; lawsuit (par 3)
13. ___________ __________ = intangible property that is the result of creativity (such as patents or trademarks or copyrights) (par 3)
14. ___________ __________ = the fact of one’s commitments required or expected in a previously concluded contract not being done or not happening (par 3)
15. ___________________ = the act of adjusting or determining the dealings or disputes between persons without pursuing the matter through a trial (par 3)
16. ___________________ = any event that sets a course of action in motion or that activates something else (par 4)
17. to_________________ = to cause (an action); to bring about; to motivate or cause someone to do something (par 4)
18. ___________________ = something that encourages effort or action; a positive motivational influence (par 5)
19. ___________________ = a body of citizens sworn to give a true verdict according to the evidence presented in a court of law (par 5)
20. ________ ________ = (plural) monetary compensation awarded to an injured party that goes beyond that which is necessary to compensate the individual for losses and that is intended to punish the wrongdoer (par 5)

21. to ________ ________ = to decide (a legal dispute) by agreement without court action (par 6)

22. ________ ________ = a large amount of money that is given to somebody (par 6)

23. ________ ________ = a request for a review of a lower court’s decision by a higher court (par 7)

24. to ________ ________ = to decide authoritatively (par 7)

25. to ________ ________ = to connect, fasten, or put together two or more pieces (par 7)

2. Answer these questions based on the information contained in the text:

1. What is Sealed Air, and what does its economic situation look like?

____________________________________________________________

2. What was the blunder that this company made?

____________________________________________________________

3. What is the current situation of W.R. Grace?

____________________________________________________________

4. What caused Sealed Air’s shares and bonds to lose value?

____________________________________________________________

5. What six types of litigation are the most frequent financial disaster for companies?

____________________________________________________________

6. What has changed in the six above-mentioned types of suits?

____________________________________________________________

7. How do financial markets react to speculations about litigations, and what effect does it have for the companies concerned?

____________________________________________________________

8. What connection between a share price and litigation is mentioned?

____________________________________________________________
9. What don’t plaintiffs or jury take into account when requiring or awarding huge compensations?

10. What data about litigations and compensations do courts provide?

11. What types of data do federal agencies collect, and for what reason?

12. What important decision did the Supreme Court make, and what was the reason for it?

Workbook, page 31, exercise Listening

Fill in the missing words in their correct form in the speech summary:

Bernie Ebbers is a former boss of WorldCom, who steered the company through an $11 billion (1) ______________ (2) ______________ and into the (3) ______________ (4) ______________. In one (5) ______________ respect, he now seems to be remarkably (6) ______________ – he refuses to use email. The lack of (7) ______________ (8) ______________ slowed the work of government (9) ______________. This week, WorldCom’s former (10) ______________ (11) ______________ pleaded (12) ______________ to his role in the whole situation. As a result, Mr. Ebbers was (13) ______________ indicted. Developments at WorldCom (14) ______________ those at Enron. There, a federal (15) ______________ indicted the company's former (16) ______________ (17) ______________.
Passive forms

- **Infinitive**
  - active: (to) do/clean/see etc.  Somebody will clean the room later.
  - passive: (to) be done/cleaned/seen etc. The room will be cleaned later.

- **Perfect infinitive**
  - active: have done/cleaned/seen etc. Somebody should have cleaned the room.
  - passive: have been done/cleaned/seen etc. The room should have been cleaned.

- **Present perfect**
  - active: have/has (done) The room looks nice. Somebody has cleaned it.
  - passive: have/has been (done) The room looks nice. It has been cleaned.

- **Past perfect**
  - active: had (done) The room looked nice. Somebody had cleaned it.
  - passive: had been (done) The room looked nice. It had been cleaned.

- **Present continuous**
  - active: am/is/are (do)ing Somebody is cleaning the room at the moment.
  - passive: am/is/are being (done) The room is being cleaned at the moment.

- **Past continuous**
  - active: was/were (do)ing Somebody was cleaning the room when I arrived.
  - passive: was/were being (done) The room was being cleaned when I arrived.

**Have something done**

- We use have something done to say that we arrange for somebody else to do something for us. Compare:
  - Jill repaired the roof. (= she repaired it herself)
  - Jill had the roof repaired. (= she arranged for somebody else to repair it)

- Study these sentences:
  - Did Ann make the dress herself or did she have it made?
  - ‘Are you going to repair the car yourself?’ ‘No, I’m going to have it repaired.’

- Be careful with word order. The past participle (repaired/cut etc.) is after the object (the roof/your hair etc.):
  - have + object + past participle

<table>
<thead>
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<th>Your hair looks nice.</th>
<th>have</th>
<th>object</th>
<th>past participle</th>
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<tbody>
<tr>
<td>had did you have</td>
<td>the roof</td>
<td>repaired</td>
<td>yesterday.</td>
</tr>
<tr>
<td>Have you had</td>
<td>your hair</td>
<td>cut?</td>
<td>in her house.</td>
</tr>
<tr>
<td>has just had</td>
<td>it</td>
<td>cut?</td>
<td>at the moment.</td>
</tr>
<tr>
<td>are having</td>
<td>central heating</td>
<td>installed</td>
<td>soon.</td>
</tr>
<tr>
<td>have</td>
<td>the house</td>
<td>painted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>that coat</td>
<td>cleaned</td>
<td></td>
</tr>
</tbody>
</table>

- You can also say ‘get something done’ instead of ‘have something done’ (mainly in informal spoken English):
  - When are you going to get the roof repaired? (= have the roof repaired)
  - I think you should get your hair cut.

- Sometimes have something done has a different meaning. For example:
  - Jill and Eric had all their money stolen while they were on holiday.
    - Of course this does not mean that they arranged for somebody to steal their money.
    - ‘They had all their money stolen’ means only: ‘All their money was stolen from them.’
It is said that... He is said to... (be) supposed to...

- Henry is very old. Nobody knows exactly how old he is, but:
  It is said that **he** is 108 years old.
  or **He is said to be** 108 years old.
  Both these sentences mean: ‘People say that he is 108 years old.’
- You can use these structures with a number of other verbs, especially:
  thought believed considered reported known expected alleged understood
- Compare the two structures:

<table>
<thead>
<tr>
<th>Cathy works very hard.</th>
<th>or She is said to work 16 hours a day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is said that she works 16 hours a day.</td>
<td>or The boy is believed to be wearing a white pullover and blue jeans.</td>
</tr>
<tr>
<td>The police are looking for a missing boy.</td>
<td>or The strike is expected to end soon.</td>
</tr>
<tr>
<td>It is believed that the boy is wearing a white pullover and blue jeans.</td>
<td>or He is alleged to have kicked a policeman.</td>
</tr>
<tr>
<td>The strike started three weeks ago.</td>
<td>or There is said to be a secret tunnel between them.</td>
</tr>
<tr>
<td>It is expected that it will end soon.</td>
<td></td>
</tr>
<tr>
<td>A friend of mine has been arrested.</td>
<td>or The strike is expected to end soon.</td>
</tr>
<tr>
<td>It is alleged that he kicked a policeman.</td>
<td></td>
</tr>
<tr>
<td>Those two houses belong to the same family.</td>
<td></td>
</tr>
<tr>
<td>It is said that there is a secret tunnel between them.</td>
<td></td>
</tr>
</tbody>
</table>

These structures are often used in news reports. For example, in a report about an accident:

| It is reported that two people were injured in the explosion. or Two people are reported to have been injured in the explosion. |

(Be) supposed to

- Sometimes it is supposed to... = it is said to...:
  Let’s go and see that film. It’s **supposed to be** very good. (= it is said to be very good)
  ‘Why was he arrested?’ ‘He’s **supposed to have kicked** a policeman.’ (= he is said to have kicked a policeman)
- But sometimes supposed to has a different meaning. ‘Something is supposed to happen’ = it is planned, arranged or expected. Often this is different from what really happens:
  I’d better hurry. It’s nearly 8 o’clock and I’m **supposed to be meeting** Ann at 8.15. (= I have arranged to meet Ann, I said I would meet her)
  The train **was supposed to arrive** at 11.30 but it was an hour late.
  (= the train was expected to arrive at 11.30 according to the timetable)
  You **were supposed to clean** the windows. Why didn’t you do it?
- ‘You’re not supposed to do something’ = it is not allowed or advisable for you to do it:
  You’re not **supposed to park** your car here. It’s private parking only.
  Mr Bond is much better after his illness but he’s **still not supposed to do** any heavy work.
  (= his doctors have advised him not to...)
Get

- Sometimes you can use get instead of be in the passive:
  There was a fight at the party but nobody got hurt. (= nobody was hurt)
  I don't often get invited to parties. (= I’m not often invited)
  I’m surprised Ann didn’t get offered the job. (...Ann wasn’t offered the job)

- You can use get to say that something happens to somebody or something, especially if this is unplanned or unexpected:
  Our dog got run over by a car.

- You can use get only when things happen or change. For example, you cannot use get in these sentences:
  Jill is liked by everybody. (not ‘gets liked’ — this is not a ‘happening’)
  He was a mystery man. Nothing was known about him. (not ‘got known’)

- We use get mainly in informal spoken English. You can use be in all situations. We also use get in the following expressions (which are not passive in meaning):
  get married
  get divorced
  get dressed (= put on your clothes)
  get changed (= change your clothes)

Verbs with two objects

- Some verbs have two objects. We can:
  give/lend/offer/promise/sell/send/take something to somebody
  book/buy/keep/make/prepare/save something for somebody

- In active sentences we can use these verbs in two ways:
  ABB gave a large order to us last year. (with to)
  ABB gave us a large order last year. (without to)
  The form without to/for is more usual.

- Each way can be made passive. One of the objects becomes the subject of the passive sentence, the other stays as an object.
  A large order was given to us by ABB last year. (with to)
  We were given a large order by ABB last year. (without to)
  Again, the form without to/for is more usual.

Grammar exercises

1. Write these sentences in another way, beginning in the way shown.
   1. They didn’t give me the money. I wasn’t given the money.
   2. They asked me some difficult questions at the interview.
      I ________________________________________________________________
   3. Janet’s colleagues gave her a present when she retired.
      Janet _____________________________________________________________
   4. Nobody told me that George was ill.
      I wasn’t _________________________________________________________
   5. How much will they pay you?
      How much will you _______________________________________________
   6. I think they should have offered Tom the job.
      I think Tom _______________________________________________________
   7. Has anybody shown you what to do?
      Have you _______________________________________________________
2. Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.

1. There’s somebody behind us. (I think / we / follow) **I think we’re being followed.**
2. This room looks different. (you / paint?) **Have you painted it?**
3. My car has disappeared. (it / steal!) **It ____________________________**
4. My umbrella has disappeared. (somebody / take) **Somebody ____________________________**
5. Tom gets a higher salary now. (he / promote) **____________________________**
6. Ann can’t use her office at the moment. (it / redecorate) **____________________________**
7. The photocopier broke down yesterday, but now it’s OK. (it / work / again; it / repair)

8. The police have found the people they were looking for. (two people / arrest / last night)

9. A tree was lying across the road. (it / blow down / in the storm)

10. The man next door disappeared six months ago. (nobody / see / since then)

11. I was mugged on my way home a few nights ago. (you / ever / mug?)

3. Complete the sentences using get/got + one of these verbs (in the correct form).

   ask  break  damage  hurt  pay  steal  sting  stop  use

1. There was a fight at the party but nobody ____________________________
2. Ted ____________________________ by a bee while he was sitting in the garden.
3. How did that window ____________________________?
4. These tennis courts don’t ____________________________ very often. Not many people want to play.
5. I used to have a bicycle but it ____________________________
6. Last night I ____________________________ by the police as I was driving home.
7. How much did you ____________________________ last month?
8. Please pack these things very carefully. I don’t want them to ____________________________
9. People often want to know what my job is. I often ____________________________ that question.

4. Use (be) supposed to with its other meaning. In each example what happens is different from what is supposed to happen. Use (be) supposed to + one of these verbs. Some of the sentences are negative.

   arrive  be  block  come  park  phone  start

1. You **aren’t supposed to park** here. It’s private parking only.
2. The train ____________________________ at 11.30, but it was an hour late.
3. What are the children doing at home? They ____________________________ at school at this time.
4. We ____________________________ work at 8.15, but we rarely do anything before 8.30.
5. This door is a fire exit. You ____________________________ it.
6. Oh dear! I ____________________________ Ann but I completely forgot.
7. They arrived very early — at 2 o’clock. They ____________________________ until 3.30.
5. Write these sentences in another way, beginning as shown. Use the underlined word in your sentence.

1. It is expected that the strike will end soon. The strike is expected to end soon.
2. It is believed that the thieves got in through the kitchen window.
   The thieves ________________________________________________________
3. It is reported that many people are homeless after the floods.
   Many people _______________________________________________________
4. It is thought that the prisoner escaped by climbing over a wall.
   The prisoner ________________________________________________________
5. It is alleged that the man drove through the town at 90 miles an hour.
   The man ____________________________________________________________
6. It is reported that the building has been badly damaged by fire.
   The building _________________________________________________________
7. a. It is said that the company is losing a lot of money.
   The company _______________________________________________________
    b. It is believed that the company lost a lot of money last year.
   The company _______________________________________________________
    c. It is expected that the company will lose money this year.
   The company _______________________________________________________

6. Complete the sentences using being + one of these verbs.

   ask    attack    give    invite    keep    pay

1. Mr Miller doesn’t like _____________________ waiting.
2. They went to the party without _____________________
3. Most people like _____________________ presents.
4. It’s a dangerous city. People won’t go out after dark because they are afraid of ________________
5. I don’t like _____________________ stupid questions.
6. Few people are prepared to work without _____________________

7. Use have something done with its second meaning.

1. George’s nose was broken in a fight.
   What happened to George? He had his nose broken in a fight.
2. Sarah’s bag was stolen on a train.
   What happened to Sarah? She _____________________
3. Fred’s hat was blown off in the wind.
   What happened to Fred? _____________________
4. Diane’s passport was taken away from her by the police.
   What happened to Diane? _____________________

8. Write sentences in the way shown.

1. Jill didn’t repair the roof herself. She had it repaired.
2. I didn’t cut my hair myself. I _____________________
3. They didn’t paint the house themselves. They _____________________
4. Sue didn’t make the curtains herself. _____________________
9. **Use the words in brackets to complete the sentences. Use the structure have something done.**

1. We **are having the house painted** (the house / paint) at the moment.
2. I lost my key. I’ll have to ____________________________ (another key / make).
3. When was the last time you ____________________________ (your hair / cut)?
4. You look different. ____________________________ (you / your hair / cut)?
5. ____________________________ (you / a newspaper / deliver) to your house or do you go to the shop to buy one?
6. A: What are those workmen doing in your garden?
   B: Oh, we ____________________________ (a swimming pool / build).
7. A: Can I see the photographs you took when you were on holiday?
   B: I’m afraid I ____________________________ (not / the film / develop) yet.
8. This coat is dirty. I must ____________________________ (it / clean).
9. If you want to wear earrings, why don’t you ____________________________ (your ears / pierce)?

10. **Complete the second sentence so it has a similar meaning to the first sentence.**

1. David Gill from Marketing lent me this book.
   
   **I was lent** this book by David Gill from Marketing.
2. This sample was given to me at the Trade Fair.
   
   ____________________________ this sample at the Trade Fair.
3. They promised us delivery within two weeks of our order.
   
   We ____________________________ within two weeks of our order.
4. A textile firm near Milan made this fabric for us.
   
   ____________________________ for us by a textile firm near Milan.
5. This order was sent to us through our website.
   
   ____________________________ this order through our website.
6. My secretary booked the flight for me.
   
   ____________________________ for me by my secretary.

11. **Read the article about Manchester United, then complete it with the verbs in the brackets. Put the first verb in the present simple passive (to be done) and the second verb in a suitable form of the infinitive (to do, to be doing, or to have done).**

**Manchester United: just a game of football?**

Manchester United is (1) **is supposed to have** (suppose/have) between 10 million and 30 million supporters throughout the world. In Norway, for example, one in every 140 people (2) ________________ (say/be) a registered supporter.

Ticket sales and merchandising contribute over half of the club's revenue, with television contributing a further 20%.

But senior executives (3) ________________ (know/look at) other ways to generate income at the moment. For example, the club (4) ________________ (believe/develop) e-commerce initiatives through a series of alliances.

Costs at the club continue to increase. A few years ago the club (5) ________________ (report/spend) £30m on a plan to expand the capacity of the stadium from 55,000 seats to 67,400 seats. But this (6) ________________ (think/be) a good investment as it will generate nearly £7.5 million in additional turnover annually.

The main costs at the club are the salaries of the players. Last year the team’s captain (7) ________________ (understand/negotiate) a four-year contract worth over eight figures.