

MyGrammarLab

ELEMENTARY
A1/A2



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with key
suitable for self study

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Introduction to MyGrammarLab

Welcome to **MyGrammarLab** – a three-level grammar series that teaches and practises grammar through a unique blend of book, online and mobile resources. We recommend that you read this introduction along with the guide on the inside front cover to find out how to get the most out of your course.

What level is MyGrammarLab?

The **MyGrammarLab** series takes learners from elementary to advanced grammar, each level benchmarked against the Common European Framework and providing grammar practice for Cambridge ESOL exams:

	Level description	CEFR level	Grammar practice for exams
Elementary	elementary to pre-intermediate	A1/A2	KET
Intermediate	pre-intermediate to upper intermediate	B1/B2	PET FCE
Advanced	upper intermediate to advanced	C1/C2	CAE IELTS

What is unique about MyGrammarLab?

MyGrammarLab offers every learner of English the opportunity to study grammar in the way that best suits their needs – and provides as much practice as necessary to ensure that each grammar point is learnt and can be used in the context of real communication.

At each level, learners have access to a variety of materials:



book

- **clear and simple explanations** based on the Longman Dictionaries Defining Vocabulary of just 2000 words to ensure full understanding of the grammar
- **natural examples** to illustrate the grammar points, based on the Longman Corpus Network
- a topic-based approach that presents **grammar in context**
- a **variety of exercise types** – from drills to contextualised and personalised practice
- a **review section** at the end of each module to revise the key grammar points
- an **exit test** at the end of each module to check that the grammar has been fully understood
- information on the **pronunciation** of grammar items
- information on **common errors** and how to avoid making them
- a **grammar check section** for quickly checking specific grammar points
- a **glossary** of grammar terms used in the explanations



online

- a **grammar teacher** who explains key grammar points through short video presentations
- a full **diagnostic test** to identify the grammar points that need to be learnt
- **more practice** for every unit of the book
- regular **progress tests** to check that the grammar has been understood
- **catch-up exercises** for learners who fail the progress tests – to ensure that every learner has the opportunity to master the grammar
- a full **exit test** at the end of each module
- automatic marking and feedback
- **pronunciation practice** of grammar items
- the option to **listen and check** the answers for practice exercises from the book
- additional **grammar practice for exams**



mobile

- downloadable exercises for **practice anywhere, any time**
- the ability to **create exercises** from a bank of practice questions
- automatic marking and **feedback** for wrong answers

What is a MyLab?

A MyLab is a Learning Management System – an online platform that enables learners and teachers to manage the learning process via a number of online tools such as automatic marking, the recording of grades in a gradebook and the ability to customise a course.

How can I get the most out of MyGrammarLab?

To the Student:

If you are using MyGrammarLab in class, your teacher will tell you which units to study and which exercises to do.

If you are using MyGrammarLab for self study, you can work through the book from Module 1 to Module 20. Or you can choose a grammar point that you want to study and go to a specific unit. Here is a good way to study a complete module:

-
-  The modules in the book start with a text such as an advert, an email or a magazine article. The text introduces the grammar for the module. The grammar is **highlighted** in the text, and then there is a short exercise. The exercise shows you the units you need to study in order to learn more about the main grammar points.

 -  **Go online for a full diagnostic test** Look for this instruction at the bottom of the first page of each module. Take the diagnostic test then click on the feedback button to see which unit to go to for more information and practice.

 -  The grammar information is on the left in the book. The practice exercises are on the right. It is therefore easy to check and read the grammar while you are doing the exercises.

 -  For more information about the grammar, go online to watch the grammar videos in each unit and listen to your grammar teacher.

 -  If you would like more grammar and listening practice, you can listen to the correct answers for some of the practice exercises in the book. Look for this symbol:  **1.10 Listen and check.** If you have the book with answer key, you can check all the answers at the back of the book.

 -  **Go online for more practice** Look for this instruction at the end of the practice exercises in the book. All the online exercises are different to the exercises in the book. They are marked automatically. Your grades are recorded in your own gradebook.

 -   Look for this symbol on the grammar information pages in the book: . This means that there is some information on a pronunciation point. Go online to hear the information and practise the pronunciation.

 -   **Go online for a progress test** Look for this instruction at the end of the practice exercises in the book. The online progress tests show you if you have understood the grammar points in the units that you have studied. If your grade is low, do the catch-up exercises online. If your grade is good, you probably don't need to do these.

 -  For practice away from your computer, download the catch-up exercises questions to your mobile phone. You can create your own practice tests. Go to www.mygrammarlab.com to download.

 -  At the end of each module there is a two-page review section. The review exercises bring together all the grammar points in the module.

 -  **Go online for more review exercises** Look for this instruction at the end of the review exercises in the book.

 -  At the end of each module, there is also a test. The test shows you how much you know and if you need more practice.

 -  **Go online for a full exit test** Look for this instruction at the end of the exit test in the book.

To the Teacher:

If you are using MyGrammarLab with a class of students, you can either work through the book from the first to the last module, or you can select the areas that you would like your students to focus on.

You can work through a module as outlined on the previous page – but as a teacher, you are able to assign tests and view all the scores from your class in one gradebook. This will enable you to see at a glance which areas are difficult for your students – and will let you know which of your students are falling behind.



For pronunciation practice in class, audio CDs are available. The disk and track number for each explanation are given in the book. Look for this symbol: **1.10**.



All tests (diagnostic, progress and exit) are hidden from students. Assign these when you want your class to take the test. Marking is automatic – as is the reporting of grades into the class gradebook.



Some practice exercises – such as written tasks - require teacher marking. These are hidden from your students so you should only assign these if you want them to submit their answers to you for marking. The grades are reported automatically into the gradebook.

Key to symbols

	This highlights a grammar point that learners find particularly difficult and often gives common errors that students make.
NATURAL ENGLISH	Sometimes a sentence may be grammatically correct, but it does not sound natural. These notes will help you to produce natural English.
GRAMMAR IN USE	This indicates an exercise which practises grammar in a typical context, often a longer passage or dialogue.
Pronunciation ➤ 1.02	This indicates where you will find pronunciation practice on the audio CDs and in the MyLab.
2.10 Listen and check.	This indicates that there is a recorded answer online. You can check your answer by listening to the recording, or, if you are using the edition with answer key, by looking in the key at the back of the book.
short form	Some words in the explanations are shown in green. This indicates that they are included in the glossary on p. ix. Look in the glossary to find out what these words mean.

Glossary

active if a verb or sentence is active, the person or thing doing the action is the subject of the verb. In the sentence *The boy kicked the ball*, the verb *kick* is active.

→ **passive**

adjective a word that describes a noun, e.g. *big, comfortable, red, pleased*

adverb a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence. There are different types of adverbs: **manner**: *quickly, kindly, beautifully*; **degree**: *completely, definitely*; **frequency**: *always, often, never*; **place**: *here, there*; **time**: *now, then*.

auxiliary verb a verb that we use with another verb to make questions, negative sentences, tenses and the passive. Common auxiliary verbs are *be, do* and *have*.

→ **main verb, modal verb**

capital letter the large form of a letter of the alphabet, that you use at the beginning of a name or sentence, e.g. *B* not *b*

clause a group of words that contains a verb and usually a subject. A clause may be a sentence or part of a sentence.

→ **main clause, relative clause**

comparative adjective *nicer, hotter, better, more comfortable*, etc. We use comparative adjectives for comparing two people or things. → **superlative adjective**

compound adjective an adjective that is made from two or more words, e.g. *high-quality* (*high* + *quality*), *well-known* (*well* + *known*)

compound noun a noun that is made from two or more words, e.g. *whiteboard* (*white* + *board*), *dining room* (*dining* + *room*)

consonant any of the sounds and letters of the English alphabet, except *a, e, i, o, u* → **vowel**

continuous the form of a verb in tenses we make with *be* and the *-ing* form. We use the continuous for things we are doing now, or for a temporary period of time:

present continuous: *I'm using my computer at the moment*; **past continuous**: *They were living in Japan at the time*; **present perfect continuous**: *I've been waiting here for an hour*.

countable a countable noun has a singular and a plural form: *table/tables, man/men*.

→ **uncountable**

first conditional a sentence with *if* that describes a future situation. We use the present tense after *if* in the first conditional: *If it's sunny tomorrow, we'll go to the beach*.

imperative the form of a verb that you use to tell someone to do something:

Give me that book! | Don't sit there!

indefinite pronoun *someone, anyone, everywhere, nothing*, etc: *I've looked everywhere for my key*.

indirect question a question that begins with *Could you tell me, Do you know*, etc. We use indirect questions to sound more polite: *Could you tell me when the next bus leaves for London?*

infinitive the base form of a verb, e.g. *be, read, talk, write*. The infinitive with *to* is *to* + the base form: *to be, to read, to talk, to write*.

-ing form the form of a verb that ends in *-ing*: *being, reading, talking, writing*

intonation the way that the level of your voice changes to add meaning to what you say. For example, your voice often goes up at the end of a question.

irregular an irregular verb does not have a past tense and past participle that end in *-ed*, e.g. *go/went/gone*; an irregular noun does not have a plural that ends in *-s*, e.g. *man/men*; an irregular adverb does not end in *-ly*, e.g. *fast/fast* → **regular**

linking word a word such as *and, but* or *because* that we use to connect one part of a sentence with another, or to show how one sentence is related to another: *We paid the bill and went home. | I like summer because it's warm*.

main clause a group of words that we can use alone or with another clause. In the sentence *It was raining when I went outside*, the main clause is *It was raining*. → **clause**

main verb a verb that we can use with or without an auxiliary verb, e.g. *cost* in *How much does it cost? It costs \$20*.

→ **auxiliary verb, modal verb**

modal verb a type of auxiliary verb such as *can, should* or *might* that we use with another verb to show ideas such as ability (*can*), advice (*should*) or possibility (*might*): *I can swim. | We should leave now. | You might be right*.

negative a negative sentence contains a word such as *not* or *never*: *Shakespeare wasn't French.* | *I've never liked coffee.* → **positive**

noun a word for a person, animal, thing, place or idea, e.g. *student, cat, rain, China, happiness*

object a noun or pronoun that usually follows a verb. In the sentence *The boy kicked the ball*, the noun *ball* is the object. → **subject**

object pronoun *me, him, her, it, us, you, them*. We use object pronouns after the verb. → **subject pronoun**

passive if a verb or sentence is passive, the subject of the verb does not do the action, but is affected by the action of the verb. In the sentence *The ball was kicked into goal*, the verb *was kicked* is passive. → **active**

past continuous → **continuous**

past participle a form of a verb that we use to make perfect tenses and passives. Regular verbs have past participles that end in *-ed*, e.g. *arrive/arrived, call/called*. Irregular verbs have different forms, e.g. *go/gone, speak/spoken, sell/sold*.

past perfect the tense of a verb that we form with *had* and the past participle. We can use the past perfect in reported statements: *He said he'd already seen that film.*

past simple the tense of a verb that we form by adding *-ed* to regular verbs. Irregular verbs have different forms, e.g. *go/went*. We use the past simple for single or repeated actions in the past: *I called you yesterday.* | *I called you twice yesterday.*

phrasal verb a verb that we use with a preposition or an adverb, or both. A phrasal verb has a different meaning from the verb alone: *Please take off your shoes before you enter.* (*take + off* = remove)

plural the form of a word that we use for more than one person or thing. *Students* is the plural of *student*. *They* is a plural pronoun. → **singular**

positive a positive sentence does not contain a word such as *not* or *never*: *Shakespeare was English.* | *I've always liked coffee.* → **negative**

possessive adjective *my, your, his, her, its, our, their*. Possessive adjectives show who something belongs to, or who someone is related to: *my house, her brother.*

possessive pronoun *mine, yours, his, hers, ours, theirs*. A possessive pronoun replaces a possessive adjective + noun: *It's hers.* (her car) | *That's mine.* (my mobile)

preposition a word such as *on, at, into* or *by* that we use before a noun to show the position of something, or to talk about time: *Put it on the table.* | *Meet me at six o'clock.* We can use prepositions in other ways, too, e.g. *Please send me your answer by email.*

present continuous → **continuous**

present perfect the tense of a verb that we form with *have* and the past participle, e.g. *has gone*. The present perfect has many uses; for example, for a situation that started in the past and continues now: *I've been at university for two years now.*

present perfect continuous → **continuous**

present simple the tense of a verb that uses the base form, or the base form + *s* for *he, she* and *it*: *I live, he lives*. We use the present simple, for example, for regular activities and facts: *I go to work by bus.* | *The Earth goes round the Sun.*

pronoun a word that replaces a noun, e.g. *I, she, they, me, her, them, it* → **subject pronoun, object pronoun**

question a sentence that needs an answer: *Are you English?* | *What time is it?* → **Wh- question, Yes/No question**

question tag *isn't it?, doesn't she?, have you?* etc. We add question tags to the end of a statement to make it a question, or to check that someone agrees with you: *You're from Poland, aren't you?*

reflexive pronoun *myself, yourself, himself*, etc. We use reflexive pronouns when the subject and object of the verb are the same: *Dave looked at himself in the mirror.* (= Dave looked at Dave.)

regular a regular verb has a past tense and past participle that end in *-ed*: *finish/finished*; a regular noun has a plural that ends in *-s*: *book/books*; a regular adverb ends in *-ly*: *quick/quickly*. → **irregular**

relative clause a group of words that gives information about someone or something in the main part of the sentence. In the sentence *Mary is the woman that I met on holiday*, the relative clause is *that I met on holiday*.

relative pronoun a pronoun that connects a relative clause to the other part of the sentence, e.g. *who, which, that*

reported statement a statement that reports what a person has said. In a reported statement, the sentence *We're going to the shops* becomes *They said they were going to the shops*.

second conditional a sentence with *if* that describes a situation we are imagining in the present or future. We use the past tense after *if* in the second conditional: *If I was rich, I'd buy a Ferrari*.

short answer an answer to a *Yes/No* question that does not repeat the main verb:
Are you waiting for the bus? Yes, I am. | Did you buy it? No, I didn't.

short form the form of verbs we usually use when we are speaking, e.g. *I've* (not *I have*), *weren't* (not *were not*)

singular the form of a word that we use for only one person or thing. *Student* is a singular noun. *Am* and *is* are singular forms of the verb *be*. → plural

statement a sentence that is not a question or an imperative: *I'm British. | It's three o'clock. | The play hasn't started.*

stress the force that we use to say a part of a word. In the word *coffee*, the stress is on the first syllable. If we stress a word or part of a word, we say it with more force.

strong form the way we pronounce a word when we stress the vowel in it: The strong form of *can* is /kæn/ and the weak form of *can* is /kən/. → weak form

subject a noun or pronoun that usually comes before the main verb in the sentence.

The subject shows who is doing the action:

The boy (subject) *kicked the ball* (object).

→ object

subject pronoun *I, he, she, it, we, you, they*.

We use subject pronouns before the verb.

→ object pronoun

superlative adjective *nicest, hottest, best, most comfortable*, etc. We use superlative adjectives when we compare one person or thing with several others.

→ comparative adjective

syllable a part of a word that contains a single vowel sound. *Dad* has one syllable and *Daddy* has two syllables.

time expression a word or phrase such as *today, every day, on Mondays, once a week*.

Time expressions describe when or how often we do regular activities.

uncountable an uncountable noun does not have a plural form, e.g. *milk, music, information* → countable

verb a word which describes an action or state, e.g. *go, eat, finish* or *live*

vowel one of the sounds that are shown by the letters *a, e, i, o, u* → consonant

weak form the way we pronounce a word when we do not stress the vowel in it:

The weak form of *an* /æn/ is *an* /ən/.

→ strong form

Wh- question a question that begins with a

Wh- word: *What's your name? | How are you?*

Wh- word *who, what, where, when, why, how*

Yes/No question a question which only needs the answer *yes* or *no*: *Are you a student? | Do you like pasta?*

Punctuation

'	apostrophe	.	full stop/period AmE
()	brackets	-	hyphen
:	colon	?	question mark
,	comma	''	quotation marks
!	exclamation mark	;	semicolon

Before you start

- 1 Read about the market. Look at the **highlighted** grammar examples.



FRENCH MARKET

Try **some** exciting new **food** this weekend!

A **French market** will be in Frampton on Saturday and Sunday. There will be **a lot of** interesting things, including:

- Mediterranean fruit and **vegetables**
- cheese from Normandy
- French bread and cakes
- **chocolate** from Paris
- **a few** clothes and a little jewellery

All the food and drink is from France.

The market will be in **North Square** on both days from 9.00 to 18.00.

- 2 Now read the sentences. Choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- 1 Do you eat *vegetable* / *vegetables*?
- 2 I really like French *food* / *foods*.
- 3 *Belgian chocolate* / *A Belgian chocolate* is delicious.
- 4 There's *a* / *an* new restaurant in the town.
- 5 *A* / *The* new supermarket in the town centre is really cheap.
- 6 Let's meet at the food hall in *Sloane Square* / *the Sloane Square*.
- 7 There's always *some* / *any* interesting food at the market.
- 8 There are *much* / *a lot of* markets in this area.
- 9 They sell *a little* / *a few* clothes at the market, too.
- 10 It's an Italian shop. *All* / *Some* the food is from Italy.

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- Unit 7
- Unit 8
- Unit 9
- Unit 10

- 3 Check your answers below. Then go to the unit for more information and practice.

1 vegetables 2 food 3 Belgian chocolate 4 a 5 The
6 Sloane Square 7 some 8 a lot of 9 a few 10 All

1 Singular and plural nouns

1 Nouns

A **noun** is a person, a place or a thing:

*a waiter a town a pizza a melon
an apple an egg a steak*

In writing, names of people, places, days, months, etc. begin with a **capital letter**:

*John Smith Mr Brown
Vancouver Oxford Street
Saturday September May Day*



2 Singular and plural nouns

Most nouns can be **singular** (one) or **plural** (more than one):

SINGULAR	<i>a pizza</i>	<i>a melon</i>	<i>a banana</i>	<i>an apple</i>	<i>an egg</i>
PLURAL	<i>two pizzas</i>	<i>three melons</i>	<i>four bananas</i>	<i>five apples</i>	<i>some eggs</i>

We usually add -s to a singular noun to make it plural, but some nouns are different:

NOUNS THAT END IN		PLURAL
s, ss, sh, ch, and x (and <i>potato, tomato</i>)	add -es	<i>buses, classes, dishes, watches, boxes, potatoes</i>
consonant (b, c, d, etc.) + y (<i>ay, ey, oy</i>)	change y to i and add -es (add -s)	<i>families, babies, countries days, valleys, toys</i>
f or fe	change f to v and add -es	<i>loaves, wives, scarves</i>

The plural form of a few nouns is different. We call these **irregular** nouns:

SINGULAR	<i>man</i>	<i>woman</i>	<i>child</i>	<i>person</i>	<i>foot</i>	<i>tooth</i>	<i>penny</i>	<i>fish</i>	<i>sheep</i>
PLURAL	<i>men</i>	<i>women</i>	<i>children</i>	<i>people</i>	<i>feet</i>	<i>teeth</i>	<i>pence</i>	<i>fish</i>	<i>sheep</i>

Spelling rules ► page 316



Pronunciation ► 1.02

3 Noun + verb

We use different **verb** forms with singular and plural nouns:

singular noun + **singular verb**
Our teacher is British.
The bus leaves at 8.30.

plural noun + **plural verb**
Those students are Japanese.
The buses leave from the town centre.

Some nouns are always plural:

*clothes
jeans
shorts
scissors
trousers
(reading) glasses*

We can also say:

a pair of jeans a pair of shorts a pair of scissors

These trousers are long.



Your glasses are on your head.



Practice

1 Write the plural form of the nouns.

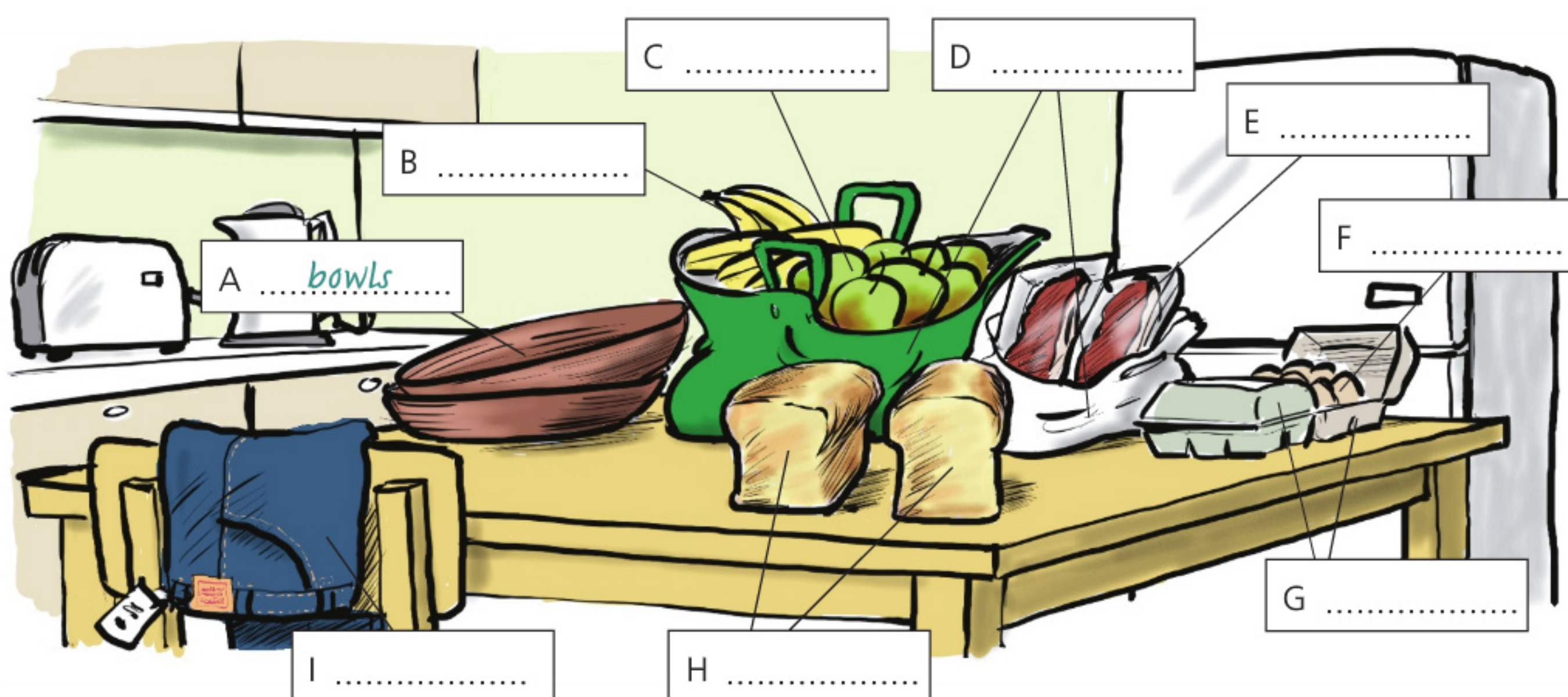
+ -s	+ -es	+ -ies	+ -ves	irregular
		<i>babies</i>		

baby box car child
 class country day
 exercise family foot
 loaf man scarf
 watch wife

2 Match the two parts of the sentences. 2.02 Listen and check.

- | | | | |
|---|------------------------|---|----------------------|
| 0 | 1 My brothers | → | A walks to work. |
| | 2 My brother | → | B walk to work. |
| 1 | 1 Our English teacher | | A come from London. |
| | 2 Our English teachers | | B comes from London. |
| 2 | 1 The children | | A is sick in bed. |
| | 2 Jan's child | | B are sick in bed. |
| 3 | 1 My feet | | A are hurting. |
| | 2 My foot | | B is hurting. |
| 4 | 1 Your reading glasses | | A is on the table. |
| | 2 Your glass of water | | B are on the table. |

3 Write the plural form of the nouns in the picture.



4 **GRAMMAR IN USE** Complete the note with nouns from Exercise 3 or a form of the verb *be*. 2.03 Listen and check.

Sorry, James – I'm going to see Mum because she's not well.
 Can you put the shopping away? Thanks.
 The steaks (0) *are* for dinner tonight, so can you put them in the fridge?
 Can you take the eggs out of the (1) and put them in the fridge, too?
 There are some (2) and (3) in the green bag – put
 them in the two (4) on the table. There are two (5) of
 bread, too – can you put one of them in the fridge, please? The jeans
 (6) for Simon – can you put them in his room?
 See you later – I hope the interview was OK. Maureen

2 Countable and uncountable nouns (1)



ROASTED VEGETABLES

Ingredients

one red onion
two white onions
three potatoes
some carrots
olive oil
salt and pepper

1 Countable nouns

Countable nouns are things we can count, for example, *carrot, onion, potato*.

- they can be singular: *an onion*

They often have *a/an, the, this/that* in front of them:

*Is there **a market** here? Where's **the market**? **This carrot** is very sweet.*

- they can be plural: *onions*

They often have *some, the, these/those* in front of them:

*I'd like **some apples**, please. **Those apples** look good. Do you like **apples**?*

2 Uncountable nouns

Uncountable nouns are things we can't count, for example, *salt, oil, water*.

- they don't usually have a plural form: ~~*one oil, two oils*~~
- they don't usually have *a/an* in front of them: ~~*an oil, a salt*~~.



Uncountable nouns often have *some* in front of them:

~~✗ *Can I have **a milk** in my coffee?*~~

✓ *Can I have **some milk** in my coffee?*

uncountable noun + singular verb

Petrol is expensive.

This advice is very useful.

Some common uncountable nouns are:

- food: *bread cheese meat tea coffee sugar*
- materials: *metal wood plastic paper*
- school subjects and languages: *history art music English Russian*
- ideas and feelings: *advice love time education information*
- groups of similar things: *furniture (chairs, tables, sofas) luggage (suitcases, bags) money (euros, pounds, dollars)*



~~✗ *Do you have **some informations** about the castle?*~~

✓ *Do you have **some information** about the castle?*

Practice

1 Is the noun in *italics> in each sentence countable (C) or uncountable (U)? Write C or U.*

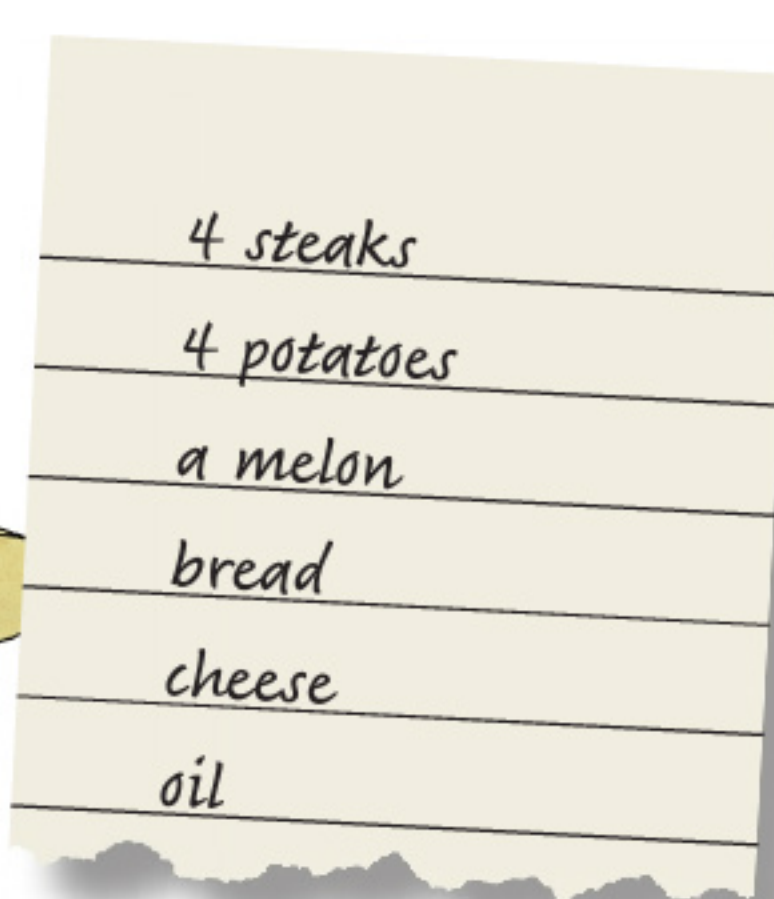
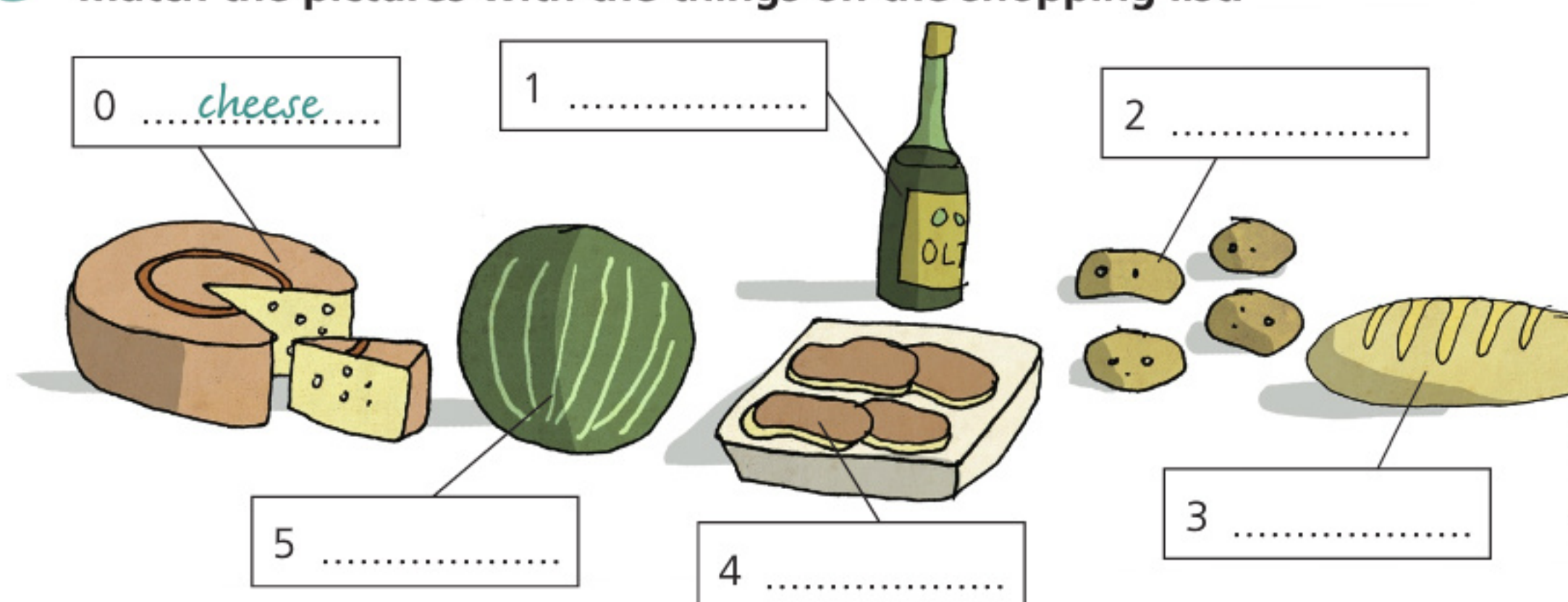
- 0 Is there a *bank* near here? C
 1 That *cheese* is delicious.
 2 Do you have *milk* in your coffee?
 3 How much *luggage* do you have?
 4 I need to get some *oil* for the car.
 5 Can I have some *potatoes*, please?

2 Are the nouns countable or uncountable?

countable	uncountable
apple	

apple art chair
furniture information
man market sugar

3 Match the pictures with the things on the shopping list.



4 GRAMMAR IN USE Choose the correct underlined words in the note from Adam to Rachel.

2.04 Listen and check.

Rachel

Can you buy the food for dinner tonight? Mum and Dad are coming, so can you get (0) a meat / some meat, maybe four nice (1) steak / steaks? We need some (2) potato / potatoes – four large (3) potato / potatoes for baking. Can you buy (4) a bread and a cheese / some bread and cheese, too, and maybe (5) a nice juicy melon / some nice juicy melon to start? Oh, and we need some (6) oil / oils as well. Thanks.

See you later,

Adam

5 Correct the mistakes in the underlined parts of the sentences. 2.05 Listen and check.

- 0 Do you want a salt in your soup? (some) salt
 1 Education are very important.
 2 Can I have two box of eggs, please?
 3 Can you give me some informations about the trains?
 4 We've got a lot of luggages.
 5 I must get a petrol for the car before we start.
 6 I haven't got a lot of moneys.

3 Countable and uncountable nouns (2)



1 Nouns that can be countable or uncountable

Some nouns have a countable meaning and an uncountable meaning:

COUNTABLE	UNCOUNTABLE
	
<i>I'd like three teas, please. (cups of tea)</i>	<i>Tea comes from China and India. (drink)</i>
<i>My uncle has 25 chickens on his farm. (animals)</i>	<i>I love chicken, it's delicious! (food)</i>
<i>Would you like a chocolate? (one sweet)</i>	<i>French chocolate is very good. (food)</i>
<i>Can you buy a paper at the shop? (a newspaper)</i>	<i>Paper is made from wood. (material)</i>
<i>There are four Russians in my class. (people)</i>	<i>Do you speak Russian? (language)</i>

2 Ways of counting uncountable nouns

We 'count' uncountable nouns like this:

UNITS

*a **piece of** cake/cheese
a **piece of** furniture/luggage/paper
a **bit of** information
a **bar of** chocolate
a **slice of** bread/toast/cake
a **loaf of** bread*

CONTAINERS

*a **carton of** milk/juice
a **can/tin of** soup
a **glass of** orange juice
a **box of** chocolates
a **cup of** coffee
a **bottle of** water
a **tube of** toothpaste*

MEASUREMENTS

*a **litre of** milk
half a kilo of sugar
six metres of cotton*



We don't use uncountable nouns with *a* or *an*:

*✗ Can I have **a toast**?*

*✓ Can I have **a slice of toast**?*

We can say:

*Would you like **some chocolate**? or Would you like **a bar of chocolate**?*

When we talk about drinks like tea and coffee we can say:

*Would you like **some coffee**? Would you like **a cup of coffee**? Would you like **a coffee**?*

Practice

1 Write the correct words from the box under the pictures.



0 a paper



1



2



3



4



5



6



7

a chicken
chicken
a chocolate
chocolate
a coffee
coffee
a paper
paper

2 GRAMMAR IN USE Complete the conversations with *a* or *some*. 2.06 Listen and check.

- 0 A Would you like chocolate?
B Oh, yes. Can I have that white one?
- 1 A I've got luggage in the car.
B How many bags have you got?
- 2 A What's on at the cinema tonight?
B I'm not sure. I'll buy paper and check.
- 3 A We need sugar.
B OK, a kilo or half a kilo?
- 4 A Can we pay the bill, please?
B Of course, two coffees and tea. That's £4.50.

3 Match the words on the left with the things on the right.

- | | |
|--------------|---------------|
| 0 a cup of | A toast |
| 1 a tube of | B milk |
| 2 a bit of | C toothpaste |
| 3 a piece of | D soup |
| 4 a litre of | E coffee |
| 5 a can of | F information |
| 6 a slice of | G paper |

global comment re lists: all figures/numbers range right except arrowed lists of units on module Openers and Tests

4 GRAMMAR IN USE The underlined words are all in the wrong place. Find and write the correct words. 2.07 Listen and check.

HANNAH Hi, Josie. I'm going to the shops now. Do you want anything?

JOSIE Oh, yes please, just (0) a piece of water, (1) a kilo of soup and (2) a cup of potatoes.

HANNAH That's no problem. I can get those.

JOSIE That's nice of you. Come in and have (3) a slice of coffee before you go.

HANNAH Oh, lovely. Thanks.

JOSIE Would you like (4) a glass of cake, too?

HANNAH No, thanks. I had (5) two tins of chocolate earlier, but can I have (6) a bottle of water with the coffee? I'm really thirsty.

JOSIE Of course. Now, let me find (7) a bar of paper and make a list of the shopping ...

4 a/an



a banana



an apple



an architect



a dentist

1 Form

We use *a* and *an* before different sounds:

	BEFORE WORDS THAT BEGIN WITH	EXAMPLES
a +	a consonant sound, e.g. <i>b, c, l, m, p, s, t</i>	<i>a cake, a sports teacher, a hat</i>
	<i>u</i> or <i>eu</i> , when they sound like <i>y</i>	<i>a uniform /uː/, a European /ʊə/ city</i>
an +	a vowel sound: <i>a, e, i, o, u</i>	<i>an apple, an interesting book, an uncle</i>
	<i>h</i> when you do not pronounce the <i>h</i>	<i>an hour, an honest man</i>



Pronunciation ► 1.03

2 Use

We use *a/an*

to talk about one person or thing	<i>We saw a good film at the cinema on Saturday. Do you live in a house or a flat?</i>
to describe a person or thing with an adjective	<i>She's a nice person. Is that an interesting book?</i>
to talk about jobs	<i>My uncle is a dentist. I want to be an architect.</i>
to mean 'one' with fractions and numbers	<i>one and a half, a hundred, a thousand, a million</i>
to mean 'each' in measurements	<i>twice a day, once a month, four times a year, 80 kilometres an hour</i>



✗ *My uncle is dentist.*

✓ *My uncle is **a** dentist.*

We DON'T use *a/an*

- before plural nouns:
*I like **books** about other countries.
Children are welcome in this restaurant.
Do you like **adventure films**?*
- before uncountable nouns:
*Do you take **sugar**?
Furniture is expensive these days.
Teenagers often listen to **music**.*

Practice

1 Complete the sentences with *a* or *an*.

- 0 The school is looking for
English teacher.
- 1 They're building hospital in the town centre.
- 2 There's hourly train from here to the coast.
- 3 'What's this?' 'It's euro.'
- 4 I've got uncle in Sydney, Australia.
- 5 We've got enough students for new class now.
- 6 Is there university in Manchester?

2 GRAMMAR IN USE Write *a* or *an*. Write – if we don't need *a* or *an*. 2.08 Listen and check.

- A What shall we do tonight? Shall we go to (0) restaurant? The Star, perhaps?
- B No, I'm not keen on (1) Chinese food. What about (2) Indian restaurant. Or Angelo's? They do fantastic pizzas.
- A Yes, but there are always a lot of (3) children there and it's very noisy on (4) Friday nights.
- B That's true. You know, I'd like a kebab. Is there (5) Greek restaurant around here?
- A Mmm, I love (6) kebabs. We don't have (7) Greek restaurant, but there's (8) new Turkish one in King Street.
- B OK, great. Let's go there.



3 Complete the sentences with a nationality from Box A and a noun from Box B. Add *a* or *an* if necessary.

A American British Chinese
Finnish Japanese Swedish

B city businessman cars
company motorbikes writer

- 0 Saabs are *Swedish cars*
- 1 Beijing is
- 2 Bill Gates is
- 3 J K Rowling is
- 4 Yamahas are
- 5 Nokia is

4 GRAMMAR IN USE There are eight more places in this text where we need *a* or *an*. Write *a* or *an* in the correct places. 2.09 Listen and check.

There's ^a fantastic Turkish restaurant in our town. The owners are couple from Istanbul; they came to Britain two years ago. Ayla, the woman, is architect, but she works in the restaurant in the evening. Ocan, her husband, was university lecturer in Istanbul, but he wanted to do something different. They've got Turkish chef, Kemal, and English waiter, Joe. They've got very good menu, with lots of dishes. We go there once or twice month for really delicious meal.



5 the, a/an



1 Pronunciation of the

We pronounce *the* with /ə/ before **consonant** sounds (*b, d, k, t, s*, etc.):
the book, the sports teacher

We pronounce *the* with /i:/ before **vowel** sounds (*a, e, i, o, u*):
the apple, the English teacher



Pronunciation ► 1.04

2 Use of the

We use *the* when there is only one of something:

The sun is very hot today. (There's only one sun.)

Jamie's in **the garden**. (We only have one garden.)

Don't forget to lock **the front door**. (There's only one front door on our house.)

Can I see **the manager**? (There's only one manager.)

We DON'T use *the* before plural or uncountable nouns when we talk about things or people in general:

I like children. (children in general)

Milk is good for you. (milk in general)

Compare:

I like the children. (the children in that family)

The milk tastes horrible. (the milk in that bottle)

3 the or a/an?

We use *the*, not *a* or *an*, when it is clear which person or thing we are talking about.

Compare:

I need to get a bus to the station.
 (I don't know which bus.)

The number 2 bus goes to the station.
 (We know which bus.)

Let's go to a restaurant this evening.
 (There is more than one restaurant.)

Let's go to the restaurant in Dean Street.
 (We know which restaurant.)

Would you like a biscuit?
 (There is more than one biscuit.)

Jason had the last biscuit!
 (We know which biscuit.)

We use *a* or *an* when we use a noun for the first time, and *the* when we use it again:

I bought a new coat and a dress yesterday. The coat is really warm.

'There's a really nice new café in the village.'

'Oh, do you mean the café with tables outside? Yes, it's great.'

Practice

1 Choose the correct sentence, A or B for each picture.



- A Shall I open a window?
B Shall I open the window? ✓



- A Can I borrow a pen?
B Can I borrow the pen?



- A I like a red dress.
B I like the red dress.



- A Can you pass me a dictionary?
B Can you pass me the dictionary?



- A I'm going to buy an umbrella.
B I'm going to buy the umbrella.



- A Would you like a chocolate ice cream?
B Would you like the chocolate ice cream?

2 Write *a*, *an* or *the*. Write – if we don't need *a*, *an* or *the*. 2.10 Listen and check.

- 0 We're going shopping to buy*a*..... new computer.
- 1 We can't use computer in my office. It's not working.
- 2 Can you answer phone? I'm in bathroom.
- 3 Are you going to kitchen? Can you get me apple?
- 4 'Do we need onions?' 'Yes, and pasta. Can you get pasta from Italian shop near the station?'
- 5 Look at moon. What a beautiful evening!

3 GRAMMAR IN USE Choose the correct words in *italics* in the email. 2.11 Listen and check.

_ □ X

Subject Our news

Australia is amazing – it's our third week here and everything is going well. We moved into (0) *a* / *the* lovely apartment last week and we're really enjoying it. (1) *A* / *The* apartment is huge – it's got four bedrooms so (2) *a* / *the* children can have (3) *a* / *the* bedroom each, which they love. We're only ten minutes from (4) *a* / *the* sea so we go swimming a lot. We're going to (5) *a* / *the* party next weekend – that will be fun – a lot of people are going and (6) *a* / *the* party will be on the beach. There's (7) *a* / *the* very good restaurant very close to (8) *a* / *the* apartment, and we eat there once or twice a week. Come and see us soon! We're here for a year, so ...

6 Uses of *the* and *a/an*

Excuse me, where's the cinema?

It's in Oxford Street. Go along here and turn right.

1 Words with *the*

We usually use *the* with

times of the day	<i>in the morning, in the afternoon, in the evening (but at night)</i>
musical instruments	<i>I play the piano. Does she play the guitar?</i>
names of newspapers	<i>The Times, The Sun, The New York Times</i>
the media	<i>the radio, I saw it on the Internet.</i>
shops/places in a town	<i>the bank, the cinema, the post office, the supermarket, the chemist's, the station</i>
names of museums, cinemas, theatres, hotels	<i>the Guggenheim Museum, the Odeon Cinema, the Drury Lane Theatre, the Savoy Hotel</i>
locations	<i>on the left/right, in the middle, on the coast/border, in the east/north/south/west</i>
countries with plural names and with Republic, Kingdom	<i>the Netherlands, the United States, the People's Republic of China, the United Kingdom</i>
names of oceans, seas, rivers, mountain ranges	<i>the Pacific Ocean, the Mediterranean Sea, the Thames, the Amazon, the Himalayas, the Andes</i>



We don't usually use *the* with *watch TV*:

✓ *I'm watching TV.* ✗ *I'm watching the TV.*

2 Words without *the*, *a* or *an*

We don't use *the*, *a* or *an* with

times, days and months	<i>at midday, on Monday, in January</i>
meals	<i>What time is breakfast?</i>
sports	<i>basketball, tennis, football</i>
transport and communication	<i>by train, by bus, by email, by phone</i>
languages, school subjects	<i>English, Spanish, Turkish, art, history</i>
most magazines	<i>Newsweek, Hello Magazine</i>
roads, streets, squares and parks	<i>Park Lane, Oxford Street, Times Square, Central Park</i>
airports and stations	<i>Manchester Airport, Victoria Bus Station, Penn Station</i>
most countries and continents	<i>Spain, Japan, Turkey, Australia, Asia, Europe, Africa</i>
cities, towns and states	<i>Paris, Sydney, Johannesburg, California</i>
mountains, hills and lakes	<i>Mount Everest, Lake Ontario</i>
names and titles	<i>John, Susan, Mr Smith, Professor Sinclair, Uncle Jack</i>



We don't use *the*, *a* or *an* for: *at home, at work, in bed*

Compare:

*He plays **the** guitar. but He plays football.*

*She works at **the** bank. but She works at Manchester Airport.*

Practice

1 Find the correct names from the lists on page 12. Include *the* where necessary.

- | | |
|--|----------------------------|
| 0 a lake in Canada <i>Lake Ontario</i> | 4 a university teacher |
| 1 a newspaper from the US | 5 a river in South America |
| 2 a city in Europe | 6 a park in New York |
| 3 a hotel in London | 7 a mountain range in Asia |

2 Match the two parts of the sentences. 2.12 Listen and check.

- | | |
|--|-------------------------|
| 0 My sister's very musical. She plays the | A night. |
| 1 My brother isn't very good at | B July. |
| 2 We don't like our children staying out late at | C midday every day. |
| 3 I hate getting up early in the | D TV. |
| 4 The school bell always rings at | E piano and the violin. |
| 5 We usually take our summer holiday in | F cinema this week? |
| 6 Are there any good films at the | G football. |
| 7 On Friday evenings I usually watch | H morning. |

3 Complete the sentences with the words and phrases from the box. Add *the* if necessary.

- 0 My favourite newspaper is *The Times*.
- 1 The highest mountain in the world is
- 2 Juliette Binoche's first language is
- 3 George Bush was president of from 2000 to 2008.
- 4 Cannes is a lovely French town on
- 5 Too many people go to work by
- 6 We always have together at eight o'clock.
- 7 You can buy this medicine at
- 8 There's a really good exhibition on at

breakfast
car
chemist's
Guggenheim Museum
Mount Everest
Mediterranean Sea
French
The Times
United States

4 **GRAMMAR IN USE** There are six more mistakes with *the*, *a* or *an* in the conversation. Find and correct them. 2.13 Listen and check.

- BRAD Are you enjoying your time here?
- ANNA Oh, yes. *The* London is a beautiful city.
- BRAD What have you seen?
- ANNA Well, I've been to a British Museum – that's fantastic – and I really like Regent's Park. It's very peaceful.
- BRAD Mmm, it is, isn't it? Are you studying here?
- ANNA Yes, I'm studying the English and the history.
- BRAD Oh, I see. Where are you living?
- ANNA In an apartment with some friends.
- BRAD When did you come here?
- ANNA In the October, and I'm staying for a year.
- BRAD Do you have much time to travel in United Kingdom?
- ANNA Oh yes, I try to. But everything is so expensive here – every time I go to supermarket I spend about £40.00.



7 *some* and *any*



1 *some* and *any* with a noun

	+ PLURAL NOUN	+ UNCOUNTABLE NOUN
<i>some</i>	<i>some grapes</i>	<i>some information</i>
<i>any</i>	<i>(not) any bananas</i>	<i>(not) any sugar</i>



Pronunciation ► 1.05

We use *some* and *(not) any* for a number (more than one) or an amount of something. The exact number or amount is not important.

	<i>some</i>	<i>any</i>	EXAMPLES
in positive sentences	✓	✗	<i>We've got some bananas today.</i> <i>'Shh. I'm doing some work.'</i> <i>'But I want to listen to some music.'</i>
in negative sentences	✗	✓	<i>We haven't got any melons today.</i> <i>There isn't any milk in the fridge.</i> <i>I can't give you any advice, I'm afraid.</i>
in most questions	✗	✓	<i>Do you have any pears?</i> <i>Is there any sugar in the cupboard?</i>
when you ask for something	✓	✗	<i>I'd like some Spanish oranges, please.</i> <i>Can I have some red grapes?</i>
when you offer something to someone	✓	✗	<i>Would you like some strawberries?</i> <i>Do you want some tea with your lunch?</i>

2 *some* and *any* without a noun

We can use *some* and *any* without a noun, when it is clear what we are talking about:
*'I'm making some tea. Do you want **some**?' (some tea)*

NATURAL ENGLISH It is possible to repeat the noun after *some* and *any*. But it is more natural NOT to repeat it:
How much bread is there?
*There isn't **any**. (= There isn't any bread.)*



Practice

1 GRAMMAR IN USE Read the conversation between two teachers. Choose the correct words in *italics*. 2.14 Listen and check.

- A Let's check that we've got everything for the exam this afternoon.
 B OK. I've got (0) some / *any* paper and (1) *any* / *some* pens.
 A Good. Have you got (2) *any* / *some* pencils?
 B No. The students don't need (3) *some* / *any*.
 A Oh, OK. What about rulers?
 B Oh dear, I haven't got (4) *any* / *some*. Have you?
 A Wait a minute. Yes, there are (5) *any* / *some* in the cupboard.
 B OK. Everything's ready. Now I'm going to get (6) *some* / *any* food before the students arrive. Would you like (7) *some* / *any*?
 A It's nearly two o'clock now. We haven't got (8) *some* / *any* time.

2 GRAMMAR IN USE Complete the TV interview with *some* or *any*. 2.15 Listen and check.

PRESENTER So, what kind of cake are you going to make?

CHEF It's an orange and lemon cake. It's very easy. You need (0) some oranges and (1) lemons, and about three eggs.

PRESENTER What about butter?

CHEF You don't need (2) butter for this cake – it doesn't contain (3) fat!

PRESENTER That's very unusual.

CHEF Yes. Well, I suppose it's not quite true. It contains (4) fat because it has nuts in it and nuts contain oil.

PRESENTER I see. And it's very simple, you said.

CHEF Yes, it's very easy and it doesn't take (5) time at all because you just mix everything together.



3 Find the mistakes in the sentences and correct them.

- 0 ~~There's any milk~~ in the fridge. We need to buy some. There isn't any milk.
 1 I'd like any water, please.
 2 There aren't some emails for you.
 3 We've got any nice apples today.
 4 There are always some horse in the field near our house.

 5 'Where are your coats?' 'We didn't bring some.'

4 Describe what you have in your fridge.

In my fridge there are always bottles of milk and yoghurt.

In my fridge there

There aren't

And I hate so there

8 *much, many, a lot of*

They sell a lot of vegetables here but they don't sell much fruit.



1 *much, many, a lot of* with a noun

<i>much</i>	+ uncountable nouns	<i>I don't eat much sugar. Hurry up. There isn't much time.</i>
<i>many</i>	+ plural nouns	<i>I don't eat many sweets. Are there many students from Japan?</i>
<i>a lot of</i>	+ plural nouns and uncountable nouns	<i>They sell a lot of vegetables. He doesn't earn a lot of money. Do you have a lot of homework today?</i>

We use *much*, *many* and *a lot of* to talk about a large amount or number. The exact amount or number is not important.

- We can use *a lot of* in **positive** and **negative** sentences and **questions**:
Lewis has got a lot of friends.
We haven't got a lot of time.
Are there a lot of students from Japan?
- We usually use *much* and *many* in negative sentences and questions:
Hurry up! We haven't got much time.
Are there many students from Japan?

NATURAL ENGLISH In everyday English, we don't use *much* or *many* in positive sentences. We prefer *a lot of*:
There are a lot of tourists here in the summer.

2 *much, many, a lot* without a noun

We can use *much* and *many* without a noun, when it is clear what we are talking about:
Why don't you buy it? It doesn't cost much.
'Can I have some of your sweets?' 'No, I haven't got many.'

When we use *a lot* without a noun, we don't need *of*:
We learned a lot in today's lesson.

3 *how much? or how many?*

- We use *how much* and *how many* to ask about an exact amount or number.
We use *how much* with uncountable nouns:
How much sugar do I need?
- We use *how many* with countable nouns:
How many bedrooms are there in the hotel?
- We use *how much* to ask about prices:
How much is it? It's fifteen euros.
How much does it cost? It costs ten dollars.

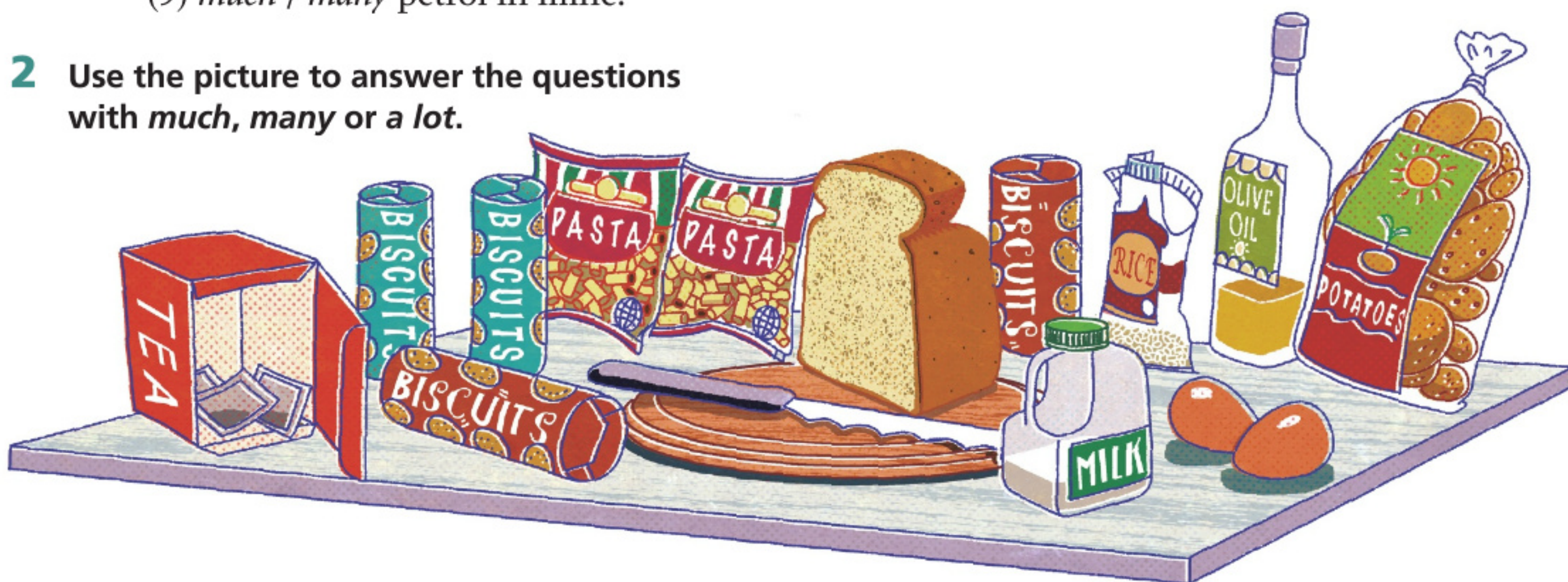
Practice

1 GRAMMAR IN USE Choose the correct words in *italics* in the conversation.

▶▶ 2.16 Listen and check.

- SAM Where shall we go shopping this afternoon? Shall we just go to the town centre?
 ALI I don't know. There aren't (0) *much* / *many* shops in the town centre.
 I think the big shopping centre is better – there are (1) *a lot of* / *much* shops there.
 SAM Mmm. But we haven't got (2) *much* / *many* time really, and it takes half an hour to drive there.
 ALI I know, but I need to buy (3) *many* / *a lot of* presents for my family, and I don't have (4) *much* / *many* money. There are (5) *many* / *a lot of* cheap shops in the shopping centre.
 SAM Are there (6) *many* / *much* people in your family, then?
 ALI Well, there aren't (7) *many* / *much* adults, but I've got (8) *much* / *a lot of* younger brothers and sisters.
 SAM OK, let's go to the shopping centre. But can we go in your car? There isn't (9) *much* / *many* petrol in mine.

2 Use the picture to answer the questions with *much*, *many* or *a lot*.



- 0 Have we got any milk? *We haven't got much.*
 1 Have we got any rice?
 2 Have we got any potatoes?
 3 Have we got any olive oil?
 4 Have we got any pasta?
 5 Have we got any bread?
 6 Have we got any biscuits?
 7 Have we got any eggs?
 8 Have we got any tea bags?

3 Complete the questions with *How much?* or *How many?* Then write true answers for you.

▶▶ 2.17 Listen and check.

- 0 *How many* uncles have you got? *I've got three./I haven't got any./I haven't got many.*
 1 aunts have you got?
 2 work have you got at the moment?
 3 good friends have you got?
 4 chocolate do you eat?
 5 exercise do you do?
 6 coffee do you drink?

9 *a little, a few, too much, too many, not enough*



1 *a little, a few*

<i>a little</i>	+ uncountable nouns	<i>I think this soup needs a little salt.</i>
<i>a few</i>	+ plural nouns	<i>There are a few cafés near my house.</i>

We use *a little* to talk about a small amount. The exact amount is not important:
Food often tastes better when you add a little salt to it.

We use *a few* to talk about a small number. The exact number is not important:
We've got a few friends in the village.

NATURAL ENGLISH In everyday English, we don't often use *a little* + noun.

We prefer *a bit of* + noun.

'Sit down and have a cup of coffee.' 'OK, I've got **a bit of time**.'

We can use *a little* and *a few* without a noun, when it is clear what we are talking about:

'Would you like some milk in your coffee?' 'Yes, please, **a little**.'

'Have you got any friends on Facebook?' 'Yes, **a few**.'

2 *too much, too many, not enough*

<i>too much</i>	+ uncountable nouns	<i>Don't put too much pepper in the soup.</i>
<i>too many</i>	+ plural nouns	<i>I feel sick. I ate too many cakes.</i>
<i>not enough</i>	+ uncountable nouns + plural nouns	<i>I haven't got enough money to buy a car. There aren't enough eggs to make a cake.</i>

Too much and *too many* have a negative meaning. They mean 'more than we want':

*Let's go to another café. There are **too many people** here.*

*We made **too much food** for the party. No one was hungry.*

*It's bad to eat **too many burgers**.*

Not enough is the opposite of *too much/too many*. It means 'less/fewer than we want':

*We can't buy that car. We **haven't got enough money**!*

*The party was boring. There **weren't enough people** there.*

*We **haven't got enough bread**. We **haven't got enough eggs**.*

Practice

1 Do the sentences in each pair have the same (S) or different (D) meanings? Write S or D.

- 0 A We've got a little luggage.S.....
 B We've got a few bags.
 1 A Those children ask too many questions.
 B Those children don't ask enough questions.
 2 A The apartment has a little furniture.
 B The apartment has a lot of furniture.
 3 A I have a few friends here.
 B I don't have enough friends here.
 4 A Let's have a coffee. I've got a bit of time.
 B Let's have a coffee. I've got a few minutes.
 5 A We haven't got enough furniture.
 B We've got too much furniture.

2 Choose the correct words in *italics*. 2.18 Listen and check.

- 0 There are only a few / *a little* biscuits left in the tin.
 1 Would you like *a few* / *a bit of* chocolate?
 2 Only add *a bit* / *a bit of* sugar to this drink; it doesn't need much.
 3 There were only *a few* / *a little* people at the meeting.
 4 I didn't write the report on my own. My teacher gave me *a bit of* / *a few* help.
 5 Eggs taste better with *a little* / *a few* salt.

3 Write sentences about the things in the picture.

Use *too much*, *too many* or *(not) enough*.

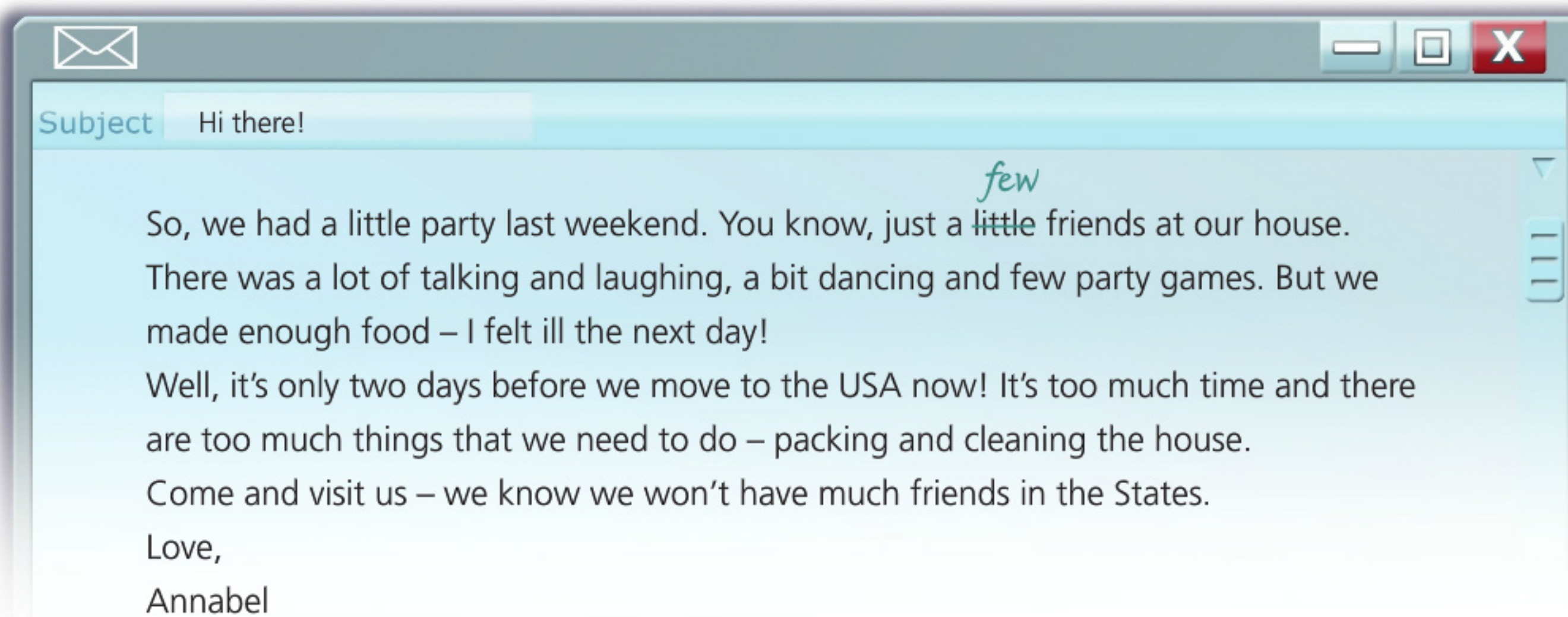
Kerry and Michael are having four friends to dinner. They need six chairs, plates, etc.

- 0 (plates) *There are enough plates.*
 1 (chairs)
 2 (bread)
 3 (water)
 4 (glasses)
 5 (burgers)

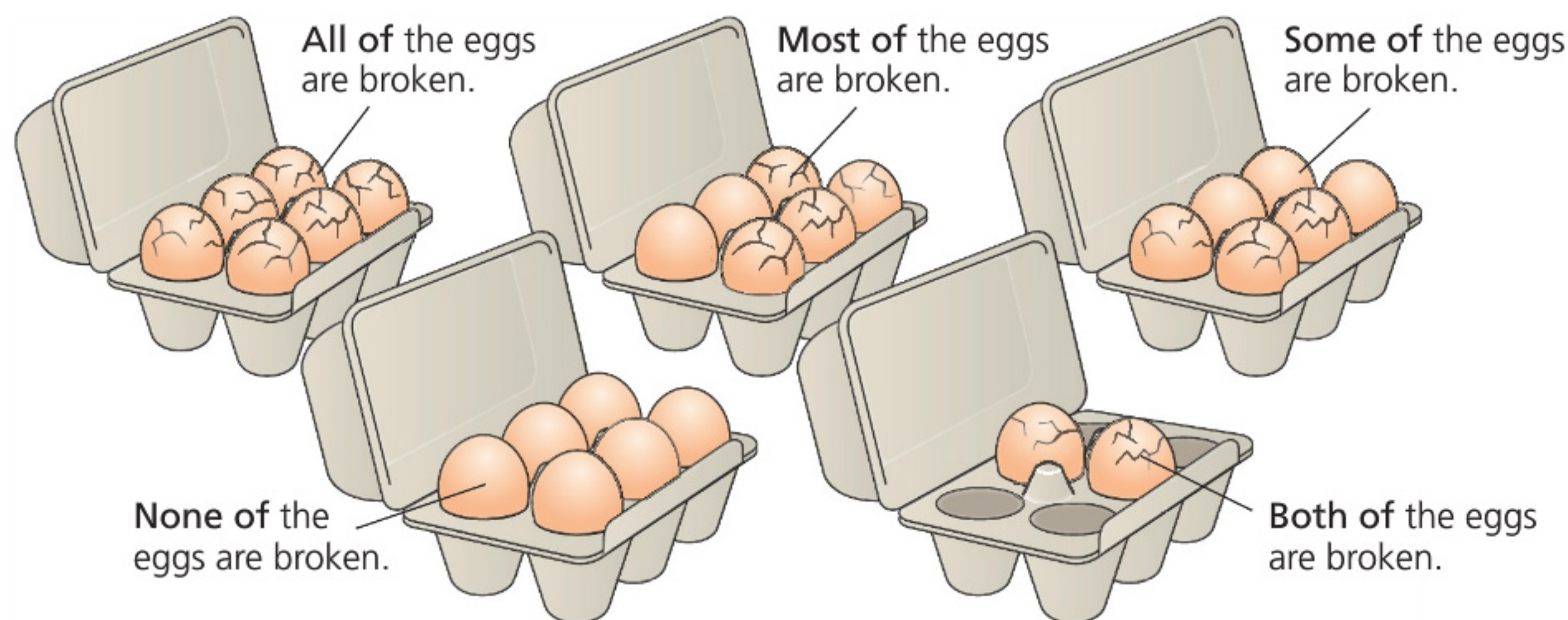


4 **GRAMMAR IN USE** There are six more mistakes in the email. Find and correct them.

 2.19 Listen and check.



10 *all, most, some, no/none, both*



1 Form

We use *all, most, some* and *no/none* with plural countable nouns or uncountable nouns. Compare:

WITHOUT <i>of</i>	WITH <i>of</i>
<i>All fruit is good for you.</i>	<i>All of the fruit in this shop is local.</i>
<i>Most vegetables are cheap.</i>	<i>Most of these vegetables come from my garden.</i>
<i>Some meat is very expensive.</i>	<i>Some of the meat in this supermarket is frozen.</i>
<i>There's no milk in the fridge.</i>	<i>None of the milk in the shop is fresh.</i>

We use *both* with plural countable nouns:

Both salads look delicious. = *Both of these salads look delicious.*

2 Use

We use *all, most, some* and *no* (without *of*) to talk about people or things in general:
Most people enjoy going on holiday, but some people prefer to stay at home.

We use *all of, most of, none of* and *both (of)* when we know exactly which people or things we mean:

All of the teachers at our school are good.

Both (of these) salads look delicious.

Can I have some of that chocolate cake?

We can also use *all the/both the* in the same way as *all of the/both of the*:

✓ *All (of) the students in the class are working hard.*



But we don't use the other words in this way:

✗ *Some the students in the class are working hard.*

✓ *Some of the students in the class are working hard.*

3 *all, most, some, etc. + verb*

After a plural noun we use a **plural** verb:

*Most vegetables **are** cheap. Most mobile phones **take** photographs.*

After an uncountable noun we use a **singular** verb:

*All fruit **is** good for you. Some of his advice **is** useful.*



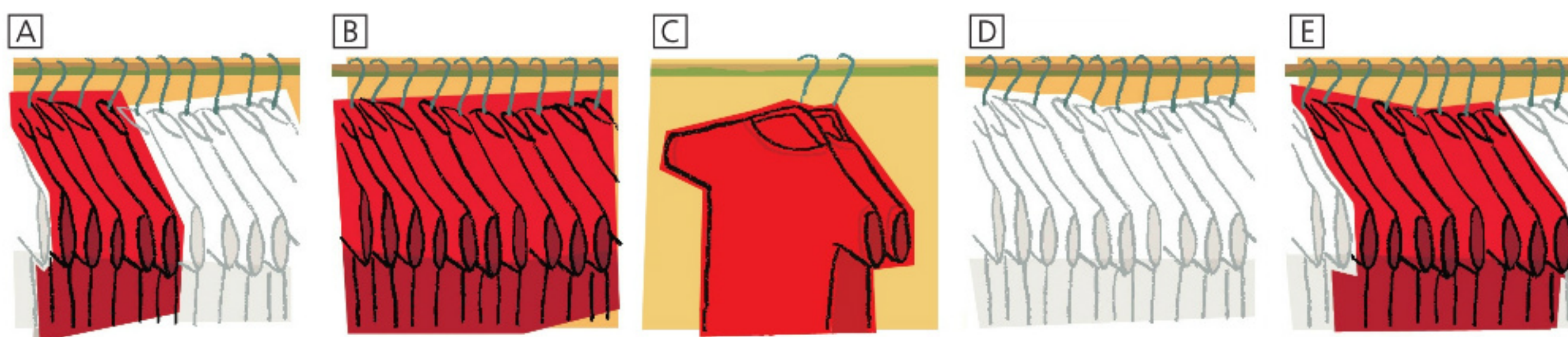
No and *none* mean 'not any'. We use a positive verb after them:

✗ *None of the advice he gave **wasn't** useful.*

✓ *None of the advice he gave **was** useful.*

Practice

1 Match the pictures A–E with the sentences below.



- 0 Most of the T-shirts are red. *E* 3 All of the T-shirts are red.
 1 Some of the T-shirts are red. 4 Both of the T-shirts are red.
 2 None of the T-shirts are red.

2 GRAMMAR IN USE Look at the information and choose the correct words in *italics*.

▶▶ 2.20 Listen and check.



has a very good variety of fruit this winter!

Samson's Supermarket

(0) *All* / *Most* / *Some* of the prices are per kilo. (1) *None* / *Some* / *All* the fruit is £1.00 per kilo or more. (2) *Some* / *None* / *Most* of the fruit is over £5.00 per kilo and (3) *most* / *none* / *all* of the items are under £3.00 per kilo. (4) *All* / *Most* / *Some* of the fruit comes from Europe or America, but (5) *some* / *all* / *none* of the tropical fruit comes from Africa. (6) *All* / *None* / *Both* of the European countries provide a lot of fruit.

FRUIT	FROM	£ PER KILO
apples	France	1.50
bananas	Africa	1.00
pears	UK	1.70
oranges	USA	1.30
melons	UK	2.50
pineapples	Africa	3.60
grapes	France	4.00
strawberries	UK	4.80

3 Use the words below to write sentences. Add *of the* if necessary. ▶▶ 2.21 Listen and check.

- 0 some / spiders / poisonous *Some spiders are poisonous.*
 00 all / spiders / in my garden / harmless *All of the spiders in my garden are harmless.*
 1 all / fruit / contain / vitamins
 2 none / fruit / in the bowl / ready to eat
 3 some / clothes / in this shop / very expensive
 4 most / tea / comes from / India and China
 5 no / cakes and biscuits / healthy
 6 most / food / in my fridge / fresh

4 Complete these sentences with *all*, *most*, *some* or *no/none* so they are true for you.

- 0 *All* American films are fantastic. 3 of my classmates are really friendly.
 1 exercise is fun. 4 travel is bad for the environment.
 2 English grammar is very difficult. 5 of the TV programmes in my country are really interesting.

Review MODULE 1

1 UNITS 1, 2 AND 3 Find the mistake(s) in the sentences and correct them.

- 0 Look at those chicken^s in the yard.
- 1 All the farmers take their sheeps to the market in August.
- 2 Could you make an appointment for me to see mr hawkins while I'm in paris?
- 3 How many slices of luggage are you taking?
- 4 Would you like a bread with your soup?
- 5 All the teachers in this school is from England.
- 6 We need some more furnitures in our new house.

2 UNITS 4, 5 AND 6 Write a, an or the. Write – if you don't need a, an or the.

Is *chocolate* really good for you?

PEOPLE STARTED MAKING (0) chocolate centuries ago in (1) South America, and people have always told stories about how healthy chocolate is. (2) stories tell us that it can make us happy, too, and that may be true. A little chocolate may be good for our hearts, but (3) fruit and vegetables are much better for us than chocolate.



Chocolate contains a lot of (4) fat and sugar – but some people argue that (5) fat in chocolate is good fat because it comes from a particular type of butter. That's true, but most chocolate doesn't contain much of it.

So, the answer to (6) question above is really 'no'. It's good to have (7) bar of chocolate occasionally, but we all really know that if (8) type of food tastes good, it's probably bad for us!

3 UNITS 7, 8 AND 9 Complete the conversation with some of the phrases from A–J.

2.22 Listen and check.

- | | |
|--|------------------------------|
| A Good morning. I'm looking for some red apples. | A How much are they? |
| B We (0) today, I'm afraid. | B haven't got any |
| A Oh, what about green apples, then? | C 've got any |
| B Yes, we (1) of those. | D 've got some |
| A And (2) Spanish oranges? | E a few, but not many |
| B Yes, I've got (3) | F That's not enough! |
| A OK. (4) | G 've got no |
| B They're £1.50 a kilo. | H That's too much! |
| A And the apples? | I a little but not much |
| B They're £2.20 a kilo. | J have you got any |
| A £2.20? (5) I'll just have a kilo of the oranges, please. | |
| B OK ... one, two, three oranges – that's just a kilo. | |
| A (6) Can you give me another one, please? | |
| B Here you are. That's £1.95, please. | |

- 4 UNITS 8, 9 AND 10** Look at the information below about two English colleges. Decide whether the statements below are true (T) or false (F). Correct the false ones.

College	Location	Teachers (full-time)	Levels	Average class no.	Computers in media centre	Cost for four weeks
Abbey	Oxford, UK	5	Beginner–Intermediate	8	8	£800.00
Carnegie	Cambridge, UK	100	Beginner–Advanced	30+	2	£200.00

- 0 Abbey College has a lot of full-time teachers.*F*....
Abbey College hasn't got many full-time teachers.
- 1 Carnegie College doesn't have many full-time teachers.
- 2 There are too many students in the Carnegie College classes.
- 3 There aren't enough computers in the Carnegie College media centre.
- 4 Carnegie courses cost a lot of money.
- 5 Both colleges offer courses for beginners.
- 6 One of the colleges is in the UK.

- 5 ALL UNITS** Complete the second sentence so it means the same as the first. Use one, two or three words.

- 0 How much paper do you need?
 How many*pieces of paper*.... do you need?
- 1 Let's talk about your problems. I've got a few minutes.
 Let's talk about your problems. I've got time.
- 2 Stop! That's more salad than I want.
 Stop! That's
- 3 This camera is really expensive, and that camera is really expensive, too.
 are really expensive.
- 4 All of my friends are away this weekend.
 my friends are here this weekend.
- 5 We've got less time than we need for this project.
 We haven't got for this project.
- 6 I'd like about a kilo of potatoes, please.
 I'd like potatoes, please. About a kilo.