

## 1. LESSON----- RELATIVE CLAUSES

### 1. Put who(m), which, what, whose or nothing in each space as necessary.

- He didn't know **Who** had paid him, **which** was strange.
- Someone **Who** had been there before told us the way.
- What** I ought to do, is find out **whose** gloves they are.
- Peter, **Whose** car had broken down, met a man **who** managed to fix it.
- The drawer in **Which** he found the gun was the one **which/ nothing** I had searched.
- Those **Who** come late must stay to do the work **which/ nothing** they have missed.
- The dog **Which/ nothing** I bought was the one **which/ nothing** you saw the day you arrived.
- That is the boy **Whose** mother knows the man **who** repaired our fridge.
- He is the one **Who** asked me **whom/who** I gave the money to.
- The snow, **Which** had been falling all day, was **what** gave us trouble.

### 2. Join each group of sentences using the words given in brackets and beginning as shown. Make any other necessary changes.

- A man brought the letter. He left it on the table. (who)  
**The man who brought the letter left it on the table.**
- I have a friend. Her six children sing in a choir. (whose)  
**I have a friend whose six children sing in a choir.**
- I sold my car to a man. You spoke to him. (-)  
**The man you spoke to was the man I sold my car to.**
- The cup was on the table. It had tea in it. (which)  
**The cup which was on the table had tea in it.**
- I bought a painting. I sold it to a friend. He liked it. (who)  
**I sold the painting I bought to a friend who liked it.**
- A student came late. I borrowed her pen. (whose, who, the one)  
**The student whose pen I borrowed was the one who came late.**
- I went on holiday. I went with a friend. He has fallen ill. (whom)  
**The friend with whom I went on holidays has fallen ill.**

### 3. In the following sentences, insert commas if there is a non-defining relative clause. Cross out the pronoun if possible in the defining relative clauses.

- The thing ~~that~~ I most regret is not going to university.
- My two daughters, who are 16 and 13, are both interested in dancing.
- c) No change**
- d) No change or I didn't like the clothes in the sale.**
- e) No change**
- Salt, whose qualities have been known since prehistoric times, is used to season and preserve food.
- The CD ~~that~~ I bought yesterday doesn't work.
- You know the book ~~that~~ you paid £20 for? I just got it for £5.
- i) No change**
- Devon, where my mother's family come from, is famous...

### 4. Fill the gaps with a relative pronoun. If the pronoun can be omitted, add nothing.

- The lady **who** is sitting in the wheelchair is my grandmother.
- I know an Italian restaurant **that** serves excellent home-made pasta.
- I know an Italian restaurant **where** you can always get a table.
- Uncle Tom earns a fortune, **which** is why I've asked him to lend me £1,000.
- Sean is a child **nothing** people immediately like.
- My daughter, **whose** ambition is to emigrate to Australia, has finally got her visa.
- I gave him a drink of water, **which** he drank thirstily.
- The flight **nothing** we wanted to get was fully booked.
- My Auntie's house is the place **where or nothing** I feel most at home.
- This is the smallest car **that** has ever been made.
- That's the man **whose** wife left him because he kept his pet snake in their bedroom.
- I love the things **nothing** you say to me.
- I go shopping at the new shopping centre, **where** there's always free parking.
- She told me she'd been married before, **which** I didn't realize.
- Whatever** you do, don't touch that button. The machine will explode.

### 5. Combine the sentences, remembering to put the preposition after the verb in the relative clause.

- This is the book. I was telling you about it.  
**This is the book I was telling you about.**

- 2 She's a friend. I can always rely on her.  
**She's a friend I can always rely on.**
- 3 That's the man. The police were looking for him.  
**That's the man the police were looking for.**
- 4 She recommended a book by Robert Palmer. I'd never heard of him.  
**She recommended a book by R.P., who I'd never heard of.**
- 5 You paid £500 for a carpet. It has been reduced to £200.  
**The carpet (which) you paid £500 for has been reduced to £200. or The carpet you paid ...**
- 6 The Prime Minister gave a good speech. I agree with his views.  
**The Prime Minister, whose views I agree with, gave a good speech.**
- 7 He spoke about the environment. I care deeply about this.  
**He spoke about the environment, which I care deeply about.**
- 8 What's that music? You're listening to it.  
**What's the music you're listening to?**
- 9 Her mother died last week. She looked after her for many years.  
**Her mother, who she looked after for many years, died last week.**
- 10 My daughter has started smoking. I disapprove of this.  
**My daughter has started smoking, which I disapprove of.**

## RELATIVE CLAUSES WITH A PARTICIPLE

*Relative clauses with a participle are often used in technical descriptions. They allow you to provide a lot of information about a noun using as few words as possible. We can use the passive or the active participle.*

*Examples:*

*PCs equipped with Ethernet adapters = PCs which are equipped with Ethernet adapters*

*Data line linking client to server = data line which links client to server*

### 1. Complete these definitions with the correct participle of the verb given in brackets.

- 1 A *gateway* is an interface (enable) **enabling** dissimilar networks to communicate.
- 2 A *bridge* is a hardware and software combination (use) **used** to connect the same type of networks.
- 3 A *backbone* is a network transmission path (handle) **handling** major data traffic.
- 4 A *router* is a special computer (direct) **directing** messages when several networks are linked.
- 5 A *network* is a number of computers and peripherals (link) **linked** together.
- 6 A *LAN* is a network (connect) **connecting** computers over a small distance such as within a company.
- 7 A *server* is a powerful computer (store) **storing** many programs (share) **shared** by all the clients in the network.
- 8 A *client* is a network computer (use) **used** for accessing a service on a server.
- 9 A *thin client* is a simple computer (comprise) **comprising** a processor and memory, display, keyboard, mouse and hard drives only.
- 10 A *hub* is an electronic device (connect) **connecting** all the data cabling in a network.

### 2. Link these statements using a relative clause with a participle.

- 1 a The technology is here today.  
b It is needed to set up a home network.  
**The technology needed to set up a home network is here today**
- 2 a You only need one network printer.  
b It is connected to the server.  
**You only need one network printer connected to the server**
- 3 a Her house has a network.  
b It allows basic file-sharing and multi-player gaming.  
**Her house has a network allowing basic file-sharing and multi-player gaming**
- 4 a There is a line receiver in the living room.  
b It delivers home entertainment audio to speakers.  
**There is a line receiver in the living room delivering home entertainment audio to speakers**
- 5 a Eve has designed a site.  
b It is dedicated to dance.  
**Eve has designed a site dedicated to dance**
- 6 a She has built in links.  
b They connect her site to other dance sites.  
**She has built-in links connecting her site to other dance sites**
- 7 a She created the site using a program called Netscape Composer.  
b It is contained in Netscape Communicator.  
**She created the site using a program called Netscape Composer contained in Netscape Communicator**
- 8 a At the centre of France Telecom's home of tomorrow is a network.

b It is accessed through a Palm Pilot-style control pad.

**At the centre of France Telecom's home of tomorrow is a network accessed through a Palm Pilot-style control pad**

9 a The network can simulate the owner's presence.

b This makes sure vital tasks are carried out in her absence.

**The network can simulate the owner's presence making sure vital tasks are carried out in her absence**

10 a The house has an electronic door-keeper.

b It is programmed to recognise you.

c This gives access to family only.

**The house has an electronic door-keeper programmed to recognise you, giving access to family only**

## 2. LESSON----- FUTURE TENSES

### Expressing the future – Revision

The future with **will**, **be going to** and **present tenses**

#### 'Will' for instant decisions

1. **Say what your decision is in these situations, or what you offer to do.**

*Use these verbs: post, have, answer.*

a The phone is ringing. You are the nearest person to it.

**I'll answer it / the phone.**

b The choice on the menu is fish or chicken. You hate fish.

**I'll have (the) chicken (, please).**

c Your friend has written a letter. You are going to walk into town past the post office.

**I'll post it / the letter (for you).**

'Be going to' for predictions based on the present situation or 'will' for predictions of a probable development (a less certain prediction). These forms are often interchangeable.

2. **What would you say in these situations? Make predictions using these words: rain, get wet, happen.**

a The sky is full of dark clouds.

**It's going to rain.**

b Now it's starting to rain. There's nowhere to shelter, and you haven't got an umbrella.

**I'm going to get wet.**

c The future situation is uncertain. What do you think **will happen**.

**Present continuous for fixed future arrangements, especially social and travel arrangements.**

3. **Write a sentence for each situation describing future arrangements. Use the verb in brackets.**

a Claire has just bought a plane ticket to Cairo dated 15 May. (fly)

**She's / She is flying to Cairo on 15 May.**

b Mark has arranged a meeting with his boss at four o'clock this afternoon. (see)

**He's / He is seeing his boss at four o'clock.**

c Matthew and Daniel have booked a tennis court for tomorrow afternoon. (play)

**They're / They are playing tennis tomorrow afternoon.**

**Present simple for a timetable X Arrangements**

4. **Put the verb in brackets in the correct form.**

A: What **are you doing** (you/do) tonight?

B: Oh, **I'm / I am going** (I/go) to the cinema with Vicky and a couple of other people. The film **finishes** (finish) quite early, so **we're / we are going** (we/go) to a pizza place afterwards.

**Intentions, timetables, arrangements, predictions**

5. **Complete the sentences using different verb forms to express the future. Use the prompts given.**

a Express your intention to have a rest.

**I'm going to have a rest.**

b Express the idea that the timetable shows the start of term on 6 September. (start)

The term **starts on 6 September**.

c Predict a world war in five years' time.

There **will be a world war in five years' time**.

d Express the idea that Laura has agreed to be in the office on Saturday. (work)

She **is working on Saturday**.

- e Give your prediction of a probable fall in prices. (probably)  
Prices **will probably fall**.

**Present simple / present perfect in future time clauses after when, while, before, after, until, etc.** The present perfect is used instead of the present simple to show that the first action will be completed before the second, eg I'll lend you the newspaper *when I've finished* it.

**6. Put the verb in brackets in the correct form.**

- a As soon as the next lecture **has finished** (finish), we'll leave.  
b Don't worry! All we have to do is wait here until someone **finds** (find) us.  
c We'll / **we will play** (play) tennis this evening as long as it **doesn't rain** (not/rain).  
d I'm sorry you've been waiting so long, but it will be some time before Brian **gets** (get) back.  
e I'll / **I will look after** (look after) your cat while you **are** (be) on holiday.  
f Once Terry **gets** (get) over his illness, his performance will improve.

**7. Fill in the blanks expressing the future with a suitable form of the verb given.**

The Maxi-Shop company is going to build a huge new shopping centre on the edge of Millingham. When the project (1) **is** (be) complete, there (2) **will be** (be) hundreds of new jobs for local people. But not everyone is happy. "We (3) **will be fighting** (fight) this plan," said a spokesperson for the local Environment Group. "Just think what (4) **is going to / will happen** (happen) to our countryside. When shopping malls (5) **have covered** (cover) the whole country, there (6) **will be** (be) no green fields left. So we (7) **are / we're holding** (hold) a protest meeting tomorrow evening at the town hall. It (8) **starts / will start** (start) at half past seven.

### FUTURE CONTINUOUS AND FUTURE PERFECT

**Future continuous:** *will be + . . . -ing* for an action which will be in progress in the future or which will happen in the course of events.

- eg I'll **be waiting** for you when you come out.  
I'll **be seeing** you again.

**Future perfect:** *will have + past participle* is used to talk about things which will already be completed before or by (not later than) a particular point in the future.

- eg They'll **have stopped** serving meals by the time we get to the restaurant.

*Note*

A continuous form is also possible: *will have been + . . . -ing*

- eg They'll be tired when they arrive. They'll **have been travelling** all day.

**8. What will life be like in the year 2100? Complete the sentences using the prompts given.**

- a Life **will have become** (become) more automated by then.  
b By 2100, computers **will have taken over** (take over) many of the jobs that people do today.  
c The earth's supplies of oil, coal and gas **will have run out** (run out) by that time.  
d **Will scientists have found** (scientists / find) other sources of energy by the end of 21st century?  
e The world's population **will have increased** (increase) to around 30,000 million by 2100.

### FUTURE CONTINUOUS X FUTURE PERFECT

**9. Put the verb into the correct form.**

- a I **won't have finished** (not/finish) my work by the end of the month.  
b What do you think you **you'll (will) be doing** (do) in five years' time? **Will you still be studying** (you/still/study) at CTU?  
c By next April I **will have paid** (pay) £3,000 in income tax.  
d Microsoft has spent a lot of money on developing a new product. By the time it goes on sale, the company **will have spent** (spend) over \$5million.  
e In fifty years' time we **will be living** (live) entirely on pills.  
f Simon started to learn English when he was 10. He is still learning the language. When he's 20, he **will have been learning** (learn) English for 10 years.  
g Don't phone me between 7 and 8. We **will / we'll be having** (have) dinner then. Phone me after 8 o'clock. We **will / we'll have finished** (finish) dinner by then.  
h Air hostess: We **will be taking off** (take off) in a few minutes. Please fasten your safety belts.  
i Tim is travelling around Europe at the moment. So far he has travelled about 1,000 miles. By the end of the trip, he **will have travelled** (travel) more than 2,000 miles.

### Review of the future

**10. Put each verb in brackets into an appropriate tense.**

- 1 The European heads of state **are meeting / are to meet** (meet) in Brussels on 3 October.

- 2 There's been a bomb warning. No one can go into the building until the police **have searched** (search) it.
- 3 I won't buy a new monitor till the price **comes** (come) down.
- 4 Why are you getting out the jack? – We have a puncture and I **am going to change** (change) the wheel. – I **will help** (help) you.
- 5 By the end of the month, I'll / I **will have been working** (work) for this company for a year.
- 6 The sun **will rise** (rise) at 5.45 am tomorrow.
- 7 Tourist: We've only got five hours in Rome; we **are leaving** (leave) at six; but I'm sure that we **will have seen** (see) everything of importance by then.
- 8 You say you're getting a coach at nine. What time **does it get** (it/get) to London?
- 9 I'm going to get to the airport early. I can read a book while I **am waiting** (wait).
- 10 **Will you have read** (you/read) this book by the time it's due back to the library? – Yes. I **will have finished** (finish) it by then.
- 11 They've brought a rope and they **are going to tow** (tow) the car to a garage.
- 12 Can I borrow your bike on Monday? – I'm sorry, but I **will be using** (use) it. I always cycle to work.
- 13 I'll have much more time next week because I **will have done** (do) all my exams then.
- 14 It's a lovely day. **Shall we go** (we/go) for a walk?
- 15 In three years' time the bridge **will have been completed** (be completed).
- 16 Why's he putting the camera on a tripod? – He **is going to take** (take) a group photo.
- 17 They **are laying** (lay) the foundations next week.
- 18 By the end of the year all our debts **will have been paid** (be paid) off.
- 19 I'll give Polly the news. I **will tell** (tell) her when I **see** (see) her this evening.
- 20 It's quite a long way, isn't it? We **will have walked** (walk) about five miles by the time we get back, I'd say.
- 21 Who **will be working / is working** (work) with you on this project?
- 22 I've come out without any money. – Never mind, I **will lend** (lend) you some. How much do you want?
- 23 No one can predict what Carol **is going to do / will do** (do) next.
- 24 When winter **begins** (begin) the swallows will fly away to a warmer country.
- 25 We **are going** (go) on holiday next Monday. This time next week we **will be lying** (lie) on a beach in Turkey.
- 26 **Will you drive** (you/drive), please? I don't like driving at night.
- 27 Ben and Petty are on holiday in Europe. They **will have visited** (visit) seven countries by the time they get home to Canada at the end of the month.
- 28 It's very hot in here. I think I **am going to faint** (faint).
- 29 I'll come at three o'clock. – Good, I'll / I **will be expecting** (expect) you.
- 30 I haven't bought any cigarettes because I **am going to give up / am giving up** (give) up smoking.

### 3. LESSON-----

#### -ING CLAUSES

- 1 *When two things happen at the same time, you can use –ing for one of the verbs.  
I've just seen Carol. She is in the bar having a drink.*
- 2 *We also use –ing when one action happens during another action.  
Did you cut yourself shaving.*
- 3 *When one action happens before another action, we use having (done) for the first action.  
Having found a hotel, we looked for somewhere to have dinner.*
- 4 *You can use an –ing clause to explain something or to say why somebody does something.  
Feeling tired, I went to bed early.*
- 5 *We use –ing clause to say what somebody is doing at a particular time.  
Do you know the man talking to Tom.*

#### 1. Rephrase the following sentences using a participial construction instead of a subordinate clause.

- a) When an undergraduate has completed his project, he sits for the final state examination.  
**Having completed his project, an undergraduate sits for the final state examination. / On completing . . . / After completing . . .**
- b) **After they had made the necessary preparations, they started the experiment.**
- c) **After making the necessary preparations, they started the experiment.**
- d) When the programmer has defined the problem to be solved, he must determine the method to be used.  
**Having defined the problem to be solved, the programmer must determine the method to be used. / After defining . . .**
- e) When he has determined the method to be used, he must organize the data structure.  
**Having determined the method to be used, he must organize the data structure. / After determining . . .**
- f) When Robert had passed his final state examination, he was awarded the degree of "Ing".

**Having passed his final state examination, Robert was awarded the degree of Ing. / After passing...**

- g) After they had bought an expensive car, they didn't have much money left for everything else.  
**After buying an expensive car, they didn't have much money left for everything else.**
- h) When he has flowcharted the logic of a solution, he must code it in the programming language.  
**Having flowcharted the logic of a solution, he must code it in the programming language.**
- i) After the lecturer had explained the problem, he described some of the methods of solving it.  
**After explaining the problem, the lecturer described some of the methods of solving it.**

**2. Answer the questions positively. Use the whole sentence with –ing construction.**

- a) Did Mary laugh loudly as she came in?  
**Yes. Mary laughed loudly coming in.**
- b) Did the soldiers sing loudly as they went through the streets?  
**Yes. The soldiers sang loudly going through the streets.**
- c) How did Tom cut off all those wires? Did he use a kitchen knife?  
**Yes. Tom cut off all those wires using a kitchen knife.**
- d) When did the mountaineer slip? Did he climb the north wall?  
**Yes. He slipped climbing the north wall.**
- e) A lot of adults learn foreign languages. Do they attend evening classes?  
**Yes. They attend evening classes learning foreign languages.**
- f) A group is waiting in front of the castle. Are they Dutch visitors to Prague?  
**Yes. They are Dutch visitors to Prague waiting in front of the castle.**
- g) Did you notice the two men? They were standing in the background.  
**Yes. I noticed the two men standing in the background.**

**3. Rephrase the following sentences using an –ing form instead of a subordinate clause.**

- a) When Barbara was typing the letters, she didn't look at the keyboard.  
**While typing / Typing the letters, Barbara didn't look at the keyboard. / Barbara, typing the letters, didn't look at ...**
- b) As she is used to typing for a long time, she never complains.  
**Being used to typing for a long time, she never complains**
- c) When the secretary was bringing in the customer, she heard the telephone ringing.  
**While bringing / Bringing in the customer, the secretary heard the telephone ringing. / The secretary, bringing in the customer, heard the phone ringing.**
- d) Since I believed that he had told the truth, I decided to let him go.  
**Believing that he had told the truth, I decided to let him go.**
- e) When Mr Ralston was being introduced to the ladies, he tried to remember the names of all of them.  
**While being / Being introduced to the ladies, Mr Ralston tried to remember the names of all of them. / Mr Ralston, on being introduced to the ladies, tried...**
- f) While he was flying over the Channel, the pilot saw what he thought to be a flying saucer.  
**Flying over the Channel, the pilot saw what he thought to be a flying saucer.**
- g) Since the prices are really reasonable, they suit all buyers.  
**Being really reasonable, the prices suit all buyers.**
- h) When the clerk was working out the price, he included the packing charge in it.  
**While working out / Working out the price, the clerk included the packing charge in it. / The clerk, working on the price, included...**

**4. Translate into Czech.**

- a) Going through Birmingham I met Mr Wheeler. I met him carrying a suitcase.  
**Když jsem projížděl Birminghamem, potkal jsem pana Wheelera, který nesl kufr.**
- b) Listening to the conversation Muriel enjoyed herself very much. Later on we even saw her speaking to that young man.  
**Zatímco poslouchala konverzaci, Muriel se velmi bavila. / Při poslechu konverzace se Muriel velmi bavila. Později jsme ji dokonce viděli, jak si povídá s tím mladým mužem.**
- c) The old lady was seen wearing all her jewels. Wearing them in the afternoon she made everybody notice her.  
**Viděli jsme tu starou dámu, jak měla na sobě všechny své šperky. Protože si je oblékla odpoledne, donutila všechny, aby si jí všimli.**
- d) Borrowing a deposit copy I noticed a student I had met before. I noticed him filling in a lending form.  
**Když jsem si půjčoval kopii vkladu, všiml jsem si studenta, kterého jsem potkal předtím. Všiml jsem si ho, když vyplňoval vypůjční formulář.**
- e) Reading the two texts and comparing them with the third the scientists deciphered the hieroglyphs on the Rosetta Stone.  
**Když si vědci přečetli ty dva texty a porovnali je s třetím, rozluštili hieroglyfy na Rosetta Stone.**

- f) One can often find book-lovers reading early prints in the library of the British Museum.  
**Často lze vidět milovníky knih, jak čtou první tisky v knihovně Britského muzea.**
- g) Mr Lewis watched his secretary typing the answers. He had her working hard.  
**Pan Lewis sledoval svoji sekretářku, jak píše odpovědi. Měl za to, že pilně pracuje.**

### -ING CLAUSES : CAUSE AND EFFECT

We can use *-ing* clauses to explain how something happens. The *-ing* clause explanation can be placed before, or after the main clause. We can also use *-ing* clauses to link a cause and effect.

Examples:

Using MIDI, computers can communicate with synthesizers.

DVD drives read DVD disks (by) using blue laser light.

A WAV file may sample a song 44,000 times a second, creating a huge mass of information.

**Match each cause and effect. Then link them with an *-ing* clause.**

#### Cause

- 1 Computers with MIDI interface boards can be connected to MIDI instruments. **1E**  
**Computers with MIDI interface boards can be connected to MIDI instruments allowing the music being played to be stored by the computer and displayed on the monitor.**
- 2 Each side of a DVD can have two layers. **2D**  
**Each side of a DVD can have two layers giving an enormous storage capacity.**
- 3 MP3 removes sounds we can't hear. **3H**  
**MP3 removes sounds we can't hear producing much smaller files.**
- 4 You can download single tracks. **4B**  
**You can download single tracks creating your own compilation.**
- 5 Each MP3 file has a tag. **5A**  
**Each MP3 file has a tag permitting extra information to be stored on the performer and other track details.**
- 6 MP3 players contain several devices. **6G**  
**MP3 players contain several devices allowing you to control the way the music sounds.**
- 7 You can download a skin program. **7F**  
**You can download a skin program enabling you to change the appearance of your player.**
- 8 You can legally download some music. **8C**  
**You can legally download some music allowing you to sample a new group before buying their CD.**

#### Effect

- A This permits extra information to be stored on the performer and other track details.
- B You can create your own compilation.
- C This allows you to sample a new group before buying their CD.
- D This gives an enormous storage capacity.
- E This allows the music being played to be stored by the computer and displayed on the monitor.
- F This enables you to change the appearance of your player.
- G These allow you to control the way the music sounds.
- H This produces much smaller files.

### -ING AND -ED CLAUSES

We use *-ing* clauses to say what somebody or something is doing at a particular time.

*Do you know the woman **talking to Mary**?* (the woman who is talking to Mary)

*-ed* clauses have a passive meaning:

*Most of the goods **made/produced in this factory** are exported.* (the goods that are made)

#### Reduced Relative Clauses

Relative clauses with a participle are often used in technical descriptions and definitions.

They allow you to provide a lot of information about a noun using as few words as possible.

e.g. A network printer connected to a wireless print server = a network printer which is connected

A modem providing access to the Internet = a modem which provides access to the Internet

#### Academic Definitions

e.g. A fossil is an inorganic trace buried by natural processes and subsequently permanently preserved.

Plastics are substances moulded into shape when they are heated.

#### Exercise 1

**Make one sentence from two beginning as shown. Each time make an *-ed* clause.**

e.g. A boy was injured in an accident. He was taken to hospital.

*The boy injured in the accident was taken to hospital.*

1. A window was broken in the storm last night. It has now been repaired.  
**The window.....**
2. A number of suggestions were made at the meeting. Most of them were not very practical.  
**Most of the suggestions.....**
3. Some paintings were stolen from the museum. They haven't been found yet.  
**The.....**

#### Exercise 2

Use the words in brackets to make sentences using **there is/there was** etc.

We often use **-ing** and **-ed** clauses after **there is/there was**.

e.g. The accident wasn't serious. (nobody/injure) *There was nobody injured.*

1. The bus was full. (a lot of people/travel)  
.....
2. The piece of paper was blank. (nothing/write/on it)  
.....
3. There are regular Czech courses at this faculty. (a course/begin/next week)  
.....
4. They were the only guests at the hostel. (nobody else/stay there)  
.....

## 4. LESSON

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### -ING / INFINITIVE FORMS

#### 1. Complete these sentences so that the meaning is similar to the first sentence.

- a) My father said I could use his car.  
**My father allowed me to use his car.**
- b) I was surprised that it rained.  
**I didn't expect it to rain.**
- c) Don't stop him doing what he wants.  
**Let him do what he wants.**
- d) He looks older when he wears glasses.  
**Glasses make him look older.**
- e) I think you should know the truth.  
**I want you to know the truth.**
- f) Don't let me forget to phone my sister.  
**Remind me to phone my sister.**
- g) At first I didn't apply for the job but Sarah persuaded me.  
**Sarah persuaded me to apply for the job.**
- h) My lawyer said I shouldn't say anything to the police.  
**My lawyer advised me not to say anything to the police.**
- i) I was told that I shouldn't believe everything he says.  
**I was warned not to believe everything he says.**
- j) If you've got a car, you are able to travel round more easily.  
**Having a car enables you to travel around more easily.**

#### 2. Put the verbs in the right form: -ing or infinitive.

- a) She doesn't allow **smoking in the house or us/me to smoke in the house** in the house.
- b) I've never been to Iceland but I'd like **to go** there.
- c) I'm in a difficult position. What do you advise me **to do**?
- d) She said the letter was personal and wouldn't let me **read** it.
- e) We were kept at the police station for two hours and then we were allowed **to go**
- f) Where would you recommend me **to go** for my holidays?
- g) I wouldn't recommend **eating** in that restaurant. The food is awful.
- h) The film was very sad. It made me **cry**.
- i) Carol's parents always encouraged her **to study** hard at school.

#### 3. Use gerund or infinitive of the verb in brackets. Insert preposition where necessary.

I regret **having missed** the performance.

The car needs **overhauling**...

We decided **to leave**...

It's no use **telling him off**, he did not want to do it.

I need a magnifying glass **to decipher** it.

He gave up **smoking and drinking**.

We congratulate **you on reaching** it.

I remember **having seen/seeing** the film.

Fancy him **acting as...**  
 It's worth **noticing...**  
 They want to prevent us **establishing/ from establishing...**  
 I can't understand **neglecting/ the neglect of...**  
 Your sister dissuaded us **from hiring...**  
 I'll give you a chance of **trying/ to try...**  
 He didn't even stop **chewing...**  
 Your time is up and you still go on **talking.**  
 She can't avoid **attracting** the public eye

#### 4. Rewrite each sentence without changing the meaning, beginning as given.

- He said he didn't want to sit at the front.  
**He refused to sit at the front.**
- She succeeded in getting through to the office in the end.  
**In the end she managed to get through to the office.**
- His parents wouldn't allow him to buy a powerful motorbike.  
**His parents wouldn't let him buy a powerful motorbike.**
- Going on a package tour was your choice.  
**You chose to go on a package tour.**
- I had to stay late at the office last night.  
**My boss made me stay late at the office last night.**
- "Leave the dog alone, Jean," said Chris.  
**Chris told Jean to leave the dog alone.**
- I really ought to phone the doctor.  
**I'd better phone the doctor.**
- You are supposed to take one tablet every four hours.  
**You should take one tablet every four hours.**
- Taking a holiday in August is common in Britain.  
**The British tend to take their holidays in August.**
- Actually I'd prefer to go dancing with Margaret.  
**Actually, I'd rather go dancing with Margaret.**

#### 5. Put the verb in brackets into the most suitable form.

- I'm afraid that I can't stand /sit/ **sitting** on chairs like that one.
- I went back to the office and demanded /speak/ **to speak** to the director.
- She didn't really fancy /go/ **going** to the cinema, so she stayed at home.
- I hope /meet/ **to meet** a lot of interesting people while I'm there.
- She always pretends not /hear/ **to hear** what people say to her.
- I used to enjoy /listen/ **listening** to pop music, but my tastes have changed.
- I don't think we should risk /arrive/ **arriving** too late at the airport.
- They warned Ronnie /be/ **to be** more careful about what he said to people.
- Terry keeps /ask/ **asking** me to lend her my notes from last week's lesson.
- I wish you'd let me /help/ **help** you with that ironing.
- The doctor told me to avoid /walk/ **walking** upstairs for a week.
- I don't think she deserves /lose/ **to lose** her licence for such an offence.
- If you've finished /read/ **reading** the paper, could I have a look at it?
- They decided that they should practise /speak/ **speaking** as much as possible.
- She promised /let/ **to let** me know the results as soon as they came out.

### -ING FORM AS A NOUN

We can use an *-ing* form of the verb as a noun. It can be the subject, object, or a complement of a sentence.

Examples:

*Managing the computer's resources is an important function of the operating system.*

*The operating system starts running the user interface as soon as the PC is switched.*

*Another function of the operating system is executing and providing services for applications software.*

*The *-ing* form is also used after prepositions. This includes 'to' when it is a preposition and not part of the infinitive.*

Examples:

*Without the user being aware of the details, the operating system manages the computer's resources.*

*We begin by focusing on the interaction between a user and a PC operating system.*

*We look forward to having cheaper and faster computers.*

**1. Rewrite each of these sentences using an –ing form.**

- 1 An important function of the operating system is to manage the computer's resources.  
**Managing the computer's resources is an important function of the operating system.**
- 2 One task of the supervisor program is to load into memory non-resident programs as required.  
**Loading into memory non-resident programs as required is one task of the supervisor program**
- 3 The role of the operating system is to communicate directly with the hardware.  
**Communicating directly with the hardware is the role of the operating system**
- 4 One of the key functions of the operating system is to establish a user interface.  
**Establishing a user interface is one of the functions of the operating system**
- 5 An additional role is to provide services for applications software.  
**Providing services for applications software is an additional role**
- 6 Part of the work of the mainframe operating systems is to support multiple programs and users.  
**Supporting multiple programs and users is part of the work of the mainframe operating systems**
- 7 The task in most cases is to facilitate interaction between a single user and a PC.  
**Facilitating interaction between a single user and a PC is the task in most cases**
- 8 One of the most important functions of a computer is to process large amounts of data quickly.  
**Processing large amounts of data quickly is one of the most important functions of a computer**
- 9 The main reason for installing more memory is to allow the computer to process data faster.  
**Allowing the computer to process data faster is the main reason for installing more memory**

**2. Complete these sentences with correct form of the verb, infinitive or –ing form.**

- 1 Don't switch off without (close down) your PC.  
**Don't switch off without closing down your PC**
- 2 I want to (upgrade) my computer.  
**I want to upgrade my computer**
- 3 He can't get used to (log on) with a password.  
**He can't get used to logging on with a password**
- 4 You can find information on the Internet by (use) a search engine.  
**You can find information on the Internet by using a search engine**
- 5 He objected to (pay) expensive telephone bills for Internet access.  
**He objected to paying expensive telephone bills for Internet access**
- 6 He tried to (hack into) the system without (know) the password.  
**He tried to hack into the system without knowing the password**
- 7 You needn't learn how to (program) in HTML before (design) webpages.  
**You needn't learn how to program in HTML before designing webpages**
- 8 I look forward to (input) data by voice instead of (use) a keyboard.  
**I look forward to inputting data by voice instead of using a keyboard**

**VERBS + OBJECT + INFINITIVE;  
VERBS + OBJECT + TO-INFINITIVE**

*New developments in computing are often designed to make something easier. These verbs are often used to describe such developments: allow, enable, help, let, permit*

*Allow, enable and permit are used with this structure: verb + object + to-infinitive*

*Let is used with this structure: verb + object + infinitive*

*Help can be used with either structure.*

*Examples:*

*A GUI lets you point to icons and click a mouse button to execute a task.*

*A GUI allows you to use a computer without knowing any operating system commands.*

*Voice recognition software helps disabled users (to) access computers.*

**Complete the gap in each sentence with the correct form of the verb in brackets.**

- 1 The Help facility enables users (get) **to get** advice on most problems.
- 2 Adding more memory lets your computer (work) **work** faster.
- 3 Windows allows you (display) **to display** two different folders at the same time.
- 4 The Shift key allows you (type) **to type** in upper case.
- 5 The MouseKeys feature enables you (use) **to use** the numeric keypad to move the mouse pointer.
- 6 ALT + TAB allows you (switch) **to switch** between programs.
- 7 The StickyKeys feature helps disabled people (operate) **(to) operate** two keys simultaneously.
- 8 ALT + PRINT SCREEN lets you (copy) **copy** an image of an active window to the Clipboard.

**5. LESSON-----  
MIXED TENSES**

**1. Fill in the correct tense.**

- a) John /leave/ **left** Anne two days ago. She hardly /eat/ **has hardly eaten** anything since.

- b) So far Anne /be/ **has been** in the house by herself for two weeks. During that time she /refuse/ **has refused** to open the door to anyone.
- c) John /begin/ **began** listening to English recordings regularly last year. Since then his pronunciation /improve/ **has improved** greatly.
- d) He /listen/ **has been listening** to English recordings for several months. His comprehension ability /increase/ **has increased** since.
- e) I met Mr. Kelly last October. Five years /change/ **have changed** him completely. He /grow/ **had grown** bald, his face /be covered/ **was covered** with deep wrinkles, he /become/. **had become** very stout and /not able to/ **wasn't able** to hold himself erect.
- f) If you /lose/ **lose** a book, report it at once. If it /not be found/ **hasn't been found** within a reasonable period, you /be asked/ **you'll be asked** to pay the cost of replacing it. This sum /be refunded/ **will be refunded** if the book /be found/ **is found** subsequently.
- g) Last week he /not send/ **didn't send** us a cable because he /lose/ **had lost** our address, so I /not able to/ **wasn't able** to meet him.
- h) I see that the children /switch on/ **have switched on**, the T.V. and /watch/ **are watching** an interesting film.
- i) The radio reported that the weather in that region /be/. **had been dry** dry since August.
- j) Which of the roads /lead/ **leads**, to the railway station? We /want/ **want** to arrive there before the departure of the train.
- k) When I came in, the dog /sleep/ **was sleeping** on the rug.
- l) If you /go/ **go**, to the kitchen, you will find milk there. But I don't know if the milk /be **will be** sour.
- m) All the time you have been toiling in your office, I /enjoy/ **I've been enjoying** myself on the beach. We /not have/. **we haven't had** a drop of rain since we /arrive/ **we arrived** But unfortunately this time next week I /travel back/ **I'll be travelling**
- n) We will leave as soon as the car /be overhauled/ **has been overhauled** But I don't know if the overhaul /be completed/ **will have been completed or will be completed** by 10 o'clock.
- o) After I /do/ **I had done** all my work, I /want/ **I wanted** to go home, but I remembered that I /leave/ **had left** my umbrella in the hall, where I /put/ **had put** it to dry, and I had to go to fetch it as it /rain/ **was raining**

**2. Read the telephone conversation between Mr B. and Claude, the travel agent. Put the verbs into the correct tense.**

- C Good morning. Fairweather Travel, Claude speaking. How can I help you?
- Mr B Good morning. I /look/ **I've been looking** at your brochure on holidays in Cape Town and the Western Cape and I /wonder/. **wonder/ wondered/ was wondering** if you could give me some information?
- C Certainly, Mr ....?
- Mr B It's Barker, Mr Barker.
- C Well, as it happens, Mr Barker, I /go/ **went** to Cape Town myself last Christmas. I /never, be/ **d never been** there before. I /do/ **was doing/ did** some research for Fairweather Travel, so I /get/ **got** to know the city pretty well.
- Mr B Really! Then you're just the person to talk to. Tell me, /feel/ **did you feel** you safe? There /be/ **'s been** so much unrest in South Africa recently.
- C Well, Mr Barker, I /visit/ **'ve visited** many countries on behalf of Fairweather Travel, and I have to say that I /feel/ **felt** very safe the whole time I /travel/ **was travelling** round South Africa.
- Mr B That's reassuring. My three children /learn/ **have been learning/ are learning** all about South Africa at school. They /look forward/ **'re looking forward** to seeing Table Mountain. My wife /hope/ **is hoping/ hopes** to sample some South African wine. /be **will that be** possible?
- C Oh, yes indeed. There are tours to many of the vineyards and wine cellars. Your wife /be able/ **will be able** to try some really good wines. South Africa /produce/ **produces** some of the best wine and brandy in the world.
- Mr B How interesting. Well, you /be/ **'ve been** most helpful. I /get/ **'ll get** back to you as soon as possible, after I /discuss/ **'ve discussed** it all with my wife. Thank you very much. Goodbye.
- C Goodbye.

**3. Read about Pat and Ronald Thomas, who live on a train. Put the verbs in brackets into the correct verb form.**

At home on a train

Pat and Ronald Thomas /not live/ **don't live** in a caravan, but their home /travel/ **has travelled** more miles than any other house in Britain! Their house /make/ **is made** from a pair of Victorian railway carriages, and they /live/ **'ve lived/ 've been living** there for ten years. "I /not want/ **didn't want** to live in a train at first," admits Pat, "but when I /see/ **saw** that this train had a garden with a stream, I just /fall/ **fell** in love with it. We /buy/ **bought** it from an old lady, and she /do/ **had already done** already a lot of work on it. But there is a lot left to do and we /make/ **we're still making** improvements."

Visitors are often surprised to see how spacious the house is. All the dividing walls /remove/ **have been removed** so now the rooms are about fifteen metres long.

Pat and Ronald /pay/ **paid** £ 68 000 for their house. Recently they /offer/ **were offered** more than £ 100 000 for it, but it's not for sale.

"I /discover/ **'m discovering** more and more about the history of this train all the time," says Ronald. "It /build/ **was built** in Swindon between 1855 and 1875. We /work/ **'ve worked/ 're working/ have been working** so hard to make it beautiful that I don't think we /sell/ **'ll ever sell** it," he admits. "I hope it /remain/ **will remain/ remains** in our family forever."

#### 4. Put the verbs in brackets in this text in the most suitable form.

Dear Sue,

I /think/ **think** I'd better write and apologise about what /happen/ **happened** on Thursday. I /not, usually, behave/ **don't usually behave** that way at parties, but as you probably /realise/ **realise/ realised** I /be/ **was** rather drunk when I /arrive/ **arrived** I **have never been** as drunk as that before, but I /have/ **have** an explanation. You /see/ **see** on my way to the party I /meet **met** this old friend of mine while I /come/ **was coming** out of the pub, which I only /pop/ **popped/had only popped** into so as to buy you a bottle of wine. By the time we /talk/ **had talked** over all our news, I /realise/ **realised** we /drink/ **had drunk** rather a lot, but I very much /want/ **wanted** to see you, so I /leave/ **left** my car at the pub, and /walk/ **walked** over. I /really, not, mean/ **didn't mean** to break the window, and I /come/ **will come** round next Monday to repair it myself. I /not, think/ **do not think** it /be/ **it will be** very cold in the meantime. I **have also written** to your mother and I /apologise/ **have apologised** for saying what I /say/ **said** to her. You /know/ **know**, how much I /like/ **like** her.

I /hope/ **hope** that by the time I see you next Monday you /forget/ **will have forgotten** my unforgivable behaviour.

I /decide/ **have decided** never to drink again.

Your foolish friend,

Ken

## 6. LESSON----- PREPOSITIONS

### 1. Complete these sentences using these prepositions. Only use each one once. **off, between, through, under, back from, out of, into, over, past, across.**

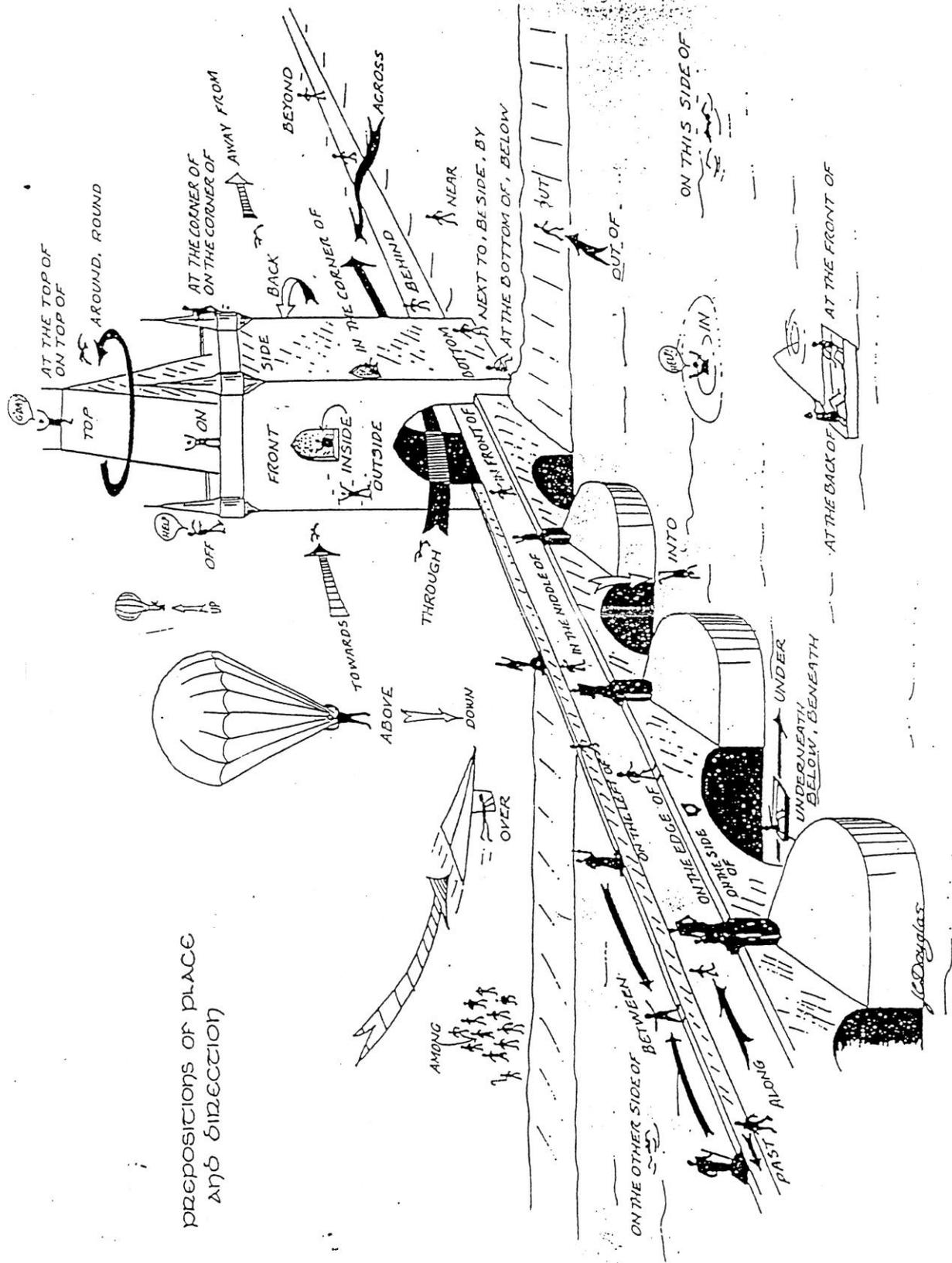
- The river is **under** the bridge.
- The bridge goes **over** the river.
- You must get **out of** Prague to enjoy the Bohemian countryside!
- He fell from the bridge **into** the river.
- You can drive **through** the Liben tunnel.
- He is **back from** his holidays and he has a great suntan.
- You must go **across** the bridge if you want to go to the castle.
- If you get tram number 22, it will take you **past** the castle.
- Don't jump **off** the Zizkov TV tower!
- Life is what happens **between** birth and death.

### 2. Fill in the blanks with the correct prepositions. If no preposition is needed, leave the space empty.

- The new computerised system consists **of** two units equipped **with** digital cameras.
- Palm-size and handheld PCs will benefit **from** speech technology.
- The stay abroad was of great benefit **to** my future career.
- Brian's job involves a lot of travelling. He often has to go away **on** business.
- The company was faced **with** financial problems.
- The firm closed down because there wasn't enough demand **for** its product.
- It wasn't easy but in the end we succeeded **in** finding a solution **to** the problem.
- Do you know how to operate \_\_\_ this instrument?
- Who is in charge **of** this project?
- Bill provided me **with** all the information I needed.
- He was promoted **to** a senior position.
- The lawyer advised us **on** tax matters.
- If you're worried about the problem, you should do something **about** it.
- We discussed \_\_\_ the problem but we didn't reach a decision.
- Why don't you apply **for** that job?
- This regulation doesn't apply **to** you. You are **under** (*less than*) 18.
- Workers at the factory have gone **on** strike for better pay and conditions.
- The company has rejected the workers' demands **for** a rise **in** pay.
- George's salary is very low. It isn't enough to live **on** .
- He promised \_\_\_ us a share **of / in** the profits.
- I'm interested **in** chess but I'm not very good **at** it.
- The police are searching **for** the man who escaped from prison.

- 23 It's not very pleasant when you are accused **of** something you didn't do.  
24 I promise to get everything ready **by** eight o'clock at the latest.  
25 He was accepted **on** a programming course.  
26 What time do you usually arrive **at** work in the morning?  
27 He arrived **in** London **at** 6 pm **on** a foggy November day. We often have fogs **in** November.  
28 We must try to get \_\_\_ home **in** time **for** dinner.  
29 I'm a bit lonely. I need somebody to talk **to** .  
30 We have to deal **with** this problem as soon as possible.  
31 These days everybody is aware **of** the dangers of smoking.  
32 I wanted to go alone but they insisted **on** coming with me.  
33 John graduated **in** chemistry and physics.  
34 It's three years **since** I did any skiing.  
35 We didn't reach Berlin **till** after dark, and had some difficulty **in** / **o** finding our hotel.  
36 He became involved **in** a new research.  
37 My job involves **o**a fixed working time.  
38 You can't rely **on** him. He's almost always late **for** appointments.  
39 It never occurred **to** me to ask him **for** proof **of** his identity.  
40 Barcodes in the packaging of groceries will soon be replaced **with** radio-frequency tags.  
41 The number of people suffering **from** heart disease has increased.  
42 I hardly ever use a credit card or cheques. I prefer to pay for things **in** cash.  
43 Did you come here **by** car or **on** foot?  
44 The police want to question a man in connection **with** the robbery.  
45 Write your name **at** the top / bottom of the page.  
46 You'll find the sports results **on** the back page of the newspaper.  
47 I'll wait **until** / **till** Friday before making a decision.  
48 Have you ever been **to** Australia?  
49 There was an accident **at** the crossroads this morning.  
50 Turn left **at** the roundabout.

prepositions of place  
and direction



## 9. LESSON ARTICLES

Make larger sentences, using the correct article, from these newspaper headlines.

- Man eaten by snake in London zoo - **A man was eaten by a snake in London zoo.**
- US President chokes on pretzel - **The American president choked on a pretzel.**
- Taxes to increase - **The taxes will be increased./ Taxes will be increased (if we use the taxes usually for something specific – especially in the US)**
- Pope to visit Eurodisney - **The Pope is going to visit Eurodisney**
- Taxes set to increase once more - **The taxes will be going up again/ Taxes will be going up again.**

1. Complete these sentences, using the definite article, the indefinite article, or the zero article where appropriate.

- I live in **the** city of Prague.
- I live in \_\_\_\_\_ Prague.
- Prague is **the** best city in **the** world.
- I live in **a** flat in Red Hill Housing Estate.
- Red Hill Housing Estate is near \_\_\_\_\_ Europe street.
- You pass \_\_\_\_\_ Europe street on **the** way to **the** airport.
- An** airport is **a** busy place, but **the** assistants are very helpful.
- The** biggest airport in \_\_\_\_\_ Europe is in \_\_\_\_\_ Frankfurt.
- \_\_\_\_\_ Frankfurt is not **the** capital city of \_\_\_\_\_ Germany.
- The** Germans are \_\_\_\_\_/a very clever and friendly people.

2. Name three... and write a sentence using each one.

- Landmarks of Prague - **The Clock Tower, the Castle, The Old Town Square, etc (the if unique)**
- Oceans - **The Pacific, the Atlantic, the Indian, etc (always the)**
- Wonders of the Ancient World - **The Colossus of Rhodes, The Pyramids, The Oracle of Delphi, etc (always the)**
- Languages - **German, Czech, Slovak, etc (never the)**
- Mountains - **Mount Everest, Mont Blanc, White Mountain, etc (never the, with the exception of – the Matterhorn)**
- Mountain ranges - **The Krkonose, the Himalayas, the Dolomites, etc (always the)**
- Rivers - **The Vltava, the Labe, the Berounka, etc (always the)**
- Cities - **Prague, London, Paris, etc (never the, with the exception of – the Hague/the Vatican)**
- Archipelagoes - **The Maldives, the Bahamas, the Galapagos, the Philippines etc (always the)**
- Seas - **The Mediterranean, the Red Sea, the Black Sea, etc (always the)**

Fill in the gaps with the definite, indefinite or zero article where appropriate.

- Elsa, **a** German company, has demonstrated **an** 18-inch flat display called Ecomo 4D, which is designed for 3D applications used by \_\_\_ design engineers. This 3D monitor is controlled by **an** advanced graphics card, and 3D viewing is possible without \_\_\_ special eyeglasses. **The** system displays different pictures for **the** left and right eyes, supported by two display layers. **The** upper one works as **a** kind of prismatic layer that sends the different pictures to **the** appropriate eye. **The** position of the eyes is registered by two integrated cameras. **An** intelligent eye-tracking system combined with **a** controlling device synchronises the prismatic layer and position of the eyes.
- By doubling **the** resolution of existing liquid-crystal displays (LCDs), IBM has created **a** monitor which, when viewed from \_\_\_ 18 inches away or farther, shows images that **the** human eye finds indistinguishable from **the** real thing.

The T220, as it is called, measures 22 inches across **the** diagonal, and displays 9.2m picture elements (pixels). That gives it **a** resolution of 200 pixels per \_\_\_ inch, twice **the** previous state of the art monitor. This achievement has come as **a** result of gradual improvements in optics, liquid-crystal chemistry and microelectronics made by IBM groups.

At **the** current retail price of \$22,000, the T220 is hardly going to be flying off **the** shelves. But it will be ideal for \_\_\_ hospitals. Historically, radiology has been **a** driving force behind **the** development of high-resolution screens.

- To set up **a** Wi-Fi network in your home or office, you simply buy **a** base station, plug it into **a** phone socket or **a** high-speed Internet connection and hang it on **a** wall. Using unlicensed radio spectrum, **the** base station communicates with \_\_\_ computers within 100 metres or so, provided they are equipped with **a** suitable plug-in card. It also enables **the** computers to communicate with each other. In effect, Wi-Fi lets

you flood a building with \_\_\_ wireless connectivity. This has **a** number of advantages. It is often cheaper and easier to link several PCs together wirelessly than to run \_\_\_ messy cables all over the place.

6 A satellite navigation system called **the** global positioning system works by measuring **the** time it takes **a** radio signal from **a** satellite to reach **a** receiver on **the** ground. Each satellite continuously broadcasts a signal that gives its position and the time. A GPS receiver compares its own time with the satellite's time, and uses **the** difference between **the** two to calculate **the** distance. Taking measurements from four satellites allows **the** receiver to pinpoint latitude, longitude and altitude. It takes less than **a** tenth of **a** second for the signal from a satellite overhead to reach a receiver on the ground. What device could keep \_\_\_ time that precisely?

7 Big Brother is alive and well all over Britain. More than **a** million cameras now monitor \_\_\_ citizens' movements. That's more per \_\_\_ head of population than in any other country. By one reckoning, **the** average commuter can expect to be caught on film \_\_\_ 300 times between opening **the** garden gate in **the** morning and returning at \_\_\_ night. Glance upward in almost any town center for proof: **a** wall-mounted camera – sometimes in **a** bulletproof casing – trained on **the** / \_\_\_ shoppers below. Over **the** last 10 years the police and local communities have invested hugely in **the** technology. Figures suggest that **a** network of cameras in a town center can reduce \_\_\_ crime by 70 percent.

## 8 SECURITY TECHNOLOGY

A biometric is, as its name suggests, **a** measurement of **a** biological characteristic. Fingerprints are **the** best-known example, but others include hand geometry, iris scanning and facial recognition. Biometric systems are employed for \_\_\_ two main purposes. **The** first is identification, in which **a** subject's identity is determined by comparing **a** measured biometric against **a** database of stored records. The second is verification, which compares a measured biometric with one known to come from **a** particular person. All biometrics can be used for verification, but only those that are unique to **an** individual \_\_\_ notably fingerprints, iris scanning and facial recognition \_\_\_ can be used for identification. As **a** result, different biometrics are used for different kinds of security check.

Iris scanning is used in \_\_\_ dozens of jails in America to identify prisoners, staff and visitors, ensuring that **the** right people are let in and out. Iris scanners have also been tested by banks in **a** number of countries to identify \_\_\_ users of cash machines. Since **the** iris scan identifies each customer, there is no need to insert **a** bank card or remember **a** personal identification number.

Facial recognition, on **the** other hand, is unique among biometrics in that it can be used passively \_\_\_ in other words, **an** image of **a** face can be compared with **a** database of suspects without the subject's knowledge. Such systems, connected to **a** network of closed-circuit television cameras, are already used to spot \_\_\_ criminals and football hooligans in Britain. **The** same technology has been installed at Keflavik airport in Iceland. As well as passively scanning \_\_\_ airports for known suspects, everybody should be required to have **a** close-up facial scan as they check in, just as your credit is checked when you buy something with **a** credit card.

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## CONNECTORS = SPOJKY

Complete the sentences using one of these words. You can use each one once.

**Because, although, rather than, so that, if.**

- She went to jail **because** she killed 5 men.
- I wouldn't have gone shopping **if** I had known about the accident.
- She went to prison **so that** she couldn't kill any more men.
- Although** she always tried hard, she failed every exam she had.
- Rather than** do my work, I prefer to play on the computer.

## DISCOURSE MARKERS = ODDĚLOVAČE

Complete this dialogue using the following expressions to mark discourse. You can only use each expression once.

**As I was saying..., that's a good point, but... , in my opinion..., the point is..., on the other hand...**

- A: Czech is the most difficult language in the world to learn.
- B: **In my opinion** Chinese might be more difficult.
- A: Czech is more difficult than English because it has declensions.
- B: **That's a good point, but** English has very difficult articles and phrasal verbs.
- A: Where are you going on holiday?
- B: Well, China is too expensive, so maybe Slovakia is better.

- g) A: **On the other hand**, China would be more exciting!
- h) A: Did I tell you about my sexy new girlfriend?
- i) B: No, who is she?
- j) A: Well, (phone rings... A talks for 5 minutes) Sorry, what were we talking about?
- k) B: Uhm, your sexy new girlfriend.
- l) A: Oh yeah! **As I was saying**, you already know her, she's your sister!
- m) A: If you look at the sales figures, they show a 50 percent decrease.
- n) B: So what does it all mean?
- o) A: Well, **the point is** our company is in severe trouble.

## CONJUNCTIONS = SPOJKY

Write sentences using each of these conjunctions.

- a) Time: before, after, until, since - **Answers at teacher's discretion**
- b) Place: where, wherever - **Answers at teacher's discretion**
- c) Cause: since, because, as, for - **Answers at teacher's discretion**
- d) Condition: if, although, unless, or - **Answers at teacher's discretion**
- e) Comparison: as, than, like, if, as though - **Answers at teacher's discretion**

## DETERMINERS

1. Choose which words fit the sentences.

- a) I have three dogs. **All / Every** of them love going for a walk, but **neither / none** of them likes being brushed.
- b) You can borrow **either / each** the Renault or the Rover. They're **all / both** in the garage.
- c) My two daughters are **each / both** good at languages, but **none / neither** of them can do maths at all.
- d) I have a shower **every / each** day.
- e) I've got thirty people in my class, and **every / each** student is special to me.
- f) "How much are the roses?" "One pound **either / each**."
- g) I have **any / no** idea how I spend all my money. At the end of **every / each** month, it's all gone.
- h) I know **every / each** word of his songs by heart.
- i) There are fifteen rooms in this hotel. **Each / Every** room is a little different.
- j) You can have **either / each** an orange or an apple, but you can't have **either / both**.
- k) "Tea or coffee?" "**Either / Neither**, thanks. I've got to rush."
- l) "Red wine or white?" "**Either / Neither**, whichever is open."
- m) I know **either / both** Robert and his brother, but I don't like **both / either** of them.
- n) "Can you help me with my homework?" "Sure. **None / No** problem."
- o) I have four brothers. **Every / Each** of us is different.

## CONDITIONALS = PODMÍNKOVÉ

Put the verb into the correct form

- a) If you (find) **found** a wallet in the street, what would you do with it?
- b) I must hurry. My friend will be annoyed if I (not, be) **I'm not** on time.
- c) I didn't realise that Gary was in hospital. If I (know) **had known** he was in hospital, I would have gone to visit him.
- d) If the phone (ring) **rings**, can you answer it?
- e) I can't decide what to do. What would you do if you (be) **were** in my position?
- f) A: What shall we do tomorrow? - B: Well, if it (be) **is** a nice day, we can go to the beach.
- g) A: Let's go to the beach. - B: No, it's too cold. If it (be) **was/were** warmer, I wouldn't mind going to the beach.
- h) A: Did you go to the beach yesterday? - B: No, it was too cold. If it (be) **had been** warmer, we might have gone.
- i) If you (have) **had** enough money to go anywhere in the world, where would you go?
- j) I'm glad we had a map. I'm sure we would have got lost if we (not, have) **hadn't had** one.
- k) The accident was your fault. If you (drive) **had driven/had been driving** more carefully, it wouldn't have happened.
- l) A: Why do you read newspapers? - B: Well, if I (not, read) **didn't read** newspapers, I wouldn't know what was happening in the world.

## DO OR MAKE?

1. Complete these sentences using the correct verb in the correct form.

- a) Relax, I'll **do** the cooking tonight.
- b) Be careful not to **make** any mistakes!

- c) Would you **do** me a big favour please?
- d) Just **do** your best.
- e) Just **make** an effort to come tonight.
- f) It's not nice to **make** fun of others.
- g) Do you mind if I **make** a suggestion?
- h) Will you **make** friends with me?
- i) Can you **do** the shopping, please?
- j) She **did/made/will do/will make** some exams this semester.

2. Here is a list of things that we either do, or make. Make two sections and divide the things into two groups - a 'do' group and a 'make' group. Remember! We use 'make' when there is an end product. We use 'do' when the activity is an end in itself.

| <u>Do</u>     | <u>Make</u>                         |
|---------------|-------------------------------------|
| Badly         | an agreement                        |
| One's best    | an apology                          |
| Business with | an appointment                      |
| Cooking       | an arrangement                      |
| An exam       | an attempt                          |
| An exercise   | a complaint                         |
| Harm          | a decision                          |
| Sightseeing   | an effort                           |
| Shopping      | an excuse                           |
| Travelling    | a fortune                           |
| Work          | a suggestion                        |
| Well          | Friends with                        |
|               | Fun of                              |
|               | Sport (do sport or make sport with) |
|               | A mistake                           |
|               | Money                               |
|               | War                                 |
|               | A phonecall                         |
|               | progress                            |

## WISH CLAUSES

### WISH

We use the past in the same way after **wish** as in unreal present conditional clauses. We use wish to say that we regret something, that something is not as we would like it to be.

We use had (done) in the same way after wish as in unreal past conditional clauses. I wish something had happened = I'm sorry that it didn't happen.

Sometimes we use I wish ... would... for actions and changes, not situations.

For example: I wish Sarah would come. (= I want her to come.)

I wish Sarah were here now.

### 1. Put the verb into the correct form.

- a) I feel sick. I wish (I, not, eat) **hadn't eaten** so much cake.
- b) I'm fed up with this rain. I wish (it, stop) **it would stop** raining.
- c) It's a difficult question. I wish (I, know) **I knew** the answer.
- d) I should have listened to you. I wish (I, take) **I had taken** your advice.
- e) I wish (Ann, be) **Ann were/was** here. She'd be able to help us.
- f) Aren't they ready yet? I wish (they, hurry up) **they would hurry up**
- g) It would be nice to stay here. I wish (we, not, have) **we didn't have** to go now.
- h) When we were in London last year, we didn't have time to see all the things we wanted to see. I wish (we, have) **we had had** more time.
- i) It's freezing today. I wish (it, not, be) **it wasn't/ weren't** so cold. I hate cold weather.
- j) What's her name again? I wish (I, can) **I could** remember her name.
- k) What I said was stupid. I wish (I, not, say) **I hadn't said** anything.
- l) (in a car) You're driving too fast. I wish (you, slow down) **you would slow down** a bit.
- m) It was a terrible film. I wish (we, not, go) **we hadn't gone** to see it.
- n) You are always tired. I wish (you, not, go) **you wouldn't go/you didn't go** to bed so late.

### 2. Rephrase each of these sentences, using a wish clause.

- a) I went to the zoo. It was terrible and I didn't have a good time. **I wish I hadn't gone to the zoo.**
- b) I have always wanted to fly. **I wish I could fly.**

- c) He was hungry and class seemed to be long and boring. **He wished that class would finish.**  
 d) Tom told me he wanted his bad luck to stop. **Tom wished for better luck.**  
 e) Jane is very old. She wants to look like her granddaughter. **Jane wished she was 60 years younger.**  
 f) He hoped for an end to war when we asked him what it was he most desired. **He wished for world peace.**  
 g) Paul wants to buy the new Skoda. It costs too much. **He wishes it were cheaper.**  
 h) Mike has forgotten his girlfriend's birthday. She was very upset. **She wished he had remembered her birthday.**

## PHRASAL VERBS

A phrasal verb is a verb + preposition / adverb combination. Phrasal verbs are common in informal, spoken English. Sometimes they have a more formal one word equivalent, for example, work out = determine. Often phrasal verbs have two meanings.

### 1. Study these phrasal verbs

|            |           |            |
|------------|-----------|------------|
| break into | grow up   | throw away |
| get into   | phone up  | log on     |
| hack into  | run up    | find out   |
| go about   | keep at   | track down |
| set about  | shut down | hand over  |
| keep ahead |           |            |

Now complete each blank with the appropriate phrasal verb in the correct form. In some cases, more than one answer is possible.

- Hackers try to **find out** passwords so they can penetrate a system.
- Don't **hand over** your password to anyone who asks for it.
- The police **tracked down** Ralph by talking to his friends and acquaintances.
- Some hackers **break into/hack into/get into** systems to get commercially valuable information.
- When you **log on** to a network, you have to provide an ID.
- How do you **go about/set about** hacking into a system?
- Hackers may **phone up**, pretending to be from your company, and ask for your password.
- Never **throw away** your credit card receipts where someone can find them.
- Ralph was a hacker as a teenager but he's **grown up** now and become more responsible.
- Hacking into** a system is strictly illegal nowadays.
- It's a constant race to **keep ahead** of the hackers.

### 2. Replace the verb in *italics* with a phrasal verb of similar meaning (some come from the list above).

- Don't **throw away** your credit card receipts; they could help fraudsters.
- Trying to **hack into** computer systems is against the law.
- The typical hacker is a young person who has not **grown up** yet.
- The best way to **go about/set about** hacking into a system is to try to get hold of a password.
- If someone **phones you up** and asks for your password, don't **hand it over**.
- Hackers **ran up** a telephone bill of £1m for Scotland Yard.
- The difficult thing was to **work out** how the website would look.
- So you won't forget, **note down** the ID number the support technician gives you.
- Check out** the manufactures' websites before you phone for help.

### 3. Complete the sentences. Use the phrasal verb which means the same as the verb in brackets. Put the phrasal verb in the right form.

#### **come across/ out/ round/ up**

Do **come round** and see me when you have time. (visit me informally)

The rain stopped and the sun **came out**. (appeared)

I'm sorry. I have to cancel my appointment. Something urgent has **come up**. (happened)

I **came across** an old schoolfriend in town yesterday. (met by chance)

#### **get in/ on/ over/ through**

What time does your train **get in**? (arrive)

How are we going to **get on** without you? (manage)

I phoned him but his phone was engaged so I couldn't **get through**. (make contact)

It's taken her a long time to **get over** her illness. (recover from)

#### **go down/ off/ on/ through/ over**

Please **go on** I'm very interested in what you're saying. (continue)

Let's **go over/go through** the programme again to make sure we've included everything. (look carefully at)

A lot of people were injured when the bomb **went off** in a crowded train. (exploded)

We can't do any work because our computer system has **gone down**. (stopped working temporarily)

### take off/ on/ over/ up

The plane couldn't **take off** because of the fog. (leave the ground and fly)

He's going to **take up** golf when he retires. (begin to learn)

The company is expanding and **taking on** new staff. (recruiting)

#### 4. Complete each gap in these sentences with the appropriate form of the correct verb from this list:

**back up**      **keep up**      **update**      **build up**      **set up**  
**upgrade**      **catch up**      **start up**      **upload**      **free up**

- 1 To avoid losing data, you should **back up** your files regularly.
- 2 You can **upgrade** your PC by adding a new motherboard.
- 3 Delete some files to **free up** space on your hard disk.
- 4 Data is **uploaded** from regional PCs to the company's mainframe each night.
- 5 The operating system boots when you **start up** your computer.
- 6 She's taking a course to **update** her knowledge of computing.
- 7 The computer checks the memory when it **starts up**.
- 8 He **set up** a website to advertise his travel company.
- 9 You can **keep up/catch up** with developments by reading PC magazines.
- 10 If you miss a class, you can study the hand-outs to **catch up**.
- 11 The image in a digital camera is **built up** from a red, green and blue image.

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### TRANSLATE

1. Náhodou se vyhnula nehodě v autě  
**She happen to avoid a carcrasch.**
2. Věříme, že získáme dobré výsledky.  
**We believe a good results to gain.**
3. Předpokládáme, že tento typ proudu je sinusový.  
**We supposed to be...**
4. Prudký vzrůst teploty způsobil, že se motor přehřál.  
**Sharp rise in temperature coused the motor to overheat.**
5. Očekáváte, že se ta hodnota změní?  
**Do you expect the value to change?**
6. Tím, že přidáte víc paměti, dovolíte svému počítači, aby pracoval rychleji.  
**By adding more memory you will enable your computer to work faster.**
7. Těším se na vkládání dat pomocí hlasu namísto používání klávesnice.  
**I am looking forward to inserting data by needs voice instead of using the keyboard.**
8. Neustále mě žádá, abych mu půjčil peníze.  
**He keeps asking me to lend the money.**
9. Lidi věřili, že mám pravdu. **I was believe to be right.**
10. Lidi věděli, že mám pravdu. **I was know to be right.**
11. Náhodou jsem měla pravdu. **I happend to be right.**
12. Prý mám pravdu. **I am said to be right.**
13. Prokázalo se, že jsem měla pravdu.  
**I was proved to have been right.**