GRAMMAR

Quantifiers that answer HOW MUCH? HOW MANY?

1. Assign the quantifiers in the sentences below to the appropriate categories.

A large quantities:
B small quantities:
C zero quantity:
D more than you need:
E less than you need:

Very few people know exactly what they eat and drink.
Do you drink much coffee? - No, not much. Yes, quite a lot. Too much, I’m afraid.
Do you drink alcohol? Just a little, on special occasions.
Drinking coffee has been associated with a number of harmful and beneficial effects.
Recent research provides some evidence that coffee could help prevent type 2 diabetes and neurodegenerative diseases like Alzheimer’s but we do not have enough knowledge to say it is 100% true.
They thought they had plenty of time but then something happened and there was little hope (almost none) that they would be able to meet the deadline for the completion of the experiment. But with a bit of luck they managed in the end. However, there are still a few questions to be answered.
Many studies say that certain vegetables, berries, red wine, dark chocolate and coffee are great fighters against free radicals; but you should think of how you eat or drink because a plant biochemist at the University of Glasgow, UK, has shown that adding cream to strawberries slows absorption of antioxidants so the final effect is not big enough.
Too many people follow diets that are unhealthy because they do not provide enough nutrients.

2. Decide if the quantifiers in ex. 1 are used with countable nouns, uncountable nouns, or both.

How many? How much? How many/How much?
(countable nouns) (uncountable nouns) (both)

3. Look again at the quantifiers in ex. 1 and complete the rules

Many and much are used mostly in negative sentences (-) or ________________, while for affirmative sentences (+) it is better to use _________________(This quantifier can be used in all types of sentences).

______________and______________ = some, but not a lot

______________and______________ = not much/many
**IF CLAUSES**

Zero conditional (present real) – is used to express a fact, rule, method etc. (if = when)
*If you heat water to 100 degrees, it starts boiling.*
Když zahřejeme vodu na 100 stupňů, začne se vařit.

First conditional (present real) – describes real or possible situations in the present or future
*If you take these pills, you will feel better.*
Jestliže si vezmeš tyto prášky, budeš se cítit lépe.

Second conditional (present unreal) – describes unreal, imaginary situations in the present or future
*If I had your brain, I would work in research.*
Kdybych měl tvůj mozek, pracoval bych ve výzkumu.
*If I were you, I would leave the experiment for later.*
Kdybych byl tebou, tak bych ten pokus provedl později.

Third conditional (past unreal) – is used to talk about unreal, imaginary situations in the past
*If I had studied more, I would have passed the exam.*
Kdybych byl studoval více, byl bych složil tu zkoušku.

Mixed conditional (third conditional combined with second conditional) – third conditional for an unreal situation in the past and second conditional for an unreal present situation.
*If I had studied more yesterday, I would be prepared for the exam today.*
Kdybych býval včera více studoval, byl bych dnes připravený na zkoušku.

Other expressions used in condition clauses with present simple

*as / so long as*

*provided / providing (that) (= but only if)*
You’ll get your credit as long as you pass the test.
Kredit dostanete, pokud napíšete test.

*just in case (= because it is possible that something happens)*
Put the goggles on in case the liquid splashes.
Nasaďte si brýle pro případ, že kapalina vystříkne.

*on condition that (= but only if something else happens)*
You may change the date of your presentation on condition that you find a replacement.
Můžete změnit datum své prezentace, ale pouze za podmínky, že najdete za sebe náhradníka.

*suppose / supposing (= imagine that)*
Supposing you have an accident in the lab, what will you do?
Představte si, že se vám v laboratoři stane nehoda, co uděláte?

*unless (= except if, if not)*
You can’t start clinical trials unless you get all the certificates required.
Nemůžete začít testy na lidech, pokud nezískáte všechna potřebná osvědčení.
(Pozn.: výraz unless znamená pokud ne, nese tedy již v sobě zápor, a proto je v angličtině následující sloveso ve tvaru kladném: unless you get – pokud nezískáte)
whether... or not (= introducing future possibilities or alternatives)

Whether the experiment is successful or not depends on the work of the whole team.
Zda bude pokus úspěšný či nikoli, to záleží na práci celého týmu.

For more details see:
English Grammar in Use for intermediate students – Raymond Murphy
Intermediate Language Practice – Michael Vince
First Certificate Language Practice – Michael Vince Grammar

Exercises:

1. Fill in the correct verb forms (if there is more than one possibility, please explain the difference in meaning):

1) If you……………..(not give) me more information, I ……………(not help) you.

2) If mind-altering drugs …………….(be) easily accessible, people ……………(abuse) them.

3) If bacteria ……………..(attach) to host tissue, they ……………(cause) a disease.

4) He still …………… (be) alive today if he …………… (overdose) on heroin.

5) Productivity …………….. (improve) if manufacturing procedures ……………(be) streamlined.

2. Choose the correct option

I think that your problem is impatience. If you are/will be/were more patient, you would get much better results. Especially if you worked/working/work in the lab, you must be very careful. For example yesterday. If you hadn't hurried/didn't hurry/wasn't hurried so much with the experiment, you would have achieved much better results. Next time, if you didn’t/won’t/don’t know exactly what to do, ask your supervisor.

3. Fill in the correct form of the verb in brackets

British scientists have identified little chemical changes that allow abnormal cells to multiply out of control. If the scientists (to be) right, such finding (can) help detect colon cancer. They use cutting edge technology. If such equipment (to be) available a couple of years ago, the discovery (come) earlier. If everything (go) well, clinical trials (start) next year. The head of the team is very optimistic and confident. “I am 100% sure that we’ve stepped on the correct path. If I (to be), I (not to call) this press conference. I (to be) in the lab now, working hard on some other method” he assured the present journalists. “However, I don’t know how long it will take us and if we (to be able) to meet the deadlines. If we (to be), nothing (stop) the tests.


**MODAL VERBS**

A modal verb is a type of auxiliary verb that is used to indicate modality (likelihood, ability, permission, and obligation).

Modal verbs have the following characteristics:
1. They lack the suffix -s that would normally mark the third person singular form
2. They cannot appear as infinitives. To form an infinitive, we must use their substitutes (be able to, be allowed to…)
3. They cannot appear as gerunds, or participles (= no –ing or –ed)
4. Questions are formed by subject-verb inversion (Can I go?)
5. The main verb, which is modified by the modal verb, is in the infinitive form **without to**

---

**Modal verbs used to express ability, obligation and permission**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Function</th>
<th>Negative</th>
<th>Translation</th>
<th>Substitute</th>
<th>Past</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can</td>
<td>ability</td>
<td>I cannot/can’t</td>
<td>nemohu/neumim</td>
<td>be able to</td>
<td>I could/ I was able to</td>
<td>mohl jsem</td>
</tr>
<tr>
<td>I must</td>
<td>obligation</td>
<td>I don’t have to</td>
<td>nemusim</td>
<td>have to</td>
<td>I had to</td>
<td>musel jsem</td>
</tr>
<tr>
<td>I may</td>
<td>permission</td>
<td>I may not</td>
<td>nesmim</td>
<td>be allowed to</td>
<td>I was allowed to</td>
<td>směl jsem</td>
</tr>
</tbody>
</table>

---

**Conditional forms**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Conditional Form</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td>I would do it.</td>
<td>Udělal bych to.</td>
</tr>
<tr>
<td>can</td>
<td>I could do it.</td>
<td>Mohl bych to udělat.</td>
</tr>
<tr>
<td>shall</td>
<td>I should / ought to do it.</td>
<td>Měl bych to udělat.</td>
</tr>
<tr>
<td>may</td>
<td>I might do it.</td>
<td>Směl bych to udělat.</td>
</tr>
</tbody>
</table>

---

**Modal verbs used to express likelihood (certainty, probability, possibility)**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
<th>Translation</th>
<th>Past</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td>That will be Joe.</td>
<td>To bude určitě Joe.</td>
<td>That will have been Joe.</td>
<td>To byl určitě Joe.</td>
</tr>
<tr>
<td>must</td>
<td>That must be Joe.</td>
<td>To musí být Joe.</td>
<td>That must have been Joe.</td>
<td>To musel být Joe.</td>
</tr>
<tr>
<td>could/ may/ might</td>
<td>That could/may/might be Joe.</td>
<td>To mohl být Joe.</td>
<td>That could/may/might have been Joe.</td>
<td>To byl možná Joe.</td>
</tr>
</tbody>
</table>

---

**Negative forms**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
<th>Translation</th>
<th>Past</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>won’t</td>
<td>That won’t be Joe.</td>
<td>To určitě nebude Joe.</td>
<td>That won’t have been Joe.</td>
<td>To určitě nebyl Joe.</td>
</tr>
<tr>
<td>can’t</td>
<td>That can’t be Joe.</td>
<td>To nemůže být Joe.</td>
<td>That can’t have been Joe.</td>
<td>To nemohl být Joe.</td>
</tr>
<tr>
<td>may not</td>
<td>That may not be Joe.</td>
<td>To možná není Joe.</td>
<td>That may not/might not have been Joe.</td>
<td>To možná nebyl Joe.</td>
</tr>
</tbody>
</table>
From the last two tables you can see that when we express a speculation or a hypothesis about a situation in the past, we always use the pattern modal verb + have + past participle. This applies to other modal verbs as well:

He would have done it. – Býval by to udělal (ale neudělal to). – hypothesis about the past
He could have done it. – Mohl to udělat (ale neudělal). – past possibility
He shouldn’t have done it. – Neměl to dělat (ale udělal). – regret
He needn’t have done it. - Nemusel to dělat (ale udělal to). – hypothesis about the past

But: He didn’t need to/didn’t have to do it. - Nemusel to dělat (a tak to neudělal). - lack of obligation in the past

Ex.: We didn’t need to switch on the hood. (It wasn’t necessary because we weren’t working with poisonous vapours, so we didn’t switch it on).
We needn’t have switched on the hood! (We switched it on but we later found out that it was unnecessary because the vapours were not poisonous.)

For more details see:
English Grammar in Use for intermediate students - Raymond Murphy
Intemmediate Language Practice – Michael Vince
First Certificate Language Practice – Michael Vince

Exercises:

1. Fill in the correct modal verbs according to the meaning (sometimes more than one answer is possible):

1) ………… students smoke in the laboratory?
2) Under such conditions the reaction ………… not occur.
3) The reaction ………… proceed at ordinary temperature.
4) He will ………… finish the experiment in time.
5) You ………… check the dose more carefully.
6) Did you ……… take the exam in organic chemistry?
7) The door ………… be closed all the time.
8) If pharmaceutical companies want to have a drug approved, they ………… demonstrate its effectiveness against a real illness.
9) When we were at school, we ………… wear a uniform.
2. Complete the second sentence in similar meaning to the first one. Use the word given.

1) In the end, I couldn’t finish the experiment in time because I had too many other projects to carry out at the same time.
   able
   In the end, I …………………………. finish the experiment in time because I had too many other projects to carry out at the same time.

2) At school, she was the fastest runner in her class.
   could
   At school, she …………………. than anyone else in her class.

3) Oxygen masks were essential when they got to the top of the mountain.
   had
   They ………………………… oxygen masks when they reached the top of the mountain.

4) I took some Aspirin with me but I didn’t need it.
   taken
   I ………………………………… any Aspirin with me.

5) It was prohibited to talk to our partner during the examination.
   weren’t
   We …………………………… to talk to our partner during the examination.

3. Use the correct modal verb with the main verb given in the brackets:

1) I ……………………………………. (wear) googles but I didn’t know we were supposed to wear them. (past possibility)

2) I ……………………………………. (start) working on this paper weeks ago! (regret)

3) They ……………………………………. (take part) in the conference, but John arrived late. (past possibility)

4) We ……………………………………. (help) you in the lab, but we couldn’t get to the school in time. (hypothesis about the past, past willingness)

5) I ……………………………………. (use) a different type of material! This just doesn’t work! (regret)

6) Luke ……………………………………. (pass) the exam if he’d studied a bit more. (past possibility)
### VERB PATTERNS

#### Verbs that take an infinitive

<table>
<thead>
<tr>
<th>verb + to-infinitive</th>
<th>verb + obj + to-infinitive</th>
<th>verb + obj + bare infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>afford to do sth</td>
<td>persuade sb to do sth</td>
<td>make sb do sth</td>
</tr>
</tbody>
</table>

**Plans and decisions**
- aim
- decide
- intend
- plan
- propose

**Expectations**
- deserve
- expect
- hope
- want
- would like

**Promises and refusals**
- fail
- guarantee
- offer
- promise
- refuse
- threaten

**Other verbs**
- afford
- appear
- apply
- claim
- learn
- need
- tend
- train

*Tom is planning to take the exam in December.*

**Many of these are causative verbs**
- advise
- allow
- ask
- cause
- enable
- expect
- forbid
- force
- get
- need
- order
- pay
- permit
- persuade
- recommend
- remind
- require
- teach
- tell
- trust
- want
- warn
- would like

*My supervisor encouraged me to take a more professional approach.*

- let
- make
- help (can be used with or without to)
- have
  
  *The teacher let James re-write the paper.*

**have sb do sth** is mainly used in American English

*I'll have my secretary call you.*

In passive structures **make** needs to

*He was made to take the test again.*
### Verbs that take an `-ing` form

<table>
<thead>
<tr>
<th>verb + <code>-ing</code> form</th>
<th>verb + obj + <code>-ing</code></th>
<th>verb + obj + <code>-ing</code> form</th>
</tr>
</thead>
<tbody>
<tr>
<td>admit doing sth</td>
<td>imagine sb doing sth</td>
<td>see sb doing sth</td>
</tr>
</tbody>
</table>

#### Saying and thinking
- admit
- consider
- describe
- deny
- discuss
- imagine
- mention

#### Liking and disliking
- appreciate
- detest
- dislike
- enjoy
- feel like
- mind (neg and Qs)

#### Phrasal verbs
- carry on
- give up
- keep on
- put off

#### Can't
- can't face
- can't help
- can't stand

#### Other verbs
- avoid
- delay
- finish
- keep
- practise
- recommend
- resist
- risk

The pharmaceutical company’s spokesperson avoided answering the journalist’s questions.

They couldn’t face seeing their laboratory in such disarray.

#### Verbs of perception followed by an `-ing`-form or a bare infinitive

- In more formal language we can use a possessive with these verbs when talking about a person or group of people -

  - I appreciate you(r) helping me.
  - appreciate
dislike
  - foresee
  - hate
  - imagine
  - like
  - mind (neg and Qs)
  - recollect
  - remember
  - risk
  - can't stand
  - tolerate

  I clearly remember him covering the beaker.

- A bare infinitive suggests that we see the completed action.

  - She saw him leave the house
  - feel
  - hear
  - listen to
  - look at
  - notice
  - observe
  - see
  - sense
  - catch (can only be followed by an `-ing`-form)
  - They caught him stealing

#### Other verbs
- keep
- leave

They kept us waiting

She left him sleeping
### Verbs that take an *infinitive* or an *-ing* form

<table>
<thead>
<tr>
<th>no difference in meaning</th>
<th>little difference</th>
<th>difference in meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>attempt doing sth/to do sth</td>
<td>like doing sth/to do sth</td>
<td>remember doing sth/to do sth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>attempt</th>
<th>begin</th>
<th>cease</th>
<th>continue</th>
<th>start</th>
<th>dread</th>
<th>hate</th>
<th>like</th>
<th>love</th>
<th>prefer</th>
</tr>
</thead>
</table>

**He continued experimenting** with the poison until his death in 1929.

**He continued to experiment** with the poison until his death in 1929.

<table>
<thead>
<tr>
<th>go on</th>
<th>regret</th>
<th>remember</th>
<th>stop</th>
<th>try</th>
</tr>
</thead>
</table>

Bruce forgot to take his pills. = He didn't take them. Bruce forgot taking his pills. = He forgot he had taken them.

She stopped eating GM food. = She doesn’t eat it any more. She stopped eating in the nearest vegan restaurant. = She stopped walking/driving in order to eat in the restaurant.

### Constructions with prepositions

After prepositional verbs, phrasal verbs with a preposition particle and verbs which take dependent prepositions we use an *-ing* form

<table>
<thead>
<tr>
<th>verb + preposition + ing</th>
<th>verb + preposition + subj + -ing</th>
<th>verb + obj + preposition + -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>dream about doing sth</td>
<td>object to sb(’s) doing sth</td>
<td>forgive sb for doing sth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>aim at</th>
<th>appeal to</th>
<th>approve of</th>
<th>argue against</th>
<th>argue for</th>
<th>believe in</th>
<th>choose between</th>
<th>complain about</th>
<th>concentrate on</th>
<th>disapprove of</th>
<th>focus on</th>
<th>get out of</th>
<th>excel at</th>
<th>insist on</th>
<th>look into</th>
<th>object to</th>
<th>participate in</th>
<th>succeed in</th>
<th>take part in</th>
</tr>
</thead>
<tbody>
<tr>
<td>approve of</td>
<td>disapprove of</td>
<td>insist on</td>
<td>object to</td>
<td>accuse sb of</td>
<td>advise sb against</td>
<td>blame sb for</td>
<td>compensate sb for</td>
<td>congratulate sb on</td>
<td>excuse sb for</td>
<td>forgive sb for</td>
<td>involve sb in</td>
<td>praise sb for</td>
<td>prevent sb from</td>
<td>stop sb from</td>
<td>thank sb for</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**-ING FORM**

1. **Gerund** - zpodstatnělé sloveso

   *Heating* is important for some substances. = Zahřívání je důležité pro některé látky.

   **Prepositional phrases:**
   - Steam is made *by heating* water. (čím)
   - Chlorine is used *in purifying* water. (při čem)
   - Gases expand *on heating*. (v důsledku čeho)
   - Coal gives heat *without producing* much smoke. (aniž by)

2. **Participle** - přechodník

   The air was exhausted, the result *being* a vacuum / thus *creating* a vacuum.
   (Vzduch byl vyčerpán, a tak se vytvořilo vacuum.)

   - příčestí
   We need *running* water in the laboratory. (V laboratoři potřebujeme tekoucí vodu.)

**For more details see:**
- Grammar and Vocabulary for Cambridge Advanced and Proficiency - Side and Wellman (Longman)
- Advanced Grammar in Use - Martin Hewings (Cambridge)
- Practical English Usage - Michael Swan (Oxford)

**Exercises:**

1. Place these verbs in the right categories in the table:

   1. prepare
   2. watch
   3. encourage
   4. quit
   5. suggest
   6. forget
   7. postpone
   8. fancy
   9. urge
   10. manage
2. Use the correct form of the verbs in brackets:

1. I want ……………………… (work) with Dr. Laver.
2. You will need to carry on ……………………. (experiment) with these chemicals.
3. Martin let the chemicals ……………………. (react).
4. Paul might consider ……………………. (take) the position.
5. Tim hopes ……………………. (leave) the school soon.
6. The assistant made me ……………………. (do) the experiment again.
7. Alice might agree ……………………. (change) departments.
8. I enjoy ……………………. (work) on this project.
9. Joe will start ……………………. (investigate) the reports this week.
10. She stopped ……………………. (visit) her former PhD student on her way from Sicily.

3. Use the correct preposition:

1. He specialises ……… developing chemical information systems.
2. I insist ……… you completing the protocol today.
3. We must prevent the students ……… getting hurt in the lab.
4. Bill took part ……… the conference.
5. The doctor disapproved ……… his colleague taking too much time to finish the experiment.

4. Rewrite these sentences using the correct prepositional phrase:

1. We obtain ice to cool water.
   cooling
   __________________________________________

2. Vessels are used to store liquids.
   for
   __________________________________________
3. Hydrogen is used to manufacture ammonia.

4. This substance burns when it is heated.

5. The substance evaporated when exposed to air.

6. Desiccators are used to dry moisture from specimens.

5. Translate into Czech:

1. Continue heating and stirring.

2. By heating water we may produce steam.

3. After being heated metals become soft.

4. Ozone is used in purifying water.

5. We determine the composition of an alloy by melting it.

6. High quality coal gives heat without producing much smoke.