

UNIT 12

Nouns - Articles

Countable/Uncountable Nouns



There is **an** egg.
 There are **some** peppers.
 There is also **some** chocolate.
 What else is there in the picture?

Nouns can be countable or uncountable.

◆ **Countable nouns** are nouns which we can count. They have singular and plural forms.

e.g. a **key**, two **keys**, three **keys**

The plural is formed as follows:

Regular Plurals		Irregular Plurals	
jacket	⇒ jackets	child	⇒ children
watch	⇒ watches	man	⇒ men
tomato	⇒ tomatoes	woman	⇒ women
baby	⇒ babies	foot	⇒ feet
leaf	⇒ leaves	tooth	⇒ teeth
		goose	⇒ geese
But	radio ⇒ radios	mouse	⇒ mice
But	toy ⇒ toys	sheep	⇒ sheep
But	cliff ⇒ cliffs	ox	⇒ oxen
		deer	⇒ deer
		fish	⇒ fish
		louse	⇒ lice

◆ **Uncountable nouns** are nouns which we cannot count. They do not have different plural forms.

Uncountable nouns include:

many types of food: spaghetti, yoghurt, cheese, flour, butter, meat, etc.
liquids: water, coffee, soda, lemonade, oil, petrol, tea, etc.
materials: silver, wood, crystal, plastic, porcelain, etc.
abstract nouns: freedom, love, justice, beauty, help, education, knowledge, etc.
others: news, advice, information, weather, furniture, luggage, baggage, hair, accommodation, behaviour, equipment, fun, research, rubbish, litter, etc.

Countable nouns:

- ◆ can take singular or plural verbs.
e.g. The **book** is on the table.
The **books** are on the table.
- ◆ always go with **a/an/the/my**, etc. in the singular.
e.g. I bought **an umbrella**. (NOT: ~~I bought umbrella.~~)
- ◆ can be used alone or with **some/any/many/few** in the plural.
e.g. I love **carrots**.
I'm going to buy **some carrots**.

Uncountable nouns:

- ◆ always take singular verbs.
e.g. **Sugar** is fattening.
Honey comes from bees.
- ◆ do not go with **a/an/one, two**, etc.
e.g. I like to drink **milk**. (NOT: ~~I like to drink a milk.~~)
- ◆ can be used alone or with **some/any/much/little/the/my**, etc.
e.g. Remember to buy **(some) cheese**.

Note: We can use **a/an, one/two**, etc. with uncountable nouns such as coffee, tea, lemonade, etc. when we are referring to a cup, glass, bottle, etc. of a certain liquid:

e.g. Can we have **two coffees** and **two teas**, please?
 (= two cups of coffee and two cups of tea)

Compound Nouns

Some nouns can be used as countable or uncountable, with a difference in meaning. Study the examples below:

- I want **a glass** of water.
- That statue is made of **glass**. (the material)
- She found **a hair** on his jacket.
- He combed his **hair**. (all the hair on his head)
- I'll go and buy **a paper**. (newspaper)
- I want **some paper**, please. (the writing material)
- We've got to buy **an iron**. (for ironing clothes)
- The table is made of **iron**. (the material)
- We've got **a spare room** in our house.
- Sit here. There's plenty of **room** for all of us. (space)

1 Fill in the gaps with a, an or some.

- | | | |
|---------------------|---------------|------------------|
| 1 <i>some</i> paint | 4 chair | 7 umbrella |
| 2 apple | 5 rose | 8 lemon |
| 3 flowers | 6 bread | 9 cherries |

We can use both uncountable nouns and plural countable nouns after phrases of quantity such as: **a jar/bottle/piece/loaf/cup/bar/glass/kilo/carton/bowl/can/jug/slice/pot/tin/packet**, etc. + *of*
e.g. He drank **a bottle of water**. I need **a kilo of potatoes**.

2 Fill in the gaps with an appropriate noun + of to indicate quantity.



- | | |
|-------------------------------|-------------------|
| 1 a ... <i>jar of</i> ... jam | 7 a ketchup |
| 2 a rice | 8 a bread |
| 3 a tuna | 9 a cheese |
| 4 a soda | 10 a milk |
| 5 a butter | 11 a bread |
| 6 a water | 12 a coffee |

Compound nouns are nouns that are made of two or more parts and are formed as follows:

- ◆ **noun + noun**. The plural is usually formed by adding **-s/-es** to the second noun.
e.g. bus driver ⇒ bus drivers
- ◆ **-ing form/adjective + noun**. The plural is formed by adding **-s/-es** to the noun.
e.g. rocking-horse ⇒ rocking-horses
dining room ⇒ dining rooms
darkroom ⇒ darkrooms
- ◆ **noun + in-law**. The plural is formed by adding **-s** to the noun. e.g. brother-in-law ⇒ brothers-in-law
- ◆ **noun + adverb**. The plural is formed by adding **-s** to the noun. e.g. passer-by ⇒ passers-by
- ◆ **verb + adverb particle**. The plural is formed by adding **-s** to the word.
e.g. breakdown ⇒ breakdowns

3 Match the items in column A to the ones in column B to make compound nouns. Then, form the plural.

1 - d keyhole - keyholes

Column A	Column B
1 key	a glove
2 light	b box
3 swimming	c away
4 push	d hole
5 sailing	e up
6 get	f bulb
7 compact	g print
8 foot	h pool
9 rubber	i disc
10 letter	j boat
11 break	k in
12 let	l down

4 Write the plural of the following nouns.

- | | |
|---------------------------------|-----------------------|
| 1 wife <i>wives</i> | 7 dictionary..... |
| 2 stepmother..... | 8 teapot..... |
| 3 father-in-law..... | 9 mouse..... |
| 4 safe..... | 10 brush..... |
| 5 workbook..... | 11 parking space..... |
| 6 sister-in-law..... | 12 watch..... |

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Singular/Plural Verb Forms

We use singular forms with:

- ◆ nouns which end in **-ics** such as *athletics, economics, electronics, gymnastics, mathematics (maths), physics, politics, etc.*
e.g. *Mathematics is my favourite subject at school.*
- ◆ nouns which describe illnesses (*flu, pneumonia, etc.*), including those which end in **-s** (*measles, mumps, etc.*).
e.g. *Pneumonia is a serious illness.*
- ◆ plural nouns when we talk about an amount of money, a time period, distance, weight, etc.
e.g. *A hundred thousand dollars was paid for an 18th century painting. (We refer to the total amount of money.)*
Two years is a long time to be unemployed.
- ◆ group nouns such as *family, team, group, crowd, class, company and government*, when we mean the group as a unit. But we use plural verbs when we mean the individuals that make up the group.
e.g. *My family is very important to me. (We mean the family as a unit.)*
My family are going away next weekend. (We mean the individual members of the family.)

We use plural forms with:

- ◆ the nouns *people, police, clothes and stairs*.
e.g. *The police are looking for the bank robbers.*
- ◆ nouns which refer to objects that consist of two parts, such as
trousers, shorts, shoes, gloves, pyjamas, tights, glasses, earrings, socks, scissors, etc.
We do not use *a/an* or a number with these words. We use the phrase **pair of...** instead.
e.g. *Where are my glasses?*
I need a new pair of glasses.

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Fill in *a, an* or *some* where necessary.

- 1 We booked ...*a*... room in the Grand Hotel.
- 2 The police found glass from the broken window on the ground.
- 3 There is room for five people in my car.
- 4 She usually drinks glass of orange juice in the morning.
- 5 There was hair in my soup.
- 6 I need paper to write my letters on.

- 7 Her hair is long and blonde.
- 8 The Eiffel Tower is made of iron.
- 9 He decided to buy paper to read on the train.
- 10 I have got iron, but it is very old.

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Underline the correct word.

- 1 A: How many biscuits **was/were** there in the tin?
B: I don't know.
- 2 A: These trousers **is/are** too long.
B: You must have bought the wrong size.
- 3 A: My hair **is/are** a mess today.
B: Don't be silly. You look lovely.
- 4 A: I need some new socks.
B: There **is/are** a new pair in that bag for you.
- 5 A: What happened to that escaped criminal?
B: The police **is/are** still looking for him.
- 6 A: Did you see Steve at the party?
B: No. There **was/were** too many other people there.
- 7 A: Do you like my new shoes?
B: Oh yes. My shoes **is/are** very similar, actually.
- 8 A: I can't stand people who never **do/does** anything for themselves.
B: Nor can I. No one should depend totally on others.
- 9 A: My shorts **is/are** dirty.
B: Well, you'll have to wear a skirt.
- 10 A: The stairs in the cathedral **was/were** very steep.
B: Yes. I was exhausted when I reached the top.

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Fill in *is* or *are*.

- 1 Be careful! Those scissors ...*are*... very sharp.
- 2 Maths John's favourite subject at school.
- 3 The police investigating the crime.
- 4 These trousers too big for me.
- 5 The stairs in my house made of wood.
- 6 His new furniture very modern.
- 7 The weather going to be bad this weekend.
- 8 My advice that you get a new job.
- 9 His new clothes very fashionable.
- 10 The team all training hard for Saturday's match.
- 11 The money in the jar for this week's shopping.
- 12 My pyjamas not on my bed. Where they?
- 13 Mumps a childhood disease.
- 14 My luggage in the car already.
- 15 Your hair very long again.
- 16 Tom's gloves made of soft leather.
- 17 The class all working on a project together.
- 18 Athletics my favourite sport.
- 19 My shoes too small for me now.

The Indefinite Article 'A' / 'An'

a + consonant sound (/b/, /d/, /g/, /f/, /l/, /p/, etc.)

an + vowel sound (/æ/, /e/, /i/, /ɔ:/, /ʌ/, etc.)

a/an is used:

- ◆ with singular countable nouns after the verb to be to say what someone/something is.
e.g. He's a pilot. It's a torch.
- ◆ with the verb have (got).
e.g. Mary has (got) a car.
- ◆ in certain expressions when we want to show how often we do something.
e.g. She goes shopping twice a month.

a/an is not used:

- ◆ with uncountable nouns or plural countable nouns. We use some instead of a/an.
e.g. We need some flour and some sugar.
They bought some stamps.
- ◆ before an adjective if it is not followed by a noun. However, if the adjective is followed by a noun, we use a if the adjective begins with a consonant sound and an if the adjective begins with a vowel sound.
e.g. It's a house. It's big. It's a big house.
This is John's car. It's new. It's also an expensive car.

8 Fill in the gaps with a or an.

- | | |
|--------------------------|-------------------------|
| 1an..... open door | 6 computer |
| 2 apple | 7 unusual picture |
| 3 large box | 8 cat |
| 4 building | 9 elephant |
| 5 old man | 10 tall woman |

9 Fill in the gaps with a, an or some.

- 1 A: I saw ...some... nice trousers and lovely dress in a shop today.
B: Did you buy anything?
- 2 A: Would you like fruit?
B: Yes, please. I'll have orange.
- 3 A: Can you give me advice?
B: Yes. You should take holiday.
- 4 A: What's that?
B: It's old diary I found.

- 5 A: That's unusual ring.
B: I know. It's antique.
- 6 A: Did you get card for Bob?
B: Yes, I got him present, too.

One/Ones

We use **one** in the singular and **ones** in the plural to avoid repeating the noun when it is clear what we mean.

- e.g. My new car is much faster than my old **one**. (=my old car)
I don't usually wear silver earrings. I wear gold **ones**. (=gold earrings)

A(n)/One

- ◆ We use **a/an** to refer to an unspecified thing. It means **any one**.
e.g. She bought a blouse. (We are not talking about a specific blouse.)
We use **one** when we are counting, to put emphasis on number.
e.g. She bought **one** blouse. (She didn't buy two blouses.)
- ◆ We use **a/an + adjective + one**.
e.g. I'm looking for a flat. I want a **big one**.
(NOT: I want a ~~one~~.)
- ◆ We use **one** with the words **night/morning/day/time**, etc., usually in narration.
e.g. **One night** there was a terrible storm.
- ◆ We use **one** or **one of ...** when we mean one person/thing out of many. It usually contrasts with **other**.
e.g. **One** book was about history, but **the others** were about geography.
One of my friends is a vet.
- ◆ We use **a/an** or **one** with no difference in meaning when counting or measuring time, distance, weight, etc.
e.g. He paid **a/one** hundred pounds for the ring.
We need **a/one** kilo of potatoes.
Sandra will be away for **a/one** year.

10 Fill in a, an, one or ones.

- 1 I'm looking for ...a... book about animals. Do you have any?
- 2 There was book about animals, but the others were adventure stories.

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- 3 They saw old film at the cinema yesterday.
- 4 I don't like these boots, but I really like the you're wearing.
- 5 Tom found mouse in the kitchen, so he put mousetraps everywhere.
- 6 morning there was a power cut.
- 7 I'm looking for bag. I need a large
- 8 There were two dresses in the shop I liked, but I only bought

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Fill in the gaps with *a, an* or *some*.

- A: It's your birthday soon. What would you like as 1) ...*a*... gift?
 B: Actually, there are lots of things I want, so I'll give you 2) list.
 A: Alright, I'll write it down.
 B: First, I need 3) new bike. I would also like 4) clothes and 5) money.
 A: A bike is 6) expensive gift, and we bought you 7) good one two years ago.
 B: Well, you could buy me 8) guitar instead!
 A: But you can't play the guitar!
 B: I know, but I want to learn.
 A: So, you mean you want me to pay for 9) lessons too?
 B: Yes, please!

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Fill in *a, an* or *one*.

- A I bought 1) ...*a*... set of plates yesterday, but I have broken 2) of them already. I can't have 3) dinner party without 4) full set of plates.
- B 1) day, I will buy 2) cottage in the country. It will have 3) big garden so I will be able to keep 4) dog.
- C I need 1) car. I want 2) with power steering and 3) sun roof. I can afford 4) second hand car, but I'd rather buy 5) new 6)
- D Suddenly there was 1) knock at the door. 2) old man stood outside. He was wearing 3) suit and carrying 4) suitcase in 5) hand and 6) umbrella in the other.
- E There were 1) dozen people in the room and not 2) of them knew how to use 3) computer.
- F 'I have 1) terrible headache. I think I will take 2) tablet and lie down for half 3) hour.' 'I hate headaches. I had 4) yesterday at work.'

13

Look at the table. In pairs, ask and answer questions using a suitable verb from the list, as in the example.

mine, produce, grow, find

e.g. SA: *Are diamonds mined in China?*

SB: *No, they aren't. They're mined in South Africa.*



- | | |
|-------------------------|------------------------|
| 1 diamonds/South Africa | 5 bananas/West Indies |
| 2 Edam cheese/Holland | 6 timber/North America |
| 3 tea/India | 7 pandas/Tibet |
| 4 silk/China | 8 olive oil/Italy |

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Rewrite the sentences in the passive.

- 1 You need a lot of experience for this job.
A lot of experience is ...*needed for this job*....
- 2 The hairdresser washed my hair.
My hair
- 3 Paul's mother bought him some trousers.
A pair of trousers
- 4 Many children catch measles.
Measles
- 5 They gave me very good advice.
The advice
- 6 They paid a hundred pounds for the table.
A hundred pounds
- 7 All children study mathematics at school.
Mathematics
- 8 It is reported that the weather is fine in London today.
The weather
- 9 They called the police when they discovered the burglary.
The police
- 10 He showed us the accommodation before we booked it.
The accommodation
- 11 They gave us some good news.
The news
- 12 We do research in this laboratory.
Research
- 13 The porter took their luggage to their rooms.
Their luggage
- 14 Where do you keep the scissors?
Where
- 15 The policeman directed the traffic past the accident.
The traffic

The Definite Article *The*

The definite article **the** is used with countable and uncountable nouns.

e.g. **the** music, **the** woman, **the** trees

The is used:

- ◆ with nouns when we are talking about something specific, that is, when the noun is mentioned for a second time or is already known. In other words, when we can answer the question 'Who?' or 'Which?'.
e.g. I received a letter and a postcard on my birthday.
The letter was from my parents and *the* postcard was from my friend.
- ◆ with nouns which are unique (*the* sun, *the* moon, *the* Earth, etc.).
- ◆ with the names of rivers (*the* Nile), seas (*the* Black Sea), oceans (*the* Indian Ocean), mountain ranges (*the* Pyrenees), deserts (*the* Gobi), groups of islands (*the* Canary Islands) and countries when they include words such as *state*, *kingdom*, *republic*, etc. (*the* United States).
- ◆ with the names of musical instruments (*the* piano, *the* saxophone) and dances (*the* tango).
- ◆ with the names of hotels (*the* Sheraton Hotel), theatres/cinemas (*the* Odeon Theatre), ships (*the* Queen Mary), organisations (*the* UN), newspapers (*The* Times) and museums (*the* Louvre).
- ◆ with nationality words (*the* Belgians) and names of families (*the* Johnsons).
- ◆ with titles when the name of the person is not mentioned (*the* Duchess of Kent, *the* Queen) *but*: Queen Mary.
- ◆ with the words *morning*, *afternoon* and *evening*.
e.g. He goes home in *the* evening.
- ◆ with the words *station*, *shop*, *cinema*, *pub*, *library*, *city*, *village*, etc.
e.g. She went to *the* station to meet Jim.
- ◆ with historical periods/events (*the* Stone Age, *the* Middle Ages, *the* First World War) *but*: World War I.
- ◆ with the words *only*, *last*, *first* (used as adjectives).
e.g. He was *the* last person to arrive.
- ◆ with adjectives/adverbs in the superlative form.
e.g. She is *the* most intelligent woman I've ever met.
Bob drives *the* most carefully of all.

The is not used:

- ◆ with uncountable and plural countable nouns when talking about something in general, that is, when we cannot answer the question 'Who?' or 'Which?'.
e.g. *Trees* produce oxygen. (*Which* trees? *Trees* in general.)
- ◆ with proper nouns. e.g. *This* is Tom.
- ◆ with the names of countries (*Egypt*), cities (*Rome*), streets (*Oxford Street*), parks (*Hyde Park*), mountains (*Mont Blanc*), railway stations (*Victoria Station*), bridges (*Tower Bridge*), individual islands (*Rhodes*), lakes (*Lake Ontario*) and continents (*Asia*).
- ◆ with the names of sports, games, activities, days, months, celebrations, colours, drinks, meals and languages (when they are not followed by the word 'language').
e.g. I speak *French*. *but*: *The French language* is spoken in some parts of Canada.
- ◆ with the words *this/that/these/those* (*this* bag, *those* cars) *NOT*: *the* this bag
- ◆ with possessive adjectives or the possessive case. e.g. *That* isn't my car — it's *Keith's*.
- ◆ with titles when the person's name is mentioned (*Prince Charles*, *President Reagan*).
- ◆ with two-word names when the first word is the name of a person or place (*Luton Airport*) *but*: *the* White House.
- ◆ with names of pubs, shops, banks and hotels named after the people who started them and end in *-s* or *'s*. *Harrods*, *Lloyds Bank*, *Emma's pub* *but*: *the* Black Bull (pub) (because 'Black' is not a name of a person or place)
- ◆ with the words *school*, *church*, *bed*, *hospital*, *college*, *university*, *court*, *prison* or *home* when we refer to the purpose for which they exist.
e.g. Jack was in *prison*. (He was a prisoner.)
Jack's mother went to *the* prison to see him.
(She went to the prison as a visitor.)
- ◆ with the words *home*, *father/mother* when we talk about our own home/parents.
Father is at home.
- ◆ with means of transport: *by* bus/car/train/plane, etc. e.g. She travelled *by* plane.
- ◆ with the names of illnesses. e.g. He's got *malaria*. *but*: *flu/the* flu, *measles/the* measles, *mumps/the* mumps

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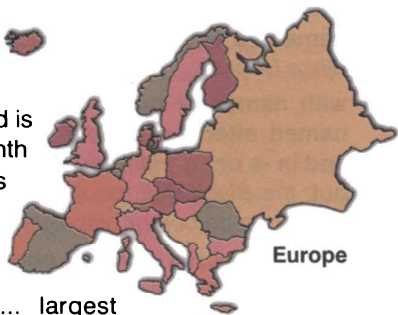
15 Look at the pictures and the prompts and write the names of the nationalities, as in the example.



- | | | | |
|---|---------------------------------|---|-------|
| 1 | <i>the Mexicans</i> | 5 | |
| 2 | | 6 | |
| 3 | | 7 | |
| 4 | | 8 | |

16 Fill in the where necessary.

- 1) Europe is the second smallest continent in
- 2) world and is home to one seventh of
- 3) world's population.
- 4) longest river there is
- 5) River Volga and
- 6) largest freshwater lake is
- 7) Lake Lodoga, in
- 8) north-western
- 9) Russia.
- 10) highest mountain peak is
- 11) Mount Elbrus in
- 12) Caucasus Mountains.
- 13) Europe is bordered towards the north by
- 14) Arctic Ocean, the south by
- 15) Mediterranean Sea and
- 16) Black Sea, the west by
- 17) Atlantic Ocean and the east by
- 18) Asia.
- 19) Europeans are
- 20) people who live in
- 21) Europe.
- 22) association which has been formed to unite
- 23) countries of
- 24) Europe is called
- 25) European Union.



- ◆ We use **the + adjective** (without a noun) to refer to a group of people usually with these adjectives: *poor, rich, sick, injured, elderly, unemployed, homeless, disabled, young, old, dead, blind, deaf, handicapped, mentally ill.*
e.g. *We should respect **the elderly**.*
- ◆ When we want to refer to a group of people, animals or things, we can use:
 - 1 **a/an or the** with singular countable nouns.
e.g. ***A/The lion** is a wild animal. (We mean all lions.)*
 - 2 **plural countable nouns without a/an or the.**
e.g. ***Lions** are wild animals.*
(NOT: ~~The lions are wild animals.~~)

17 Fill in the gaps with **the** and one of the adjectives from the list.

disabled, poor, sick, injured, young, rich, blind, unemployed, elderly, homeless

- 1 In my opinion, the government do not do enough to help ...*the poor*... . They should provide more help for those who don't have much money.
- 2 Sometimes,..... can't find food and shelter and often have to sleep in the streets.
- 3 The government gives money to, providing they are looking for a job.
- 4 I would like to work as a nurse in a hospital and look after
- 5 Life must be easy for, as they can buy whatever they like without worrying about how much they spend.
- 6 Paramedics took to hospital where they were treated.
- 7 There are many choices these days for, as education has improved so much over the years.
- 8 are often helped through daily life by trained guide dogs.
- 9 There are many charities which provide care for by visiting them, taking them out and bringing them meals.
- 10 Town planners should give more thought to the needs of

18 Fill in the where necessary.

- 1 I wanted to do a degree, so I went to ...*the*... university to ask for some information.
- 2 Kevin is eighteen years old and goes to university. He is studying History.

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- 3 In my country, all children over the age of five go to school.
- 4 His father went to school to see his teacher.
- 5 The Prime Minister visited prison and spoke to some of the prisoners there.
- 6 The man was sent to prison because he had robbed a bank.
- 7 People with serious injuries are taken to hospital in an ambulance.
- 8 Amanda went to hospital to visit Paul.

19 Fill in a, an or the where necessary.

Yesterday was 1) ...a... terrible day. I woke up 2) hour later than usual, so I was late for 3) work. 4) manager was angry with me and said I was 5) bad employee. On the way home that evening, I missed 6) bus and had to take 7) taxi. When I got home, I found 8) invitation to 9) party. I went to 10) party, but it was 11) disaster. I didn't know any of 12) people there and I felt bored. I went home again, but I had left 13) keys to my house at 14) party, so I had to climb in through 15) open window. I went to 16) bed in 17) very bad mood.

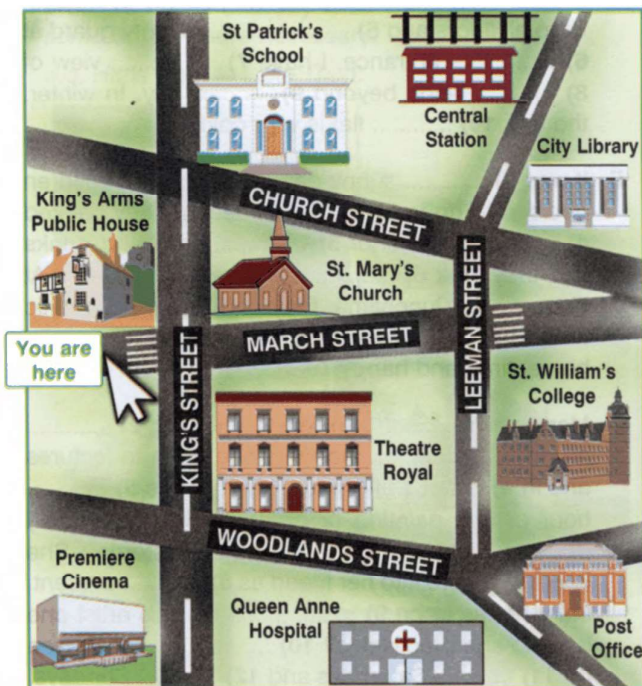
20 Fill in a, an or the where necessary.

- 1 A: Can you tell me the way to ...the... nearest post office, please?
B: Of course. Turn left here and you'll find it on Maple Street.
- 2 A: Would you like ice cream?
B: No, thanks. I'd rather have sandwich.
- 3 A: What shall we have for dinner tonight?
B: Don't make dinner. I'll take you to restaurant.
- 4 A: Where's nearest phone box?
B: I think there's phone box on the corner.
- 5 A: We went to theatre yesterday.
B: Really? What was the name of play you saw?
- 6 A: Shall we go to Paris for the weekend?
B: Oh, yes. I'd love to have weekend away from home.
- 7 A: Can I have apple, please?
B: Yes. There are some apples on table.
- 8 A: Is this Peter's book?
B: No. book over there is Peter's.
- 9 A: What time does train leave?
B: It leaves in few minutes.
- 10 A: I heard amazing story yesterday.
B: What was story about?

21

Look at the map and the prompts below and, in pairs, ask and answer questions, as in the example. Use the where necessary.

e.g. SA: *Where is the City Library?*
SB: *The City Library is in Leeman Street.*



- | | |
|------------------------|-----------------------|
| 1 City Library | 6 Theatre Royal |
| 2 St Mary's Church | 7 Queen Anne Hospital |
| 3 St William's College | 8 King's Arms Pub |
| 4 Premiere Cinema | 9 St Patrick's School |
| 5 Central Station | 10 Post Office |

22

Fill in a, an or the where necessary.

- A 1) life is hard for 2) elderly. Sometimes they need 3) help to get about and do 4) things that 5) younger people take for granted.
- B We went to 1) London by 2) train. 3) train was late, so 4) we had to wait at 5) station for 6) hour. I bought 7) magazine to read and we sat in 8) waiting room.
- C I can't remember 1) name of 2) hotel, but it was 3) large building by 4) sea. It had 5) swimming pool and 6) restaurant. 7) staff were friendly and we had 8) lovely holiday.

UNIT 12

Nouns - Articles

- D** She went to 1) doctor's because she had 2) pain in her stomach. She was given 3) tablet to take and 4) next day 5) pain had gone. She thinks 6) modern medicine is wonderful, now.
- E** I live on 1) top floor of 2) new block of flats in 3) city centre. There is 4) lift to all floors and 5) security guard at 6) entrance. I have 7) view of 8) fields beyond 9) city. In winter, though, 10) flat is very cold.
- F** It was 1) sunny day, so 2) children decided to go to 3) beach. They packed 4) bag full of 5) food and drinks and they took 6) ball to play with. At 7) lunchtime, they had 8) picnic and in 9) evening, they arrived 10) home, tired and happy.
- G** Mary is at 1) university, studying 2) art. In 3) morning, she goes to lectures and in 4) afternoon, she spends 5) hour or two painting or drawing. She painted 6) picture of 7) horse yesterday. She is going to give it to her friend as 8) present. Mary hopes to be 9) famous artist one day, so she practises all 10) time, even on 11) Saturdays and 12) Sundays.

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Underline the correct word(s).

- Katie speaks Spanish/the Spanish fluently.
- All clothes/the clothes in that bag need to be washed.
- Life/The life will be very different in a hundred year's time.
- Swimming/The swimming is a good way to keep fit.
- Jane has gone to library/the library to do some work.
- He was only/the only person who remembered my birthday.
- Potatoes/The potatoes grow underground.
- I always have a cup of coffee in morning/the morning.
- Her children bought her those flowers/the flowers.
- I have been playing piano/the piano since I was eight years old.
- Our plane leaves from Gatwick airport/the Gatwick airport at six o'clock.
- Her husband is in hospital/the hospital, having an operation.

Prepositions

damage to sth	pay sb for sth
demand for sth	rely on sb/sth
fed up with sth	reaction to sth
fond of sb/sth	reason for sth
nice to sb	scared of sb/sth
increase in sth	rise in sth

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Underline the correct preposition.

- My dentist is always nice to/with me.
- What was the reason about/for his behaviour?
- The damage at/to his car could not be repaired.
- I'm fed up to/with staying in – let's go out.
- His reaction about/to the news was surprising.
- There has been an increase to/in temperature.
- I rely to/on my friends if I have a problem.
- There will be a rise in/of school fees next year.
- Janet was scared at/of her French teacher.
- How much did you pay Jason for/about the bike?
- She was very fond of/to her niece and nephew.
- There is very little demand for/about typewriters these days, now that computers are so popular.

Phrasal Verbs

set aside:	save money or reserve a specific time for sth
set sb back:	to cause a delay
set off:	begin a journey; set out
set out:	1) begin a journey; set off 2) (+ to-inf) start trying to do sth
set up:	1) start a business 2) put together a temporary structure

25

Fill in the correct particle.

- My father set ...up... his business in 1978.
- As they set for their picnic, it started to rain.
- Luke was happy. He had done what he set to do.
- We'll set early to avoid the traffic.
- The police had set roadblocks to prevent the criminals leaving the area.
- If I set ten pounds every week I will be able to afford a holiday next year.
- The problems set us, so we didn't finish the project till the following March.

Revision Box

26 There are fourteen unnecessary words in the text below. Cross them out.

- 1 On 8th August 1963, a man was named Bruce
- 2 Reynolds and fourteen of his friends were held up
- 3 a mail train which it was on its way to Glasgow.
- 4 They stole 120 mailbags which containing
- 5 £2,600,000, and took them to a one secret
- 6 house in the country. They had shared out
- 7 the money and then separated. Six of other
- 8 men were being paid to burn down the country
- 9 house for to destroy any evidence, but they
- 10 didn't succeed. The police were found
- 11 the fingerprints of the train robbers and managed
- 12 to catch twelve of the fifteen men.
- 13 The men were sent to the prison, but one
- 14 of them (a man who named Ronnie Biggs)
- 15 escaped in 1965. He had a plastic surgery
- 16 and moved to the Brazil.

27 Change the following into reported speech.

- 1 Anne said to me, 'I'm having a party on Saturday.'
...Anne told me (that) she was having a party on Saturday....
- 2 'I'll speak to you later,' she said to me.
.....
- 3 'Where have you been?' he asked her.
.....
- 4 They said to us, 'Don't go near the water.'
.....
- 5 'Don't be late,' the man said to them.
.....
- 6 'Are you feeling better?' he asked me.
.....
- 7 'Let's go out,' she said.
.....
- 8 He said to me, 'You should go to bed early.'
.....
- 9 The boss asked Mary, 'Can you type?'
.....
- 10 'I might go to Spain next year,' he said to Bill.
.....
- 11 'Do you need any help?' he asked her.
.....
- 12 Mother said to me, 'Go to bed.'
.....

ORAL Activity

Hans recently went on holiday to Switzerland. While he was there, he visited three different places and bought some souvenirs. Look at the pictures and the prompts below and say what Hans did, using *a*, *an*, *some* or *the* where necessary.

e.g. Hans went to Lake Thun.



WRITING Activity

Hans is writing a letter to his friend. He is telling him what he did on his holiday. Look at the Oral Activity again and complete the letter.

Dear Max,

I've just come back from Switzerland and I had a fabulous time. I visited three different places and I bought some souvenirs.

I went to Lake Thun, which was beautiful

.....
.....
.....