

MyGrammarLab

ADVANCED
C1/C2



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with key
suitable for self study

Mark Foley • Diane Hall



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-
-  Each module in the book starts with a summary of intermediate grammar points that you should already know. On the facing page there is a short text which illustrates examples of the module grammar, followed by a short diagnostic test. This 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 online diagnostic test then click on the feedback button to see which unit to go to for more information and practice.

 -  Each unit starts with one or two pages of grammar explanations. Where there is one page, the practice exercises are on the facing page. Where there are two, the practice exercises are on the following two pages.

 -  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:  **2.10 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:  **1.10**. 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 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 an exit test** Look for this instruction at the end of each module. This takes you to an online exit test that will show you how much you know and if you need more practice.

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 – both as a group and individually.



For pronunciation and listening practice in class, audio CDs are available. The disk and track number for each pronunciation explanation and each recorded answer to a practice exercise are given in the book. Look for these symbols:

Pronunciation ➤ 1.02

1.10 Listen and check.



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.
ACADEMIC ENGLISH	These notes will help you to express your ideas in a style that is appropriate to formal written English.
FORMALITY CHECK	This introduces information about the formality or informality of a particular grammar point or item of vocabulary.
GRAMMAR IN USE	This indicates an exercise which practises grammar in a typical context, often a longer passage or dialogue.
Pronunciation ➤ 1.10	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.
adverbial	Some words in the explanations are shown in purple. This indicates that they are included in the glossary on p. 11. Look in the glossary to find out what these words mean.

Glossary

adverbial a word or phrase used as an adverb to answer questions such as *How?*, *When?* and *Where?* or to link two sentences, e.g. *After that*, *However*

agent the person/thing that does the action of a passive verb, e.g. *The cars are produced by machines.*

attributive position when an adjective comes before the noun it describes, e.g. *an expensive meal*
→ **predicative position**

backshift changing the tense in reported speech to go one step back, i.e. present to past, past to past perfect, e.g. *'He's really nice.'*
→ *I told you he was really nice.*

classifying adjective an adjective which describes what type something is, e.g. *a medical emergency*, *an industrial estate*.

cleft sentence one simple sentence that has been 'split' into two clauses to focus on one part of it, e.g. *The book was written in 2008.*
→ *It was in 2008 that the book was written.*

collocation words that often go together, e.g. *to take a photo*, *a strong swimmer*

complement a word or phrase that follows a linking verb and describes the subject or object of the verb, e.g. *Jane seems nervous.*

compound adjective an adjective formed from two words, e.g. *slow-growing*, *air-conditioned*.

compound noun a noun formed from two words which are related to each other, e.g. *dishwasher*, *sports car*, *mobile phone*.

coordinating conjunction a linking word (*and*, *but*, *or*), which joins two clauses of equal value, i.e. two main clauses or two subordinate clauses, e.g. *He laughed but she cried.*
→ **subordinating conjunction**

determiner a word which comes before a noun and specifies the noun in some way, e.g. *the food*, (article) *our food* (possessive), *some food* (quantifier), *that food* (demonstrative).

direct object a noun (phrase) or pronoun that usually follows a verb and shows who or what is affected by the action, e.g. *They sold their old car last week.* → **indirect object**

ellipsis leaving out a word or phrase completely; in this example, *coming* is ellipsed in the answer:
'Who's coming this evening' 'I am.'

end-weight principle the principle in writing and formal speech that means we prefer to put long phrases after the verb and will manipulate the grammar to do so.

fronting moving an element of a sentence to the beginning for emphasis, particularly an element that does not usually appear at the beginning, e.g. *On the right of the doorway is the most magnificent bay tree.*

gradable adjective an adjective which can be made stronger or weaker, e.g. *very expensive*, *slightly small* and has a comparative form, e.g. *more expensive*, *smaller*
→ **ungradable adjective**

indirect object a noun (phrase) or pronoun that follows a verb and is usually linked to it with a preposition. It shows who or what receives the action, e.g. *They sold their old car to my brother.*
→ **direct object**

infinitive clause a subordinate clause that contains an infinitive form of a verb. It can act as the subject or complement of the verb *be* or identify a noun, e.g. *To win the competition was his aim. The first person to answer correctly gets the point.*

information principle the principle in writing and formal speech that means we prefer to start a clause with known or familiar information, often from the previous clause.

inversion reversing the position of two elements of the clause for emphasis, e.g. *Never had he heard such rubbish.*

nominalisation using a noun rather than a verb either to make the clause more formal, or to enable two clauses to be expressed as one, e.g. *The committee decided to reject the plans, and everyone was delighted.*
→ *The committee's decision to reject the plans delighted everyone.*

noun clause a clause that replaces or acts like a noun, e.g. *I was near where you live yesterday.* (= I was near your house.)

participle clause a subordinate clause which begins with a present or past participle, e.g. *Lying in the sun, I fell asleep. Treated gently, the fabric should last for years.*

particle a preposition or adverb which combines with a verb to form a prepositional or phrasal verb, often with a new meaning, e.g. *up* → *give up*, *off* → *take off*

performative verb a verb that actually performs the action it describes when used in the first person present, e.g. *I apologise* means *I'm sorry*, so saying it performs the action of apologising.

predicative position when an adjective comes after the noun it describes (usually after a linking verb), e.g. *that meal was expensive*; *I find that news surprising.*
→ **attributive position**

question tag a short tag at the end of a statement which turns it into a question.

relative clause a clause that gives information about a noun or pronoun in a main clause. In a **reduced relative clause** we use a participle to replace the relative pronoun and verb in a defining relative clause, e.g. *She doesn't like the man who lives next door.* → *She doesn't like the man living next door.*

sense verb a verb that describes a sense or perception, e.g. *see*, *hear*, *smell*.

sentence adverb an adverb that refers to a whole sentence rather than one word, e.g. *Generally, the children were well behaved.* Includes **comment adverbs**, which express our attitude to the information in a statement, e.g. *Understandably, he was disappointed with the results.*

state verb a verb that describes a state such as being, thinking, possessing or feeling, rather than an action, e.g. *be*, *believe*, *have*, *feel*.

stranded preposition a preposition at the end of a clause, not followed by a noun or pronoun, e.g. *What are you going to do that for?* These often appear in questions and relative clauses.

subjunctive a form of a verb which is the same as the infinitive without *to*, used after certain verbs/adjectives and in some *that* clauses to convey necessity/importance, e.g. *The judge insisted that each client pay his own costs.*

subordinating conjunction a linking word such as *while*, *although*, *if*, which links a subordinate clause and a main clause, e.g. *She cried because she was happy.*
→ **coordinating conjunction**

substitution replacing one word or phrase with another to avoid repetition, for example replacing a noun with a pronoun, e.g. *I've already met James. He's very pleasant.*

ungradable adjective an adjective which represents the limit of a scale and cannot be made stronger with *very*, e.g. *priceless*, *boiling*.

Nouns, possessives and pronouns

Before you start

- 1 Review these intermediate grammar points and check you know them.

Types of noun

- concrete e.g. *artist, table, child, station, food, storm*
- abstract e.g. *art, responsibility, anger, efficiency, perception, photography*
- proper (the names of people, places, events, etc.) e.g. *Jane, London, August*

COUNTABLE NOUNS *a car, three cars*

UNCOUNTABLE NOUNS *oil, beauty, fruit*

We do not use *a/an* with uncountable nouns, and we do not usually make them plural.

Possessive forms

- 1 noun + 's or ' (usually with people and animals): *One of **Sam's** vehicles has been damaged.*
 noun + *of* + noun (usually with things): *There's a scratch on **the** paintwork of **his** car.*
- 2 If the meaning is clear from the context, we can omit the following noun:
*That isn't my handwriting. It's **Selina's**.* (= Selina's handwriting)

Personal pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS	(POSSESSIVE ADJECTIVES)	POSSESSIVE PRONOUNS	REFLEXIVE PRONOUNS
<i>I</i>	<i>me</i>	<i>my</i>	<i>mine</i>	<i>myself</i>
<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourself/yourselfs</i>
<i>he</i>	<i>him</i>	<i>his</i>	<i>his</i>	<i>himself</i>
<i>she</i>	<i>her</i>	<i>her</i>	<i>hers</i>	<i>herself</i>
<i>it</i>	<i>it</i>	<i>its</i>		<i>itself</i>
<i>we</i>	<i>us</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>
<i>they</i>	<i>them</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>

- subject pronoun: *Hockney is Britain's most famous painter. **He's** from Yorkshire.*
- object pronoun: *I met Julian yesterday. I like **him**, don't you? (direct object)*
*Those books belong to Julian. Can you give them to **him**, please? (indirect object)*
- possessive adjective: *Did Susie leave that here? It looks like **her** umbrella.*
- possessive pronoun: *No, it's not her umbrella. It's **ours**. Don't you recognise it?*
- reflexive pronoun: *Quick! The baby's burnt **herself**!*

Indefinite pronouns

<i>someone/body¹</i>	<i>something</i>	<i>somewhere</i>	<i>somehow</i>
<i>anyone/body</i>	<i>anything</i>	<i>anywhere</i>	<i>anyhow²</i>
<i>everyone/body</i>	<i>everything</i>	<i>everywhere</i>	
<i>no one/body³</i>	<i>nothing</i>	<i>nowhere</i>	

¹ We use *-one* and *-body* interchangeably.

² *anyhow* is informal and is similar to *anyway*:
Anyhow, as I was saying ...

³ We usually write *no one* as two words, and *nobody* as one word.

2 Read the text and identify examples of nouns, pronouns and possessive forms.

SINCE THE INVENTION of photography, art has been creating a new identity for itself. Movements from impressionism to abstract expressionism have widened the boundaries of what one might describe as 'art'. People's perceptions have changed and nowadays we no longer define a great work of art by its beauty but by its ability to show us something in a new way, or to challenge our perception of what it is to be human.



3 Complete the diagnostic test below. Choose the correct words in *italics*. If both options are correct, choose both.

- 1 The *chair* / *chairwoman* has just phoned to say she's been delayed in traffic. ➤ Unit 1.1
- 2 Have you thought about doing gymnastics? I think *it's* / *they're* very good for you. ➤ Unit 1.2
- 3 The society's president, against the wishes of the other founder members, *has* / *have* agreed to the sale. ➤ Unit 1.3
- 4 I love Adam Sandler's movies. I thought 'Funny People' *was* / *were* hilarious. ➤ Unit 1.4
- 5 The disabled *has* / *have* won a number of rights in recent years. ➤ Unit 1.5
- 6 Eliot was hit on the head by *stone* / *a stone* and had to be rushed to hospital. ➤ Unit 1.6
- 7 Our local delicatessen offers an enormous range of *cheese* / *cheeses*. ➤ Unit 1.7
- 8 The villa we're borrowing belongs to my *sister's-in-law* / *sister-in-law's* parents. ➤ Unit 2.1
- 9 I might be able to get you an interview; the owner's a friend of *me* / *mine*. ➤ Unit 2.2
- 10 Everyone's been admiring my *expensive wife's car* / *wife's expensive car*. ➤ Unit 2.3
- 11 Karen noticed the article in *the local paper of today* / *today's local paper*. ➤ Unit 3.1
- 12 We could hear the *crowd's cheers* / *cheers of the crowd* that lined the street. ➤ Unit 3.2
- 13 Wouldn't you agree that the processor is the *computer's main component* / *main component of the computer*? ➤ Unit 3.3
- 14 The class will be reading *the short stories' collection of Graham Greene* / *Graham Greene's collection of short stories* next term. ➤ Unit 3.4
- 15 The food in his paintings looks good enough *to eat it* / *to eat*. ➤ Unit 4.1
- 16 If you'd like a new tennis racket, I can get you *one* / *a one* very cheaply. ➤ Unit 4.2
- 17 Some elderly people have difficulty in *remembering themselves* / *remembering* what happened only a few hours before. ➤ Unit 4.3
- 18 On his return, Dieter and his wife had a lot to tell *themselves* / *each other*. ➤ Unit 4.4
- 19 In cases like these, *you* / *one* can understand the motive behind the attack. ➤ Unit 5.1
- 20 Can you repeat that? There was *something* / *anything* you said which I didn't quite understand. ➤ Unit 5.2

4 Check your answers on page 384. Then go to the unit for more information and practice.

1 Nouns

Plural forms of nouns and irregular noun plurals ► page 366

Differences between British and American English ► page 368

1 Gender

Nouns do not have grammatical gender in English. To show gender in job nouns we have to say *a female/woman doctor*, *a male doctor*, etc. A few nouns show gender by their suffix, usually masculine gender, such as *businessman*. A lot of people avoid these nouns now, especially if referring to a woman, and prefer a form with no obvious gender, e.g. *chair*, or to match the suffix to the person, e.g. *chairwoman*:

That's the view of Sheila Davison, chair(woman) of the Institute of Public Relations.

2 Nouns ending in -s

Some uncountable nouns end in -s but take a singular verb, for example

- some illnesses: *measles, mumps*
- sport and games: *aerobics, gymnastics, darts*
- study/abstract ideas/emotions: *mathematics, politics, news, thanks, happiness*

Politics is a topic best avoided with people you don't know well.



A plural subject describing a specific measurement usually takes a singular verb:

✗ *Two metres aren't particularly tall these days.*

✓ *Two metres isn't particularly tall these days.*

Twenty-four hours is a long time in politics. Ten miles is too far to walk.

A few nouns are more common in the plural form and take a plural verb, e.g. *goods, whereabouts, remains, stairs, proceeds*:

*The auction raised a lot of money and the **proceeds were** given to a children's charity.*

Some nouns refer to one object divided into two parts and take a plural verb, e.g. *glasses, jeans, pyjamas, scales, scissors, spectacles, trousers*:

*Special **scissors are** used to cut this fabric.*

3 Noun–verb agreement

The verb usually agrees with the subject noun even if it is separated by prepositional phrases, relative clauses, brackets or commas:

*The **petrol station** across the road from the new shops **has** just cut its prices.*

However, if the verb is a long way from the subject and closer to a complement (► Unit 42.1/2), the verb can agree with the complement. Compare:

*The **most exciting event was** the rowing finals.*

*The **most exciting event** in the Sydney Olympics for most British viewers **was/were** the rowing finals.*

The same can apply after *what* used to introduce a noun clause:

***What** the Board needs to finalise now **is/are** the terms of the redundancies.*

4 Two subjects/plural subject–verb agreement

We usually use a plural verb with two subjects linked by *and* or *both ... and*:

***Mum and Dad were** hoping that you'd join them this evening.*

***Both the doctor and the surgeon have** advised me to have the operation.*

However, we use a singular verb if we consider the two items as one single concept:

✗ *~~Fish and chips are one of the most common English dishes.~~*

✓ ***Fish and chips is** one of the most common English dishes.*

Titles of books, films, etc. take a singular verb, even if they are plural nouns:

*Hitchcock's film '**The Birds**' **is** based on a story by Daphne du Maurier.*

5 Collective noun–verb agreement

Collective nouns refer to a group of people, animals or things, e.g. *family, government, group, staff, team, band, class*. A large number of proper nouns fall into this category, e.g. *the United Nations, British Airways, Microsoft Corporation*. We can usually use a singular or plural verb after these nouns. The choice can depend on how we think of the noun:

	SINGULAR VERB	PLURAL VERB
collective noun seen as a whole entity	<i>The family has a monthly income of \$2,000.</i>	
collective noun seen as a group of individuals		<i>The family are all gathering here for New Year.</i>
a + collective noun	<i>A team of inspectors is visiting the prison tomorrow.</i>	

We always use a plural verb for

- certain collective nouns, e.g. *police, people, cattle*:
The police are investigating his accusation of fraud.
- an adjective used as a collective noun (► Unit 12.5):
The middle-aged have a lot to offer employers.
- nouns such as *the majority/a number/a couple* + *of* + plural noun:
The majority of the people were pleased to see the government fall.

6 Countable and uncountable nouns

Some nouns can be countable or uncountable, but have different meanings:

COUNTABLE MEANING	UNCOUNTABLE MEANING
<i>I'd love a coffee,¹ please. (= a cup)</i>	<i>Do you drink coffee? (= the liquid)</i>
<i>I'll buy a chicken² for dinner tonight. (= the whole bird)</i>	<i>Would you like some chicken for dinner? (= a part/the dish)</i>
<i>This is an amazing drawing² by Leonardo. (= a picture)</i>	<i>My son is very good at drawing. (= the activity)</i>
<i>Someone threw a stone² at our window. (= one item)</i>	<i>The road crosses a flat landscape of scrub and stone. (= the material)</i>

¹ This applies to all drinks: *tea/a tea, cola/a cola, lemonade/a lemonade*

² Not all nouns of these types can be both countable and uncountable:

~~X~~ a beef, a mutton ✓ a duck/duck, a fish/fish, a lamb/lamb
~~X~~ an art, a poetry ✓ a painting/painting, a sculpture/sculpture
~~X~~ a wool, a cotton ✓ a paper/paper, a rock/rock

7 Quantifying uncountable nouns

We can use words like *piece* and *bit* to make some uncountable nouns countable:

*The Council will remove **two pieces of unwanted furniture** if desired.*

Other common nouns used in this way are: *a slice of bread/meat/cheese/cake; an item of news/furniture/clothing; a lump of sugar/coal; a cup of coffee/tea, a pair of trousers/jeans.*

We can sometimes make an uncountable noun countable to express 'different types' of the noun:

*Our new skincare cream contains several essential **oils**.*

*This is **a** soft **cheese** from the Pyrenees.*

We can use articles with uncountable abstract nouns to refer to a specific feeling:

distrust → a deep distrust, a distrust of lawyers love → an everlasting love, the love of music

When we use nouns in this way, we use a singular verb:

*A **love of fashion and music** is common amongst teenagers.*

Practice

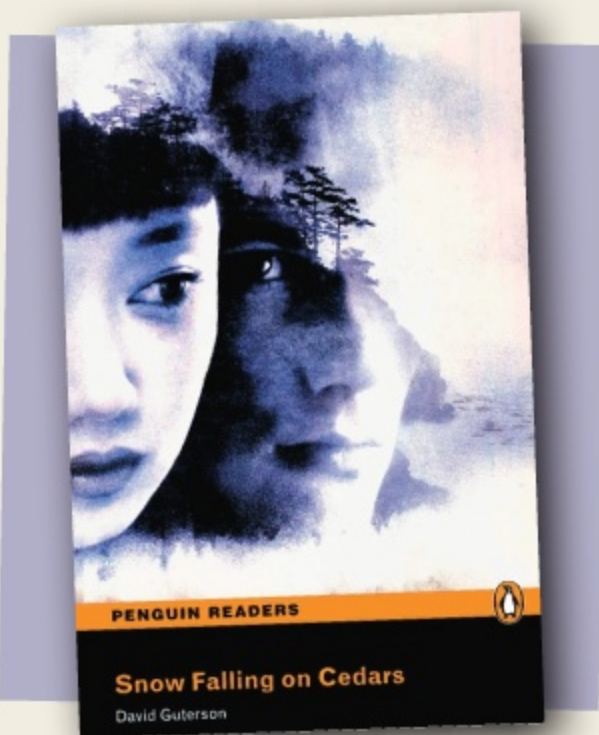
1 Complete sentences 1–10 with the correct form of a suitable verb. In sentences 11–15 add *a*, *an* or *no* article (–). If two answers are possible, put both.

- 1 Rickets a disease caused by a lack of vitamin D.
- 2 The 10,000 kilometres the longest walking competition in the Olympics.
- 3 Hollywood classic *The Women* showing at the London Film Festival this week.
- 4 Saudi Arabia, along with most of the oil-producing nations, voted to raise the price of crude oil again.
- 5 What he'd really like us to buy him for his birthday some new Nike trainers.
- 6 Roast beef and Yorkshire pudding definitely still the favourite of many British people!
- 7 My brother thinks that economics really interesting. I disagree.
- 8 That band always had a reputation for performing better in the studio than live.
- 9 Both my brother and sister lived in this town all their lives.
- 10 The local police interviewing several suspects in connection with the recent attacks.
- 11 I first felt the desire to visit Venice when looking at painting by Canaletto.
- 12 Where can I find information on late Renaissance Florentine artists?
- 13 There's nothing more delicious than lamb with mint sauce.
- 14 We developed passion for Baroque music at university.
- 15 It isn't a lack of courage that stops me taking part in extreme sports, it is anxiety about getting seriously injured.

2 **GRAMMAR IN USE** Choose the correct words in *italics*. If both options are possible, choose both.

Snow Falling on Cedars

BY DAVID GUTERSON



This novel (0) *open* / *opens* in the courthouse of San Piedro, a small sleepy island off the Pacific coast of the north-west United States.

Underneath the courtroom windows, four tall narrow arches of (1) *leaded* / *a leaded* glass, (2) *drama* / *a drama* which will divide the island's communities (3) *is* / *are* unfolding. The defendant stands erect in the dock; the local press and the jurors await the start of this trial. Kabuo Miyamoto is accused of the murder of Carl Heine, a young fisherman. The alleged crime by a young man of Japanese descent stirs up the emotions of the islanders and questions their beliefs and their politics. It takes place in the 1950s – not many years (4) *has* / *have* passed since the Japanese bombing of Pearl Harbour and the horrors of World War II. Although the

Japanese on San Piedro (5) *was* / *were* eager to defend their adopted country against the country of their ancestors, a number of people in the community (6) *was* / *were* unable to forgive Japan its role in the war, and the trial causes their deeply-held prejudices to surface. 'Snow Falling on Cedars' (7) *is* / *are* not only one of the best mysteries of recent years, it also raises issues which affect us all. However, it ends with (8) *great* / *a great* optimism. David Guterson has succeeded in combining the best from both classic and populist American (9) *literatures* / *literature* into (10) *spellbinding* / *a spellbinding* work of art. Buy and read this beautiful novel.

3 Complete the sentences, using the words from the box. Use each word twice. Add an article or use the plural form if necessary. 2.02 Listen and check.

chair chicken drawing group love stone

- 1 Gerry threw into the pond and watched the water ripple outwards.
- 2 Who is going to be of the new finance committee?
- 3 Caleb owns a free-range farm so he allows his to run around wherever they like.
- 4 These days you don't have to be good at to be a successful artist.
- 5 Numerous of illegal immigrants have attempted to cross the border in the last few months.
- 6 Unfortunately for my waistline, I have of chocolate, especially in cakes!
- 7 For his art project, my son did of his pet rabbit.
- 8 We always have and chips on Monday nights.
- 9 The Tower of London is built of from Caen in Normandy.
- 10 They say is the strongest emotion.
- 11 Although we have a big dining table, we only have four
- 12 of university scientists is doing research into the causes of obesity in children.

4 GRAMMAR IN USE Find ten more mistakes in the advertisement and correct them. 2.03 Listen and check.

East Hamley
Adult Education Centre

ART CLASSES FOR ADULTS

~~Are~~^{Is} art your passion?

Are you interested in a drawing, painting or the sculpture?

Would you like to improve your knowledge and skills?

Would you like to experience deep sense of satisfaction you get from creating your own original work?

At East Hamley College a team of highly qualified tutors are available to help you improve your technique. We run art classes on Tuesday and Thursday evenings from 6.30 to 9.00. Each session costs £15 and lasts for two hours with a 30-minute break. We think you'll agree that £15 aren't a lot to pay for over two hours with the personal attention of our art teachers!

Both the painting and the sculpture classes takes place in the new annexe on Becton Road. This also has a relaxing café selling a coffee and a

range of snacks where you can take a break and socialise with your fellow students.

You won't need to bring anything with you – we supply paint, papers and any other materials you need. But wear something that you don't mind covering in paint – a jeans and an old shirt is fine. Every year, the work of our students are exhibited in a local gallery. So, if you're lucky, your work might get spotted – you could be the next Damien Hirst!

For details and enrolment forms contact us on 0330 676750

2 Possessive 's

Form rules for possessive 's, e.g. *boy's/boys'*

➤ page 367

1 Special rules with possessive 's

We can have two possessive 's forms together:

*We're fed up with our **neighbour's tenant's** loud music.*

If the possessive form consists of a compound noun (➤ Unit 70.1) or two or more nouns which form a single team or group, we add the 's to the last noun only:

*Are you coming to my **brother-in-law's** party?*

(compound noun)

*I'm a great fan of **Lerner and Lowe's** musicals.*

(They both wrote as a single team.)

When the nouns do not form a single group we must use 's with both nouns:

***Schrodinger's and Heisenberg's** versions of quantum mechanics had seemed different.*

(two versions of the theory)

If the possessive noun is part of a prepositional phrase, we usually put the 's at the end of the phrase:

✗ *~~The woman's in the corner~~ baby began to cry.*

✓ ***The woman in the corner's** baby began to cry.*

(= The baby belonging to the woman in the corner ...)



According to legend, Vermeer's 'Girl with a Pearl Earring' shows the **artist's** maid wearing a Turkish turban and a pearl earring of **his wife's**.

2 Double possessives

We can use a double possessive – noun + *of* + noun (with possessive 's) – to show that the first noun means 'one of several'. We usually use the indefinite article with this pattern:

*I heard the story from **a friend of my brother's**.* (= one of my brother's friends)

We do not always include the possessive 's with the second noun:

*They got the information from **a friend of the owner**.*



The double possessive is common with pronouns. We always use the possessive pronoun:

✗ *~~She's a friend of us.~~ ~~She's a friend of our.~~*

✓ ***She's a friend of ours.*** (= We have several friends. She is one of them.)

3 Specifying and classifying possessives

Specifying possessives show a relationship with something specific such as a person or place. They usually answer the question 'Whose ...?':

*Marion washes **the children's clothes** on Thursdays.* (= the clothes belonging to the children)



An adjective in front of a specifying possessive only describes the noun immediately following it:

*Marion washed **the older children's clothes** in the machine.* (= the children are older)

*Marion washed **the children's older clothes** in the machine.* (= the clothes are older)

Classifying possessives describe the type of thing something is. They answer the question 'What kind of...?' and are similar to compound nouns (➤ Unit 70):

*Janice has opened a shop specialising in **children's clothes**.* (= clothes any children can wear)



An adjective in front of a classifying possessive describes the whole phrase:

*Janice's shop had a large selection of **expensive children's clothes**.*

(= The children's clothes are expensive, not the children.)

Practice

1 Choose the correct meaning, A or B.

- 1 Stephanie loved her beautiful daughter's sports car.
A Stephanie's daughter was beautiful. B The sports car was beautiful.
- 2 She inherited a wonderful wooden dolls' house.
A The dolls are made of wood. B The house is made of wood.
- 3 The company manufactures low-cost nurses' uniforms.
A The nurses earn low wages. B The uniforms aren't expensive.
- 4 Gary didn't think much of his new boss's management techniques.
A Gary has a new boss. B Gary's boss has some new management techniques.
- 5 Bill and Suzy found hiring a well-educated children's nanny was worth every penny.
A Their nanny was well-educated. B Their children were well-educated.
- 6 I managed to find a place in the 24-hour supermarket's parking lot.
A The supermarket is open 24 hours. B The parking lot is open 24 hours.
- 7 Dave was often embarrassed by his aggressive flatmate's comments.
A Dave's flatmate was aggressive. B His flatmate's comments were aggressive.
- 8 My uncle is restoring a redundant tax-inspectors' office in Newcastle.
A Some tax inspectors have been made redundant in Newcastle.
B The office in Newcastle is no longer required by the tax inspectors.

2 **GRAMMAR IN USE** Find nine more mistakes in the conversation and correct them.

2.04 Listen and check.

- SOPHIE Who's coming with us to the exhibition on Saturday?
- MAREK Well, apart from me and Kylie, there's Mike and Sandra, my ~~brother's-in-law's~~ ^{brother-in-law's} nephew, Paul, and Harry.
- SOPHIE Harry? Is he a friend of you?
- MAREK No, he's coming with Paul – he's a cousin of him.
- SOPHIE What's the exhibition about, anyway?
- MAREK It's an exhibition by the art's gallery's new discovery – Stephen Brewer.
- SOPHIE Oh yes, I've just read an article about him in the local's paper culture section.
- MAREK Yes, it was written by our next-door's neighbour's wife – she's a well-known art critic, apparently.
- SOPHIE OK. It sounds like it might be interesting.
- MAREK Great. I thought we might all meet up for lunch first.
- SOPHIE Good idea. That French place's in Green Street reputation is excellent – a colleague mine told me about it, although I haven't been there myself.
- MAREK Right, let's try that place then. By the way, will you be coming by car?
- SOPHIE Why?
- MAREK Well Mike's and Sandra's car is in the garage so they need a lift. Could you take them? They're neighbours of your, aren't they?
- SOPHIE Yes, they are. OK, I suppose so. Shall we meet at one?
- MAREK Fine. I'll tell the others.

3 Possessive with 's or of?



The National Gallery's portrait of King Charles by Van Dyck

1 Possessive 's

We usually use the possessive 's (and not the *of* structure):

USE	EXAMPLES
to refer to people and animals (especially with proper nouns), and to personal/professional relationships and human qualities	<i>Sheila is Harold's youngest daughter.</i> <i>Do you like Snap's new collar?</i> <i>Have you met the boss's new secretary?</i> <i>John's intransigence is a pain.</i>
to refer to general ownership, or possession of somebody's home	<i>Have you seen Sheila's new car?</i> <i>We'll be at Mum's soon. (= Mum's house)</i>
to refer to location in time (but not with dates)	<i>Have you seen the poem in today's 'Observer'?</i> <i>X It was in 19th December's paper.</i>
to refer to the origin of something, for example where it comes from or who made it	<i>Oil is Saudi Arabia's biggest export.</i> <i>'Hamlet' is Shakespeare's most famous play.</i> <i>Have you read the committee's report yet?</i>
to refer to a quantity or measure, for example of duration, distance or value	<i>There will be an hour's delay.</i> <i>The hotel was ten minutes' drive from the beach.</i>
in expressions for value/quantity with worth	<i>Could you give me a pound's worth of chips?</i>
with the names of shops, companies and people/places that provide a service	<i>I'm getting the Thanksgiving shopping at Macy's.</i> <i>(= Macy's department store)</i> <i>Was there anything nice at the butcher's this morning?</i> <i>(= the butcher's shop)</i>
in certain fixed expressions	<i>She was at death's door. For pity's sake!</i> <i>For goodness' sake!</i>

2 Noun + of + noun

We usually use the *of* structure (and not the possessive 's) in the following situations:

USE	EXAMPLES
when we refer to inanimate things and with abstract nouns (e.g. <i>science</i>)	<i>We set up our base camp at the bottom of the mountain.</i> <i>I've been studying the philosophy of science.</i>
when the noun is followed by a prepositional phrase or clause which defines it	<i>The players ignored the jeers of the people standing in the front row.</i>
when we refer to a specific year or date	<i>It was destroyed in the fire of 1666.</i>
with long or complex phrases, even when we are referring to people	<i>A man was sentenced to life imprisonment for the murder of an English tourist, Monica Cantwell.</i>
in certain fixed expressions and titles	<i>He's the President of the United States.</i> <i>The Prince of Wales is to visit Iceland.</i>

3 Either 's or of structure

We can usually use either the possessive 's or the *of* structure:

USE	EXAMPLES
with human creations such as countries, organisations, cities, institutions, machines, vehicles, buildings, etc. (The possessive 's is more common.)	<i>Plane trees are a common sight on London's streets.</i> <i>Plane trees are a common sight on the streets of London.</i>
to refer to a quality that something possesses or displays (BUT we prefer to use the possessive 's with human qualities)	<i>We were amazed by the ship's sheer size.</i> <i>We were amazed by the sheer size of the ship.</i>
to refer to the subject of something, its topic or theme (see 3.4)	<i>The Queen's portrait has caused much discussion and debate.</i> <i>The portrait of the Queen has caused much discussion and debate.</i>
to express a reason or purpose with <i>sake</i> (but note exceptions in 3.1)	<i>We agreed to stay together for the sake of the children / for the children's sake.</i>

ACADEMIC ENGLISH The *of* structure is much more common than the possessive 's in academic and formal writing.

4 Combining different possessive patterns

The possessive 's and the *of* structure can describe different types of relationships between nouns:

FORM	RELATIONSHIP
possessive 's	origin, owner or creator
<i>of</i> + noun	subject or topic

We can use them together to give several pieces of information in the same sentence:

*One of our most popular exhibits is **Van Dyck's portrait of King Charles**.*

(*Van Dyck* = the creator of the portrait → possessive 's)

(*King Charles* = the subject/topic of the portrait → *of* structure)



We don't use the possessive 's to describe the topic of something:

✗ *I wasn't convinced by ~~the quarrel's~~ description of the witness.*

✓ *I wasn't convinced by **the witness's** description of the quarrel.*

(*the witness* = the person who made the description;

the quarrel = the topic of the description)

We can also use possessive forms with prepositions to describe a number of different relationships:

Have you seen owner + 's *the National Gallery's* of + subject *portrait of King Charles* preposition (e.g. by) + creator *by Van Dyck?*

5 New information with the *of* form

We can use the *of* form to put new information at the end of a sentence.

Compare:

Nobel Peace Prize winner Aung San Suu Kyi was under house arrest for many years.

[*She is assassinated politician Aung San's daughter.*]

✓ *She is the daughter of assassinated politician Aung San.*

(The new information is the reference to Aung San.)



Practice

1 Choose the correct option, A or B, to complete the sentences. If both options are correct, choose both.  **2.05** Listen and check.

- 1 What did you do
A at the course's end? B at the end of the course?
- 2 Have you met
A Sam's new assistant? B the new assistant of Sam?
- 3 is a constant source of inspiration.
A Barcelona's architecture B The architecture of Barcelona
- 4 I'll wait for you outside
A the doctor's surgery. B the surgery of the doctor.
- 5 Some rubbish got caught under
A the conveyor belt's wheels. B the wheels of the conveyor belt.
- 6 Our organisation strives towards
A poverty's elimination. B the elimination of poverty.
- 7 The Ninth Symphony is arguably
A Beethoven's greatest work. B the greatest work of Beethoven.
- 8 is the search for personal fulfilment in a hostile world.
A The novel's theme B The theme of the novel
- 9 He's taking from his job at the university.
A a year's sabbatical B a sabbatical of a year
- 10 sometimes drives me up the wall.
A My husband's impatience B The impatience of my husband
- 11 Throughout the flight we had to put up with
A the children sitting in the back row's antics.
B the antics of the children sitting in the back row.
- 12 The husband of the Queen of England is
A Edinburgh's Duke. B the Duke of Edinburgh.
- 13 We're going to hold the party at
A Michael's place. B the place of Michael.
- 14 was an important turning point in French history.
A 1789's revolution B The revolution of 1789
- 15 Researchers have been amazed by the to mutate when attacked.
A virus's ability B ability of the virus
- 16 The vet wasn't very pleased with
A Fido's progress. B the progress of Fido.
- 17 Her research investigates in cattle.
A airborne disease's spread B the spread of airborne disease
- 18 The president must swear to uphold
A the country's constitution. B the constitution of the country.
- 19 Why can't you just hand in your notice,
A for goodness' sake! B for the sake of goodness!
- 20 are generating a lot of excitement at the Paris fashion shows.
A Gaultier's latest designs B The latest designs of Gaultier

- 2** **GRAMMAR IN USE** Write labels for these works, using the information in the chart. Each label must contain all the information.



WORK	OWNER	CREATOR	SUBJECT
0 portrait	The Louvre	Jacques Louis David	Napoleon
1 first edition	The British Museum	Lewis Carroll	<i>Alice in Wonderland</i>
2 original copy	Cornell University Library	Abraham Lincoln	the Gettysburg Address
3 painting	The National Gallery	Vincent van Gogh	sunflowers
4 statue	The Museum of Modern Art	Auguste Rodin	Honoré Balzac

- 0 *The Louvre's portrait of Napoleon by Jacques Louis David*
- 1
- 2
- 3
- 4

- 3** Complete the second sentence so that it has a similar meaning to the first, using the most suitable form, possessive 's or of. Make any other necessary changes, as in the example. In one sentence you will need to use both forms. **2.06** Listen and check.

- 0 Over 200,000 people were killed in the earthquake which happened in January 2010.
Over 200,000 people *were killed in the earthquake of January 2010*
- 1 I'd like some petrol. I want to spend 50 euros.
..... worth of petrol, please.
- 2 I left my jacket in the car which belongs to Uncle Stephen.
I left my jacket
- 3 There's a medieval castle on the hill. It's at the top.
There's a medieval castle
- 4 Clive works for a major cable TV company. He's the managing director.
Clive is
- 5 A girl was trapped under the rubble. We heard her cries.
We heard
- 6 *A Farewell to Arms* was written by Ernest Hemingway. It is his greatest novel.
A Farewell to Arms is
- 7 Glenda described the party. It made us all laugh.
..... made us all laugh.
- 8 The flood destroyed the bridge. It happened in 2006.
The bridge was destroyed

4 Personal pronouns

Raphael's painting of the School of Athens includes a portrait of the artist **himself**.



1 Subject and object pronouns

We do not usually omit pronouns, especially subject pronouns. Equally, we usually don't use a noun + pronoun together as the subject of a verb:

- ✗ ~~Junk emails they have become a nuisance.~~
- ✓ Junk emails have become a nuisance.

Exceptions in spoken and informal English ► Unit 83.2/4



We do not use object pronouns in relative clauses or infinitive phrases if the object has already appeared in the same sentence:

- ✗ ~~That's the play I told you about it.~~ ✓ That's the play I told you about.
- ✗ ~~Those plastic cakes look good enough to eat them.~~
- ✓ Those plastic cakes look good enough to eat.

After *as* and *than*, we use a subject pronoun with an auxiliary or modal verb:
The instructor didn't ski as well as I do/did/can.

If there is no auxiliary or modal verb, we usually use object pronouns:
The instructor didn't actually ski any better than me. They aren't as old as us.

You may hear subject pronouns in this situation, but this can sound very formal or old-fashioned: [*The instructor didn't ski any better than I.*]

FORMALITY CHECK After *It is* we use the subject pronoun in formal language, and the object pronoun in informal language and short responses:

- It is **they** who asked for the music to be turned down.* (formal)
- It's **them** who asked for the music to be turned down.* (informal)
- 'Who's there?' 'It's **me**.'* (informal)

When we have a noun and pronoun, or two pronouns together, we tend to put the speaker last (possibly out of politeness):

***You** and I are both invited to the pro-celebrity golf match, if you fancy it.*

However, if we have a noun and pronoun where the pronoun does not refer to the speaker, we usually put the pronoun first:

*Don't you think we should let **him** and his wife decide when to come?*

We usually use object pronouns after a preposition. In informal English you may hear the subject pronoun, although many people consider this incorrect:

- [*They're sending the new consignment over **for** Tom and I to check.*]
- ✓ *They're sending the new consignment over **for** Tom and **me** to check.*

In some exclamations we modify object pronouns, usually with an adjective, e.g. *Silly **me**!*

We can use a noun after a pronoun to clarify who or what we are referring to:

*I want **you boys** to report to the Principal after this class!*

2 Pronouns *he, she, it* and *one*

We use *he* and *she* to refer to people and often also to animals, especially domestic pets:
*We had to take our cat, Rusty, to the vet yesterday. **He's** got ear mites.*

Use of impersonal pronoun *they* ► Unit 5.1

We use *it* to refer to animals, things, ideas or actions, and not usually to people unless to refer to an unborn or young baby (if the sex is unknown):

*Mary brought her new baby into the shop yesterday – **it's** very cute.*

We can use *one* or *ones* to avoid repeating countable nouns:

*Do you prefer the dark chocolates or the white **ones**?*



We do not use *one* to replace uncountable nouns:

✗ *Do you prefer white rice or brown one?* ✓ *Do you prefer white rice or brown?*



We can use *one/ones* after *the* and adjectives, but not immediately after *a/an*:

✗ *I'd like a loaf of bread. Can you pass me a one from the top shelf?*

✓ *I'd like a loaf of bread. Can you pass me **one** from the top shelf?*

*These are interesting fossil specimens. This is **an amazing one**.*

We use *it/them*, not *one/ones* when we refer to an item that has previously been defined.

Compare:

*I need a cup of coffee, a large **one**.* (= any cup of coffee)

*Where's my coffee? Oh, there **it** is.* (= my particular cup of coffee)

3 Reflexive pronouns

We use reflexive pronouns to refer to the subject after many verbs, including verbs with dependent prepositions (► **Unit 66**):

*Politicians have to **believe in themselves** if they want to convince voters.*

(= Politicians have to believe in politicians.)

We can use either the object pronoun or the reflexive to refer to the subject after *as (for)*, *like*, *but (for)* and *except (for)*:

*Howard found out that everyone except **him/himself** had read the report.*

Some verbs are followed by the reflexive in English where it may not seem logical, and where similar verbs in other languages are not followed by the reflexive, e.g. *acquaint yourself (with)*, *avail yourself (of)*, *behave yourself*, *commit yourself (to sth)*, *enjoy yourself*, *help yourself*:

*Did the children **behave themselves** while we were out?* (= behave well)

***Help yourself** to the food, won't you?* (= take as much as you want)



There are many verbs which take a reflexive in other languages but do not usually do so in English, e.g. *wash*, *dress*, *feel*, *get up*, *relax*, *remember*, *stand up*, *hurry*:

✗ *I don't feel myself very well today.* ✓ *I don't feel very well today.*

We can also use reflexive pronouns to emphasise the subject or object of a sentence.

The pronoun can come in any one of these positions in the sentence:

*I have used this technique **myself** frequently.*

We can use *myself* either at the beginning or the end of a sentence and separated by a comma to mean 'as far as I'm concerned/in my personal opinion':

***Myself**, I don't like the new fashion for flared trousers.*

*I don't like the new fashion for flared trousers, **myself**.*

We use *(all) by myself/yourself*, etc. to emphasise 'without any help' or 'completely alone':

*The garden looks amazing. Did you do it (all) (by) **yourself**?*

*We've decided to go on holiday **by ourselves** next year.*

4 Reciprocal pronouns

Compare the use of reciprocal pronouns (*each other/one another*) and reflexive pronouns:

*Our cats Fluff and Bangle spend a lot of time licking **themselves**.*

(Fluff licks Fluff and Bangle licks Bangle.)

*Fluff and Bangle sometimes lick **each other**.* (Fluff licks Bangle and Bangle licks Fluff.)

Each other usually refers to two subjects, *one another* to more than two, though we tend to use the two forms interchangeably in informal English:

*He spoke fast and his words tumbled out, tripping over **each other/one another**.*



We don't use a reflexive or an object pronoun where a reciprocal pronoun is needed:

✗ *So, we'll see ourselves/us at the fountain at half past one tomorrow.*

✓ *So, we'll see **each other** at the fountain at half past one tomorrow.*

Practice

- 1 **GRAMMAR IN USE** Read the article below and replace the underlined words with a suitable pronoun.  2.07 Listen and check.

The Albino Lobster

BERNARD WARNER is a fishmonger. Mr Warner sells fish – lots of fish (0) it – and Mr Warner (1) sometimes sells lobsters. When the lobster arrived in his shop, the lobster (2) didn't strike Mr Warner (3) as being particularly odd. The lobster (4) was a little paler than most others of its species, but perhaps it was just a bit old. Mr Warner left his shop to go on holiday as planned. Mr Warner's shop (5) was a family shop and he knew the shop (6) was in good hands.

'Don't sell that lobster!'
Mr Warner

En route to Majorca, Mr Warner picked up the in-flight magazine. The magazine (7) fell open at an article about albino lobsters. These very rare lobsters are just paler versions of a

normal lobster. Albino lobsters (8) are also very valuable: an albino lobster (9) caught off the American coast was sold for £15,000; another, bigger albino lobster (10) was insured for £20,000.

As soon as he reached his destination, Mr Warner raced to a phone. 'Don't sell that lobster!' he told his family firm. But it was too late. The lobster (11) had already been sold. Mr Warner couldn't believe his bad luck. A diner somewhere had eaten the prize catch and the diner (12) had had no idea at all of its value. After forty years as a fishmonger Mr Warner had thought that no one knew the business better than Mr Warner (13), but he had never come across an example (14) of those lobsters before! He said that he now knew what it felt like to gain and lose a fortune in a single day.

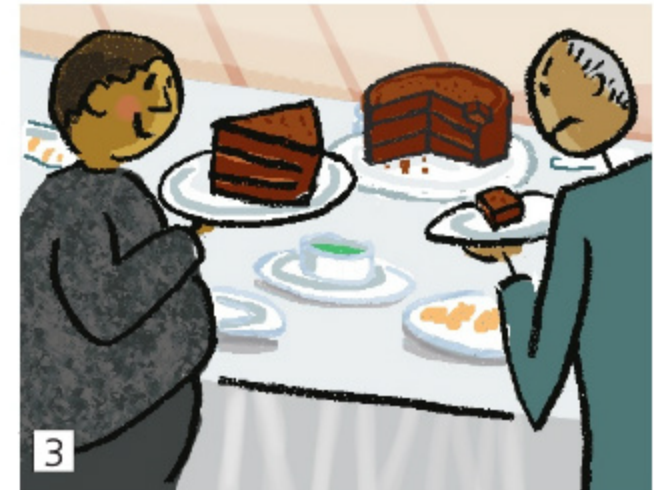
- 2 Complete the sentences, using suitable pronouns.



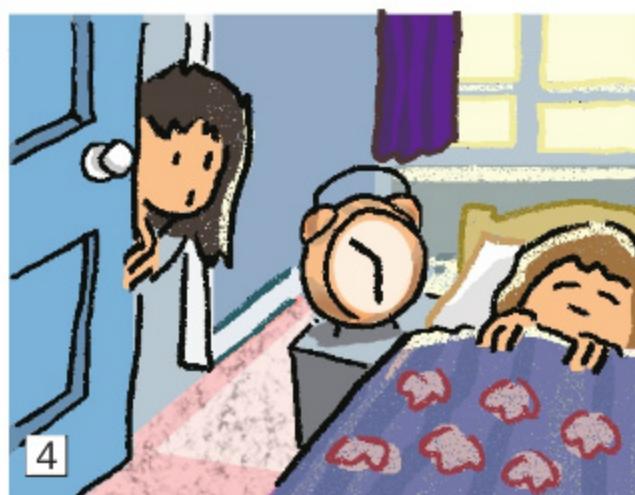
The students interviewed , as practice.



'Excuse me. That's my bag.'
'Oh, sorry. Silly !'



Alastair helped to an enormous slice of cake.



'Having another lie-in?'
..... students have such an easy life!'



'You should get that one. I haven't seen it but I know it's very good.'



All the passengers helped climb out of the bus to safety.

3 Find and correct eight mistakes in these sentences. Tick (✓) the correct sentences.

2.08 Listen and check.

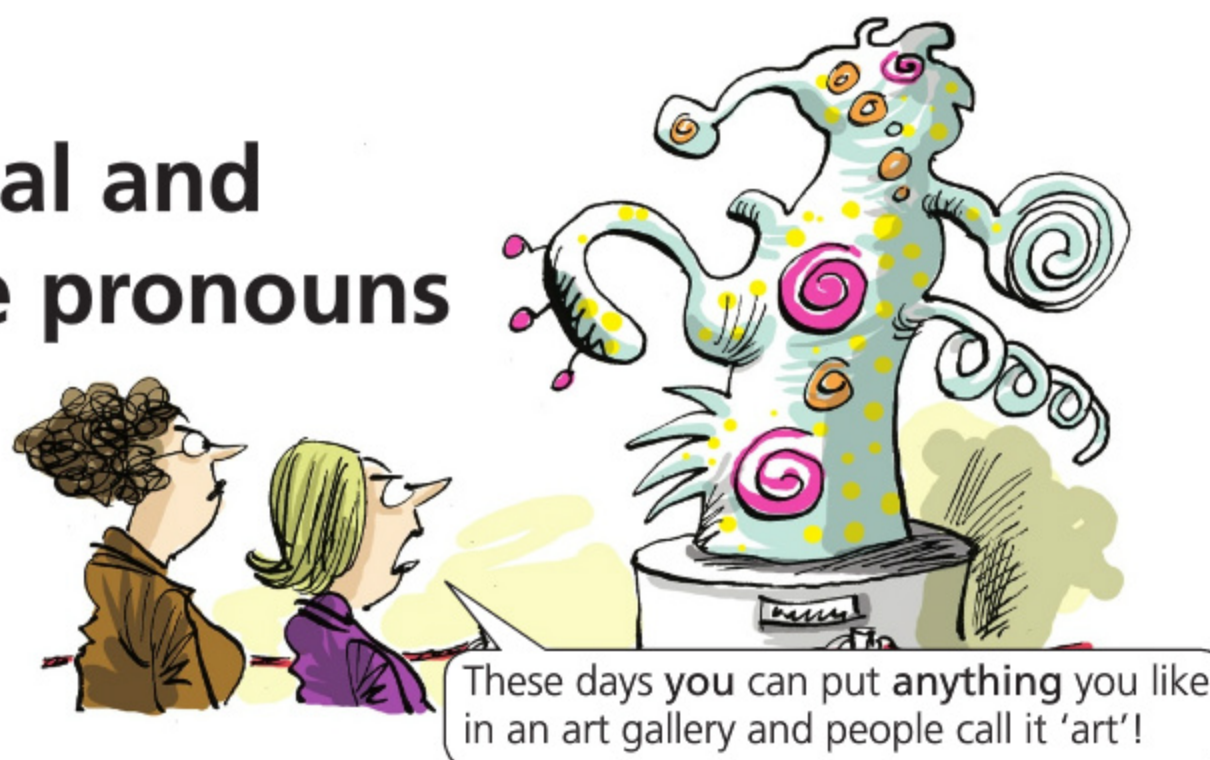
- 1 Alicia and I left the party early; Jane and Marcia stayed longer than we.
- 2 Emily's had her baby – apparently it was born in the middle of the night.
- 3 You're suffering from too much stress. You should learn to relax yourself more.
- 4 Do you prefer olive oil or sunflower one?
- 5 I'm afraid these are the best seats I was able to find them at such short notice.
- 6 Dorinda and Eric have been married for ten years; they met themselves at university.
- 7 They didn't have that spare part I wanted in the local shop but I managed to find a one on the Internet.
- 8 'Who's that?' 'Hi, Steve. It's we. We've been ringing the doorbell for ages!'
- 9 My holiday photos are a bit disappointing. There are hardly any good ones.
- 10 Darren's very good with his hands. He made all the kitchen cabinets of himself.

4 In each pair, A and B below, one or both sentences are correct. Tick (✓) the correct sentences and cross (X) the incorrect ones. Where both sentences are correct, choose an explanation from the box. You can use the explanations more than once.

- | | |
|---|--------------------------------------|
| a The pronouns refer to different people. | c There is a difference in emphasis. |
| b There is no difference in meaning. | d One sentence is more formal. |

- | | |
|---|-------|
| 0 A Clare is so arrogant – she always thinks she's better than I. | ✓ |
| B Clare is so arrogant – she always thinks she's better than me. | ✓d |
| 1 A I found those keys you wanted but I forgot to bring ones. | ..... |
| B I found those keys you wanted but I forgot to bring them. | ..... |
| 2 A Ewan is thinking of bringing some work with him. | ..... |
| B Ewan is thinking of bringing some work with himself. | ..... |
| 3 A We all give each other small presents at the office party. | ..... |
| B We all give one another small presents at the office party. | ..... |
| 4 A Ouch! That radiator is really hot. I've burnt myself! | ..... |
| B Ouch! That radiator is really hot. I've burnt me! | ..... |
| 5 A We're going to miss the bus. Quick, let's hurry ourselves! | ..... |
| B We're going to miss the bus. Quick, let's hurry! | ..... |
| 6 A The paint effect you've used on the wall is great. Did you do it yourselves? | ..... |
| B The paint effect you've used on the wall is great. Did you do it by yourselves? | ..... |
| 7 A Will we be able to find each other amongst all the people at the concert hall? | ..... |
| B Will we be able to find ourselves amongst all the people at the concert hall? | ..... |
| 8 A The girl's coach rebuked herself for missing some very easy shots. | ..... |
| B The girl's coach rebuked her for missing some very easy shots. | ..... |
| 9 A I thought the government supported GM food. Didn't the PM say that? | ..... |
| B I thought the government supported GM food. Didn't the PM say that himself? | ..... |
| 10 A Most people find this painting depressing. As for me, I think it's stimulating! | ..... |
| B Most people find this painting depressing. As for myself, I think it's stimulating! | ..... |
| 11 A Alicia and Charles blamed themselves for the break-up of their marriage. | ..... |
| B Alicia and Charles blamed each other for the break-up of their marriage. | ..... |
| 12 A Oh, it was nothing. It is we who should thank you. | ..... |
| B Oh, it was nothing. It is us who should thank you. | ..... |

5 Impersonal and indefinite pronouns



1 Impersonal pronouns *you, we, they, one*

When we wish to express general feelings and opinions (i.e. of people in general, not necessarily those of the speaker), we can use impersonal pronouns *you, we* or *they*:

You can wear whatever you like to go to the theatre these days.

You never know! You bet!

- If we wish to include ourselves, it is better to use *we*:
We can wear whatever we like to go to the theatre these days.
- If we wish to exclude ourselves, it is better to use *they*:
They behave really badly at football matches nowadays.

We can also use *they*

- to refer to people in authority:
Did you know they've put the parking charges up again?
- if we do not know a person's gender, or do not wish to specify it:
'Someone called you from Grant's Garage.' 'Oh, did they leave their name?'
- in written English, when we can make the subject plural:
A doctor always makes decisions according to the best of his/her knowledge.
→ *Doctors always make decisions according to the best of their knowledge.*

Although we usually use *we* or *you*, we can use *one* in formal language to mean 'people in general', including ourselves. We very rarely use *one* in speech, especially in American English:

One can sympathise with the sentiments behind the actions of the strikers.

We can use *one* as a subject or object pronoun, and *oneself* as a reflexive pronoun:

One tends to learn to fend for oneself if one lives alone.

FORMALITY CHECK The use of *one* to mean 'I' is usually considered to be unnecessarily formal: [*One would like to attend the ceremony, but one is too busy.*]

Impersonal *it* ► Unit 44.2

2 Indefinite pronouns *someone, anything, etc.*

We use *some* compounds when we are thinking of a particular, but unspecified, person, place or thing. We use *any* compounds when we are thinking of people, places or things in general:

There's something I would really like for my birthday. (= a particular present)

You need someone to witness your signature. Anyone will do. (= any person is suitable)

We use *any + one/thing/where* to mean 'it doesn't matter who/what/where':

'Where shall I sign the card?' 'Oh, anywhere you like.'

If we use these pronouns and adverbs as subjects, they take a singular verb:

Everything is going smoothly and NASA expects to launch the shuttle as scheduled.

We can use indefinite pronouns with adjectives, or with *else*, or with a *to*- clause:

Tony decided to do something positive about his problems.

Something else you become aware of all over the Basque country is the bracken.

We need somewhere cheap to stay for the night.

Practice

- 1 GRAMMAR IN USE** Complete the two dialogues and the text with suitable pronouns. Use impersonal pronouns for the **shaded** gaps and indefinite pronouns for the **underlined** gaps. **2.09** Listen and check.

1 ANDY Why are you so late?

MATT Oh, (1) 're digging up the roads again.

ANDY I know – (2) 're always doing (3) around here. It's a nuisance because (4) never know how long it's going to take to get (5) . It took me two hours to get to the station on Tuesday.

2 SANI (6) called from the office this morning.

RAJ Really? Did (7) say what it was about?

SANI I think it was (8) to do with your presentation tomorrow.

RAJ Did (9) give you their name?

SANI No, but I know it was (10) from the sales team.

3

When (11) looks at the work in detail (12) can appreciate the superb craftsmanship with which the brushstrokes evoke the shimmering surface of the silks and satins. There is (13) almost sensual about the lustrous surfaces of these rich fabrics. Every detail is perfect; there is (14) in this painting which is clumsy or ill-thought-out. Of course, Van Dyck's aim is to flatter his sitter, and the accurate depiction of (15) as luxurious and expensive as silk serves to emphasise the wealth and good taste of the patron.



- 2** Choose the correct words in *italics*. If both options are possible, choose both.

- 1 You can't have lost the tickets. They've got to be *anywhere* / *somewhere*!
- 2 I haven't got a clue where I am! Isn't there *anyone* / *no one* here who could direct me to the Stakis Hotel?
- 3 *Is* / *Are* everyone here now? We'll start the tour straight away then.
- 4 There is hardly *anybody* / *nobody* to be seen on the streets of the centre after dusk.
- 5 Peter decided that he needed to do *constructive something* / *something constructive* with his life.
- 6 The kidnap victims were blindfolded, driven into the country and thrown from the car miles from *somewhere* / *anywhere*.
- 7 It is essential that we locate *someone* / *somebody* who can repair this machine within the next 48 hours.
- 8 The mayor is caught in the city traffic. We've *somehow* / *anyhow* got to find a way to get her here fast.
- 9 'What would you like to drink?' 'Oh, *something* / *anything*. Whatever you're having will be fine.'
- 10 That new chess champion from Ukraine is amazing. *Anyone* / *No one* can beat him!
- 11 I don't know what it is exactly. But *anything* / *something* isn't right with the engine.
- 12 There was *anything* / *something* else I wanted to tell you, but I've forgotten what it is!

Review MODULE 1

1 UNITS 1, 2 AND 3 Choose the correct words in *italics*.

- 1 Both my brother and my sister *is / are* tall with dark hair and blue eyes.
- 2 I didn't know who to believe. *Steve's / Steve* and Jane's stories were completely different.
- 3 A team of investigators *has / have* submitted a report to the ministry.
- 4 Gymnastics *is / are* very demanding for those who are not fully fit.
- 5 I'm fed up with the hopeless inefficiency of *the secretary of my boss / my boss's secretary*.
- 6 Although the other teams were faster than *we / us*, we were delighted just to get to the end of the course.
- 7 My *brother's-in-law's / brother-in-law's* parents have decided to emigrate to Australia.
- 8 Is that all the milk you've bought? Two litres *isn't / aren't* enough to last us a week!
- 9 The restaurant's most famous dish is *chicken / chickens* with sweet potatoes.
- 10 Prize winners will receive *a worth of twenty euros / twenty euros' worth of* shopping vouchers.
- 11 Cinemagoers have been amazed by the *battle's depiction of the director / director's depiction of the battle*.
- 12 Have you met Eliza? She's a good friend of *us / ours*.
- 13 I'm looking for some classic DVDs. Do you know where 'Twelve Angry Men' *is / are* kept?
- 14 Did you read about the new road scheme? It was in *the local paper of yesterday / yesterday's local paper*.
- 15 It was a beautiful summer's day: the sun was shining and the cattle *was / were* grazing peacefully in the meadow.
- 16 Nutritionists have attributed the relative longevity of the Japanese to their diet of *a fish / fish*.
- 17 Marshall is studying for a master's in *science's philosophy / the philosophy of science*.
- 18 The basis of all good science *is / are* thorough research.

2 UNITS 4 AND 5 Read this extract from a book and complete it with suitable pronouns. In the book, American writer Bill Bryson describes his first visit to England.

It must be said that Dover was not vastly improved by daylight, but I liked (1) I liked its small scale and cosy air, and the way everyone said 'Good morning', and 'Hello', and 'Dreadful weather – but it must brighten up', to (2), and the sense that this was just (3) more in a very long series of fundamentally cheerful, well-ordered, pleasantly uneventful days. (4) in the whole of Dover would have any particular reasons to remember 21 March 1973, except for (5) and a handful of children born that day.

I didn't know how early (6) could decently begin asking for a room in England, so I thought (7) would leave (8) till mid-morning. With time on my hands, I made a thorough search for a guesthouse that looked attractive and quiet, but friendly and not too expensive, and at the stroke of ten o'clock presented (9) on the doorstep of the (10) I had carefully selected, taking care not to discompose the milk bottles. (11) was a small hotel that was really a guesthouse, indeed, was really a boarding-house.

I don't remember its name, but I well recall the proprietress, who showed (12) to a room, then gave (13) a tour of the facilities and outlined the many complicated rules for residing there. This was all bewilderingly new to me. Where I came from, (14) got a room in a motel, spent ten hours making a lavish and possibly irredeemable mess of (15), and left early the next morning. This was like joining the army.

- 3 ALL UNITS** Complete the text by writing one word only in each gap. If no word is needed, write (-).

The da Vinci Mystery

Is this picture the work of an unknown artist or (1) painting by Leonardo da Vinci?

A TEAM OF ART HISTORIANS (2) been examining the picture at a laboratory in Paris. Tests have revealed a fingerprint near the top (3) the painting which is remarkably similar to (4) found on a da Vinci work in the Vatican. If the team (5) correct, the painting could be worth many millions of dollars.

The (6) was previously believed to be an early nineteenth-century work by an unknown German artist. (7) was sold at Christie's in New York in 1988 for \$19,000. In 2007 (8) was sold again for a similar sum to Canadian-born collector, Peter Silverman. Mr Silverman knew there was (9) special about the painting. (10) wasn't convinced (11) was a nineteenth-century work and so, last year, (12) discussed (13) painting with Dr Nicholas Turner of the British Museum. As a result of these discussions, Mr Silverman decided to begin a thorough investigation (14) the picture.

Professor Martin Kemp of Oxford University, an expert on da (15) work, believes the picture may be a portrait (16) Bianca Sforza, daughter of the Duke of Milan. The (17) daughter was only a teenager at the time, and the picture clearly shows a teenage girl. The costume and hairstyle (18) those popular with the nobility (19) late fifteenth-century Milan. Carbon dating analysis (20) confirmed this date. Further scientific evidence (21) been provided by infra-red photography. This indicates that the picture was painted by a left-handed artist. Leonardo da Vinci, as is well known, was left-handed.



Perhaps the most convincing (22) of evidence is the fingerprint found on the painting. (23) is from the top of the middle or index finger. The matching fingerprint is on da (24) painting of Jerome in the Vatican collection. This is undisputedly (25) work by da Vinci and was painted at a time when we believe he worked by (26), without assistants. There is therefore a strong probability that this is Leonardo's own fingerprint.

If it is proved that this is a painting by Leonardo then (27) can only speculate as to its potential value on the open market. We all know that (28) works by da Vinci are incredibly rare and, as (29) is the world's most famous old master, any work of (30) which does come up for sale is likely to reach a phenomenal sum.

Articles, demonstratives and quantifiers

Before you start

- 1 Review these intermediate grammar points and check you know them.

Articles

- 1 We use the indefinite article *a* before consonant sounds (*b, d, k, t, s*, etc.) and before *u/eu* when pronounced /j/: *a brainwave, a doctor, a university, a euphemism*
We use *an* before vowel sounds (*a, e, i, o, u*) and words that start with silent *h*:
an article, an engineer, an umbrella, an hour, an honest mistake, an R
 - We use *a/an* with singular countable nouns: *a garage, an opinion*
 - We use *a/an* to introduce a concept:
*They're building **a new block of luxury apartments** at the end of our street.*
 - We use *a/an* to refer to something indefinite, i.e. any one of many, not a specific one:
*I'd love to live in **a luxury apartment** one day.*
- 2 We use the definite article *the* with singular countable nouns (*the garage*), plural nouns (*the latest computers*) and uncountable nouns (*the purest water*).
We can omit *the* with uncountable and plural nouns: *peace, efforts*

Quantifiers

- 1 Quantifiers are used before a noun to specify the amount or quantity.
They are words such as *some, any, much, many* and *a lot of*.
- 2 We use *some* and *any* for indefinite quantities, i.e. when we don't specify how much or how many of something. We usually use *some* in positive sentences, *any* in questions and negatives:
*I've got **some** money, so you don't need to bring your wallet.*
*'Have you got **any** coins for the meter?' 'Well, I've got **some** 10p and 20p coins, if that's OK.'*
*You've got **some** interesting ideas, but you haven't got **any** money to back them.*
- 3 We use *much* and *many* in questions and negatives, but we prefer to use *a lot of* in positive statements:
*'I haven't got **much** time. Can you hurry?'*
*'Don't hurry. I've got **a lot of** spare time today.'*

Demonstratives

- 1 We use the demonstratives *this/these* to refer to someone or something known or close to the speaker, and *that/those* for someone/something further away:
*'I think **these** shoes are lovely.'* *'Really? I prefer **those** in the window.'*
- 2 Demonstratives can express closeness or distance in time as well as space:

	CLOSE	DISTANT
space	Look at this MP3 player – it's tiny. I think these shoes are lovely.	Can I see that MP3 player on the top shelf? Look at those shoes at the back of the window.
time	What are you doing this weekend? These last two weeks have been difficult for me.	Do you remember that weekend in 2005? Those were the happiest years in my childhood.

2 Read the information and identify examples of articles, demonstratives and quantifiers.

THE UNITED NATIONS is an international organisation founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security.

The work of the United Nations reaches every corner of the globe. Although best known for peacekeeping, conflict prevention and humanitarian assistance, there are many other ways the UN affects our lives and makes the world a better place. The UN works on a broad range of fundamental issues in order to achieve its goals and coordinate efforts for a safer world for this and future generations.



3 Complete the diagnostic test below.

A Complete each sentence with *a/an, the* or – (no article).

- 1 My children want me to buy them angora rabbit. ➤ Unit 6.2
- 2 New initiatives to help unemployed are to be announced later today. ➤ Unit 6.2
- 3 Next week I'll be reviewing stunning new film from Quentin Tarantino. film stars Harvey Keitel and Uma Thurman. ➤ Unit 6.3
- 4 Yesterday evening's programme about sun's future worried a large number of viewers. ➤ Unit 6.3
- 5 Researchers generally feel that yoghurt aids digestion. ➤ Unit 6.4
- 6 The scientist Edward Jenner was inspired by hope of eliminating diseases through vaccination. ➤ Unit 6.4
- 7 We recommend that children and teenagers are inoculated against meningitis. ➤ Unit 7.1
- 8 I learnt to play piano when I was a child, but gave it up in my teens. ➤ Unit 7.2

B Choose the correct words in *italics* (– = no article). If two options are possible, choose both.

- 1 There's *an / the / –* Indian restaurant in the town centre, isn't there? ➤ Unit 6.2
- 2 Use – / *the / your* thighs to take the strain when lifting something heavy. ➤ Unit 7.2
- 3 It costs £20 *a / an / per* hour to hire the squash court. ➤ Unit 7.3
- 4 *Every / All / Each* the children in the school have to take up at least one sport. ➤ Unit 8.1
- 5 Retailers should return *both / both of / some* the new models for a safety check. ➤ Unit 8.1
- 6 Advanced calculus is such a difficult subject that *a few / few / little* students have great success in it. ➤ Unit 8.2
- 7 My parents grew up in the 1950s. In *the / these / those* days there was far less freedom than there is now. ➤ Unit 8.3
- 8 This ruling only covers those *of you / you / ones* who are over eighteen. ➤ Unit 8.3
- 9 *This / That / A* man I'd never met before asked if he could borrow £10! ➤ Unit 8.3
- 10 Look at the butterfly on that flower. I've never seen one – / *this / that* pretty before. ➤ Unit 8.3

4 Check your answers on page 384. Then go to the unit for more information and practice.

6 Articles

In 1907 an English soldier set up an organisation to educate boys, particularly in outdoor pursuits. The soldier was Robert Baden-Powell, who became Lord Baden-Powell, and the organisation was the beginning of the World Scout Movement.



1 Form

Articles (*a/an, the*) precede nouns and some other words (e.g. *few, little* and adjectives) in a noun phrase:

*Can I have **a few small paper clips**? I managed to get **the last gold charm bracelet** in the sale.*

The article is usually the first word in a noun phrase, but note

- *all/both/half + the:*
*Have you received **all the** information? You've only paid **half the** outstanding amount.*
- *quite/rather/such/what/half + a/an:*
*I've got **quite a** difficult problem to sort out in my maths course.*

2 Naming, describing and classifying

We use *a/an* when we name or describe something:

*That's **a** scarab beetle.*

*'What's that?' 'It's **an** enormous anthill.'*

*We've just seen **a** really interesting film.*

Although *a/an* is similar in meaning to *one*, it is not identical:

*There's **a** room available at the Marriott on Friday night.*

(= at least one room, and maybe more than one. The exact number isn't important.)

*There's **one** room available at the Marriott on Friday night.*

(= There is only one room available.)

We use *a/an* when we refer to one example of a group, e.g. a profession or a species:

*Judith's daughter is studying to become **a** solicitor.*

***An** African elephant has larger ears than **an** Indian elephant.*

We usually refer to the whole group with the plural, without the definite article

(► [Unit 6.4](#)):

~~✗ *The African elephants have larger ears than the Indian elephants.*~~

✓ *African elephants have larger ears than Indian elephants.*

FORMALITY CHECK In more formal contexts we use *the* with a singular noun to generalise about a whole group or species:

***The** African elephant has larger ears than **the** Indian elephant.*

We only use *a/an* when we talk about one example in a group or species:

***An** elephant walked right past our hut yesterday evening. (= an individual elephant)*



We do NOT use *a/an* when we refer to the whole group, i.e. all members of the group:

~~✗ *Ruthless poachers hunt **an** elephant for the valuable ivory of its tusks.*~~

✓ *Ruthless poachers hunt **the** elephant for the valuable ivory of its tusks.*

✓ *Ruthless poachers hunt elephants for the valuable ivory of their tusks.*

We can also use *the* with an adjective to refer to a group of people (► [Unit 12.5](#)):

***The homeless** will be removed from the streets and placed in hostels.*

This is possible with nationality adjectives that end in *-ch, -sh, -ese* and *-s*, e.g. *the French, the Welsh, the Chinese, the Swiss*. For other nationalities, we have to use a plural noun:

***The French** are known for their cuisine, but in my opinion **Italians** know better how to combine good food with a healthy diet.*

3 Known or unknown information

We use *a/an* to introduce information (i.e. a noun) that is not known to our listener/reader; but we use *the* when the information is known. Therefore, we usually use *a/an* for the first reference to something in a text, but *the* for subsequent references:

*In 1907 an English soldier set up **an organisation** to educate boys ... **the organisation** was the beginning of the World Scout Movement.*

We do not always have to mention something for it to be known to the listener.

We consider that it is known in the following situations:

SITUATION	EXAMPLE
something is unique, i.e. there is only one of it	<i>The organisation was the beginning of the World Scout Movement. The BBC's funding is under threat again.</i>
superlatives	<i>Is Michael Schumacher the greatest motor racing driver ever?</i>
the context makes it 'known'	<i>'Has the last candidate arrived yet?' 'Yes, she's in the boardroom.'</i> (= the only boardroom in the office)
the speaker's and listener's shared knowledge makes it 'known'	<i>Mum's out – she's gone to the dentist.</i> (we both know which dentist she goes to)
a defining relative clause makes it 'known'	<i>Zadie Smith is the writer who shot to fame with the publication of her first novel 'White Teeth'.</i>
a prepositional phrase makes it 'known'	<i>Croatia today is like the Greece of thirty years ago – unspoilt and not overrun by tourists.</i> <i>Meet me in the café next to the bus stop.</i>

4 General and specific

With plural nouns and uncountable nouns we use either *the* or no article. We don't use an article when we want to refer to a group or class in general. Compare:

***Tourists** are often blamed for changing the character of a town.* (= all tourists)

*Did you notice what **the tourists** in the castle were doing?* (= specific tourists)

*It is commonly accepted today that **brown bread** is good for you.*

*Did you remember to get **the brown bread** out of the freezer?*



We only use an article before an abstract noun if we wish to talk about a specific type of the noun:

~~It is impossible to live in a world without the hope.~~

*✓ It is impossible to live in a world without **hope**.* (hope in general)

***The hope** of finding a cure for cancer drives a lot of medical research.*

(the specific hope of finding a cure for cancer)

We do not use an article in front of nouns such as *hospital*, *prison*, *school* if we are focusing on their function, i.e. school as a place of learning or prison as a place of punishment/correction:

*Can children leave **school** at fourteen in your country?*

*Rick's son is in **prison** for burglary.*

If we focus on the physical place or building, we do use an article:

*Is there **a school** in the village or do the children have to go to the town?*

*Joanne is an administrative officer at **the prison**.*

ACADEMIC ENGLISH The definite article is very common in academic English, particularly with a prepositional phrase that identifies the noun:

*Motorised boats harm **the ecology of waterways**, unless their use is kept at a low level ...*

Practice

1 Match the sentences in each group with their meanings, A, B and C, as in the example.

- | | | | |
|---|---|---|----------------------|
| 1 | 0 | Teachers are often blamed for failures in education. | <i>B</i> |
| | 1 | The teacher is often blamed for failures in education. | ..... |
| | 2 | The teachers were blamed for failures in the boy's education. | ..... |
| | A | This describes specific teachers at one school. | |
| | B | This describes teachers in general. | |
| | C | This describes teachers in general and is used in formal contexts. | |
| 2 | 1 | We'll have lunch in a restaurant in Burton Street. | ..... |
| | 2 | We'll have lunch in the restaurant in Burton Street. | ..... |
| | 3 | We'll have lunch in the restaurant that does the two-course special. | ..... |
| | A | We know which restaurant – the only one in Burton Street or the one we usually go to. | |
| | B | We know which restaurant because we've defined it. | |
| | C | We don't know which restaurant – there are several in Burton Street. | |
| 3 | 1 | The Swiss are known for their neutrality in times of conflict. | ..... |
| | 2 | By winning this latest event, the Swiss has ended a magnificent year. | ..... |
| | A | This talks about one person. | |
| | B | This talks about a group of people. | |
| 4 | 1 | Lewis has been in hospital for several weeks. | ..... |
| | 2 | Lewis has been at the hospital for several weeks. | ..... |
| | A | Lewis is a builder doing a job that is taking several weeks. | |
| | B | Lewis has been ill for several weeks. | |
| 5 | 1 | Most psychologists feel it is better to release anger than to suppress it. | ..... |
| | 2 | I couldn't contain the anger I felt when I read the article. | ..... |
| | A | This talks about a feeling in general. | |
| | B | This talks about a feeling on a specific occasion. | |

2 **GRAMMAR IN USE** Read this story and complete it with the correct article: *a/an, the* or – (no article). **2.10** Listen and check.

I FIRST EXPERIENCED terror when I was seven. My parents were living in wartime London when I was born, but my father died when I was one and my mother decided to leave (1) city and move to (2) countryside. A great-aunt of hers lived in (3) cottage in North Wales, and there she brought me up in (4) relative peace and security. (5) locals were all very friendly to us and accepted us without question, and I had (6) blissful childhood.

One day I arrived home from (7) school to find my mother clutching (8) telegram, in floods of tears. (9) telegram informed her that her father – my grandfather – had died. His funeral would be in three days and we had to go to London. I had never been outside (10) village and I was really excited at the thought of going to (11) capital city. So, two days later, we boarded (12) train to London. It was (13) first time I had been on a train and I was overwhelmed by (14) excitement of such an adventure. Several hours later we arrived. I clutched my mother's hand as we stepped down from (15) train. (16) station was full of people rushing home from (17) work and it was quite dark. Now (18) fear was starting to creep into my mind. Then, suddenly, we were in (19) street outside the station. I had never seen so many people, buses and cars, nor heard so much noise. I was terrified. I opened my mouth and the wail that I let escape was one of (20) sheer terror.

3 Find and correct the mistakes in seven of these sentences. Tick (✓) the correct sentences.

- 1 Training courses for several companies are held at university in the summer.
- 2 Have you ever seen a such beautiful sight?
- 3 We don't have many books on ancient history. They're on a shelf near the back.
- 4 New measures are being put in place to help unemployed find work.
- 5 Many parents say that the happiness of holding one's first child is never surpassed.
- 6 Could you take some more chairs into a garden? We're expecting about 20 people.
- 7 The children under twelve aren't allowed in to see this film without an adult.
- 8 The Venus flytraps are an example of a carnivorous plant.
- 9 Linda Gray was sentenced to three months at the prison for her role in the robbery.
- 10 Many elderly people value the domestic cat for its companionship.

4 **GRAMMAR IN USE** Read the following information about the Scout Movement. Write eleven more missing articles in the correct places. 2.11 Listen and check.

[Home](#)
[Join](#)
[About](#)
[Shop](#)
[History](#)
[Contact Us](#)
[be prepared ...](#)

The World Scout Movement

The

Scout Movement has rich and exciting history which has led to it becoming leading global youth movement of today. Here you can find information about founder of movement, Lord Baden-Powell, and other interesting facts about scouting.

There are more than 28 million Scouts, young people and adults, male and female, in 160 countries and territories. Some 300 million people have been Scouts, including prominent people in every field.

This is impressive, considering that scouting began with twenty boys and experimental camp in 1907. It was held during first nine days of August in 1907 on Brownsea Island, near Poole in Dorset, England.



Camp was a great success and proved to its organiser, Robert Baden-Powell, that his training and methods appealed to young people and really worked.

In January 1908, he published first *Scouting for Boys*, a book issued in fortnightly parts at four pence each. It was immediate success. Baden-Powell had only intended to provide method of training boys, something that existing youth organisations could adopt. To his surprise, youngsters started to organise themselves into what was destined to become – and is today – world's largest voluntary youth movement.

7 Fixed common uses

1 No article

names and titles	<i>James, Chris Graham, President Obama, Mr Jones</i>
continents and most countries	<i>Europe, Africa, Asia, Japan, Argentina, Slovenia</i>
cities, roads, squares, parks	<i>Vancouver, Princes Street, Times Square, Hyde Park</i>
mountains and lakes	<i>Mount Everest, Mount Kilimanjaro, Lake Victoria</i>
named buildings and institutions	<i>Central Station, Yale University¹</i>
named shops and companies	<i>Walmart, Harrods, Siemens, Toyota</i>
materials, liquids, gases	<i>made of silk, fry in olive oil, breathe pure oxygen</i>
meal(time)s	<i>Have you had breakfast? See you at lunch.</i>
sports	<i>She plays both tennis and squash very well.</i>
illnesses	<i>He's got lung cancer. She's had German measles.</i>
languages and school subjects	<i>He speaks Swahili. I'm studying physics and biology.</i>
magazines	<i>Cosmopolitan, Vogue, Newsweek²</i>
noun + number	<i>The train goes from Platform 10. See page 45.</i>

¹ Many large organisations include the definite article in their name:

The United Nations, The World Health Organisation.

² Magazine titles which express a job or function tend to have the definite article:

The Spectator, The Economist, The New Statesman.

2 Definite article *the*

some countries	<i>the United States (and other plurals), the Republic of China</i>
geographical names/physical environment	<i>the West, the Pyrenees, the Pacific Ocean, the Black Sea, the Rhone, the Thames, the city, the country</i>
time, date (spoken), periods	<i>during the day, in the morning, (BUT at night), the tenth of May, the tenth century, the Enlightenment</i>
the media (the form of art/entertainment)	<i>Let's go to the theatre at the weekend. We tend to listen to the radio for news.³</i>
measurements	<i>You can buy saffron by the gram.</i>
musical instruments	<i>She plays the violin.</i>
newspapers	<i>the Times, the Herald Tribune, the Daily Mirror</i>
in some grammatical constructions and superlatives	<i>the more the merrier, all the better, the most dangerous profession, the last time, the only one</i>
noun + of	<i>the University of California, the Gulf of Mexico</i>

³ We don't use the article with *television/TV* unless we refer to the physical object:

Is there anything on TV tonight? (the media) *You left your keys next to **the** TV.* (physical set)

When we think of the institution, profession or academic subject, we don't use an article:

*She works in **television**. I'm studying **film** in my final year.*

We use *the cinema/the theatre* to refer to the experience: *We're going to **the** cinema tonight.*



We usually use a possessive adjective (not *the*) to refer to parts of the body:

X *Put **the** hand up if you know **the** answer.* **✓** *Put your hand up if you know the answer.*

We can use *the* in a prepositional phrase: *I get a sharp pain in **the** ankle when I stand up.*

3 Indefinite article *a/an*

jobs, nationalities and beliefs	<i>I'm a structural engineer. Fabio Capello's an Italian.</i>
large numbers and fractions	<i>a hundred thousand a million a fifth a hundredth</i>
prices, speeds, frequency	<i>two dollars a (per) kilo 20km an hour once a day</i>

Practice

1 Complete these sentences with *a/an, the* or – (no article). 2.12 Listen and check.

- | | |
|---|--|
| 1 He's got asthma. | 12 There's a list on page 190. |
| 2 The ring is just a band of gold. | 13 Can you ski on Mont Blanc? |
| 3 It prints seven pages minute. | 14 How well does he play baseball? |
| 4 It's the tallest building in
United Arab Emirates. | 15 We all need oxygen. |
| 5 Let's have a weekend in Pyrenees. | 16 We've had over hundred
applicants. |
| 6 They reduced the price by third. | 17 He has a job in television. |
| 7 It's in Tasman Sea. | 18 Harry worked as architect all
his life. |
| 8 It appeared in <i>New York Times</i> . | 19 The earlier you can get here, better. |
| 9 What's for dinner? | 20 She works for a magazine called
<i>Hello</i> . |
| 10 I'll meet you in Central Park. | |
| 11 They're flying to Seychelles. | |

2 **GRAMMAR IN USE** Find and correct ten more mistakes with articles.

 2.13 Listen and check.

- MAC Oh, Carl. I've been meaning to ask you. How did your job interview go?
- CARL It was fine. They offered me the job.
- MAC Really? That's great. Where's it based?
- CARL In their headquarters ^{the} in city centre.
- MAC Oh, of course. It's the Supersave. You told me last week.
- CARL Yes, that's right.
- MAC Is it a big organisation?
- CARL Huge – over the hundred thousand employees.
- MAC Will you like that?
- CARL I think so. In my last job I was manager in a really small company, but there was nowhere to go from there.
- MAC And now you're back to being a salesman again – it'll be a long way up!
- CARL All better! It gives me something to aim for.
- MAC Is it an American company?
- CARL Well, it's from Netherlands originally, but it's based here now.
- MAC Where did you see the ad for the job?
- CARL It was in *Herald Tribune*, but it was a smallest job ad I'd ever seen. I could easily have missed it.
- MAC Maybe they didn't want hundreds of applicants! Will you have to travel much now?
- CARL Yeah, probably. They said in the interview they thought I'd be away two weeks the month on average.
- MAC Janey won't like that ...
- CARL No, but she'll like some of the other aspects of the job, like the sports centre membership. She'll be able to play a tennis whenever she wants, free.
- MAC That sounds good. Well, congratulations, let me shake the hand!

