

Agreement between subject and verb (1)

A If a sentence has a singular subject it is followed by a singular verb, and if it has a plural subject it is followed by a plural verb; that is, the verb **agrees with** the subject. Compare:

- *She lives* in China. *and* • *More people live* in Asia than in any other continent.

When the subject of the sentence is complex the following verb must agree with the main noun in the subject. In the examples below the subject is underlined and the main noun is circled.

Notice how the verb, in *italics*, agrees with the main noun:

- Many leading members of the opposition party *have* tried to justify the decision.
- The only excuse that he gave for his actions *was* that he was tired.

B Some nouns with a singular form can be treated either as singular (with a singular verb) or plural (with a plural verb):

- *The council has* (or *have*) postponed a decision on the new road.

Other words like this include **association, audience, class, club, college, committee, community, company, crowd, department, electorate, enemy, family, firm, generation, government, group, jury, orchestra, population, press, public, school, staff, team, university**, and the names of specific organisations such as **the Bank of England, the BBC, IBM, Sony**. We use a singular verb if we see the institution or organisation as a whole unit, and a plural verb if we see it as a collection of individuals. Often you can use either with very little difference in meaning, although in formal writing (such as academic writing) it is more common to use a singular verb.

In some contexts a plural form of the verb is needed. We would say:

- The committee usually *raise* their hands to vote 'Yes'. (*not ...raises its hands...*)

as this is something that the individuals do, not the committee as a whole. In others, a singular form is preferred. We would say:

- The school *is* to close next year. (*not The school are...*)

as we are talking about something which happens to the school as a building or institution, not to the individuals that comprise it.

C Some nouns are usually plural and take a plural verb. These include **belongings, clothes, congratulations, earnings, goods, outskirts, particulars (= information), premises (= building), riches, savings, stairs, surroundings, thanks**:

- The company's *earnings have increased* for the last five years.

The nouns **police, people, and staff** also always have a plural verb. The noun **whereabouts** can be used with either a singular or plural verb.

D Some nouns always end in -s and look as if they are plural, but when we use them as the subject of a sentence they have a singular verb (see also Unit 52C):

- The **news** from the Middle East *seems* very encouraging.

Other words like this include **means** (= 'method' or 'money'); some academic disciplines, e.g. **economics, linguistics, mathematics, phonetics, politics, statistics, physics**; some sports, e.g. **gymnastics, athletics**; and some diseases, e.g. **diabetes, measles, rabies**. However, compare:

academic disciplines

- **Politics** *is* popular at this university.

- **Statistics** *was* always my worst subject.

- **Economics** *has* only recently been recognised as a scientific study.

general use

- Her **politics** *are* bordering on the fascist. (= political belief)

- **Statistics** *are* able to prove anything you want them to. (= numerical information)

- The **economics** behind their policies *are* unreasonable. (= the financial system)

EXERCISES

51.1 In the following sentences (i) underline the complex noun that is the subject; (ii) circle the main noun in the subject; and (iii) write the verb in brackets in the space either as a singular verb or plural verb so that it agrees with the main noun. (A)

- 1 The issues which have been considered in the previous sectionallow..... us to speculate on problems that learners might encounter. (allow)
- 2 Smuggling illegal immigrants out of Mexico against the law. (be)
- 3 The country's first general election since it won independence to be held next month. (be)
- 4 The only people who are interested in the book to be lawyers. (seem)
- 5 The view of the manufacturing and tourist industries that the economy is improving. (be)
- 6 An early analysis of the results that the Socialists have won. (show)
- 7 Reliance only on written tests of English to measure language ability to be a cheap option. (appear)

51.2 Complete the following extracts from newspapers with either *was/were* or *has/have*. If both singular and plural forms are possible, write them both. (B & C)

- 1 The crowd growing restless as the day got hotter.
- 2 Sony announced rising profits for the third year running.
- 3 The police issued a warrant for Adamson's arrest.
- 4 When she was found, her face was bruised and her clothes torn.
- 5 The public a right to know how the money is to be spent.
- 6 Thomas was thought to be in Spain, although his exact whereabouts unknown.
- 7 The stairs leading to the exit steep and dangerous, said the report.
- 8 Lord Travers' family lived in the house for twelve generations.
- 9 The college spent over £500,000 on a new sports centre.
- 10 People running in all directions, trying to get away.

51.3 Correct any mistakes in these sentences or put a ✓ if they are already correct. (A & D)

- 1 The island's politics is complex, with over twelve parties competing for power.
- 2 Gymnasts from over 40 countries are competing in Madrid this weekend.
- 3 Economics has become an increasingly popular course at university.
- 4 The latest news of the earthquake survivors are very disturbing.
- 5 Jim's politics has changed considerably since he was in his twenties.
- 6 Diabetes are an illness caused by too much sugar in the blood.
- 7 Recent government statistics show a sharp decline in crime.
- 8 Women's gymnastics are no longer dominated by eastern Europeans.
- 9 Statistics are now compulsory for all students taking a course in engineering.
- 10 Most years, over three hundred athletes competes in the games.
- 11 The economics of the plan is worrying investors.
- 12 Measles is still a fairly serious childhood disease in some countries.

Agreement between subject and verb (2)

<p>A With any of, each of, either of, neither of, or none of and a plural noun we can use a singular or plural verb. However, we prefer a singular verb in careful written English.</p>	<ul style="list-style-type: none"> • I don't think any of them <i>knows</i> (or <i>know</i>) where the money is hidden. • Neither of the French athletes <i>has</i> (or <i>have</i>) won this year.
<p>With a/the majority of, a number of, a lot of, plenty of, all (of), or some (of) and a plural noun we use a plural verb. But if we say the number of, we use a singular verb.</p>	<ul style="list-style-type: none"> • A number of refugees <i>have</i> been turned back at the border. • The number of books in the library <i>has</i> risen to over five million.
<p>With any of, none of, the majority of, a lot of, plenty of, all (of), some (of) and an uncountable noun we use a singular verb.</p>	<ul style="list-style-type: none"> • All the furniture <i>was</i> destroyed in the fire.
<p>With each and every and a singular noun we use a singular verb. (For each of, see above.)</p>	<ul style="list-style-type: none"> • Every room <i>has</i> its own bathroom. <i>but</i> • The boys <i>have</i> each drawn a picture.
<p>With everyone, everybody, everything (and similar words beginning any-, some- and no-) we use a singular verb.</p>	<ul style="list-style-type: none"> • Practically everyone <i>thinks</i> that Judith should be given the job.

B Some phrases with a plural form are thought of as a single thing and have a singular verb. These include phrases referring to measurements, amounts and quantities:

- About three metres *separates* the runners in first and second places.
- The fifty pounds he gave me *was* soon spent.

When a subject has two or more items joined by *and*, we usually use a plural verb:

- Jean and David *are* moving back to Australia.

However, phrases connected by *and* can also be followed by singular verbs if we think of them as making up a single item:

- Meat pie and peas *is* Tom's favourite at the moment. (or Meat pie and peas *are*...)

Other phrases like this include fish and chips, and research and development (or R and D).

C When a subject is made up of two or more items joined by (either) ...or... or (neither) ...nor... we use a singular verb if the last item is singular (although a plural verb is sometimes used in informal English), and a plural verb if it is plural:

- Either the station or the cinema *is* a good place to meet. (or ...are... in informal English)
- Neither the President nor his representatives *are* to attend the meeting.

If the last item is singular and the previous item plural, we can use a singular or plural verb:

- Either the teachers or the principal *is* (or *are*) to blame for the accident.

D After per cent (also percent or %) we use a singular verb:

- An inflation rate of only 2 per cent *makes* a big difference to exports.
- Around 10 per cent of the forest *is* destroyed each year.

However, in phrases where we can use of + plural noun we use a plural verb:

- I would say that about 50 per cent of the houses *need* major repairs.
- Of those interviewed, only 20 per cent (= of people interviewed) *admit* to smoking.

But where we use a singular noun that can be thought of either as a whole unit or a collection of individuals, we can use a singular or plural verb (see also Unit 51B):

- Some 80 per cent of the electorate *is* expected to vote. (or ...are expected...)

EXERCISES

52.1 Complete the sentences with either *is/are* or *has/have*. If both singular and plural forms are possible, write them both. (A)

- 1 A number of shoppers complained about the price increases.
- 2 I can assure you that everything perfectly safe.
- 3 Either of the dentists available. Which one do you want to see?
- 4 The majority of primary school teachers women.
- 5 Each of Susan's colleagues sent her a personal letter of support.
- 6 Although some people find cricket boring, each match different.
- 7 We've got two cars, but neither of them particularly new.
- 8 All the office staff agreed to work late tonight to get the job finished.
- 9 A lot of the pollution caused by the paper factory on the edge of town.
- 10 None of the TV programmes worth watching tonight.
- 11 Researchers have reported that neither of the so-called 'environmentally friendly' fuels less damaging than petrol or diesel.
- 12 I hope everyone a good holiday. See you next term.
- 13 The number of pupils in school with reading difficulties fallen this year.
- 14 Some people the strangest hobbies. My brother collects bottles!
- 15 None of the information particularly useful to me.

52.2 Write sentences from these notes. Choose *is* or *are* as the verb in each case. If you can use either *is* or *are*, put both. (C)

- 1 Prime Minister / her deputy / opening the debate
Either the Prime Minister or her deputy *is* opening the debate.
- 2 Tom / his friends / going to clean the car.
Either ...
- 3 the children / their mother / delivering the letters.
Either ...
- 4 the management / the workers / going to have to give way in the disagreement.
Either ...

52.3 The US computer company Macroworth announced today that it is to move some of its operation to Camford in Britain. Here is an extract from the announcement. Make any necessary corrections to the parts of the verb to be. (Units 51 and 52)



The new premises we plan to occupy in Camford are now being built. The outskirts of this city is an ideal site for a company like ours. R and D are an important part of our work, and next year fifty per cent of our budget are to be spent on our Camford centre. Some of our staff in the US are being asked to relocate, and eventually around ten per cent of our US workforce are to move to Britain. However, the majority of our new employees is to be recruited locally, and we think that the local community are going to benefit enormously from this development. A number of business leaders and the local Member of Parliament is being invited to a meeting next week. Unfortunately, neither the Company President nor the Managing Director of Macroworth is available to address that meeting, but I and other senior managers am to attend.

The possessive form of nouns (Jane's mother)

A

To make the possessive form of nouns in writing, we add 's ('apostrophe s') to singular nouns and to irregular plurals that don't end in -s:

- Philip's car; the college's administrators; the women's liberation movement
- and add ' (an apostrophe) to regular plurals:
- the boys' football boots; the companies' difficulties.

We can use the possessive form of nouns with people or groups of people (e.g. companies), other living things, places, and times. To make the possessive form of names ending in -s (pronounced /z/) we can add either ' or 's:

- It's Derek Jones' (or Derek Jones's) new sports car.

Sometimes we add 's to the last word of a noun phrase, which may not be a noun:

- She's the boy on the left's sister.

B

We can say:

- That old car of Jo's is unsafe. and • A novel of Jim Kerr's has been made into a film.

When we are talking about relationships between people we can also use a noun without 's:

- An uncle of Mark's. (or An uncle of Mark.)

C

The noun following a possessive form can be left out when we talk about someone's home or some shops and services (e.g. the newsagent's, the chemist's, the hairdresser's):

- We're going to Linda's for the evening. (= Linda's home)
- I must go to the butcher's this morning. (= the butcher's shop) (Notice that in cases like this we can also use the singular without 's: I must go to the butcher this morning.)

We also usually leave out the noun when the meaning is clear in cases like:

- 'Whose hat is this?' 'Richard's.' (rather than Richard's hat.)

D

Often we can use the possessive 's or of + noun with very little difference in meaning:

- Ireland's beauty or • the beauty of Ireland
- the company's policy or • the policy of the company

However, sometimes we prefer to use the possessive form or the of form. In general, we are more likely to use the possessive 's form of a noun:

■ when the noun refers to a particular person or group of people:

- Carolyn's illness (rather than the illness of Carolyn)
- the children's coats (rather than the coats of the children)

■ when we are talking about time, as in:

- next year's holiday prices (rather than the holiday prices of next year)
- last night's TV programmes (rather than the TV programmes of last night)

② Notice that we can say: • We had two weeks' holiday in Spain. or We had a two-week holiday.

In general, we are more likely to use the of + noun form:

■ with an inanimate noun, i.e. referring to something that is not living:

- the cover of the book (or the book cover) (rather than the book's cover)
- the construction of the office block (rather than the office block's construction)

■ when we are talking about a process, or a change over time:

- the establishment of the committee (rather than the committee's establishment)
- the destruction of the forest (rather than the forest's destruction)

■ when the noun is a long noun phrase:

- She is the sister of someone I used to go to school with. (rather than She is someone I used to go to school with's sister.)

EXERCISES

53.1 If necessary, correct these sentences. If they are already correct, put a ✓. (A, B & C)

- 1 Tony computers have been stolen.
- 2 When the teacher had called out the girl's names, they all stepped forward.
- 3 We had to study Charles Dicken's early novels at school.
- 4 I went to the newsagent's to buy a paper.
- 5 There were hundreds of bird's nests in the trees.
- 6 They're my mother-in-law's favourite sweets.
- 7 I took the books to Lewis' house yesterday.
- 8 If they had been anyone else's paintings I wouldn't have gone to the exhibition.
- 9 She was a friend of my mothers.
- 10 The worlds airline's are moving towards a total ban on smoking.
- 11 The readers letters page in the newspaper is full of complaints about the article.
- 12 I met a cousin of the Duke of Edinburgh last week.

53.2 Underline the answer which is correct or more likely. (D)

- 1 I was surprised by *the announcement of yesterday* / *yesterday's announcement*.
- 2 They left their homes because of *the extension of the airport* / *the airport's extension*.
- 3 *The guitar playing of David* / *David's guitar playing* has improved enormously.
- 4 *The completion of the road* / *The road's completion* was ahead of schedule.
- 5 At the supermarket, I found I'd brought *the shopping list of last week* / *last week's shopping list*.
- 6 It's *the responsibility of the firm who built the houses* / *the firm who built the houses' responsibility*.
- 7 That isn't much use, it's *the calendar of last year* / *last year's calendar*.
- 8 I was shocked by *the opinion of Alice* / *Alice's opinion*.
- 9 He gently patted *the shoulder of his brother* / *his brother's shoulder*.
- 10 He's *the friend of a man I know at work* / *a man I know at work's friend*.
- 11 *The evacuation of the building* / *The building's evacuation* took only 10 minutes.

53.3 Write a new sentence as in 1, using either the possessive form or the of form. (C)

- 1 Andrew died. They were saddened to hear of this. *They were saddened to hear of Andrew's death.*
- 2 The new rules were introduced. They protested about this.
- 3 Bill was rude. They were shocked by this.
- 4 The railway line was extended. They were happy about this.
- 5 There was a fire this morning. They were lucky to escape it.

53.4 Native speakers sometimes have problems with the possessive form of nouns, too. Here are some examples seen in Britain. What is wrong with them?

CONSULTANTS
PARKING

Sign in a hospital
car park.

NEW SEASONS CARROT'S

Sign outside a vegetable shop.

TO FLAT'S NOS: 38-45

Sign in an apartment block.

ONE OF EUROPE'S
GREATEST FLAMENCO
GUITARIST

Part of an advertising poster.

Compound nouns (1)

A

When we want to give more specific information about someone or something, we sometimes use a noun in front of another noun. For example, we can use a **noun + noun** combination to say what something is made of, where something is, when something happens, or what someone does:

- rice pudding a glasshouse the kitchen cupboard hill fog a night flight
- a morning call a language teacher a window-cleaner

When a particular combination is regularly used to make a new noun, it is called a **COMPOUND NOUN**. We sometimes make compound nouns which consist of more than two nouns:

- a milk chocolate bar an air-traffic controller a dinner-party conversation

Some compound nouns are usually written as one word (e.g. a **tablecloth**), some as separate words (e.g. **waste paper**), and others with a hyphen (e.g. a **word-processor**). Some compound nouns can be written in more than one of these ways (e.g. a **golf course** or a **golf-course**).

A good dictionary will tell you how a particular compound noun is usually written.

B

Even if the first noun has a plural meaning, it usually has a singular form:

- an address book (= a book for addresses; *not* an addresses book)
- a car park (= a place for parking cars; *not* a cars park)

However, there are a number of exceptions. These include:

- nouns that are only used in the plural, or have a different meaning in singular/plural or countable/uncountable:
 - a clothes shop (compare a shoe shop) a darts match a glasses case (= for spectacles)
 - a customs officer the arms trade a communications network a savings account

■ cases such as

- the building materials industry the publications department

when we refer to an institution of some kind (an industry, department, etc.) which deals with more than one item or activity (building materials, publications). Compare:

- the appointment board (= the board which deals with a particular appointment)
- the appointments board (= the board which deals with all appointments)

To make a compound noun plural we usually make the second noun plural:

- coal mine(s) office-worker(s) tea leaf / tea leaves

However, in compound nouns that consists of two nouns joined by **of** or **in**, we make a plural form by making the first noun plural:

- bird(s) of prey rule(s) of thumb commander(s)-in-chief

Notice that we say:

- a ten-minute speech a 60-piece orchestra a five-year-old child

but we can say:

- a two-third (or two-thirds) majority a five-time (or five-times) winner

C

Some compound nouns consist of **-ing + noun**. (This **-ing** form is sometimes called a 'gerund', 'verbal noun', or 'ing noun'.) The **-ing** form usually says what function the following noun has:

- a living room drinking water (a pack of) playing cards chewing gum
- a dressing gown a turning-point a working party

Other compound nouns consist of a **noun + -ing**:

- fly-fishing film-making sunbathing risk-taking life-saving

EXERCISES

54.1

When Luis can't remember the exact name of something in English he describes it instead. Do you know what he is describing in the underlined sections? The answers are compound nouns made from the following words. (A)

- bargain friend ~~ground~~ hunters language mother package
pedestrian pen precinct sign ~~staff~~ tongue tour

- 1 'John works for an airline. He doesn't fly, but he's one of the people who work in the airport building.' ~~ground staff~~
- 2 'He works in town in that area where there are shops, but no cars or buses are allowed to go.'
- 3 'During the sales in the shops, there were lots of people looking to buy things at low prices.'
- 4 'It's someone I often exchange letters with, but I've never met.'
- 5 'We're going on a holiday arranged by a travel company. It includes accommodation, flights, and so on.'
- 6 'Portuguese is the first language that I learned when I was a baby.'
- 7 'My friend can't talk. He uses hand and body movements to show what he means.'

54.2

What do you call...? (B)

- | | |
|---|---|
| 1 a shelf for books a book shelf | 6 the pages of a book that lists the contents |
| 2 a train which carries goods | 7 an expert in robotics |
| 3 a test to detect drugs | 8 a shop which sell toys |
| 4 a case for putting pencils in | 9 an essay which is four pages long |
| 5 a film lasting two hours | 10 an issue of human rights |

54.3

Michael Warren is at an interview for a job in a film production company. He has been asked why he wants the job, and this is part of his answer. Suggest compound nouns to fill in the spaces in this text. One of the parts of the compound is given in brackets. Choose the other part from the **-ing** forms below. (C)

- ~~advertising~~ answering breathing cutting losing mailing making
recording selling turning waiting

Just after I left university, I met an old friend who offered me the opportunity to join his company, Phono, selling a new type of mobile phone. I organised a(n) (1) advertising campaign (campaign) and set up a(n) (2) (list) with the names and addresses of people who might be interested in it. The main (3) (point) of the phone was that it included a(n) (4) (machine), and was the only one of its kind on the market at the time. At first the demand was so great that there was a(n) (5) (list) of people wanting to buy one. Unfortunately, a year later Sonex brought out its new video phone, and this was the (6) (point) for Phono. Demand for our phone plummeted. We did a lot of (7) (cost) to try to save money, but it wasn't long before we knew we were fighting a(n) (8) (battle) and decided to close the company. I've been out of work for a few months now, but this has given me the (9) (space) to decide what I want to do next. When I worked for Phono, I helped produce a(n) (10) (video) to advertise the product. I enjoyed this a lot, and that's why I'd now like to get into (11) (film).

Compound nouns (2)

A

Sometimes a **noun + noun** is not appropriate and instead we use **noun + 's + noun** (possessive form) (see Unit 53) or **noun + preposition + noun**. In general, we prefer **noun + 's + noun**:

- when the first noun is the user (a person or animal) or users of the item in the second noun:
 - a **baby's bedroom** a **lion's den** a **women's clinic**
- when the item in the second noun is produced by the thing (often an animal) in the first:
 - **goat's cheese** **duck's eggs** **cow's milk**

(Compare **lamb chops**, **chicken drumsticks** (= the lower part of a chicken's leg) when the animal is killed to produce the item referred to in the second noun.)
- when we talk about parts of people or animals; but we usually use **noun + noun** to talk about parts of things. Compare:
 - a **woman's face** a **boy's arm** a **whale's tail** a **giraffe's neck**
 - a **pen top** a **computer keyboard** the **window frame**

We prefer **noun + preposition + noun**:

- when we talk about some kind of container together with its contents. Compare:
 - a **cup of tea** (= a cup with tea in it) *and* ● a **tea cup** (= a cup for drinking tea from)
 - a **box of matches** (= a box with matches in) *and* ● a **matchbox** (= a box made to put matches in)
- when the combination of nouns does not necessarily refer to a well-known class of items. Compare:
 - a **grammar book** (a well-known class of books) *but*
 - a **book about cats** (*rather than* 'a cat book')
 - **income tax** (a recognised class of tax) *but*
 - a **tax on children's clothes** (*rather than* 'a children's clothes tax')

B

Some compound nouns are made up of nouns and prepositions or adverbs, and related to two- and three-word verbs (see Unit 114). Compare:

- Mansen **broke out** of the prison by dressing as a woman. (= escaped) *and*
There was a major **break-out** from the prison last night. (= prisoners escaped)
- Everyone has **put in** a lot of effort to make the course successful. *and*
Universities in Germany and Denmark will have an **input** into the project.
- I **lay down** on the sofa and was soon asleep. *and*
You look tired. Why don't you go and have a **lie-down**.

C

Countable compound nouns related to two- and three-word verbs have a plural form ending in **-s**:

- **read-out(s)** **push-up(s)** **intake(s)** **outcome(s)**

However, there are exceptions. For example:

- **looker(s)-on** (*or onlooker(s)*) **runner(s)-up** **passer(s)-by** **hanger(s)-on**

We can form other kinds of hyphenated phrases that are placed before nouns to say more precisely what the noun refers to:

- a **state-of-the-art** (= very modern) computer **day-to-day** (= regular) control
- a **head-in-the-sand** attitude (= refusing to think about unpleasant facts)
- a **four-wheel-drive** vehicle (= one in which the engine provides power to all four wheels so that it can go over rough ground easily)
- a **security-card-operated** door

EXERCISES

55.1

Which of these can also be expressed naturally as a **noun + noun pattern** or a **noun + 's + noun pattern**? (A)

<i>noun + preposition + noun</i>	<i>noun + noun</i>	<i>noun + 's + noun</i>
1 wool from a lamb	x	lamb's wool
2 a headline in a newspaper		
3 a nest lived in by a bird		
4 insurance for a car		
5 a hole in a wall		
6 the uniform worn by a nurse		
7 a request for help		
8 the wheel of a bicycle		
9 the voice of a man		
10 a cloth for drying dishes		

55.2

Complete the sentences on the right with appropriate compound nouns related to the two-word verbs used in the sentences on the left. (B)

<ol style="list-style-type: none"> 1 The teacher told me off for handing in my homework late. 2 The escaped prisoners crept into an old barn and hid out until it got dark. 3 My mind flashed back to the time when I was living in Stockholm. 4 She was born and <u>brought up</u> in central London. 5 The rain was pouring down as we got out of the taxi. 6 As I passed by her house, I could see people dancing in the front room. 7 The injury has set back his chances of being fit to play in the final. 8 The police were waiting for the thieves. Someone must have tipped them off. 	<ol style="list-style-type: none"> a Harry had a very strict <u>upbringing</u> and was glad to move away from his parents. b The children have a secret at the bottom of the garden. c The engine fault was the latest of several in the development of the car. d I was caught in a sudden and got soaked through. e We received several that there would be an attempted break-out at the prison. f My father gave me a good for knocking down his prize roses. g The man was leaning out of the window, shouting at in the street below. h There are a number of in the film to the time before the robbery.
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55.3

Try to guess the meaning of the underlined parts of these sentences from the context. (C)

- 1 He made a lot of pie-in-the-sky promises that I knew he wouldn't keep.
- 2 The actors gave a very run-of-the-mill performance, and the critics expressed their disapproval in their reports the following day.
- 3 We went to a number of out-of-the-way places that few tourists had visited before.
- 4 My good-for-nothing brother just sat in front of the TV while I did all the ironing.
- 5 He lived a hand-to-mouth existence, surviving on just a few pounds a week.
- 6 Behind-the-scenes negotiations were going on between the diplomats, away from the public eye.
- 7 She stayed quite calm and spoke in a matter-of-fact way about the attack.

A/an and one

A

We use **a** before words that begin with a consonant sound. Some words start with a vowel *letter* but begin with a consonant *sound*, so we use **a** before these words, too:

- **a** university (/ə ju:n.../) **a** European (/ə juər.../) **a** one-parent family (/ə wʌn.../)

We use **an** before words that begin with a *vowel sound*:

- **an** orange **an** Italian **an** umbrella

These include words that begin with a silent letter 'h':

- **an** hour **an** honest child
- **an** honour **an** heir (= a person who inherits money etc., when someone dies)

and abbreviations said as individual letters that begin with A, E, F, H, I, L, M, N, O, R, S or X:

- **an** MP (/ən em pi:/) **an** FBI agent (/ən ef bi: ai.../) **an** IOU (/ən ai əu ju:/)

But compare abbreviations said as words:

- **a** NATO general (/ə nertəʊ.../) **a** FIFA official (/ə fi:fə.../)

B

We can use **a/an** before singular countable nouns (see also Unit 50).

Sometimes we can use either **a/an** or **one**:

- We'll be in Australia for **one** (or **a**) year.
- Wait here for **one** (or **a**) minute, and I'll be with you.
- She scored **one** (or **a**) hundred and eighty points.

Using **one** in sentences like these gives a little more emphasis to the number.

However, we use **one** rather than **a/an** if we want to emphasise that we are talking about *only* one thing or person rather than two or more:

- Do you want **one** sandwich or two?
- Are you staying just **one** night?
- I just took **one** look at her and she started crying.

We use **one**, not **a/an** in the pattern **one...other / another**:

- Close **one** eye, and then the **other**.
- Bees carry pollen from **one** plant to **another**.

We also use **one** in phrases such as **one day**, **one evening**, **one spring**, etc., to mean a particular, but unspecified day, evening, spring, etc.:

- Hope to see you again **one day**.
- **One evening**, while he was working late at the office ...



C

We don't use **one** when we mean 'any one of a particular type of thing':

- I really need a cup of coffee. (*not ... one cup of coffee.*)
- You can never find a paper clip in this office. (*not ...one paper clip*)

We also use **a/an**, not **one**, in number and quantity expressions such as:

- three times a year half **an** hour a quarter of **an** hour a day or so (= about a day)
- 50 pence **a** (= each) litre (notice we can also say '...for one litre')
- **a** week or two (= somewhere between one and two weeks; notice we can also say 'one or two weeks')
- **a** few **a** little **a** huge number of...

We use **a** rather than **one** in the pattern **a...of...** with possessives, as in:

- She's **a** colleague of **mine**.
- That's **a** friend of **Bill's**.

EXERCISES

56.1 Write a or an in the spaces. (A)

- | | |
|-------------------------------|---------------------------|
| 1 unreasonable decision | 8 universal problem |
| 2 unit of work | 9 eucalyptus tree |
| 3 honourable man | 10 X-ray |
| 4 UFO | 11 T-shirt |
| 5 happy girl | 12 H-bomb |
| 6 elephant | 13 hospital |
| 7 BBC programme | 14 UNESCO worker |

56.2 Correct the sentences if necessary, or put a ✓. In which sentences are both one and a/an possible? (B & C)

- I teach four days one week.
- Jenny's baby is only one week old.
- Have you got one match, please?
- You won't believe this, but it cost over one thousand pounds.
- One summer, we must visit Sweden again.
- They cost \$10 one kilo.
- I've known him for one year or so.
- She's already written one novel since she retired.
- Help! There's one mouse in the cupboard!
- She's one cousin of the king's.
- When you get to my age, you just take one day at a time.
- Cross-country skiing is easy. Just put one foot in front of the other.
- Can I have one little more rice?
- One large quantity of petrol escaped from the tank.
- We hadn't got one baseball bat, so we had to use one tennis racket.
- I had one last look around the house, locked the door, and left.



56.3 Which is correct or more likely, a/an or one? If both a/an and one are possible, write them both. (B & C)

- It weighs over hundred kilos.
- I only asked for pizza – I didn't want three of them.
- I wouldn't allow child of mine to be treated in that way.
- It only took us week to drive to Greece.
- I've always wanted to own silver-coloured car.
- sandwich isn't enough. I usually eat four or five.
- Policies differ from state to another.
- Less than three quarters of hour later, she was home.
- All of the competitors completed the race, with just exception.
- She left home late morning and hasn't been seen since.
- The best way to learn musical instrument is to find enthusiastic teacher.
- Somewhere in the distance, bell rang.

The and a/an (1): 'the only one'

A We use **a/an** with a singular noun when we describe someone or something or to say what type of thing someone or something is:

- English has become **an international language**.
- Sydney is **a beautiful city**.

But if we say that someone or something is *unique* – that there is only one, or that it is the only one of its kind – we use **the** (or sometimes **zero article**, i.e. no article), but not **a/an**:

- English has become **the international language of business**.
- Sydney is **the capital city of New South Wales**.

B We use **a/an** to say what a person's job is, was, or will be:

- She was **a company director** when she retired.
- Against her parents' wishes, she wants to be **a journalist**.

However, when we give a person's job title, or their unique position, we use **the** or **zero article**, not **a/an**. Compare:

- She's been appointed **(the) head of the company**. *and*
- I'm **a production manager** at Fino. (= there may be more than one production manager)

After **the position of**, **the post of**, or **the role of** we use **zero article** before a job title:

- Dr Simons has taken on **the position of** Head of Department.

C We use **the** before a *superlative adjective* (**the biggest**, **the most expensive**, etc.) when the superlative adjective is followed by a noun or defining phrase:

- He is **the finest young player** around at the moment.
- This painting's **the most unusual in the collection**.

However, we can often leave out **the**, particularly in an informal style, when there is no noun or defining phrase after the superlative adjective.

- A: Why did you decide to stay in this hotel?
B: It was **(the) cheapest**. / It was **the cheapest** I could find.

When **most** before an adjective means 'very' or 'extremely' we can use **a** (with countable singulars) or **zero article** (with plurals and uncountables) – rather than **the** – when there is no following noun. **Most** is used in this way particularly in a rather formal spoken style. In everyday conversation we generally use a word such as 'very' instead:

- He was **a most peculiar-looking man**. (= a very peculiar-looking man)
- It was **most expensive petrol**. (= extremely expensive)

D We use **the** when we know that there is only one of a particular thing. For example:

- **the sun** **the world** **the North Pole** **the jet age** **the international market**
the travel industry **the arms trade**

The same applies to the following things when we refer to them in a general way:

- **the weather** **the climate** **the human race** **the atmosphere** **the sea** **the public**
the environment **the sky** **the ground** **the wind** **the future** **the past**

However, if we want to describe a particular instance of these we use **a/an**. Compare:

- She could hear **the wind** whistling through the trees outside. *and*
- There's **a cold wind** blowing from the north.
- What are your plans for **the future**? *and*
- She dreamt of **a future** where she could spend more time painting.

EXERCISES

57.1 Make sentences combining words from (i) and (ii). Add a connecting verb and **a/an** or **the**. If zero article is an alternative for **the**, write **/** –. (A, B & C)

- i
- 1 Barcelona
 - 2 Javier Perez de Cuellar
 - 3 Le Monde
 - 4 France
 - 5 Ghana
 - 6 Wall Street
 - 7 Nelson Mandela
 - 8 The Great Wall of China
 - 9 Greenland

- ii
- a largest island in the world.
 - b member of the European Union.
 - c president of South Africa in 1994.
 - ~~d site of the 1992 Olympic Games.~~
 - e only constructed object visible from space.
 - f important financial centre.
 - g newspaper published in France.
 - h republic in 1957.
 - i Secretary General of the UN from 1982 to 1991.

Example: 1 Barcelona was the site of the 1992 Olympic Games.

57.2 Put **a/an**, **the** or **-** in the spaces. If zero article is an alternative for **the**, write **/** –. (B & C)



BOB COLLINS: A PROFILE

Bob Collins recently become (1) minister in the new government, being appointed (2) Minister for Industry. Mr Collins has had a varied career. He was (3) professional footballer in the 1960s, some people considering him to be (4) most skilful player of his generation. After a serious injury, he became (5) manager of (6) oldest pub in Edinburgh. Five years later, he was offered the position of (7) executive director of Arcon, one of (8) biggest supermarket chains in the country. He became (9) Member of Parliament in 1990.

57.3 If necessary, correct these sentences. (A–D)

- 1 Sri Lanka has the wonderful climate.
- 2 The organisation's aim is to educate the public about the dangers of smoking.
- 3 We need an environment free from pollution.
- 4 She has worked in a fashion industry since she left school.
- 5 The wind is blowing dust all the way from Africa.
- 6 We can look forward to a warm southerly wind this weekend.
- 7 The USA is a country with the high level of immigration.
- 8 How can we combine economic growth and respect for an environment?
- 9 Car exhaust emissions are having a major effect on a world's climate.
- 10 That's Terry – he's the third person on the right.
- 11 She has become the important figure in Norwegian politics.
- 12 It's a most important issue and we need to discuss it in detail.

The and a/an (2): 'things already known', etc.

A

We use **the** when we expect the listener or reader to be able to identify the thing or person we are talking about, and we use **a/an** when we don't. Compare these pairs of sentences:

- Helen's just bought **a house** in Wilson Street. *and*
- Helen's just bought **the house** in Wilson Street. (= the house for sale we have previously talked about)
- **A Korean student** in our class has had to go home. *and*
- **The Korean student** has had to go home. (= the Korean student we have previously talked about)
- There's **a bus** coming. *and*
- **The bus** is coming. (= it's the bus we are waiting for)
- There's **a woman** from the bank on the phone. *and*
- He's in a meeting with **the woman** from the bank. (= you know which woman I mean)

B

We also use **the** when it is clear from the situation which person or thing we mean:

- What do you think of **the table**? (= the table we are looking at)
- This tastes lovely. What's in **the sauce**? (= the sauce here on my plate)
- **The tree** looks beautiful now that it's spring. (= the tree here in the garden)

C

Study these examples:

- Dorothy took a cake and **an apple pie** to the party, but only **the apple pie** was eaten.

We say '**an apple pie**' when we first mention it, and '**the apple pie**' after that, when the listener or reader knows which apple pie we mean.

- There was a serious fire in a block of flats in Glasgow last night. **The building** was totally destroyed.

We say '**a block of flats**' when we first mention it. We use '**the building**' because the listener (or reader) will know which building we mean.

Even if the person or thing hasn't been mentioned before, if the person or thing we mean can be understood from what has been said before, we use **the**:

- We had a good time on holiday. **The hotel** (= the hotel we stayed in) was comfortable, and **the beach** (= the beach we went to) was only ten minutes away.

Notice that fictional writing (novels, short stories, etc.) will often mention something for the first time with **the** to build up suspense, expectation, etc. For example, a story might begin:

- **The woman** opened **the gate** and looked thoughtfully at **the house**.

D

The is often used with nouns before a phrase beginning **of...** The **of...** phrase connects this noun to a particular thing or person:

- Pictures can help students learn **the meaning of new words**.
- The disease could have killed off half **the population of the country**.
- He was woken up by **the sound of gunfire**.

Compare these sentences with:

- Each new word has **a different meaning**.
- The country has **a rapidly expanding population**.
- He suddenly heard **a sound** like a gunshot.

Some nouns are commonly used in the pattern **the...of...** to refer to a particular place, time, etc., including **back, beginning, bottom, end, middle, side, top**:

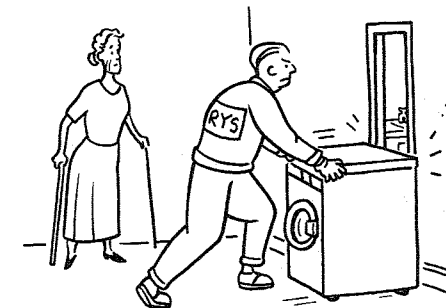
- In **the middle** of his speech he started to cough uncontrollably.

EXERCISES

58.1

Decide if the most appropriate articles (*a/an and the*) are used in each of these texts. (A–D and Unit 57)

- 1 Dan was playing outside in a street when he saw a red car go past driven by the teacher from his school.
- 2 A University has announced proposals to build a new library, to replace an existing one by the year 2005.
- 3 A: The car's been stolen from outside a house!
B: Oh, no. I left my wallet and the camera in it.
- 4 I must buy the tin opener. I keep having to borrow one from a woman next door.
- 5 A: Jane bought a fridge and a washing machine for her house, but the washing machine wouldn't go through a kitchen door so she had to send it back.
B: What did a shop say?
A: They offered to sell her a smaller one.
- 6 Now, when I start pushing a car, take your foot off the clutch. If it doesn't start then, I'll have to phone the garage.
- 7 We went out to the excellent restaurant last night. The food was delicious and the service was first class.
- 8 A: Where's a tea pot?
B: It's in the cupboard on the right.
A: I thought you had a blue one.
B: Yes, but it broke so I had to get the new one.
- 9 A: I've no idea what to get Mark for his birthday.
B: What about a new jumper?
A: Well...it's not the very interesting present.
B: Why don't you buy him a set of golf clubs he's always wanted?
A: What a great idea.
- 10 Dr Pike has developed a way to teach musical theory. A method is designed for children over five.
- 11 A: Who's a woman in red?
B: She's a journalist, I think. She works for a local newspaper.
- 12 Once, when I won the competition, I had to choose between a holiday in Disneyland and a Volvo. I chose a car, of course.



58.2

Write a sentence beginning *The...of...*, with a similar meaning to the one given. (C)

- 1 The telephone has had an enormous impact on how we communicate.
The impact of the telephone on how we communicate has been enormous.
- 2 The company has a complex management structure.
- 3 The drought had a severe effect on agriculture.
- 4 Picasso has had a substantial influence on modern art.
- 5 We should not underestimate how important Crogan's discovery is.
- 6 The bad weather meant that the bridge wasn't completed on time.

Some and zero article with plural and uncountable nouns

A We use **some** in affirmative sentences and questions with plural and uncountable nouns when we talk about limited, but indefinite or unknown, numbers or quantities of things:

- **Some furniture** arrived for you this morning. (*not* Furniture arrived...)
- Would you like to hear **some good news**? (*not* ...to hear good news?)

When you use it in this way, you pronounce **some** with its weak form /səm/.

We also use **some** to talk about particular, but unspecified, people or things:

- **Some teachers** never seem to get bored with being in the classroom. (= but not all)
- I enjoy **some modern music**. (= but not all)

When you use it in this way, you pronounce **some** with its strong form /səm/.

B We use **zero article** with uncountable and plural nouns when we talk generally about people or things. Compare the sentences in A above with:

- I always like getting **good news**. (= good news in general)
- **Furniture** is a costly item when you are setting up a home. (= furniture in general)
- **Teachers** like having long holidays. (= all teachers)
- I enjoy **modern music**. (= modern music in general)

Compare also:

- We need food, medicine, and **blankets**. (appeal after earthquake) *and*
- There are **some old blankets** in the wardrobe. Shall I throw them out?



- A post office is a place where you can buy **stamps**. *and*
- I'd like **some stamps**, please.

C We sometimes use **some** or **zero article** with very little difference in meaning:

- 'Where were you last week?' 'I was visiting (**some**) friends.'
- Before serving, pour (**some**) yoghurt over the top.
- It'll be cold up in the hills, so bring (**some**) warm clothes.

It makes little difference whether we are referring to particular friends (with **some**) or friends in general (with **zero article**); or whether we are referring to a limited but indefinite amount of yoghurt (with **some**) or yoghurt in general (with **zero article**).

D **Some** is used before a number to mean 'approximately':

- **Some 80%** of all those eligible took part in the vote. (= approximately 80%)
- There were **some 20,000** people at the protest march. (= approximately 20,000)

When it is used in this way, **some** is usually pronounced /səm/.

E When we want to emphasise that we can't say exactly which person or thing we are talking about because we don't know or can't remember, we can use **some** instead of **a/an** with a singular noun. When it is used in this way, **some** is pronounced /səm/:

- I was asked a really difficult question by **some student** in class two.

We use the phrase **some (thing)** or **other** in a similar way:

- I bought them from **some shop** or **other** in the High Street. (*not* ...from a shop or other...)

EXERCISES

59.1 Put **some** in the spaces where necessary. If no word is needed, write -. (A, B & E)

- 1 I read about his death in *The Post*, but newspapers didn't report it at all.
- 2 My uncle bought valuable new stamps for his collection.
- 3 It is now known that cigarettes can seriously damage your health.
- 4 Don't disturb me. I've got really difficult homework to do.
- 5 I know that parents work so hard they don't have time to talk to their children, but Roy and Amy aren't like that.
- 6 My hobby is making candles.
- 7 As we all know, air is lighter than water.
- 8 Did you hear that monkeys escaped from the zoo last night?
- 9 I prefer cooking with oil, as it's better for you than butter.
- 10 We first met in restaurant in London, but I can't remember what it was called.
- 11 Although most left early, students stayed to the end of the talk.
- 12 I don't think I've ever met a child who doesn't like chips.

Look again at the sentences where you have written **some**. If these were spoken, which would have the strong form of **some** /səm/ and which the weak form /səm/?

59.2 Add **some** to these sentences where necessary, or put a ✓ if they are already correct. (A & B)

- 1 Can you smell gas?
- 2 Medicines can be taken quite harmlessly in large doses.
- 3 I can't drink milk. It makes me feel ill.
- 4 Water is a valuable commodity. Don't waste it!
- 5 You should always keep medicines away from children.
- 6 Do you like my new shirt? It's made of silk.
- 7 'I'm really thirsty.' 'Would you like water?'
- 8 There are people here to see you.
- 9 Books for young children are rather violent and not suitable for them at all.

59.3 Decide whether the following phrases mean approximately the same thing (write **same**), or mean something different (write **different**). (A, B & C)

- 1 I bought **some oranges** / **oranges**, but forgot to get the apples you asked for.
- 2 **Some sports clubs** / **Sports clubs** do not allow women members.
- 3 There are **some examples** / **examples** of this on the next page.
- 4 **Some wild animals** / **Wild animals** make very good pets.
- 5 **Some metal alloys** / **Metal alloys** made nowadays are almost as hard as diamond.

59.4 Write four sentences about your country using **some** to mean 'approximately'. (D)

Example: **Some 10 per cent** of the population goes (or go) to university.

- 1
- 2
- 3
- 4

The, zero article and a/an: 'things in general'

- A** In generalisations we use zero article, but not **the**, with *plural* or *uncountable nouns*:
- Before you put them on, always check your shoes for spiders.
 - I'm studying geography at university.
 - I can smell smoke!

When we use **the** with a plural or uncountable noun, we are talking about specific things or people:

- **The books** you ordered have arrived.
- All **the information** you asked for is in this file of papers.

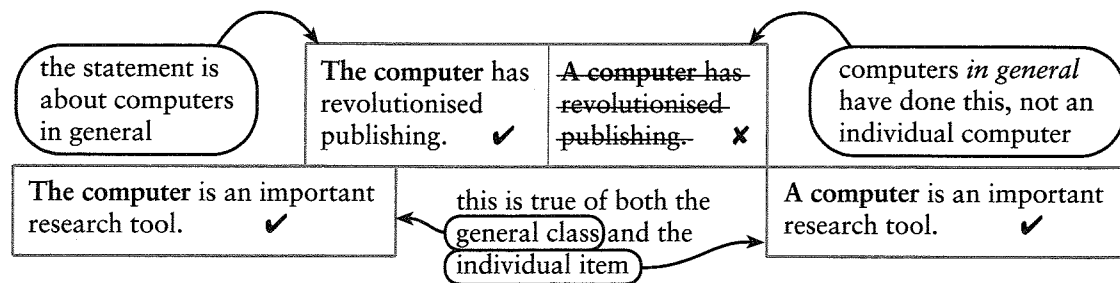
Compare these pairs of sentences:

- Flowers really brighten up a room. (= flowers in general) *and*
- **The flowers** you bought me are lovely. (= particular flowers)
- Industry is using computers more and more. (= industry in general) *and*
- **The tourism industry** is booming in Malaysia. (= a particular industry)
- Children should be given a sense of how **business** works. (= business in general) *and*
- **The aerospace business** actually lost \$6 billion this year. (= a particular business)
- She's an expert on **Swedish geology**. (= among other Swedish things) *and*
- She's an expert on **the geology of Sweden**. (= specifically of Sweden) (see also Unit 58D)

- B** We can use **the** with a *singular countable noun* to talk about the general features or characteristics of a class of things or people rather than one specific thing or person. In
- Nowadays, photocopiers are found in both **the office** and **the home**.
- we are talking about *offices* and *homes* in general rather than a particular *office* and *home*. Notice that we could also say 'in both **offices** and **homes**' with little difference in meaning. Compare the use of **the** and **a/an** in these sentences:

<i>talking about a general class</i>	<i>talking about an unspecified example</i>
The novel is the most popular form of fiction writing. (or Novels are...)	Reading a novel is a good way to relax. (or Reading novels is...)
The customer has a right to know where products are made. (or Customers have...)	When the phone rang, I was busy serving a customer .

Study the use of **the** and **a/an** in these sentences:



- Notice that when we define something we generally use **a/an** rather than **the**:
- A Geiger counter is a device for detecting and measuring the intensity of radiation.
 - A corkscrew is a gadget for getting corks out of bottles.

EXERCISES

60.1 Complete these sentences using one of these words. Use **the** where necessary. Use the same word in both (a) and (b) in each pair. (A)

advice coffee food French history magazines music teachers

- a all over the world have published photos of the royal baby.
b Emily left we asked for on the table.
- a played a very important part in his life.
b I thought used in the film was the best part.
- a I've forgotten most of I learnt at school.
b I'm learning at night school.
- a I'll always be grateful for he gave me.
b I asked my father for about the problem.
- a Put you bought straight into the fridge.
b at that new Indonesian restaurant was excellent.
- a I never did enjoy studying
b I'm reading a book about of the New Zealand Maori.
- a The world price of has reached a record high.
b we got last week from the Brazilian café was excellent.
- a In my opinion, deserve to be better paid.
b need to have enormous patience.

60.2 Delete any phrase which can't be used to form a correct sentence. (B)

- The white rhinoceros* / *A white rhinoceros* is close to extinction.
- The bicycle* / *A bicycle* is an environmentally friendly means of transport.
- The development of the railway* / *A development of the railway* encouraged tourism throughout Europe.
- The fridge* / *A fridge* is today considered an essential in most homes.
- Writing *the letter* / *a letter* is often cheaper than telephoning.
- Laszlo Biró is normally credited with having invented *the ball-point pen* / *a ball-point pen*.
- The experienced test pilot* / *An experienced test pilot* earns a considerable amount of money.
- The Jumbo Jet* / *A Jumbo Jet* has revolutionised air travel.
- The credit card* / *A credit card* is a convenient way of paying for purchases.

60.3 All the articles (**a**, **an**, and **the**) have been removed from this text which describes the operation of a camera. Replace them where necessary. (Units 57–60)

Camera is piece of equipment used for taking photographs. Camera lets in light from image in front of it and directs light onto photographic film. Light has effect on chemicals which cover film and forms picture on it. When film is developed it is washed in chemicals which make picture permanent. It is then possible to print picture onto photographic paper.

- 3 She told me that Pam visited (or had visited) them the day before (or the previous day).
 4 She told me that she was (or had been) late for work that morning.
 5 She told me that she liked my coat and was looking for one like it herself.

46.3

- 1 said 2 told 3 said
 4 told 5 told 6 said
 7 said 8 told 9 said

46.4

- 1 He denied taking the money.
 2 He mentioned seeing Megan in town.
 3 He admitted lying to the police.
 4 He reported seeing bright flashing lights in the sky.

46.5

- 1 He denied that he took / had taken the money.
 2 He mentioned that he saw / had seen Megan in town.
 3 He admitted that he lied / had lied to the police.
 4 He reported that he saw / had seen bright flashing lights in the sky.

UNIT 47**47.1**

- 2 He threatened to resign (if I/we didn't give him a pay rise).
 3 He asked to borrow my pencil. (or He asked me to lend him a pencil.)
 4 He demanded to know my decision soon.
 5 He reminded me to go to the supermarket after work.
 6 He asked me to give him a lift to the station. (or He asked to get a lift from the station.)
 7 He warned me to stay away from him.
 8 He volunteered to drive me to the airport (if I couldn't find anyone else).

47.2

- 1 promised
 2 suggested
 3 promised/volunteered
 4 demanded
 5 agreed

- 6 agreed ('said' would only be appropriate in informal speech)
 7 advised/proposed
 8 expected
 9 requested
 10 promised

47.3*Example answers:*

- 1 reading through our notes.
 2 taking more exercise.
 3 increasing income tax.
 4 listening to the BBC World Service.

47.4

- 3 To raise more money, the government proposed to increase income tax.
 1 'suggested to read' is not possible
 2 'advised to take more exercise.' is not possible
 4 '...recommended to listen to ...' is not possible

UNIT 48**48.1***Most likely answers:*

- 2 We suggest that (around) \$10 million of public funds should be allocated to the project.
 3 We recommend that a pedestrian precinct should be established.
 4 We propose that (the) redevelopment should be completed within/in 5 years.
 5 We advise that a committee to monitor progress should be set up. / ...a committee should be set up to monitor progress.

48.2*Possible verbs and adjectives are given in these answers.*

- 3 I suggested to Paul that he should work in industry before starting university.
 4 She contended that people should be allowed to vote at the age of 16.
 5 I am surprised that she should feel annoyed.
 6 We demanded that the money should be returned to the investors.
 7 I am disappointed that she should want to leave so early.

- 8 The chairperson proposed that Carrington should become a non-voting member of the committee.
 9 I was anxious (= keen) that Susan should be involved in the decision.

48.3

- 1 The law stipulates that new cars be fitted with seatbelts.
 2 I am amazed that anyone objects to the proposal.
 3 I suggested to Paul that he work in industry before starting university.
 4 She contended that people be allowed to vote at the age of 16.
 5 I am surprised that she feels annoyed.
 6 We demanded that the money be returned to the investors.
 7 I am disappointed that she wants to leave so early.
 8 The chairperson proposed that Carrington become a non-voting member of the committee.
 9 I was anxious (= keen) that Susan be involved in the decision.

48.4*Example answers:*

- 2 It is essential that they should be motivated to give up.
 3 It is important that they should find an isolated place to practise in.

UNIT 49**49.1**

- 2 She said (that) I should / ought to look for a new job now.
 3 She said (that) she may/might have to leave early.
 4 She said (that) I should have/ought to have used brighter wallpaper for the bedroom.
 5 She said (that) she would/will be disappointed if she didn't/doesn't get the job.
 6 She said (that) I should / ought to take the jumper back to the shop.
 7 She said (that) I could/can borrow her guitar.

- 8 She said that she was sorry she couldn't come to visit me/us last summer.

49.2

- 1 will
 2 would
 3 would/will
 4 may/might
 5 can
 6 will/would
 7 won't
 8 could/can

49.3

- 2 He said (that) he would be extremely interested to see the results.
 3 He asked what he should (or ought to) do next.
 4 He told me (that) I mustn't forget my membership card. ('He told me not to forget my membership card.' might also be used here.)
 5 He told me (that) I must / had to / have to collect more data.
 6 He said (that) he would always remember her kindness.
 7 He said I must have woken the baby (or her).

49.4

- 2 He admitted that he couldn't remember where he had left the car. (No alternative with a *to-infinitive* clause.)
 3 The army leaders vowed that they would turn back the invaders or die fighting. ('The army leaders vowed to turn back the invaders or die fighting.' is also possible.)
 4 He expects that he will be finished by this evening. ('He expects to finish... / He expected to finish...' are also possible.)
 5 She said that she can/could show me the way. (No alternative with a *to-infinitive* clause.)

UNIT 50**50.1***The most likely answers are given. Other possibilities are given in brackets.*

- 1 sunshine/showers

- 2 luggage (equipment) / bags
 3 equipment/tools
 4 jewellery (equipment) / paintings
 5 work/jobs
 6 accommodation (equipment) / houses

50.2

- 1 chickens
 2 an improvement
 3 successes
 4 Life
 5 a dislike
 6 language

50.3

- 1 a through a very strict and traditional education;
 b Education has been hit
 2 a Traffic was building up;
 b war, an illegal traffic in ('war, illegal traffic in' is also possible)
 3 a he knew that resistance was useless; b to build up a resistance to mosquitoes.
 4 a Mr Sinclair damages of nearly; b caused some damage to my car
 5 a Muriel gave a paper at the conference; b The use of recycled paper is saving
 6 a to be speech that distinguishes; b long and boring speeches after

UNIT 51**51.1**

- 2 Smuggling illegal immigrants out of Mexico is against the law.
 3 The country's first general election since it won independence is to be held next month.
 4 The only people who are interested in the book seem to be lawyers.
 5 The view of the manufacturing and tourist industries is that the economy is improving.
 6 An early analysis of the results shows that the Socialists have won.
 7 Reliance only on written tests of English to measure language ability appears to be a cheap option.

51.2

- 1 was/were
 2 has/have
 3 have
 4 were
 5 has/have
 6 was/were
 7 were
 8 has/have
 9 has ('have' is also possible here, if we think of the decision to spend money as one taken by individuals in the college)
 10 were

51.3

- 1 are complex
 2 ✓
 3 ✓
 4 is very disturbing.
 5 have changed
 6 is an illness
 7 ✓
 8 is no longer
 9 is now compulsory
 10 compete in the games.
 11 are worrying investors.
 12 ✓

UNIT 52**52.1**

- 1 have
 2 is
 3 is/are ('are' is perhaps more likely here)
 4 are
 5 has/have
 6 is
 7 is/are ('are' is perhaps more likely here)
 8 have
 9 is
 10 is/are ('are' is perhaps more likely here)
 11 is/are ('is' is perhaps more likely here)
 12 has
 13 has
 14 have
 15 is

52.2

- 1 Either the Prime Minister or her deputy is opening the debate. ('are opening' is also possible in informal English.)
 2 Either Tom or his friends are going to clean the car.

- 3 Either the children or their mother **is/are** delivering the letters.
4 Either the management or the workers are going to have to give way in the disagreement.

52.3

The new premises we plan to occupy in Camford are **✓** now being built. The outskirts of this city are an ideal site for a company like ours. R and D are **✓** (*'is' can also be used here*) an important part of our work, and next year fifty per cent of our budget is to be spent on our Camford centre. Some of our staff in the US are **✓** being asked to relocate, and eventually around ten per cent of our US workforce are **✓** (*'is' can also be used here*) to move to Britain. However, the majority of our new employees are to be recruited locally, and we think that the local community are (*'is' can also be used here*) going to benefit enormously from this development. A number of business leaders and the local Member of Parliament are being invited to a meeting next week. Unfortunately, neither the Company President nor the Managing Director of Macworth is **✓** (*'are' can also be used here; informal English*) available to address that meeting, but I and other senior managers are to attend.

UNIT 53**53.1**

- Tony's
- girls'
- Dickens' (or Dickens's)
- ✓**
- birds'
- ✓**
- Lewis's (we don't use Lewis' here because the 's' at the end of Lewis is pronounced /s/, not /z/)
- ✓**
- mother's (or 'of my mother.')
- world's airlines
- readers'
- ✓** ('Edinburgh's' is also possible.)

53.2

- yesterday's announcement
- the extension of the airport
- David's guitar playing
- The completion of the road
- last week's shopping list
- the responsibility of the firm who built the houses
- last year's calendar
- Alice's opinion
- his brother's shoulder
- the friend of a man I know at work
- The evacuation of the building

53.3

- They protested about the introduction of the new rules.
- They were shocked by Bill's rudeness.
- They were happy about the extension of the railway line.
- They were lucky to escape this morning's fire.

53.4

The signs should have read:
CONSULTANTS' PARKING
NEW SEASON'S CARROTS
TO FLATS NOS: 38-45
ONE OF EUROPE'S GREATEST
FLAMENCO GUITARISTS

UNIT 54**54.1**

- pedestrian precinct
- bargain hunters
- pen friend
- package tour
- mother tongue
- sign language

54.2

- a goods train
- a drugs test
- a pencil case
- a two-hour film
- the contents page
- a robotics expert
- a toy shop
- a four-page essay
- a human rights issue

54.3

- mailing list
- selling point
- answering machine
- waiting-list
- turning point

- cost-cutting
 - losing battle
 - breathing space
 - video recording
 - film-making
- (Notice the word order in 7, 10 and 11.)

UNIT 55**55.1**

noun + noun

- a newspaper headline
- x**
- car insurance
- x**
- x**
- x**
- x**
- a bicycle wheel
- x**
- a dish cloth

noun + 's + noun

- x**
- a bird's nest
- x**
- x**
- x**
- a nurse's uniform
- x**
- x**
- a man's voice
- x**

Note: 3 'a birds' nest' (= a nest for birds/a nest with birds living in it) might also be used

55.2

- hideout (related to the two-word verb in sentence 2)
- setbacks (7)
- downpour (5)
- tip-offs (8)
- telling-off (1)
- passers-by or by-passers (6)
- flashbacks (3)

55.3

- very unlikely to happen
- ordinary and disappointing
- difficult to reach
- lazy and worthless
- having just about enough money to survive
- not generally known that something is happening
- not showing any emotion

UNIT 56**56.1**

- | | | |
|-------|------|-------|
| 1 an | 2 a | 3 an |
| 4 a | 5 a | 6 an |
| 7 a | 8 a | 9 a |
| 10 an | 11 a | 12 an |
| 13 a | 14 a | |

56.2

- ~~one~~-a
- ✓** (both 'one' and 'a' are possible)
- ~~one~~-a
- ✓** (both 'one' and 'a' are possible)
- ✓** ('a' is not possible)
- ~~one~~-a
- ~~one~~-a
- ✓** (both 'one' and 'a' are possible)
- ~~one~~-a
- ~~one~~-a
- ✓** (both 'one' and 'a' are possible)
- ✓** ('a' is not possible)
- ~~one~~-a
- ~~One~~-A
- ~~one~~-a; ~~one~~-a
- ✓** (both 'one' and 'a' are possible)

56.3

- a/one
- one
- a
- a/one
- a
- One
- one
- an
- one
- one
- a; an
- a ('one' is also possible if we want to emphasise that we heard only one bell, but 'a' seems more likely here)

UNIT 57**57.1**

- Javier Perez de Cuellar was ~~the/-~~ Secretary General of the UN from 1982 to 1991.
- Le Monde is a newspaper published in France.

- France is a member of the European Union.
- Ghana became a republic in 1957.
- Wall Street is an important financial centre.
- Nelson Mandela became ~~the/-~~ president of South Africa in 1994.
- The Great Wall of China is the only constructed object visible from space.
- Greenland is the largest island in the world.

57.2

- | | | |
|-------|---------|-------|
| 1 a | 2 the/- | 3 a |
| 4 the | 5 the/- | 6 the |
| 7 - | 8 the | 9 a |

57.3

- has a wonderful
- ✓**
- ✓**
- in the fashion industry
- ✓**
- ✓**
- with a high level
- for **the** environment?
- on **the** world's
- ✓**
- become **an** important figure
- ✓**

UNIT 58**58.1**

The most likely answers are given together with a brief explanation where appropriate and a comment on alternatives.

- the street... (= it is understood which street - perhaps the one outside his house); a red car; a teacher ('the teacher' would suggest that it was a particular teacher who had already been talked about which seems unlikely in this context)
- The University (= it is understood which university); a new library; the existing one ('the' suggests that there is only one, which seems most likely in this context); the year 2005.

- The car's; the house (= it is understood which house; the most likely context is that it is the speaker's house); **a/the** camera (both 'a' and 'the' are possible here; 'the camera' would suggest an already-known camera - perhaps 'our' camera)
- a tin opener; **the** woman next door. ('the woman' suggests the speaker is talking about a woman who is known by the hearer; 'a woman' is unlikely here)

- A: a fridge; a washing machine; but the washing machine; **the** kitchen door; B: **the** shop;

A: a smaller one.

- the** car; **the** clutch; **a/the** garage. (both 'a' and 'the' are possible here; 'the garage' would suggest that the hearer will know which one is being referred to - perhaps the garage that they always use)
- an** excellent restaurant; **The** food; **the** service
- A: **the** tea pot? (= the one we always use or the one I know you have)

B: **the** cupboard; **the** right

A: a blue one.

B: a new one.

- B: a new jumper?
A: a very interesting present.
B: **the** set of golf clubs? (*compare 'Why don't you buy him a set of golf clubs?'*)
A: a great idea.

10 a way; **The** method

11 A: **the** woman
B: a journalist; **a/the** local newspaper.

(both 'a' and 'the' are possible here; 'the' suggests that B will understand which local newspaper is being referred to - perhaps there is only one)

12 a competition; a holiday; a Volvo; **the** car

58.2

- The management structure of the company is complex.
- The effect of the drought on agriculture was severe.
or The effect on agriculture of the drought was severe.

- 4 The influence of Picasso on modern art has been substantial.
or The influence on modern art of Picasso has been substantial.
- 5 The importance of Crogan's discovery should not be underestimated.
- 6 The completion of the bridge was delayed by the bad weather.

UNIT 59

59.1

- 1 some (/sʌm/)
2 some (/səm/)
3 -
4 some (/səm/)
5 some (/sʌm/)
6 -
7 -
8 some (/səm/)
9 -;
10 some (/sʌm/)
11 some (/sʌm/)
12 -

59.2

- 1 ✓
2 Some medicines
3 ✓
4 ✓
5 ✓
6 ✓
7 some water
8 some people
9 Some books

59.3

- 1 same
2 different
3 same
4 different
5 different

UNIT 60

60.1

- 1 a Magazines; b the magazines
2 a Music; b the music
3 a the French; b French
4 a the advice; b advice
5 a the food; b The food
6 a history; b the history
7 a coffee; b The coffee

- 8 a teachers ('the teachers' would suggest a particular group of teachers rather than 'all teachers'); b Teachers

60.2

- 1 The white rhinoceros
2 The bicycle / A bicycle
3 The development of the railway
4 The fridge / A fridge
5 a letter
6 the ball-point pen
7 The experienced test pilot / An experienced test pilot
8 The Jumbo Jet
9 The credit card / A credit card

60.3

The most likely answers are given.

A camera is a piece of equipment used for taking photographs. The camera lets in light (or the light) from an image in front of it and directs the light onto photographic film. The light has an effect on the chemicals (or on chemicals) which cover the film and forms a picture on it. When the film is developed it is washed in chemicals which make the picture permanent. It is then possible to print the picture onto photographic paper.

UNIT 61

61.1

- 1 the 2 the 3 a
4 the 5 the 6 -
7 the 8 a or -; the 9 a
10 a or - (If we use - we mean that he likes to imagine that he is the footballer, Paul Gascoigne. With a we mean that he likes to think that he has the same footballing qualities as Paul Gascoigne.)
11 the

61.2

- 2 the theatre
3 ✓
4 ✓
5 ✓ ('the hospital' would be referring to a particular hospital known to the hearer)
6 the church

- 7 ✓ (If we say 'the university, we assume that the hearer knows which particular university we are talking about; perhaps it is the local university. With zero article - which seems more likely here - we mean something like 'she is studying French at university level'.)

- 8 the school
9 ✓ ('the theatre' is also possible, but less likely here)
10 the hospital
11 ✓
12 ✓ ('the prison' would be referring to a particular prison known to the hearer)

61.3

- 1 Karl Marx (although other answers are possible)
2 John F. Kennedy
3 Elvis Presley (although other answers are possible)

UNIT 62

62.1

- 1 a -; b a; c the/ - (If we use zero article here, we mean 'last Monday', and the accident occurred at some time between then and now.)
2 a the; b a; c -
3 a -; b the; c a
4 a a; b the; c the/-
5 a the/-; b a; c the

62.2

The answers given here are as they appeared in the original texts. Possible alternatives are given.

- 1 a night ('the night' is also possible: 'a night' = one night; 'the night' = a particular night)
2 the morning
3 at night
4 in the afternoon
5 On Saturday morning ('The Saturday morning is also possible = a particular Saturday morning)
6 used at night
7 during the afternoon
8 at night
9 it was an evening
10 during the night

62.3

Thanks for your letter. Sounds like you had a good Christmas. Ours was pretty good, too. Joan arrived just after (the) breakfast and we went for a long walk in the morning. By around (the) midday we were starving, but by the time we got home Mark had cooked us a wonderful dinner - turkey, Christmas pudding, and all the trimmings. We just sat in front of the TV during the afternoon watching old films. Joan went home in the early evening as she doesn't like driving at (the) night. We hope to see her again in the New Year. Then, around midnight when we were just going to bed, Louise phoned from Australia to say 'hello'. She says she's hoping to come to see us (the) next Christmas...

UNIT 63

63.1

- 1 some 2 any 3 any
4 some 5 some 6 any
7 any 8 any 9 some
10 any

63.2

- 2 ✓ ('some' is also possible)
3 as some give off ('some of them' is also possible)
4 Some of the money ('Some money' is also possible)
5 ✓
6 ✓ ('Some of' is also possible, although this would mean 'not all of them'.)
7 some of his
8 some (of it) for you? ('any (of it)' is also possible, although this might be heard as a less sincere offer, or that the answer 'no' is expected)
9 Any large wild animals
10 for some years.
11 ✓ ('any' is also possible, although this might suggest that getting milk might be difficult)
12 any of the buses
13 Any students

63.3

- 1 something
2 anything
3 somewhere
4 something
5 anyone/anybody
6 anything
7 anywhere
8 somewhere
9 anything
10 anywhere
11 someone/somebody
12 something
13 anything (we can also use 'something' here, although this would suggest that it is likely that something will happen to them)

UNIT 64

64.1

- 1 discussion/debate
2 work/employment
3 questions/problems
4 baggage/luggage
5 resources/facilities/computers
6 details/facts

64.2

- 1 A: There's a lot of food left.
Take as much as you want.
B: Thanks. I've already eaten a lot.
2 ...Tim spends much of (or a lot of; much of is correct here, but 'a lot of' is perhaps more likely in this informal context) his time listening to music, and he spends too much time playing computer games...
3 ...There were so many people at the last party, that I didn't get a chance to talk to many of my friends...
4 ...I don't drink much (or a lot of; both are possible here) German wine, and I think a lot of English wine is too sweet...
5 ...He's putting on a lot of weight. He's always eating a lot of biscuits and crisps...

64.3

Likely changes are indicated.

- 1 In recent years the relationship between diet and heart disease has received much / a great deal of attention in the scientific community. Many studies have found that...
2 She was born in Poland, and wrote many of her early novels there. Much of her earlier work...
3 The last decade has witnessed improved living standards in many Asian countries. Much / A great deal has been done to change...
4 Many (Many people is also possible, but less likely) have observed the concentration of butterflies in this area, and many / a large number of suggestions have been put forward to explain the phenomenon. Much research has found that...

64.4

- 1 'Plenty of...' is not possible here. Possible answers include Many and A large number of.
2 'Plenty of...' is possible here.
3 'Plenty of...' is not possible here. Possible answers include A great deal of and A large amount of.
4 'Plenty of...' is not possible here. Possible answers include many of and a large number of.
5 'Plenty of...' is possible here.

UNIT 65

65.1

- 1 ___ have all
2 All his ___
3 all my ___
4 ___ are all
5 ___ were all
6 all three of her brother's ___
7 ___ have all
8 ___ were all

65.2

- 1 The whole course
2 whole families
3 all of the schools