

linking words (2)

In Unit 37 we saw how we can use conjunctions as linking words to join two separate sentences together in a single sentence. We can also use adverbials as linking words and phrases to connect ideas from one sentence to another. Compare:

Howard Hughes died a very rich man, **but** he did not have a happy life.

Howard Hughes died a very rich man. **However**, he did not have a happy life.

NOT Howard Hughes died a very rich man, ~~however~~ he did not have a happy life.

We use *but* to join two ideas in one sentence. We use *however* to link the idea of the second sentence to the idea in the first sentence.

	function	example
<i>however</i> <i>on the other hand</i>	used for making contrasts	<i>Engineering is an interesting career.</i> However , you have to be good at maths. <i>Science can explain a lot of things.</i> On the other hand , there are many things we don't understand.
<i>as a result</i>	meaning 'because of this'	<i>It was raining and all the buses were full.</i> As a result , we were late for the match.
<i>for example</i> <i>for instance*</i>	used for giving examples	<i>Some things are much better than in the past.</i> For example , education and health care have improved. <i>To do some jobs you have to study for a long time.</i> For instance , doctors do five years at university.
<i>actually</i> <i>in fact</i>	used for modifying or contradicting ideas	<i>I didn't go to the film because I wasn't feeling well.</i> Actually , I had a temperature of 39°. <i>He said he was ill.</i> In fact , he just wanted to stay at home.
<i>otherwise</i>	used for showing possible consequences of something not happening	<i>Please be careful.</i> Otherwise , you might have an accident. <i>You should go to bed.</i> Otherwise , you'll be tired tomorrow.
<i>then</i> <i>next</i> <i>finally</i>	used for showing sequence	<i>I got home at six and had tea.</i> Then I did my homework. <i>Switch on the computer.</i> Next , enter your log-in information.
<i>also*</i> <i>as well / too*</i> <i>apart from that</i> <i>in addition</i>	used for adding new information	<i>We did a lot of sightseeing in London.</i> <i>We also went shopping. / We went shopping as well / too.</i> <i>She was very tired. She was also very hungry. / She was hungry as well / too.</i> <i>He's very clever. In addition / Apart from that he is good at sport.</i>

* Most of these linking words and phrases come at the beginning of the sentence, but we usually put *also* before the verb (and after the verb *to be*). *Too* and *as well* always come at the end of a sentence or clause. We can also put *for example* / *for instance* in the middle of the sentence (with a comma before and after) or at the end.

Doctors, **for instance** / **for example**, do five years at university.

Doctors do five years at university **for instance** / **example**.

Complete the sentence with *however*, *as a result*, *then*, *otherwise*, *in fact*, *also* or *as well*.

- a My penpal has lived in the Alps all his life. *However* , he has never learnt to ski.
- b I had a problem with my bike. , I was late for school.
- c I entered all the information on the on-line form. I clicked the 'submit' button.
- d You should save some money. , you won't have enough for the summer holidays.
- e The Internet makes it easy to communicate with people in other countries. , ideas now spread very quickly.
- f The school play wasn't very good. , it was a complete disaster.
- g I'm glad you enjoyed the book. Have you seen the film? That was good .
- h The Internet makes it easier to get information. , you have to check that it is correct.
- i You have to be 18 to drive in the UK. , you can ride a scooter when you're 16.
- j To be a doctor you have to study biology, but chemistry is important.
- k He didn't wear a suit for the interview. , he didn't get the job.
- l You should be more careful when you're cycling on busy roads. , you might have an accident.

2 In the dialogue the linking expressions are in *italics*. Six of them are wrong. If the linking expression is correct put a tick. Where there is a mistake, cross out the word and write the correct word. Use the words in the box.

as well for example Apart from that Actually Actually Otherwise

- A Hi Don, how are you?
- B Fine. a *In fact*, I'm on holiday. And you?
- A Yes, I'm on holiday b *also*. Listen, I've bought this new computer and I wanted to ask your advice.
- B My advice? c *However*, I don't really know that much about computers.
- A I bet you know more than me. I'm worried about all these problems with viruses d *in addition*. Is it a problem?
- B It depends. I've never had any, but it's true that you have to be careful.
- A What? Do you mean you need an anti-virus program?
- B Yes, that's important. e *Too*, you need a firewall.
- A What's that?
- B It's a kind of program that stops people getting into your computer from the Internet.
- A I see. So I need a good anti-virus and a firewall.
- B f *Therefore*, they say that the best anti-virus is common sense.
- A What do you mean?
- B Well, don't open any e-mails that look suspicious. You have to be careful about which web sites you use g *too*.
- h *Next*, having virus protection might not help you.
- A Alright. Well, thanks for your help. See you.
- B You're welcome. Bye.

a <input checked="" type="checkbox"/>	c _____	e _____	g _____
b <i>as well</i>	d _____	f _____	h _____

indirect and polite questions

Sometimes we put a question 'inside' another sentence. There are two ways we can do this.

indirect questions

An indirect question looks like a question inside a statement. It does not directly ask a question, and it does not have a question mark (?) at the end.

*I don't know **where he is going**.* (Where is he going? I don't know.)

*She didn't tell us **what she does**.* (What does she do? She didn't tell us.)

In an indirect question there is a clause (subject-verb- [object]) after either a question word or *if*.

with a question word (<i>who, why, what, when, where or how</i>)	<i>I (don't) know</i>	what John wants.
	<i>I (can't) remember</i>	where I left the keys.
	<i>I'd like to know</i>	what her telephone number is.
	<i>He hasn't told us</i>	why they did it.
with <i>if</i> or <i>whether</i>	<i>We need to find out</i>	how far it is to the airport.
	<i>I wonder</i>	if / whether he is coming.
		if / whether she locked the door.

As in reported questions (see Unit 33), we do not use the interrogative word order or the auxiliaries *do, does* or *did*.

*I'd like to know **why you shouted**.* NOT *I'd like to know **why did you shout**.*

*I wonder **if she arrived on time**.* NOT *I wonder **if she did arrive on time**.*

polite questions

Sometimes we introduce questions with another question like *Could you tell me...?* or *Do you know...?* as a more indirect way of asking for information, and to sound more polite. These 'questions within questions' are common in more formal speech. They are similar to indirect questions, but they have a question mark (?) at the end.

*Where does he live? Do you know? → Do you know **where he lives**?*

*When is he arriving? Can you tell me? → Can you tell me **when he is arriving**?*

Here are some more examples.

direct question	indirect question
<i>Where is she from?</i>	where she's from?
<i>How old is she?</i>	how old she is?
<i>What time is it?</i>	what time it is?
<i>How far did he run?</i>	how far he ran?
	<i>Can you tell me</i>
<i>Does he like football?</i>	<i>Could you tell me</i>
<i>Will it rain tomorrow?</i>	<i>Do you know</i>
<i>Did Mr Smith phone?</i>	if he likes football?
<i>Has he got the address?</i>	if it will rain tomorrow?
	whether Mr Smith phoned?
	whether he has got the address?

1 Write the direct form of the question.

- a Could you tell me what time it is?
What time is it
- b She hasn't told us if we've got a maths class tomorrow.

- c I wonder if he told the police.

- d Do you remember what date the Hundred Years War started?

- e Can you tell me who invented the printing press?

- f I'm not sure what time Dirk will get here.

- g Could you tell me if the train is late?

- h Can you remember what time the match is going to start?

- i I wonder when the film finishes.

- j Do you know if we have a test tomorrow?

2 Put the words into the correct order. Some are indirect questions and some are polite questions.

- a tell where post office the could me you is
Could you tell me where the post office is
- b this know do what word you means

- c parked remember I I where car can't the

- d know the what bus time do leaves you

- e what I we wonder going do to are

- f John if know you do coming tonight is

- g passport tell you could if need my I me

- h he remember if locked he the doesn't door

- i know our where you do is teacher ?

- j sure homework is what not I'm the

3 Use the questions to complete the second sentence.

- a Where is his school?
You haven't told me where his school is.
- b What time does the class usually finish?
Do you know _____?
- c Will he bring us any presents?
I wonder _____
- d Is Sarah coming to class today?
Do they know _____?
- e How much does a new computer cost?
My mum doesn't know _____
- f How often is there a bus?
Can you tell me _____?
- g How long can I park here for?
Have you any idea _____?
- h Have you ever done anything illegal?
Will you tell me _____?
- i Why did you speak so rudely to her?
I can't imagine _____
- j What is your teacher's name?
Could you tell me _____?



4 Combine the two sentences into one sentence.

- a He went somewhere. Do you know where?
Do you know where he went _____?
- b Jane kissed someone at the party. Do you know who?
_____?
- c Someone kissed Jane at the party. Do you know who?
_____?
- d They are going to meet somewhere tonight. Can you remember where?
_____?
- e Mr Smith said something about the exam. I can't remember what.

- f We have to buy a book for the history course. I'm not sure which.

- g A scientist discovered penicillin. Does your book say which?
_____?
- h A historic event happened in 1066. Have you any idea what?
_____?
- i The computer is broken. Do you know why?
_____?
- j Manuela is having a party. I can't remember when.

5 Use the questions in the box to make noun phrases and complete the dialogue.

~~When did it start?~~ When did Japan invade Manchuria? Who started it?
When will I get a chance to use a computer? How many people died?
When did it end? What was Germany doing?

A: What are you doing?

B: My history homework. Can you help me?

A: I don't know. What's the problem?

B: I'm doing this project on the Second World War. I'm still not even sure
a *when it started*

A: Wasn't it August 1939 when Hitler invaded Poland? But some people say it really started before
- when Italy invaded Abyssinia and Albania or b
It depends on your point of view.

B: I need to explain what caused the war.

A: It's difficult to say. There were lots of reasons. On one hand, it was a fight for economic power
and influence. Germany believed it was badly treated after World War One and wanted to restore
its power. On the other hand, most other countries weren't worried about
c They were more worried about Russia and Communism.

B: So we can't say d

A: Well, I think most historians would blame Germany
and its leaders at the time.

B: How many people were killed?

A: No one knows exactly e
but we can guess - around 17 million soldiers and 20
to 30 million civilians.

B: Do historians agree on f ?

A: The Germans surrendered in May 1945, but the war
in the Pacific didn't end until the Americans dropped
atom bombs on Hiroshima and Nagasaki on the
9th and 11th of August. The Japanese signed their
surrender on 11th September. Why don't you have a
look on the Internet?

B: That's a good idea. I'm not sure

g but yes, I
will. Thanks for your help.



Hiroshima Peace Park, Japan

GLOSSARY

EXTENSION ACTIVITY

Complete the sentences with your own words.

- a I don't know where
- b Do you know why ?
- c Can anyone tell me if ?
- d Do you know when ?
- e I wonder what

of and possessive 's

FORM

We use an apostrophe and an s to show ownership by a person or animal of an object, idea or quality. A noun with 's at the end indicates possession of the noun that follows it.

*Joe's new computer Suzanne's essay the dog's bowl the teacher's explanation Charles's bike**

* We usually add 's even if the name ends in 's'. Exceptions are *Jesus (Jesus' disciples)* and nouns ending in an 'iz' sound (*Jeff Bridges' film career*).

Plural nouns just have an apostrophe after the s.

the students' committee the lions' cage my parents' house

When two or more named people share something, we put 's only after the last noun.

I really enjoyed Julia and Phil's party last Saturday.

When we talk about different things belonging to different people we put 's after each.

Both Hugo's and Jacinto's marks were really good last term.

USE

possessive 's only

We use 's

- when we talk about things belonging to a person or an animal.
*That's **Dave's book**. NOT ~~That's the book of Dave~~ or ~~That's the Dave's book~~.
*The **cat's basket** is in the kitchen.**
- when someone has done or created something.
*Have you seen **Clint Eastwood's** new film?* (Eastwood directed the film.)
*Have you read **James's** letter?* (James wrote the letter.)
- for an action done to or by a particular person.
*The police are investigating the **woman's murder**. The **head teacher's resignation** was a surprise.*
- to say when specific events happen or how long they last.
***Sunday's match** was a disaster.* (The match was on Sunday.)
*We've got **two months' holiday** now.* (The holiday lasts two months.)

of or possessive 's

We can also use *of* to show how one thing 'belongs' to another. When we are talking about organizations, countries and places we can usually use either *of* or a possessive 's.

*The rules **of** the school are very strict. The school's rules are very strict.*
*The population **of** China is enormous. China's population is enormous.*
*The streets **of** London are very crowded. London's streets are very crowded.*

For inanimate objects we generally use *of* to show that one thing belongs to another.

*There was snow on **the top of the mountain**. NOT ~~the mountain's top~~.*
*I'll give you your homework at **the end of the lesson**. NOT ~~the lesson's end~~.*

However, in some cases where we can use *of* (but not 's), we can put one noun in front of another to form a compound noun. The first noun is like an adjective qualifying the second noun. You have to note examples of this because there are no easy rules to tell you which form you can use.

***The corner of the street** or **The street corner** NOT ~~The street's corner~~*
***The results of the exam** or **The exam results** NOT ~~The exam's results~~*

We also use *of* instead of 's with a long phrase.

*Have you got **the telephone number of the boy we met on Friday**?*
NOT *Have you got the boy we met on Friday's telephone number?*

1 Rewrite each phrase using the possessive apostrophe.

- a the son of Mr Smith *Mr Smith's son*
- b the daughter of Mrs Charles
- c the books that belong to the students
- d the photo of the author
- e the water bowl of the dog
- f the project of Guillaume and Henri
- g the motorbikes that belong to Sam and Phil
- h the speech of the President
- i the research of Dr Ulrich
- j the products that the company makes
- k the feathers of the birds

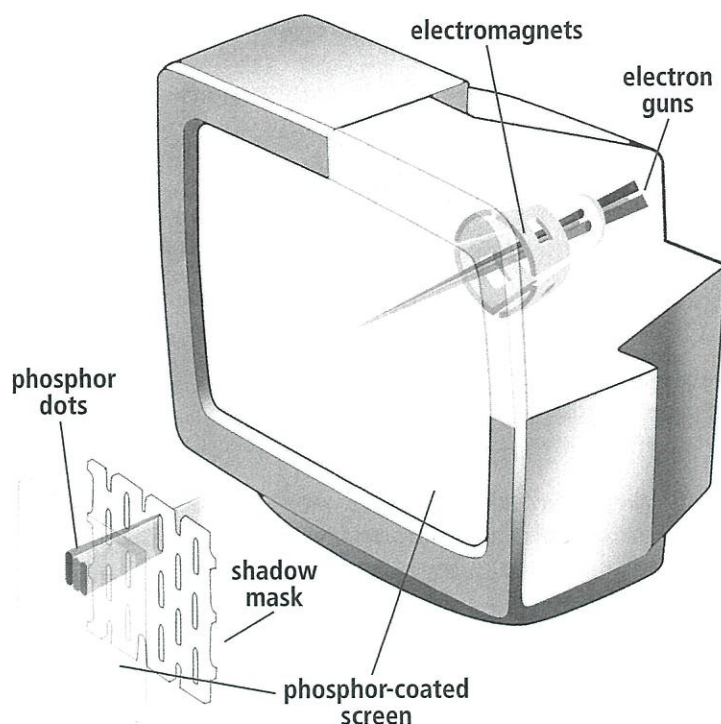
2 Look at each sentence. If it is correct, give it a tick (✓). If it is wrong, rewrite it correctly.

- a Marie Curie is famous for radioactivity's discovery.
Marie Curie is famous for the discovery of radioactivity.
- b Sunday's meeting was to vote for the European Constitution.
✓
- c We have a class in Information's Technology tomorrow.
- d Next week's exam will be a disaster.
- e Have you seen the new scooter of Heinrich?
- f The cat climbed up to the tree's top.
- g He asked to see me at the end of the class.
- h I don't like this coat's colour.
- i Europe's trees are in danger of being damaged by acid rain.
- j Shakespeare and Goethe's work cannot really be compared.
- k I cried at the end of the film.
- l Do you like the new book of Simon Clarke?
- m The CD's cover is broken.
- n Marek's and Pawel's exam results were very good.

3 Rewrite the two sentences as one sentence using 's.

- a Sally has eyes. They are green.
Sally's eyes are green.
- b Dave is married. His wife is a doctor.
.....
- c My dad had an operation. It was successful.
.....
- d Ian McEwan has written a new book. It's very good.
.....
- e I've got a holiday at Easter. It lasts for ten days.
.....
- f It was a very boring lesson. It was yesterday.
.....
- g Mr and Mrs Davis have a house. It's over there.
.....
- h Derek sent me an e-mail. It didn't say very much.
.....
- i Somebody murdered a man. They mentioned it on the news.
.....

- 4** Read this text about how colour television works. All instances of the word *of* have been removed. Put a slash (/) where they should go. The first one has been done for you. There are nine more examples.



Colour television

In science, red, green and blue are primary colours because they cannot be made from other colours / light. (The primary colours an artist uses are not the same – they are red, yellow and blue.) When they are mixed, the combination the three colours is white light.

If you look closely at the screen a colour TV you will see many lines tiny dots. They are divided into sets – one red, one green and one blue. The amount red, blue and green light emitted by each dot is controlled separately by three beams electrons. These beams scan across the screen, activating each set dots many times per second. This gives the effect a continuous picture. All the colours that we see on the screen are obtained by varying the strength red, blue and green in each group dots.

5 Read this short biography of Beethoven.

The Life of Beethoven

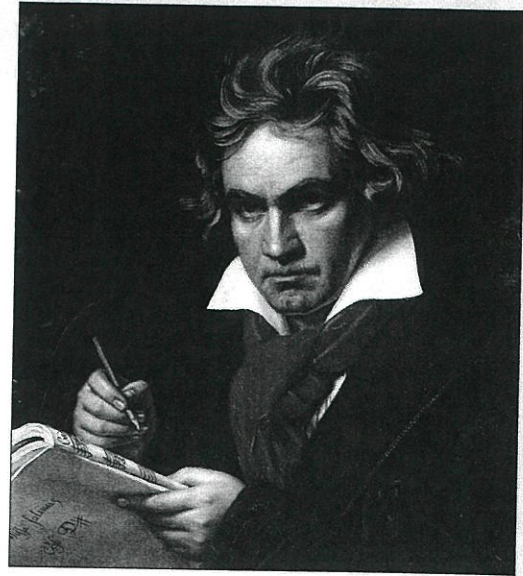
Ludwig van Beethoven was a German composer of classical music and a **a** 1A.

Beethoven was born in Bonn, Germany in 1770. No one is absolutely sure of his **b** , although 16 December is the probable date. Beethoven's father was a musician. He gave the young Ludwig his first **c** .

In 1792 Beethoven moved to Vienna. Unlike other composers who depended on the support of the church or a noble court, he earned his living with public performances, **d** and money from noblemen who recognized his talent.

He composed symphonies, string quartets, concertos, piano sonatas and one opera. He extended the **e** . He was interested in the ideals of the Enlightenment, and the fourth movement of his Ninth Symphony includes **f** .

Beethoven had a complicated life. When he was 28, he started to go deaf. He was a difficult person and often argued with his family and friends. On top of all this he often had **g** . Beethoven was often in poor health, and in 1826 it suddenly got worse. His death the following year was probably the result of **h** .



Now choose the correct forms from each of the pairs below (A or B), and match them to the gaps in the text.

- | | |
|--|-----------------------------|
| 1 A the most important musician between the Classical and Romantic eras | |
| B between the Classical and Romantic eras' most important musician | |
| 2 A liver's disease | |
| B liver disease | |
| 3 A music's lessons | 6 A date of birth |
| B music lessons | B birth's date |
| 4 A Schiller's 'Ode to Joy' | 7 A sales of his works |
| B 'Ode to Joy' of Schiller | B his works' sales |
| 5 A money problems | 8 A time's musical forms |
| B money's problems | B musical forms of the time |

GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a John's and Jean's bikes are outside.
- b John and Jean's bike is outside.
- c Saturday's match was a disaster.
- d The exam results will be out soon.
- e We have two months' holiday in the summer.

pronouns

personal pronouns and possessive adjectives

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun
I have a book.	He gave me the book.	It's my book.	It's mine .
You	you	your	yours .
We	us	our	ours .
They	them	their	theirs .
He has a book.	him	his	his .
She	her	her	hers .
It is a dog.	Give it a kick!	Its* name is Spot.	

(*) Don't confuse *its* (possessive adjective) with *it's*. *It's* is the contraction of *it is*. For example, *It's* okay. *It's* going to be fine and *it's* a lovely day.

reflexive pronouns – *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*

We use a reflexive pronoun when

- we want to give emphasis to the subject of the sentence.
*I created the program **myself**. (with no help.) They made all the preparations **themselves**.*
- the subject and object of the sentence are the same.
*She hurt **herself** skiing.*
*We enjoyed **ourselves** on the trip. We had a good time. NOT ~~We enjoyed on the trip.~~*
- as an object after a preposition to refer to the subject.
*Doug bought a present for **himself**. Why are you talking to **yourself**?*

You can only use a reflexive pronoun (*myself, yourself, themselves*, etc) if a subject pronoun (*I, you, they* etc) comes before it in a sentence.

*They gave a book to John and **me**. NOT ~~They gave a book to John and myself.~~*

demonstrative pronouns and adjectives – *this, that, these, those*

We use *this, that, these* and *those* to 'point to' things. *This* and *these* are for things we see as close to us and *that* and *those* for things which are at a distance eg ***This** is my book* (the one in my hand) and ***that** is yours* (the one over there). We can use these words

- as pronouns (instead of a noun).
***This** is nice! (what we are eating.)*
***That** was nice! (after a good meal.)*
***These** are absolutely delicious! (biscuits)*
*Are you going to wear **those**? (trousers)*
- as adjectives (before a noun).
***This** book is great.*
***That** film last night was awful.*
*I bought **these** jeans last week. (the ones I'm wearing)*
*You've had **those** shoes for years. (the ones you're wearing.)*

1 Complete the sentence with a personal pronoun for the words in brackets.

- a He likes chocolate. (David)
- b is studying for her exams. (Sarah)
- c Have you seen ? (my parents)
- d sleeps during the day. (the cat)
- e Please tell how to get there. (the people)
- f are watching TV. (I and my brother)
- g are at work. (my mum and dad)
- h He told a joke. (Dave and me)



I hurt myself playing football.

2 Complete the sentence with a reflexive pronoun.

- a I hurt myself playing football.
- b He took a photo of on the top of Everest.
- c Eneko and Maria went to the cafe to get some lunch.
- d We made all the Christmas decorations
- e My dad taught to play the piano.
- f They left the baby in the car all by
- g Cats are very independent and can look after
- h Did she enjoy on holiday?

3 Complete the gaps with the words in the box.

yours ~~your~~ myself its me these it she your this yourself

Dear Kyra,

Thank you for a your letter. It was interesting to hear about your life. Now I want to tell you something about b

Well, I am still at school. I have a brother. He is older than c and goes to university. We don't get on very well. My dad is a teacher but my mum doesn't work, d is a housewife. We have a cat -

e name is Muxu.

My family and I live in a flat in a small town. That's normal here - people don't usually live in houses in my country. What about in f? The town isn't very pretty but we live close to the sea and to mountains. That means we can go to the beach in summer and skiing in the winter.

At school I'm studying maths, physics, chemistry and biology. I think g subjects are more difficult than studying literature and the arts. I want to be a doctor. What about h plans?

Anyway, i is the first time I've written a letter in English so I hope you can understand j Take care of k and write soon.

David.

indefinite pronouns

FORM

We use words such as *something*, *everyone*, *nowhere* and *anytime* to talk about people, things, places and time in a general 'indefinite' way, perhaps because you don't know or don't want to be specific about who or what someone / something is. Indefinite pronouns express the ideas of all, any, none, or some.

	ALL	SOME	ANY	NONE
people	everybody / one	somebody / one	anybody / one	nobody / no one
things	everything	something	anything	nothing
places	everywhere	somewhere	anywhere	nowhere
time		sometime	anytime	

USE

As the subject of a sentence, all the indefinite pronouns take the singular form of the verb.

Has anyone called this morning? NOT ~~Have anyone called this morning?~~
Everybody likes ice cream. NOT ~~Everybody like ice cream.~~

However, we normally use *they*, *them* and *their* to refer back to indefinite pronouns.

*Has everyone done **their** homework?* *If anyone wants to say something, **they** should do it now.*

any-

We can use pronouns with *any-* in

- sentences with a positive verb when there is no limit to the possibilities.
*I can do **anything** I want.*
***Anyone** can understand this.*
- in sentences with a negative verb to mean 'none' (see pronouns with *no-* below).
*There isn't **anybody** here today.*
*OR There is **nobody** / **no one** here today.*
*I can't do **anything** about this.*
*OR I can do **nothing** about this.*
- questions.
*Is there **anything** I can do to help you?*
*Is **anyone** here a doctor?*

some-

We can use pronouns with *some-* in

- sentences with a positive verb.
*I've got **something** to tell you.*
*Jack's gone **somewhere** – I don't know where.*
- questions, when we make offers or requests.
*Would you like **something** to drink?*
*Can I leave my coat **somewhere**?*

no-

We use pronouns with *no-* in

- sentences with a positive verb to mean no people, things, or places.
***Nobody** came to class yesterday.*
***Nothing** happens in the film, it's really boring.*

We don't use *no-* in sentences with *not*, we use *an* (see above).

*There isn't **anything** in the fridge.*
*OR There is **nothing** in the fridge.*
NOT ~~There isn't nothing in the fridge.~~

every-

We use pronouns with *every-*

- as the subject in sentences with a positive verb mean all the people, things or places in a group
***Everyone** came to football training.*
(All the members of the team.)
*I got home and **everything** was in a mess.*
(All the things in the house.)

When we want to express the idea of 'not all the people' we can use *not everyone* / *everybody* with positive verb.

***Not everyone** came to football training.*
NOT ~~Everyone didn't come to football training.~~
***Not everybody** likes tomatoes. OR Some people don't like tomatoes.*

Pronouns with *every-* can be the object of a sentence with a negative verb.

*I don't know **everybody** in the class but I do know most of them.*

1 Complete the sentence with a word from the box.

something everyone everything anyone something
somewhere anything someone nothing

- a I don't know what it is but Something is worrying him.
- b I always arrive first to class so there is never there.
- c I'm sorry, I don't know about Nietzsche so I can't help you.
- d is wrong with this computer. It won't start.
- e has left a message for me on my mobile but I don't know who.
- f We arrived late and was waiting for us.
- g I've made my decision and will change my mind.
- h There's a shop that sells artists' equipment on the other side of town.
- i Is okay? You all look a bit tired.

2 The indefinite pronouns have been removed from the sentences. Replace them.

something something everyone someone anyone anyone
anything nothing anything nobody anywhere

- a I'm bored – tell me / interesting! something
- b I didn't have for breakfast because I wasn't hungry.
- c I didn't feel well but the doctor said there was wrong with me.
- d The old man said in French but we didn't understand it.
- e Has seen my bag? I can't find it.
- f Not gets grade A in all their subjects.
- g I can't find a cartridge for this printer: I've tried every shop in town.
- h I'm a bit thirsty – I haven't had to drink all morning.
- i There's in the house – all the lights are off.
- j I don't know who, but has broken the window.
- k Jane didn't know at the party.

3 Some of the lines containing an indefinite pronoun in the dialogue below contain a mistake (wrong pronoun or wrong verb form). If the line is correct, put a tick. If there is a mistake, cross out the word which is wrong and put the right one in the gap.

- A: Have you seen my iPod?
B: No, sorry. I haven't.
A: I've looked ~~anywhere~~ for it and I can't find it. a everywhere
B: It must be somewhere around. When did you last have it? b ✓
A: I had it when I arrived this morning and I haven't been nowhere else. c
B: Have anyone else been in here? d
A: No, I don't think nobody has. e
B: Well, I shouldn't worry, there must be anywhere you haven't looked. What about under those papers? f
A: Hang on. Oh, well done. Here it is. Thank goodness for that.
B: You see. There was something to get so upset about. g
A: I know, but everything seem to be going wrong recently. h
B: Well, that's one less thing to worry about.
A: Yes, 'All's well that ends well', as everyone said. i
B: It's the title of a play by Shakespeare.
A: Oh, is it? It's true, I suppose. Nothing that ends well is not really a problem. j

4 Read this article about bullying and underline the correct words.

Bullying: Don't Be A Victim

If you are being bullied, there is always a something / *anything* you can do to stop it. Bullying is not just a problem at school – it can happen **b** *anywhere* / *somewhere*. You can be bullied at home, at school or even at work. Bullying can happen at **c** *anytime* / *anywhere*, so it is very important that you learn how to react to it now.

Arguing or fighting back against a bully will only make the situation worse – a bully will look for a big reaction from you, so stay calm and if possible, don't say or do **d** *anything* / *something*. If there is no reaction, it makes attacking you less fun for the bully. Even if you're scared, don't show that you are, but don't do **e** *nothing* / *anything* to provoke the bully.

Of course, some situations are more serious, and you need to tell **f** *someone* / *everyone* about it. Go to an older person you can trust like your parents or a teacher. Keep telling people until you find **g** *everyone* / *someone* who will help.

Finally, remember that **h** *nobody* / *everybody* deserves to be bullied. Never think that it's your fault. You are a great person, so put a stop to the bullying now.



GLOSSARY

5 Complete the text with the words in the box.

anyone sometime nobody nobody everything everything
everybody somebody somebody somebody

Great Expectations by Charles Dickens

Pip lives with his sister and her husband. When he is a young boy, he meets an escaped criminal and helps him to hide from a everybody. Pip is poor and **b** thinks he is special, but a rich old woman in his village, Miss Havisham, invites him to her house. Miss Havisham lives with a girl called Estella, and Pip falls in love with her because he has never met **c** as beautiful. Sadly, Estella doesn't love him and Pip grows up poor and miserable. When he is older, Pip gets some very good news: **d** has given him lots of money and now he is rich. He moves to London and starts a new life and **e** is very good for him. Pip thinks the money has come from Miss Havisham, but he is wrong, it has come from **f** else. The criminal he helped as a boy has given him the money and now needs Pip's help again. To make matters worse, Estella has married **g** else. Pip goes to visit Miss Havisham, but there is a terrible fire and **h** can save her and she dies. A very unhappy Pip tries to help the criminal leave England, but the police find him and he is sent to prison. **i** seems to be going wrong for Pip, but he moves to Europe and starts a business. Many years later he returns home and meets Estella again. At the end of the novel they are friends again and there is the hope that, **j** in the future, they will get married.



GLOSSARY

- 6 Indefinite pronouns are frequent in popular songs. Complete the gaps in this song with the words in the box.

something x 3 somewhere x 7 everything x 3

Somewhere Only We Know *by Keane*

I walked across an empty land
 I knew the pathway like the back of my hand
 I felt the earth beneath my feet
 Sat by the river and it made me complete

Oh simple thing where have you gone
 I'm getting old and I need a something to rely on
 So tell me when you're gonna let me in
 I'm getting tired and I need b to begin

I came across a fallen tree
 I felt the branches of it looking at me
 Is this the place we used to love?
 Is this the place that I've been dreaming of?

Oh simple thing where have you gone
 I'm getting old and I need c to rely on
 So tell me when you're gonna let me in
 I'm getting tired and I need d to begin

And if you have a minute why don't we go
 Talk about it e only we know?
 This could be the end of f
 So why don't we go
 g only we know?

Oh simple thing where have you gone
 I'm getting old and I need h to rely on
 So tell me when you're gonna let me in
 I'm getting tired and I need i to begin

So if you have a minute why don't we go
 Talk about it j only we know?
 This could be the end of k
 So why don't we go
 So why don't we go

This could be the end of l
 So why don't we go
 m only we know?



EXTENSION ACTIVITY

Write ten sentences about the room you're in beginning with indefinite pronouns.

countable and uncountable nouns

Compare these two lists of nouns.

A: coin detail suitcase job chair

B: money information luggage work furniture

The words in list A are names of things you can count. They are countable nouns. The words in list B are names of materials or things we see as 'mass', and not as separate items. You cannot count them, they are uncountable.

countable nouns

Countable nouns have a singular and plural form. Most plural forms of countable nouns end in -s:

minute / **minutes** brother / **brothers** boy / **boys** leaf / **leaves**

Some plural forms are irregular.

child / **children** woman / **women** mouse / **mice** man / **men**

Some countable nouns have the same form for both singular and plural.

a sheep / **nine sheep** one salmon / **three salmon**

With countable nouns you can

- ask the question *How many... ?*

How many students are there? **How many** biscuits would you like?

- use a / *an*, *some*, *any*, *one* and other numbers.

Have you got **an apartment** or **a house**? She has **some friends** in Seville.

He owns **three cars**. Are there **any tickets** for the concert?

uncountable nouns

Uncountable nouns always go with a verb in the singular. You can

- ask the question *How much... ?*

How much time have you got? **How much** water do you want?

- use *some* or *any*, (but not a / *an* or a number).

I have **some** information for you. I'm sorry, there isn't **any** wine left. Have you got **any** mineral water?

Some nouns are countable when they refer to something specific and individual, or mean 'a type of' or 'a cup / glass of', and uncountable when they have a general meaning.

I'd like **a glass** of water. (countable) Windows are made from **glass**. (uncountable)

Would you like **a coffee**? (countable) Where does **coffee** come from? (uncountable)

Some uncountable nouns cause confusion because they end in -s. Examples of this type of noun are: *news, athletics, economics, maths, politics, measles, diabetes*.

Do you do **much athletics** these days? **Politics is** boring.

With uncountable nouns, you can use a word or phrase which shows a part or a quantity of something.

a piece of news **a litre** of milk **half a bottle** of water **two bars** of soap

Nouns which refer to groups of things or people (eg *government, team*) can be singular or plural.

Sometimes we think of them as a single unit, and sometimes as a collection of different things or people.

Real Madrid **have / has lost** three matches so far. The class **is / are going** on a school trip.

People is always plural.

There were **30,000 people** at the match. **Some people** still think the world is flat.

some or any?

We use *some* in affirmative sentences for uncountable nouns and plural countable nouns.

There's **some** water in the bottle. **Some** friends are coming round tonight.

We use *any* in negative sentences.

He hasn't got **any** money or **any** friends. There isn't **any** milk left.

We can use either *any* or *some* in questions. We usually use *any* in requests for information.

Have you got **any** notes from the last lesson? Is there **any** milk left?

We usually use *some* in offers and requests.

Would you like **some** fruit? Can I have **some** sugar, please?

1 Complete the sentence with *a*, *an*, *some* or *any*.

- a I haven't got any money.
- b Jack hasn't got sister and he hasn't got brothers either.
- c He wanted to use the computer to see e-mails he was expecting.
- d I need to buy toothpaste before I go on holiday.
- e I don't normally have lunch except for sandwich.
- f You don't need to take food on the trip.
- g You've got great films in your DVD collection.
- h We went skiing this weekend but there wasn't snow.
- i I found insect in my salad so we left the restaurant.
- j I'd like bread, please.

2 Complete the question with *much* or *many*.

- a How much time have you got at the moment?
- b How trains into town are there on a Sunday?
- c How pens do you take when you have an exam?
- d How orange juice have you had today?
- e How people are there in your class?
- f How kilometres do you run each week?
- g How children has she got?
- h How homework do you get?
- i How food do we need?
- j How pairs of shoes does she own?

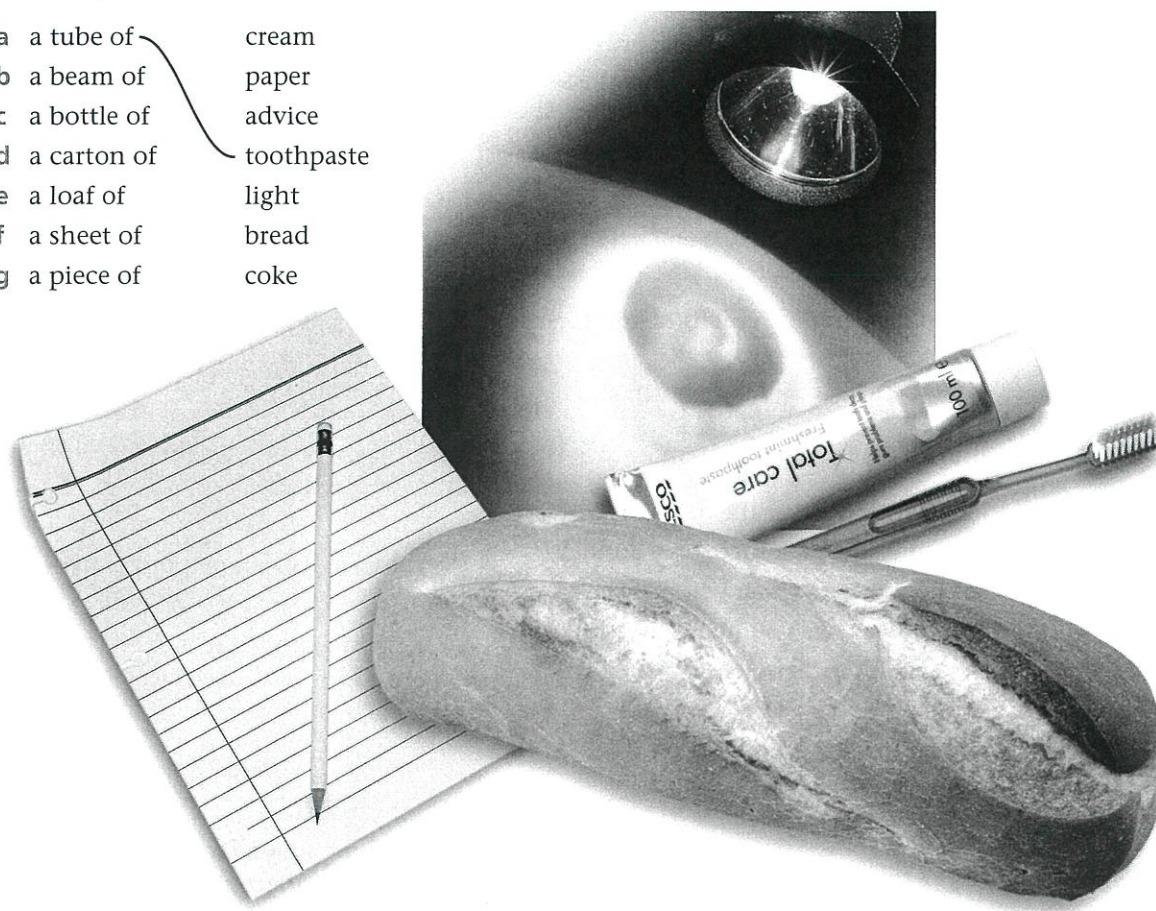
3 Complete the sentence with *some* or *any* and a word from the box.

chairs people petrol news apples aspirins wine ink programmes housework

- a The meeting was very short because there weren't any chairs in the room.
- b There isn't left in the printer cartridge. Can you buy a new one?
- c I've got for you. I passed the exam!
- d hate studying but I quite enjoy it.
- e There is left in the bottle if you want some: 2004 was a good year for *Rioja*.
- f I couldn't find in the market so I bought these pears.
- g TV in this country is awful. I haven't seen interesting recently.
- h I need to buy The tank is nearly empty.
- i If you go to the chemist, can you buy ? I've got a headache.
- j I always cook the dinner and wash up. You never do !

4 Match the phrases on the left with the uncountable nouns on the right. Use a dictionary if necessary.

- | | |
|---------------|------------|
| a a tube of | cream |
| b a beam of | paper |
| c a bottle of | advice |
| d a carton of | toothpaste |
| e a loaf of | light |
| f a sheet of | bread |
| g a piece of | coke |



5 Complete the sentences with the phrases from Exercise 4.

- a Is there a chemist near here where I can buy a tube of toothpaste ?
- b When I get home after school I always get from the fridge because I'm thirsty.
- c Can you buy on your way home to go with the strawberries?
- d We need to make the sandwiches for everyone.
- e You'll need to write this down on.
- f Here's for you. Never ask friends for money.
- g We could see his face in the from the torch.

6 Tick ALL the boxes where the word above correctly completes the sentence in the first column. The sentences need not be true for you.

	homework	friends	money	exam	news	coat	suggestion	cheese
a I haven't got any ...	✓							
b I haven't got a / an ...								
c There are some ...								
d There is a / an ...								
e There's ...								
f They're ...								
g It's a / an ...								

7 Underline the correct form.

The day after tomorrow?

Rising temperatures since 1980 suggest that the world's climate **a** *are / is* changing. Many scientists believe that human activity **b** *cause / causes* these changes. They say that the average temperature **c** *have / has* increased by 0.6°C in the last 100 years and predict another rise of 3°C by 2100.

There **d** *is / are* people who question the global warming theory. They say that climatic change is a political issue and that there **e** *isn't / aren't* any scientific evidence for it. These scientists believe that there have always been periods of climatic change – long before human activity had **f** *effect / an effect*. Other reasons are:

- Global warming research **g** *contain / contains* many mistakes.
- Predictions about the climate are inaccurate because we do not fully understand how the climate **h** *work / works*.
- Carbon dioxide does not have **i** *any / some* significant impact on global temperatures.

However, more and more people believe we can't take **j** *any risk / any risks* with our climate, and it is necessary to do something now – before it is too late.



8 Decide if each sentence is correct. If it is not, correct the mistake. If there are no mistakes, put a tick (✓).

- a How ~~much~~ people was there? How many people were there?
- b I've got some news for you. ✓
- c We've had a good weather recently. _____
- d Would you like a cheese with your pasta? _____
- e There are two fish in the tank. _____
- f He lost two tooth in the accident. _____
- g Let me give you an advice. _____
- h How many homeworks have you got? _____
- i Do you want some paper? _____

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a Why is your hair wet?
- b There are some pieces of paper on the floor.
- c Can you give me some advice?
- d The news was very depressing today.
- e How much milk is there in the fridge?

quantity

We use a quantifier before a noun to show the quantity or amount of something. There are two basic patterns – with and without *of*. When we need to use *the, this, that, these, those, my, your* etc before the noun, we put *of* after the quantifier.

<i>all</i>		<i>all</i>	the trees / people / music / food
<i>most</i>	trees	<i>all of</i>	this / that music / food
<i>some</i>	people	<i>most of</i>	these / those trees / people
<i>no</i>	music	<i>some of</i>	my / your / our / his / her friends / family
<i>any</i>	food	<i>none of</i>	us / them / you
		<i>any of</i>	

- 1 We can use *all + of + the* or *all + the*.
- 2 We use *none* instead of *no* before *of*.
- 3 A *little / a few* means 'some'. *Little / few* emphasizes the 'smallness' of the quantity, and means the same as 'not many' or 'not much'.

The quantifier we use depends on a) the quantity and b) whether the noun is countable or uncountable (see Unit 43).

COUNTABLE (eg trees, people)

- ? **How many** apples would you like?
How many eggs did they eat?

100% **All** students need to study.
All (of) the students failed the exam.

Most people have a car.
 I've read **most of his** books.

A lot of / Lots of / Many features in the latest version of the program are new.

I knew **a lot of / lots of / many of the** people who were there.

In **some / a few** schools I know, the students wear a uniform.
 Here are **some / a few of the** mistakes in your homework.

Not many / few people visited me in hospital.
Not many / Few of the rivers in Europe are unpolluted.

0% There were **no** / There weren't **any** messages on my mobile.
None of the messages were important.

UNCOUNTABLE (eg music, food)

How much bread would you like?
How much cheese did they eat?

All paper comes from trees.
 Here's **all (of) the** information.

I like **most** music.
 He's eaten **most of the** cheese!

Do you drink **a lot of / lots of / much** wine in your country?

A lot of / Lots of / Much of the stuff we study is quite boring.

If you've got **some / a little** money, you should buy a new calculator.
 I've got **some / a little of the** cream you wanted.

There's **not much / little** hope of winning the match on Saturday.
Not much of / Little of the food was very nice.

I'm sorry, I've got **no** / haven't got **any** time for this.
None of the news is very interesting.

We can also use quantifiers without a noun.

"Do you like Tom Cruise's films?" "Well, I like **some**, but not **all of them**."
 "Do you want any ice cream?" "No thanks, I've just had **some**."

We can put a quantifier before a pronoun.

"How many of you went on the trip?" "Oh, **most of us** went."
 Anthony has an amazing book collection but he hasn't read **any of them**.

1 Match the phrases with the values.

~~none of them~~ most of them many of them some of it some of them little of it
all of them all of it much of it few of them none of it most of it

	countable	uncountable
a 0%	<u>none of them</u>	
b 5-25%		
c 25-50%		
d 50-75%		
e 75-95%		
f 95-100%		

2 Underline the correct phrase.

- a This term has been really hard. We've had a lot of / a lot work to do.
- b The problem is that we only have a few / few good teachers at our school.
- c Most of the time / Most of time it's too noisy at home to study well.
- d No, I'm not drunk! I only had a little / a little of beer to drink.
- e He said something about it this morning but I paid any / no attention.
- f All / All of experts say the climate is changing.
- g Most of / Most advice you get from other people doesn't seem to help.
- h They say a little / a little of knowledge is a dangerous thing.
- i Few / A few people know as much about computers as me.
- j It doesn't do any / no good to complain.
- k I've read many / many of his books.

3 There are mistakes in some of these sentences. If the sentence is correct put a tick (✓).
If the sentence is wrong, correct the mistakes.

- a Peter did a few research on gases. Some
- b He did some experiments. ✓
- c How much experiments did John do?
- d Dave did lots of research too.
- e Sue didn't do many research.
- f Anne did a few experiments.
- g Not much of the experiments were successful.
- h "Did everyone go to the class?" "Yes, well, most them did."
- i I didn't do no experiments because I was away.
- j Some my experiments went wrong.
- k All the experiments were done safely.

4 Complete the gaps with the quantifiers in the box.

~~none of~~ all of no a little a few most of many a lot of most

- a The trip was cancelled because none of the students wanted to go.
- b There are not people who always tell the truth.
- c I phoned every shop in town and them said that the game was sold out, so I had to get something else instead.
- d There was reason at all to speak to him like that.
- e There is always one teacher who makes life difficult, but them are okay.
- f I've only got money but it's enough for the bus.
- g Nowadays mobiles have a camera, but this one doesn't.
- h Hurry up! We haven't got time. The train leaves in ten minutes.
- i Only people signed the petition – it was very disappointing.

5 Read the text about impressionist artists. Then underline the correct form.

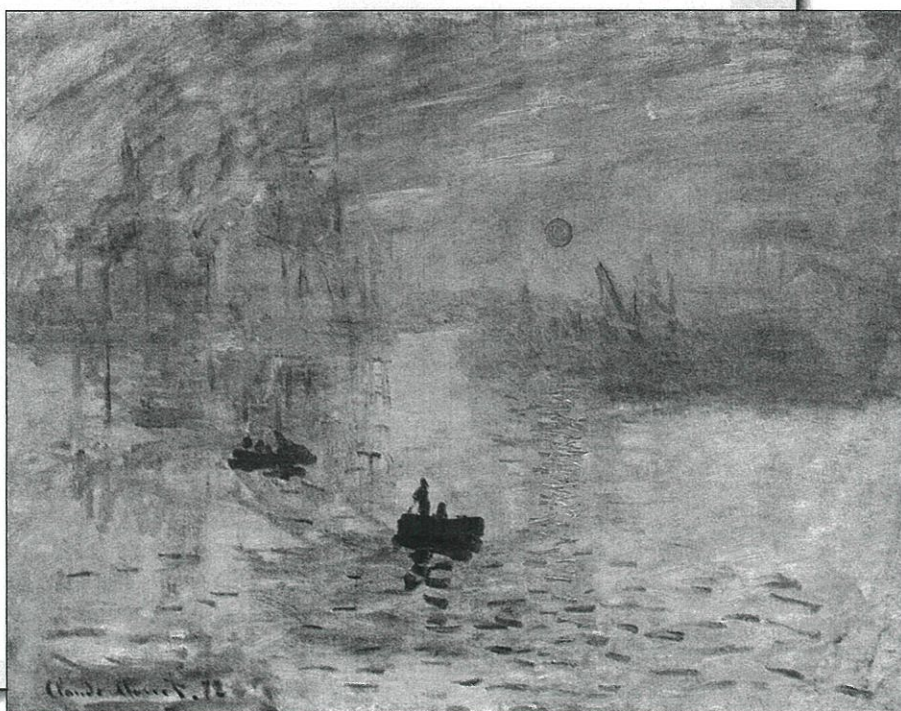
The Impressionists

The impressionist style of painting developed in the nineteenth century. The movement started in France and **a** most of the artists / the most of artists were French, but not **b** all / all of it.

In 1855 a World Fair took place in Paris. The fair gave **c** a lot of importance / a lot importance to art, and Paris became the centre of attention for young artists. **d** Many of them / Much of them travelled there in search of an opportunity. Pissarro, Monet, Guillaumin and Cézanne first met at the Académie Suisse.

The artists didn't have **e** much / much of money, and the models they needed were free at the Académie Suisse. The Académie was a place for talking about art, and the students spent **f** a lot of their time / many times discussing their ideas about painting. Each year the Académie held an exhibition where the members judged the entries. The problem for the artists was that the professors didn't like their new style of painting. As a result, **g** a few / few of the painters decided to hold their own exhibition. The exhibition, in 1874, had **h** many paintings / much painting which later became famous, including Monet's 'Impression: Sunrise 1872'. This was the painting which gave the movement its name.

The original group did nearly **i** all their work / all of work between 1867 and 1886. Edgar Degas and Paul Cézanne also did **j** some of / some painting in the impressionist style in the early 1870s.



Monet's 'Impression: Sunrise 1872'

6 Rewrite the sentence using the words in brackets.

- a Nowadays most children watch a lot of TV. (lots of)
Nowadays most children watch lots of TV.
- b Very few people passed the exam. (most / failed)
- c I didn't do the exercise because I had no time. (any)
- d I went to the shop but they didn't have any of the books I wanted. (none)
- e She speaks good Spanish and she also speaks some Basque. (a little)
- f There were some people waiting for the match to start. (a few)
- g There's little unemployment in the area because of tourism. (much)
- h It's a very old town and there are few modern buildings – just one or two. (many)

7 Complete the gaps with the words and phrases in the box. There may be more than one answer.

most lots lot of few some some many many all



The cost of smoking

Everybody knows smoking is bad for your health. There are health warnings on packets of cigarettes in a most countries in the world. However, if you don't smoke it can also save you b of money. It's difficult to calculate what the costs really are because c smokers admit how much they smoke, but we can guess.

There are d people who smoke two packets of cigarettes a day. Not e packets of cigarettes cost less than €2.50, so the cost of smoking two packets a day for one year is at least €1,825. Then the health costs of smoking are €660 for each smoker. Now we have a total of €2,485 per smoker.

Smoking also costs employers a f money. According to g estimates an employee who smokes costs a company an extra €1,000 a year. Apart from smokers taking more sick leave, h the walls and furniture in the office are affected by tobacco smoke and need to be cleaned. If we add €1,000 to the previous total we reach the figure of €3,485 a year, or €290 a month. If the smoker continues smoking for fifty years, the final total would be €174,250, the price of a medium-sized flat in i European cities!

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a Most of the time I haven't got much time.
b A few of the children had some problems.
c He doesn't do much work and has a lot of holidays.
d There's a little wine left in the bottle.
e There's little wine left in the bottle.



a / an – one of many

We put *a / an* before a singular noun to indicate it is not a particular one, it is just one of many.

A / an might refer to

- a single object or person.

John's got a car.

I bought a book today.

- a job.

My dad's a doctor.

- a kind of, or example of something.

She's a beautiful girl.

He's doing a university course.

Note that we use *one* instead of *a / an* to contrast with other numbers.

We've got six computers but only one printer.

a or an?

We use *a*

- before nouns starting with a consonant.

a boy a car a house

- before *u* and *eu* when they sound like 'you'.

a European a university a unit

We use *an*

- before nouns starting with a vowel.

(a, e, i, o or u).

an apple an orange an egg

- before an *h* which is not pronounced.

an hour an honour (but a history)

the – restrictive meaning

We can use *the* before nouns to restrict the meaning to a specific example

- when it has already been mentioned.

A boy fell in love with a girl. Unfortunately the girl wasn't interested.

- when the noun is defined by a relative clause.

The book that you gave me last week was really good.

He's the boy we saw on television.

- because we think of it as unique.

the Sun the moon the world the President

- with names of geographical areas and oceans.

the Caribbean the Sahara the Atlantic

- with names of some countries.

the USA the UK the Republic of Ireland

- when the noun is followed by *of* and a phrase which makes it specific.

The life of a farmer is very hard.

(Compare with Life is hard.)

The cells of a plant contain cellulose.

- with superlatives.

Everest is the highest mountain.

This is the most difficult exercise.

no article – general meaning

We do NOT use an article

- before plural countable nouns and uncountable nouns when we mean 'in general'.

I like cats.

Doctors have to study for a long time.

- before abstract nouns.

What is the difference between jealousy and envy?

- before names of meals, languages, sports, and many expressions of place and time.

I never drink before breakfast.

Can you speak German?

Do you play tennis?

I'll see you next week.

He stayed at home because he was ill.

My mum went to work at six this morning.

generalizations with a / an and the

We can make generalizations by using a singular noun as an example, with *a / an* before the noun to mean 'any'.

A cat makes a good pet. (= Cats make good pets.)

A car costs a lot to maintain. (= Cars cost a lot to maintain.)

In a scientific context or talking about technology and inventions we often use *the* with singular nouns to make generalizations.

The knee is one of the most complex joints in the body.

The telephone was invented by Alexander Graham Bell.

1 Complete the sentences with the noun in italics. Use *the* when necessary.

- a *water* Water always flows downhill.
..... in this bottle is dirty.
- b *mountains* are an obstacle for clouds and affect the weather.
Only 11 climbers have climbed all in the world over 8,000 metres high.
- c *electricity* is an essential part of our modern way of life.
Most of that we use comes from oil-fired power stations.
- d *information* Some of you gave us was inaccurate.
The Internet is an important source of
- e *maths* A lot of people find very difficult.
A lot of that we study at school is not very useful for normal life.
- f *computers* have made a big difference to our lives.
Half of at our school don't work.
- g *technology* Do you study information at your school?
..... we need to go to Mars is not yet available.

2 Underline the correct form.

- a The hydrogen / Hydrogen is lighter than the atmosphere / atmosphere.
- b Windows / The windows are made of the glass / glass.
- c Many people say they are interested in the nature / nature and the environment.
- d We're studying the grammar / a grammar of the English / English.
- e Most experts agree that ice / the ice at the North and South Pole is melting.
- f The gravity / Gravity is the force / force of attraction between masses / the masses.
- g The global warming / Global warming is causing a rise / rise in temperature.
- h Scientists / The scientists have discovered a new galaxy / the new galaxy.

3 Correct the sentences by adding *a*, *an*, or *the*.

- a I need /new mouse for my computer. a
- b Why are you always in good mood?
- c Red, yellow and blue are three primary colours.
- d Photoshop is program for editing digital images.
- e Acid rain is big problem in parts of Europe.
- f We went out for meal last night at Indian restaurant in South Street.
- g My brother became engineer because he liked playing with motors.
- h I lost all my work when computer crashed.
- i This is book she gave me.
- j It takes one hour to finish unit of this book.

4 Rewrite the generalizations using *a / an* and *the*.

- a Birds have an aerodynamic shape and feathers to enable them to fly.

A bird has an aerodynamic shape and feathers to enable it to fly.

- b Geiger Counters are used to measure radiation.

- c Not much is known about how brains work.

- d Human bodies have around 206 bones.

- e Falcons are the fastest living creatures on earth.

- f Bicycles are among the most efficient machines invented by man.

- g Football players need to be extremely fit.

- h Washing machines are probably the most useful domestic devices.



A Geiger Counter

5 Complete the sentences with *the*, *a*, or *an*, or leave the space blank if no article is needed.

No gain without pain

Pain is necessary. It is *a the* body's way of telling us that something is wrong. However, *b* scientists do not understand how pain works. People experience *c* pain in different ways. It depends on *d* different biological factors.

There is *e* very rare condition where the sufferer doesn't feel any pain at all.

Doctors have only found 33 people with this condition. In one case *f* young child broke his ankle but continued to play and

run. One possible cause may be a lack of 'betaendorphin', *g* chemical which is responsible for controlling *h* pain.

i pain stops us from doing things that can hurt us like putting our hand in *j* fire, or burning ourselves with *k* boiling water. It also means that we do something to protect *l* injured part of our body. For example, we are careful to avoid putting weight on *m* injured ankle. This child mentioned above will keep hitting his head but it doesn't hurt him. On the other hand, *n* normal children learn to be careful because their mistakes are painful.



6 Correct the mistakes with articles in the following sentences.

- a I like to spend time in an open air.
I like to spend time in the open air.
- b I'm very interested in the history, especially history of South America.
- c We are having a good weather this summer.
- d I'm going to do a shopping. Do you want anything from the supermarket?
- e A Yangtze is the famous river in China.
- f I was late for the school yesterday.
- g An Atlantic Ocean is smaller than a Pacific.
- h A Japanese make very good electronic products.

7 In the text below, 11 examples of *the*, *a* and *an* have been removed. Replace them. The first one has been done for you.



Tsunami is Japanese for 'harbour wave'. It is / *a* powerful ocean wave usually caused by earthquake under the sea. The movement of the ocean floor displaces water above it by several metres. The wave which this produces is different from normal wave. tsunami can have a wavelength of over 100 km and can travel long distances across the ocean at more than 700 km/h. As it approaches the coast, the wave slows down and increases in height. Normal waves hit beach and retreat very quickly. tsunami is more like extreme form of tide which rises and surges over the land with millions of tons of water. The water keeps coming for several minutes. The speed, height and power of tsunami make it very destructive. It can cause severe damage and many deaths in low-lying coastal areas.

On 26 December 2004 huge tsunami killed over 200,000 people in countries surrounding Indian Ocean. It was one of the worst natural disasters in recorded history.



EXTENSION ACTIVITY

Translate these sentences into your own language.

- a I would like to study biology at university.
- b He says that nature and the environment are his hobbies.
- c The dolphin is an intelligent animal.
- d The brain is a complex organ.
- e He injured his knee in a football match.

all, every, each, both

all

We use *all* before plural and uncountable nouns to refer to a group or a unit which is complete.

All the people in the room were silent.

Have you eaten **all the bread**?

All the water leaked out of the bottle.

All children need affection.

I've invited **all my friends** to the party.

I've been waiting **all my life** for this.

All can also be used to mean 'everything' (see also Unit 44).

That's **all**, there is no more to pack.

All's well that ends well.

All can also mean 'the only thing'.

I'm afraid that's **all** I can tell you.

I'm tired and **all** I need is a hot bath!

all and every

Every has a similar meaning to *all*, but we can only use *every* before a singular noun (and with a verb in the singular). Compare:

All students have to participate.

Every student has to participate.

and

All (of) the players were exhausted.

Every player was exhausted.

each and every

Like *every*, we use *each* with a singular noun. We use *each* to direct attention to the members of a group as separate individuals. However, usually either word is possible.

Each / Every child in the class has a notebook.

We installed the anti-virus software on **each / every** computer.

The President spoke to **each / every** member of the team.

We can use *each* with two or more people or things. We can use *every* for three or more, but it is normally used for big groups or numbers.

He was carrying a suitcase in **each** hand. NOT ~~in every~~ hand

We can use *each of* with a plural noun, but we cannot say *every of*.

We had to do **each of** the experiments again.

OR **every / each** experiment

Each of the classes is in a different room.

OR **Each / Every** class is in a different room.

OR **All of the** classes are in different rooms.

both, either and neither

We use *both*, *either* and *neither* to talk about two things. We use *both* with a plural noun.

Both children were born in Italy.

He has crashed **both of the cars / both the cars / both cars**.

You can also use *both* on its own.

If you can't decide between the two jerseys, buy **both**.

Jacques and Jérôme are French, and **both** come from Paris.

We can use *either* and *neither* with a singular noun or alone.

There are two good hotels in town. **Either place** is fine. / **Either** is fine.

We tested two ant-virus programs. **Neither program** is any good. / **Neither** is any good.

We can use *either* and *neither* with *of* and a plural noun.

Neither of the films was any good.

I didn't like **either of the books** I read this summer.

other, another, others

We use *another* and *other* before a noun to refer to something different or alternative. We have to use *another* with singular nouns.

Would you like **another** cup of tea?

I've still got **another** exercise to do.

We can use *other* with a singular noun or a plural noun.

There are **other jobs** you could try.

Is there any **other reason** not to go?

We can use *another* and *others* on their own.

Here is one computer and there is **another** next door.

Some students have arrived, but where are **the others**?

1 Complete the sentence with *all*, *every*, or *each*.

- a Sam is the president of the class. All the students in the class voted for him.
- b of the students in the class has their own desk.
- c I could tell you I know about computers in less than five minutes.
- d I have three bikes and of them is in perfect condition.
- e the trains arrived late this morning because there was a problem with the snow.
- f I have three cousins and of them plays a musical instrument.
- g Don't rush – I've got the time in the world.
- h You tell me the same story time I see you.
- i He has two children and is good at something different.
- j I like these CDs. I just don't have the money to buy them.
- k piece of homework must be given to the teacher now!

2 Complete the sentence with *both*, *either*, or *neither*.

- a There were only two questions in the test and I couldn't do either of them.
- b I took the driving test twice and failed times.
- c We've got pasta and rice – you can have for lunch but not
- d How embarrassing! They're wearing the same dress.
- e I found two pairs of good shoes in the sales so I bought
- f I didn't like of the choices they gave us.
- g I couldn't decide between them – I liked them
- h of them was feeling well so they stayed at home.
- i I didn't think much of of the films I saw this weekend. was worth seeing.
- j You can have coffee or tea. Which do you prefer?
- k of the exams was easy.

3 Complete the sentence with *other*, *others*, *the other* or *another*.

- a I'm sorry to say this but there's no other way to do it.
- b Some people like dogs and like cats.
- c Can I have coke, please?
- d There are only three people here. Where are members of the group?
- e The football ground is on side of town. You'll have to take a bus.
- f Some of the students go outside in the break and go to the library.
- g This is one possibility but there are solutions to the problem.
- h I asked the head teacher for chance but he said no.
- i He scores a lot of goals and it will be hard to find player like him.
- j I'm not sure if I like this coat or one more.
- k Don't give him biscuit! He's already eaten five!

4 Underline the correct form.

- a Elgar and Vaughan Williams were English. Both of them / All of them died in the first half of the twentieth century and composed their music in the Modern period.
- b Beethoven composed in two styles. One was Romantic and the other / another was Classical.
- c Strauss, Schumann, Wagner and Mendelssohn were all / both German. Each of them belongs / belong to the Romantic period.
- d Rachmaninov and Stravinsky were all / both Modern Russian composers.
- e Neither / Both Haydn and Mozart composed in the Classical period but either / neither of them was German.
- f Mozart, Mahler and Haydn were all / each Austrian.
- g Rossini and Verdi were both / all Italian and both / either composed Romantic music.
- h Vivaldi, Bach and Handel belong to the Baroque period. Every / All of them were born at the end of the seventeenth century.
- i Every composer / All the composers belonging to the Modern period was alive and working at the beginning of the twentieth century.
- j Gershwin was an American composer of the Modern period, while the others / another were mainly European.



Wolfgang Amadeus Mozart

5 Now complete the table with the information from above.

Composer	Nationality	Dates	Period
Antonio Vivaldi	Italian	1678-1741	
Claude Debussy	French	1862-1918	Modern
Edward Elgar	English	1857-1934	Modern
George Frideric Handel	German	1685-1759	
Felix Mendelssohn		1809-1847	
George Gershwin	American	1898-1937	Modern
Gioachino Rossini		1792-1868	
Giuseppe Verdi		1813-1901	
Gustav Mahler		1860-1911	Late Romantic
Igor Stravinsky		1882-1971	
Johann Sebastian Bach	German	1685-1750	
Joseph Haydn		1732-1809	
Ludwig van Beethoven	German	1770-1827	Classical and
Maurice Ravel	French	1875-1937	Modern
Pyotr Ilyich Tchaikovsky	Russian	1840-1893	Romantic
Ralph Vaughan Williams		1872-1958	
Richard Strauss		1864-1949	
Richard Wagner		1813-1883	
Robert Schumann		1810-1856	
Sergei Rachmaninov	Russian	1873-1943	Modern
Wolfgang Amadeus Mozart		1756-1791	

6 Complete the text with the words in the box.

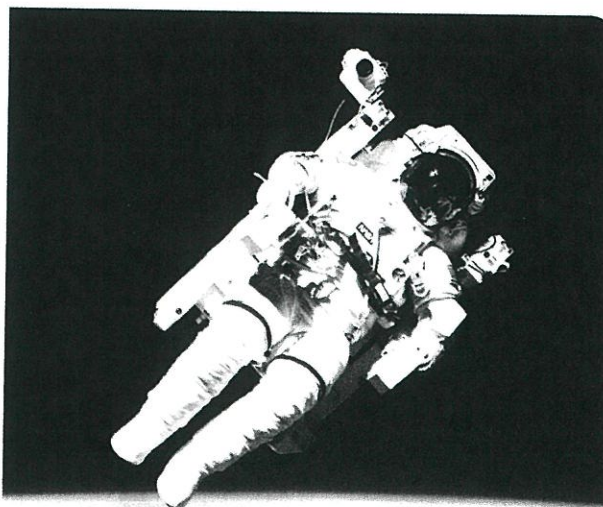
~~both~~ each other other another another both neither every all

Weight, Mass and Inertia

What is the difference between mass and weight? It is confusing and people often think a both words mean the same thing, but to an astronomer or a physicist b concept is completely different.

What is weight? c object in the universe attracts d objects. The attraction depends on the size of the objects and the distance between them. This attraction is called gravity. Weight is the effect of the Earth's gravity on objects on its surface. If you weigh 70 kg, that is the result of the Earth's gravity on your body, but on e planet of a different size your weight would be different.

What is mass? f objects have a quality called 'inertia'. Mass is a measure of how much inertia an object has. Imagine you are an astronaut floating in space with g astronaut. In space h of you would be weightless but i of you would be mass-less. If you wanted to move the j astronaut, you would have to push him to get him going and pull him to make him stop. A body in space has inertia, and therefore mass, but it has no weight.



EXTENSION ACTIVITY

Complete these sentences with your own words.

- a In my class all
- b In my family both
- c Each of my
- d Both of my
- e All of my

all, every, each, both

adjectives

We use adjectives to modify nouns. However, unlike a noun, an adjective has no plural form.

There were three **black** dogs. NOT ~~There were three blacks dogs.~~

We put most adjectives before a noun...

We've got a **new teacher**. He's wearing an **old jumper**.

... or after 'linking' verbs like *be, seem, look, feel*, etc.

That teacher **is new**. His jumper **looked old**.

There are certain adjectives that we normally only use with linking verbs. The most common are *well, ill, afraid, alive, alone, asleep, aware, content, glad, ill, ready, sure, and well*.

BUT...

William looked **afraid**.

The children were **ill**.

I am **glad** that you've come.

Frightened children often cry.

She looks after **sick children**.

Jane is a **happy girl**.

NOT...

~~**Afraid children**~~ often cry.

~~She looks after **ill children**.~~

~~Jane is a **glad girl**.~~

There are many adjectives formed from either the past participle or the *-ing* form of a verb. For example: *surprised – surprising, bored – boring, tired – tiring, confused – confusing*, etc. There is an important difference between the two.

We use the **past participles** of verbs as adjectives (ending with *-ed*) to describe **how we feel** about something or someone.

You must be **tired** after the journey.

The match was very bad and I was **bored**.

We were **amused** by Leonor's jokes.

We use the **present participles** of verbs as adjectives (ending with *-ing*) to describe **the thing or person that produces the feeling**.

It must have been a very **tiring** journey.

It was a **boring** match and I fell asleep.

We found Leonor's jokes **amusing**.

We can make adjectives stronger or weaker with words like *very, a bit, quite, extremely*, etc.

What was the talk like? Oh, it was **very interesting**.

Yesterday it was **quite warm**, but it's **extremely cold** today.

You cannot put *very* or *extremely* before some adjectives because they are already 'extreme'. Examples of these 'extreme' adjectives are: *wonderful, fantastic, excellent, awful, terrible*, etc. You can, however, use *absolutely* or *really* before these adjectives.

That's a **really excellent** book. NOT ~~That's a **very excellent** book.~~

He scored an **absolutely fantastic** goal. NOT ~~He scored an **extremely fantastic** goal.~~

Sometimes we want to use two or more adjectives before a noun. Adjectives which express opinion always go before other adjectives. Other adjectives usually go in the order given below.

	opinion	size	shape	age	colour	origin	material	purpose	noun
	lovely			old		English		sheep	dog
A /	attractive	large	round				wooden		table
An	interesting							scientific	experiment
	beautiful				red	Italian		sports	car
		tall				American		basketball	player

1 Put the words in the correct order.

- a very good teacher Mr Smith was a English
Mr Smith was a very good English teacher.
- b glad found am maths I have exercise my book I
I
- c the asleep telephone because didn't was John hear ring he
John
- d Internet connection really our school is slow
Our
- e cold woollen hat a good for weather is
A
- f new delicious the was food at really restaurant the Thai
The food
- g dark afraid little was of the room the girl
The little
- h announced children the missing were safe they that
They
- i office if you school are you must call the ill
You

2 Add *-ing* or *-ed* to the adjectives.

- a The final of the basketball match was very excit ing.
- b Do you ever feel embarrass..... about asking your parents for money?
- c She was amaz..... when she heard she had a place at university.
- d It's astonish..... what you can do with computers nowadays.
- e The teacher was not amus..... by the joke and gave us extra work.
- f They were disappoint..... with the results of the experiment.
- g After football training I often feel exhaust.....
- h Grey wet weather is depress.....
- i She thinks accountancy is very interest.....
- j I am not surpris..... your parents were upset by the exam results.

3 Underline the correct form.

- a He was carrying a black plastic / plastic black bag.
- b They've bought a new massive / massive new freezer.
- c He was wearing a leather motorcycling / motorcycling leather jacket.
- d Has anyone seen my army Swiss / Swiss army knife?
- e They live in a lovely little old / little lovely old house in the country.
- f You've got big green beautiful / beautiful big green eyes.
- g He's just bought a new expensive / an expensive new laptop.
- h The famous ancient Inca / famous Inca ancient ruins of Machu Picchu are in Peru.
- i My brother has got a lightweight American mountain / American lightweight mountain bike.
- j We have a huge modern science / modern huge science laboratory at school.

4 There are some mistakes with adjectives in this dialogue. If the sentence is correct, put a tick (✓). If there is a mistake, correct it.

- A Did you have a good holiday? a ✓
- B Yes, it was fantastic. We had ~~sunny~~ lovely weather, which was nice. It was a really beautiful place, and there were lots of interesting things to do. b lovely sunny
- A It sounds very brilliant. c
- B What about you? You look a bit depressing. d
- A That's not surprising. I've had an awful holiday. We stayed here and it was really boring. e
- B So nothing interested happened while I was away? f
- A No, I've never been so boring in my life. g
- B Why didn't you go somewhere then? h
- A That's a well question. My parents said they were tired and needed to rest. i
- B But going on holiday isn't tired. j
- A They say it is. Anyway, it's embarrassed going on holiday with your parents. k
- B I didn't feel embarrassing. l
- A That's because your parents are okay. Mine are always complaining. They're never satisfying with anything. Especially me. m
- B Oh dear. Well, next time you'll have to come with us. We're going again next month. n
- A Are you serious? I'd really like that. o
- B Yes, so don't worry, be happy. By the way, have you done all the maths extra exercises we're supposed to do? p
- A Yes I have, there was nothing else to do. Have you done them? q
- B No, I'm a bit worrying, actually. I don't think I'll have time now. r
- A I can lend you my notes if you want. You will find them a bit bored though. s
- B No, I'm sure they're okay. Thanks. t
- A College again on Monday. Isn't it depressed? u
- B Yes, it is a bit. I'm feeling a bit nervous about all the exams we have this term. v
- A I suppose so, but I'm quite exciting about seeing everybody again. w
- B Me too. It'll be good to get started. Can I have those notes then? x

