

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_J11A Jazyk I/1 – Angličtina (interactive syllabus + interactive syllabi for groups number **4**, **11** and **18**).

web: <http://www.econ.muni.cz/katedry/oddeleni-jazyku-na-esf/> or *ESF homepage* → *Rychlé odkazy* → *Centrum jazykového vzdělávání*

➤ **Primary sources:**

- Trappe, T., Tullis, G.: ***Intelligent Business: Coursebook. Upper Intermediate***. Longman, Pearson Education Limited 2006. ISBN-10: 0-582-84809-1
- Pile, L.: ***Intelligent Business: Workbook. Upper Intermediate***. Longman, Pearson Education Limited 2006. ISBN-10: 0-582-84685-4
- Boháček, M., Brandejská, Z., Trumpešová – Rudolfová, E.: ***Intelligent Vocabulary. Glosář k učebnici Intelligent Business: Upper Intermediate***. Brno, MU, 2007. ISBN 978-80-210-4389-3

➤ **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?

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

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 Ruetters 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.

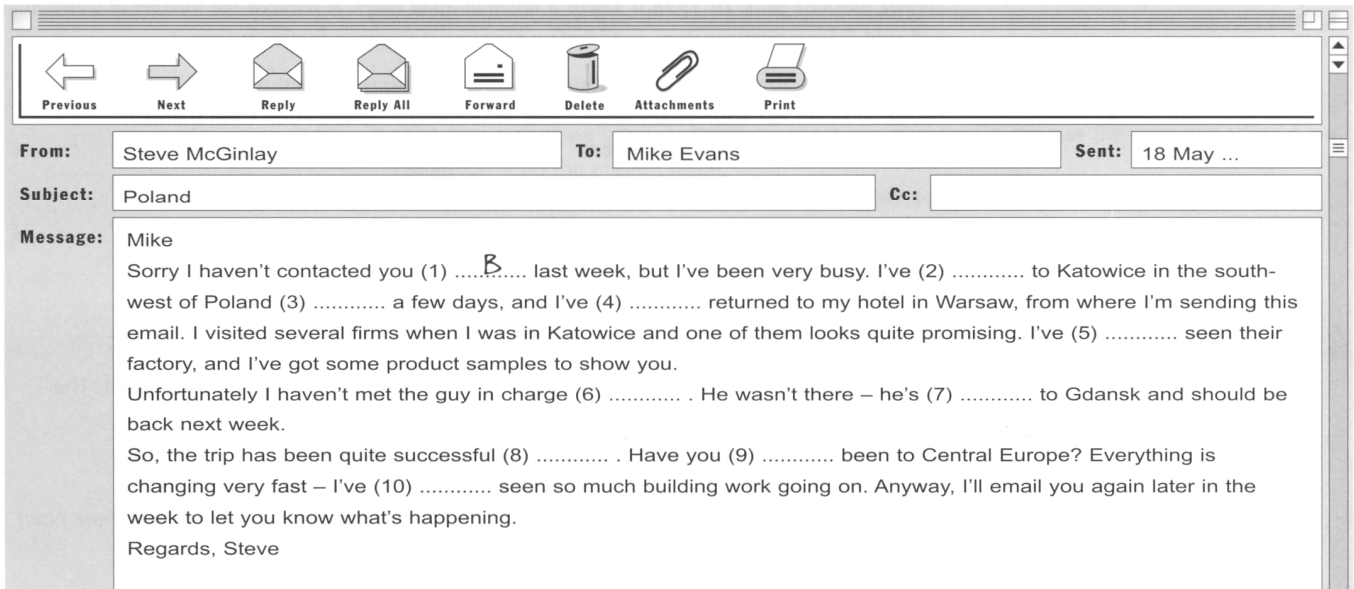
But there was some good news for investors yesterday. Yahoo! (9) _____ (release) figures which showed that in the last quarter revenues (10) _____ (rise) to \$295 million, up from \$115 million a year earlier. Yahoo! relies on online advertising for most of its income, and this year it (11) _____ (gain) 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 Melisse	To:	Pierre Gaudard, Technical Director	Sent:	14 March ...
Subject:	Visit to Slovenia	Cc:			
Message:	<p>I've booked your flight to Slovenia. You (1) are leaving (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.</p>				

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.



- | | | | | |
|----|----------|-----------|-----------|----------|
| 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 gone |
| 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.

THE DANES SAY 'NO'

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 trades unions, 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 krone 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. However, 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_J11A

Intelligent Business: Unit 1 – Alliances

Name:			
Teacher:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

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

podléhat uzavřené dohodě – _____

zvýšit podíl na trhu – _____

dovolit si ustoupit do pozadí – _____

hladce se přizpůsobit firemní kultuře – _____

být posuzován za nabídku k převzetí – _____

skončit obrovským neúspěchem – _____

pusit se do obchodních příležitostí – _____

oznámená fúze a navrhované převzetí – _____

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

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)

**REVENUES, CEO, CORPORATE ALLIANCES,
COSTS, SHAREHOLDERS, MDO, ANIMAL SPIRITS**

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)

**BUILD – FEATURE IN – TOTAL – DO
CATCH UP – SET UP – CONSTRUCT**

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**)

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?



Fill in the missing words in their correct form in the speech summary:

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	<i>Africa (not 'the Africa'), Europe, South America</i>
countries	<i>France (not 'the France'), Japan, Switzerland</i>
states, regions etc.	<i>Texas, Cornwall, Tuscany, Central Europe</i>
islands	<i>Corsica, Sicily, Bermuda</i>
cities, towns etc.	<i>Cairo, New York, Madrid</i>
mountains	<i>Everest, Etna, Kilimanjaro</i>

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:

people	<i>the Taylors (= the Taylor family), the Simpsons</i>
countries	<i>the Netherlands, the Philippines, the United States</i>
groups of islands	<i>the Canaries / the Canary Islands, the Bahamas, the British Isles</i>
mountain ranges	<i>the Rocky Mountains / the Rockies, the Andes, the Alps</i>

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

<i>the</i>	<i>Hilton</i>	<i>Hotel</i>
	<i>National</i>	<i>Theatre</i>
	<i>Sahara</i>	<i>Desert</i>
	<i>Atlantic</i>	<i>Ocean</i>

- These places usually have names with *the*:

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

- 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:

International institutions:	The United Nations, The World Bank, The IMF
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 (<i>but at present</i>), the 1960s (<i>decades</i>), the 21st century (<i>centuries</i>)
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: <i>Prime Minister Tony Blair said...</i>)

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>I work for Accenture.</i>
Years, months, days:	<i>in 2001, in July, on Thursday</i>
Special times of the year:	<i>at Christmas/Easter</i>
Some parts of the day:	<i>at night/midnight/sunset</i> (BUT the morning, the afternoon)
Means of transport (in general):	<i>by car/taxi/train/bus, on foot</i> (BUT on the train to Rome)
Meals (in general):	<i>Dinner is at 7.30.</i> (BUT <i>There was a dinner at the conference.</i>)

- 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*.
9. *New York/The New York* is in *United States/the United States*.
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.
13. Do you know *Lake Windermere/the Lake Windermere*? It's in *Lake District/the Lake District* in *north-west/the north-west* of *England/the England*.
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?
15. This book is published by Cambridge University Press / the Cambridge University Press.

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:		TOTAL	MARK
Number of points (max. 100 points)		(60 points to pass)	
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

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

maximalizovat zajišťovací sumu – _____

předpovídat náklady spuštěného projektu – _____

obviňovat subdodavatele ze závad a zpoždění – _____

vypracovat proveditelný plán pro mimořádné události – _____

odvrátit selhání záložních zařízení – _____

schválení předložených požadavků na pracovní sílu – _____

navrhnout a uskutečnit účinné omezení – _____

dostatečně zhodnotit časově 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**)

III. Grammar: (max. 30 points)

points

A. Fill in the gaps with a suitable preposition or adverbial, if necessary:

(1 point each)

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

B. Rewrite the sentences so that they mean the same as the sentence above.

(3 points each)

- Sarah got a job in a factory. Five years later the factory closed down.

At the time the factory _____ Sarah _____ there for five years.

- When they left college, Mary and Sue started making films together. They still make films.

Mary and Sue _____ since they _____.

- 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)

- _____ Opera House is located on _____ Fourth Avenue in _____ Denver.

A: The ... the ... Ø

B: Ø ... Ø ... Ø

C: Ø ... the ... Ø

D: The ... Ø ... the

- _____ President of _____ IMF and _____ Prime Minister Gordon Brown came to _____ Masaryk University on _____ foot.

A: Ø ... the ... Ø ... the ... Ø

B: The ... Ø ... Ø ... the ... Ø

C: The ... the ... Ø ... Ø ... Ø

D: Ø ... Ø ... the ... the ... the

- Harry Potter goes to _____ school in _____ Hogwarts, goes there by _____ train and reads _____ Daily Prophet.

A: the ... Ø ... the ... the

B: Ø ... the ... Ø ... the

C: Ø ... the ... the ... Ø

D: Ø ... Ø ... Ø ... Ø

IV. Translation: (max. 16 points)

points

Translate the following sentences into English:

Vybraný projektový tým se musí ujistit, že zdroje byly správně rozděleny a že náklady nejsou navyšovány, protože pokud by stavba nebyla předána včas a v rámci rozpočtu, mohlo by to finančně zruinovat celý projekt. Další možností je poskytnout dodavatelům finanční pobídky, které by vedly ke kvalitní práci. Pokud však v případě problémů odmítne investor prodloužit 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:

<p>Must is personal. We use <i>must</i> when we give our personal feelings.</p> <p>'You <i>must</i> do something' = 'I (the speaker) say it is necessary':</p> <ul style="list-style-type: none">• <i>She's a really nice person. You must meet her.</i> (= I say this is necessary)• <i>I haven't phoned Ann for ages. I must phone her tonight.</i> <p>Compare:</p> <ul style="list-style-type: none">• <i>I must get up early tomorrow. There are a lot of things I want to do.</i>	<p>Have to is impersonal. We use <i>have to</i> for facts, not for our personal feelings.</p> <p>'You <i>have to</i> do something' because of a rule or the situation:</p> <ul style="list-style-type: none">• <i>You can't turn right here. You have to turn left.</i> (because of the traffic system)• <i>My eyesight isn't very good. I have to wear glasses for reading.</i>• <i>George can't come out with us this evening. He has to work.</i>• <i>I have to get up early tomorrow. I'm going away and my train leaves at 7.30.</i>
--	---

- 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)
Have you ever had to go to hospital? (present perfect)
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?*')
Why did you have to go to hospital?
Karen doesn't have to work on Saturdays.
- *Mustn't* and *don't have to* are completely different:

<p>You mustn't do something = it is necessary that you do not do it (so, don't do it):</p> <ul style="list-style-type: none">• <i>You must keep it a secret. You mustn't tell anyone.</i> (= don't tell anyone)• <i>I promised I would be on time. I mustn't be late.</i> (= I must be on time)	<p>You don't have to do something = you don't need to do it (but you can if you want):</p> <ul style="list-style-type: none">• <i>You can tell me if you want but you don't have to tell me.</i> (= you don't need to tell me)• <i>I'm not working tomorrow, so I don't have to get up early.</i>
---	---

- 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.

- ‘You **mustn’t** do something’ = it is necessary that you do not do it (so don’t do it):
You must keep it a secret. You mustn’t tell anybody else. (= don’t tell anybody else)
It’s essential that nobody hears us. We mustn’t make any noise.
- ‘You **needn’t** do something’ = it is not necessary that you do it, you don’t need to do it:
You can come with me if you like but you needn’t come if you don’t want to. (= it is not necessary for you to come)
We’ve got plenty of time. We needn’t hurry. (= it is not necessary to hurry)
- Instead of *needn’t*, you can use **don’t/doesn’t need to**. So you can say:
We needn’t hurry. or We don’t need to hurry.
Remember that we say ‘*don’t need to do*’, but ‘*needn’t do*’ (without to).
Needn’t and *don’t need to* are similar to *don’t have to*:
We’ve got plenty of time. We don’t have to 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 be having 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 ***might be able to 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 ***must OR have to*** 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.
2. I have to get up early tomorrow.
3. Ann has to go somewhere now.
4. George had to pay a parking fine yesterday.
5. I had to wait a long time for the bus.
6. I have to phone my sister now.
7. Paul has to leave soon.

1. Why _____?
2. Why _____ early?
3. Where _____ she _____?
4. How much _____?
5. How long _____?
6. Why _____?
7. 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.*

I/you/he (etc.)	must can't	have	been (asleep, at work etc.) been (doing, working etc.) done / gone / known / had etc.
-----------------	-----------------------	-------------	--

- *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)

I/you/he (etc.)	may might	(not) have	been (asleep, at work etc.) been (doing, working etc.) done / gone / known / had etc.
-----------------	----------------------	-------------------	--

- 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.
expectation	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.
assumption	You won't have seen our new model. It's not in the shops yet.

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.

Grammar exercises II

1. Read the situations and make sentences from the words in brackets. Use *may* or *might*.

- 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.***
- I'm looking for Helen. Do you know where she is?
a (she / watch / TV / in her room) _____
b (she / go / out) _____
- I can't find my umbrella. Have you seen it?
a (it/be/in the car) _____
b (you / leave / in the restaurant last night) _____
- 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.

- A: What shall we do this evening? B: I don't mind. We ***could go*** to the cinema.
- A: I had a very boring evening at home yesterday.
B: Why did you stay at home? You _____ to the cinema.
- A: There's an interesting job advertised in the paper. You _____ for it.
B: What sort of job is it? Show me the advertisement.
- A: Did you go to the concert last night?
B: No. We _____ but we decided not to.
- A: Where shall we meet tomorrow?
B: Well, I _____ to your house if you like.

3. Read this information about Ken.

Ken didn't do anything on Saturday evening.
Ken doesn't know anything about machines.
Ken was free on Monday afternoon.

Ken was short of money last week.
~~Ken's car was stolen on Monday.~~
Ken had to work on Friday evening.

Some people wanted Ken to do different things last week but they couldn't contact him. So he 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.

- A: Do you think she saw you?
B: No, she was too far away. ***She couldn't have seen me.***
- A: I wonder why she didn't say hello. Perhaps she didn't see me.
B: That's possible. _____
- A: I wonder why Ann didn't come to the party. Perhaps she wasn't invited.
B Yes, it's possible. She _____
- A: Tom loves parties. I'm sure he would have come to the party if he'd been invited.
B: I agree. He _____
- A: I wonder how the fire started. Do you think it was an accident?
B: No, the police say it _____
- 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.

- 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.***
- Ann bought some eggs when she went shopping. When she got home, she found that she already had plenty of eggs. She _____
- A friend got angry with you and shouted at you. You think this was unnecessary. Later you say to him/her: You _____
- Brian had no money, so he sold his car. A few days later he won some money in a lottery. He _____
- When we went on holiday, we took the camera with us but we didn't use it in the end. _____
- 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, jestli se to opravdu stalo nebo ne

- Jane bought a new house. She **must have won** in a lottery.
= ve skutečnosti vůbec nevím, jestli vyhrála, nebo ne, ale vzhledem k tomu, že si 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 ji 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, jel 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 zkrátka nedošlo (nemohlo dojít), ale ve skutečnosti vůbec netuším, jestli se to opravdu nestalo, nebo jestli to celé nebylo nějak jinak

- 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 zkrátka 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 / mé 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 dřív, 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, nebo byla jediná, kdo měl klíče, a proto musela odcházet jako poslední, aby zamkla,...)

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 (tzn. 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 nevyklučuji jiné možnosti – např. jí tu učebnici 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 zkrátka 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 dřív, 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 odešla před tím, než jsem já na schůzi dorazil, pouze říkám, že je možné, že neodešla (ale stejně tak je možné, že odešla); osobně se nekloním 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 odešla

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 se to uskutečnilo, 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 mé pomoci 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_J11A

Intelligent Business: Unit 3 – Teamworking

Name:			
Teacher:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

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

přesná (*jednoznačná*) zpětná vazba ohledně současných projektů – _____

pozorování typů osobností zakořeněná v 60. letech – _____

pořádat schůze, aby se sdílely informace – _____

věnovat řádnou pozornost zavádění řešení do praxe – _____

překážka značně ovlivňující naše školení – _____

zadat další kroky nově přijatým zaměstnancům (1 slovo) – _____

poskytovat týmu pravidelné aktualizace a zdroje informací – _____

chválit 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)

**EMERGE FROM – AGREE – REFLECT – DISPATCH
RESEARCH – ADVOCATE – TAKE ON – CONDUCT**

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**)

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. to _____ = 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?



Fill in the missing words in their correct form in the interview summary:

When talking about the difference between business intelligence (BI) and industrial espionage (IE), 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 .
Present perfect	A: Have you seen my new PalmPilot?	B: Yes, I have . / No, I haven'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?
Present perfect	Why have you decided to cut back on investment this year?
Will	When will you be back ?
Can	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:

<p>who object</p> <p>Emma telephoned somebody.</p> <p style="margin-left: 40px;">object</p> <p>Who did Emma telephone?</p>	<p>who subject</p> <p>Somebody telephoned Emma.</p> <p style="margin-left: 40px;">subject</p> <p>Who telephoned Emma?</p>
---	--

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:

<i>positive sentence + negative tag</i>	<i>negative sentence + positive tag</i>
Mary will be here soon, won't she?	Mary won't be late, will she?
There was a lot of traffic, wasn't there?	They don't like us, do they?
Jim should pass the exam, shouldn't he?	You haven't got a car, have you?

- 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 _____
3. (What's the time?) I wonder _____
4. (What does this word mean?) I want to know _____
5. (What time did they leave?) Do you know _____
6. (Is Sue going out tonight?) I don't know _____
7. (Where does Carol live?) Have you any idea _____
8. (Where did I park the car?) I can't remember _____
9. (Is there a bank near here?) Can you tell me _____
10. (What do you want?) Tell me _____
11. (Why didn't Kay come to the party?) I don't know _____
12. (Do you have to pay to park here?) Do you know _____
13. (Who is that woman?) I've no idea _____
14. (Did Ann receive my letter?) Do you know _____
15. (How far is it to the airport?) Can you tell me _____

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 _____ (1)?
B: Sorry, I've got no idea.
A: Never mind. I don't suppose you know _____ (2).
B: No, I'm afraid not.
A: One more thing. Do you happen to know _____ (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 do 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 do
to is first this Lyon your visit staying you where are involve travelling job does much your*

- | | |
|---|--|
| 1. A: <u>Are you here on business?</u>
B: Yes, I'm here on a sales trip. | 6. A: _____
B: No, I've been here once before. |
| 2. A: _____
B: I work for a small biotech company. | 7. A: _____
B: A couple of days ago. |
| 3. A: _____
B: About four years, I suppose. | 8. A: _____
B: Until Friday, then I go back to the UK |
| 4. A: _____
B: I was in pharmaceuticals. | 9. A: _____
B: At the Holiday Inn. |
| 5. A: _____
B: Yes, quite a lot. I travel all over Europe, but especially in France. | 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.

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

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.
7. _____ Report to? I report to Bob Taylor.
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:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

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

urychlit informační tok – _____

shromažďovat informace a vkládat je do systému – _____

data představující novou obchodní příležitost – _____

analyzovat a optimalizovat dodavatelský řetězec – _____

sledovat nestálé finanční trhy – _____

podniknout kroky proti předznamenánému krachu na burze – _____

odrazovat uživatele od psaní poznámek rukou – _____

vyzradit důvěrné dokumenty průmyslové špionáži – _____

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

- a broad category of applications and technologies for gathering, storing, analyzing, and providing access to data to help enterprise users make better business decisions:
- 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**

- Electronic _____ is sometimes used to obtain information about a company.

In Czech or Slovak: _____

- The awarded prize has contributed to his _____ as a business analyst.

In Czech or Slovak: _____

- This _____ is a clever electronic device for detecting sounds around you.

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)

**HEAD – TERMINATE – ACCUSE – SPEED UP
OVERLOAD – ADOPT – COUNSEL – CONTRADICT**

- Could you _____ your employees of being lazy and inefficient?

- I think that _____ new computer systems will raise our efficiency.

- Career _____ is an important part of the services our company provides.

- _____ you ever _____ a multinational company with hundreds of employees?

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

- The benefit is that I can get the information _____.
(**INSTANT**)

- Please complete this _____ and return it asap.
(**QUESTION**)

- Do you have any idea when the _____ will be finished?
(**MODIFY**)

- Where does your _____ come from? (**ANNOY**)

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 he 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 odmítla 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 podrobností o průmyslové špionáži a sledování, protože nikdo neví, jestli si je konkurence vědoma možných bezpečnostních rizik, a není tak důvod, proč by měly 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 who 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.*

	Defining	Non-defining
Important information	✓	✗
Separated with commas	✗	✓
<i>that</i> can be used	✓	✗
Pronoun can be omitted	✓ if it isn't the subject ✗ if it is the subject	✗
It is possible to make shortened sentences from them (with <i>-ing / -ed</i>)	✓	✓

	that	which	who	whose
Used in a defining clause	✓	✓	✓	✓
Used in a non-defining clause	✗	✓	✓	✓
Used after a preposition	✗	✓	✓ whom ✗ who	✓
Can be omitted in a defining relative clause if it is not a subject	✓	✓	✓	✗

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.

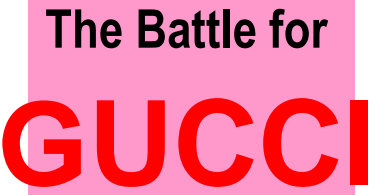
2. Put a bracket around the relative pronoun if you can leave it out. Put a tick (✓) at the end if you must keep the relative pronoun.

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.

<p>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</p>	 <p>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</p>	<p>(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.</p>
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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 _____
3. A candidate's CV is on your desk. She deserves an interview. (whose)
The candidate _____ deserves an interview.
4. A visitor is coming next week. She's from our Paris office. (who)
The visitor _____ is from our Paris office.
5. Tom took me to a restaurant. It was called 'Noodle Heaven'. (that)
The restaurant _____ was called 'Noodle Heaven'.
6. I heard a man's presentation. He was an investment banker. (whose)
The man _____ was an investment banker.
7. Here is a mobile phone. I was telling you about it. (that)
Here is the mobile phone _____
8. Over there is a site. They're going to build a new factory. (where)
The site _____ is over there.

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 to _____ I spoke on the phone.

10. Translate the following sentences into English.

1. Chtěl bych potkat každého, kdo je tvým přítelem.

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.

8. Na Velikonoce pojedeme do Paříže, která bude určitě nádherná.

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.

REVIEW TEST

BPJ_J11A

Intelligent Business: Unit 5 – Technology

Name:			
Teacher:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

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

podobat se výrobkům spotřební elektroniky – _____

vydávat (*o automat*) pevný disk velikosti zapalovače – _____

podnikatelé působící na nenasyceném trhu – _____

rozšířit pokrytí mobilními telefony – _____

zařízení s vestavěným satelitním sledováním – _____

spustit strategii zaměřenou na předplatitele – _____

naladit stanici bezdrátovým přenosným rádiem – _____

nadbytečný doplněk (*oděvu*) připevněný na řemínku – _____

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

1. the activity of presenting, advertising and selling a company's products in the best possible way:

2. to move computer software or information from one computing device to another especially from a local computer to a central server or network:

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)

points

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

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

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

- I have one brother. His wife is a teacher. He is older than me.
My brother _____.
- I met your mother an hour ago. We spoke about her yesterday.
I met your mother _____.
- 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 is voluntary 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)

- This is the prison _____ we managed to escape _____.
A: from which ... – B: – ... from
C: that ... from D: from that ... –
- We live on the Earth _____ is the third planet of the solar system.
A: which B: that
C: , which D: –
- 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)

points

Translate the following sentences into English:

Telekomunikační společnosti 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 fotografií nebo čtení emailových zpráv. Dalším možným přístupem je povzbuzovat lidi, aby využívali své stávající telefony nebo nové telefony v sítích třetí generace, nabízejících spoustu kapacity navíc stejně jako další komunikační služby.

Unit 6 – ADVERTISING

Coursebook, page 51, exercise **READING**



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?



Fill in the missing words in their correct form in the speech summary:

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>I definitely remember posting the letter</i>	post	←	remember
<i>I must remember to post the letter</i>	remember	→	post
<i>I'll never forget flying into Taipei airport.</i>	flying	←	forget
<i>Sorry, I forgot to turn off the lights.</i>	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)

MEAN We use *mean doing* when one thing results in or involves another. We use *mean to do* to express an intention.

Globalization **means being** active in every major market. (= involves)

I **meant to phone** you, but I forgot. (= intended)

GO ON We use *go on doing* when we continue doing something. We use *go on to do* when we move on to do something else.

They **went on trading** even though they were nearly bankrupt. (= did the same thing)

After leaving IBM he **went on to start** his own company. (= did something else)

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.
3. Could you _____ call Head Office later? I might forget.
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 **driving** 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 **is difficult to understand**.
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 _____

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. Těším 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:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

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

přitáhnout pozornost k předvedení výrobku – _____

matoucí, ale vynalézavé agresivní prodejní techniky – _____

dávat na odiv obecně vžitý názor – _____

přesvědčovat maloobchodníky o zvýšení dodávek – _____

představovat velkou výzvu v období krize – _____

podléhat akčnímu snížení ceny – _____

poukázat na měřitelný čistý obrat – _____

vytvořit povědomí o rafinované značce (výrobku) – _____

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

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: (2 points each)

**DIRECT MAIL, INTRUSIVENESS, IN-STORE DISPLAYS,
POP-UPS, SHARE, FINDINGS, PRODUCT PLACEMENT**

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)

**TURN OUT – TARGET – RUN – ANTICIPATE
LIAISE – ENDORSE – ACCUSE – PUBLICISE**

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 point each)

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
C: to help to monitor
B: to help monitor
D: helping to monitor
2. We used to _____ home often before we got used to _____ without parents.
A: go ... live
C: go ... living
B: going ... live
D: going ... living
3. She didn't even bother _____ the piano although I asked her for it.
A: to continue playing
C: continuing playing
B: continuing to play
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 odmítá tradiční média a obrací 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 nákladově efektivní.

Unit 7 – LAW

Coursebook, page 61, exercise **READING**



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

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

<i>Your hair looks nice.</i>	had	<i>the roof</i>	repaired	<i>yesterday.</i>
	<i>did you have</i>	<i>your hair</i>	cut?	
	<i>Have you had</i>	<i>it</i>	cut?	
	<i>has just had</i>	<i>central heating</i>	installed	<i>in her house.</i>
	<i>are having</i>	<i>the house</i>	painted	<i>at the moment.</i>
	have	<i>that coat</i>	cleaned	<i>soon.</i>

- 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:

<i>Cathy works very hard.</i> It is said that she works 16 hours a day.	or She is said to work 16 hours a day.
<i>The police are looking for a missing boy.</i> It is believed that the boy is wearing a white pullover and blue jeans.	or The boy is believed to be wearing a white pullover and blue jeans.
<i>The strike started three weeks ago.</i> It is expected that it will end soon.	or The strike is expected to end soon.
<i>A friend of mine has been arrested.</i> It is alleged that he kicked a policeman.	or He is alleged to have kicked a policeman.
<i>Those two houses belong to the same family.</i> It is said that there is a secret tunnel between them.	or There is said to be a secret tunnel between them.

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):

<i>get married</i>	<i>get divorced</i>
<i>get dressed</i> (= put on your clothes)	<i>get changed</i> (= 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.