

UNIT 4 Lesson 1**Non-count nouns: expressing quantities**

We can make many non-count nouns countable:

a slice of bread, a loaf of bread, three pieces of bread, two kinds of bread

The following phrases are used with non-count nouns in order to make them countable:

liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of, a can of

solids: a cup of, a piece of, three slices of, a kilo of, a spoonful of

A Complete each statement with a countable quantity. (Note: More than one phrase of quantity may be possible.)

liquids

- 1 This soup is so creamy. It has two milk in it.
- 2 She must be very thirsty. This is her third water.
- 3 My car has a big gas tank. It holds gas.

solids

- 4 I ate cheese, and now I feel sick.
- 5 A club sandwich doesn't have two bread. It has three bread.
- 6 I like my tea sweet. Please put in sugar.

Some and any

Use **some** and **any** to describe an indefinite number or amount.

There are **some** apples in the fridge. (Indefinite number: we don't know how many.)

Are there **any** oranges? (Indefinite number: no specific number being asked about.)

They are bringing us **some** coffee. (Indefinite amount: we don't know how much.)

Use **some** with non-count nouns and with plural count nouns in affirmative statements.

non-count noun plural count noun

We need **some** milk and **some** bananas.

Use **any** with non-count nouns and plural count nouns in negative statements.

non-count noun

plural count noun

We don't want **any** cheese, and we don't need **any** apples.

Use **any** or **some** in questions with count and non-count nouns. There is no difference in meaning.

Do you need **any** cookies or butter?

Do you need **some** cookies or butter?

B Change the sentences from affirmative to negative.

- 1 There is some coffee in the kitchen. *There isn't any coffee in the kitchen.*
- 2 There are some onions on the table.
- 3 We have some cookies.
- 4 They need some onions for the soup.
- 5 She's buying some fruit at the market.

- 6 The Reeds want some eggs for breakfast.
- 7 I want some butter on my sandwich.
- 8 There is some chicken in the fridge.
- 9 They need some cheese for the pasta.

C Complete each sentence with some or any.

- | | |
|--|--|
| 1 I don't want more coffee, thank you. | 5 The restaurant is making pies for the party. |
| 2 There isn't salt in this soup. | 6 It's too bad that there isn't soup. |
| 3 We don't see sandwiches on the menu. | 7 I don't see menus on those tables. |
| 4 They need sugar for their tea. | 8 There are eggs for the omelette. |

Questions with How much and How many

Ask questions with How much for non-count nouns. Ask questions with How many for count nouns.

- | | |
|---|---------------------|
| <u>How much</u> rice is in the soup? | Not much. Two cups. |
| <u>How many</u> eggs are in the fridge? | Not many. Three. |

D Complete each question with How much or How many.

- | | |
|---|---|
| 1 bread do we need? | 5 oil should I put in this salad? |
| 2 salt did you put in the beef stew? | 6 cheese is there in the fridge? |
| 3 hot pepper do you like? | 7 slices of bread do you want? |
| 4 spoonfuls of sugar do you want in your tea? | 8 cups of coffee did you drink? |

Words that can be count nouns or non-count nouns

Some nouns can be used as count or non-count nouns. The word is the same, but the meaning is different.

- | non-count use | count use |
|-------------------------|--|
| Chicken is delicious. | I bought two chickens. |
| Let's watch TV. | We have three TVs in our house. |
| The sun provides light. | It's too bright in here. Turn off one of the lights. |

Some words can have a count sense or a non-count sense with only a slight difference in meaning.

- I'm in the mood for salad. OR I'm in the mood for a salad.
I'd like steak for dinner. OR I'd like a steak for dinner.

Plural count nouns: spelling rules

Add s to most nouns.

- | | | | | | |
|-----|------|-----------|------------|-------|--------|
| cup | cups | appetizer | appetizers | apple | apples |
|-----|------|-----------|------------|-------|--------|

If a noun ends in a consonant and -y, change the y to i and add -es.

- | | | | |
|--------|----------|-------|---------|
| cherry | cherries | berry | berries |
|--------|----------|-------|---------|

BUT: Do not change the y when the letter before the y is a vowel.

- | | |
|-----|------|
| boy | boys |
|-----|------|

Add -es to nouns that end in -ch, -o, -s, -sh, or -x.

- | | | | | | |
|-------|---------|--------|----------|--------|----------|
| lunch | lunches | radish | radishes | tomato | tomatoes |
| box | boxes | glass | glasses | | |

E Write the plural form of each count noun.

- | | | |
|---------------|------------------|--------------------|
| 1 clam | 4 olive | 7 french fry |
| 2 snack | 5 spoonful | 8 sandwich |
| 3 cup | 6 pear | 9 vegetable |
| | | 10 potato |

UNIT 4 Lesson 2

Non-count nouns: categories and verb agreement

Non-count nouns are common in the following categories:

abstract ideas: health, advice, help, luck, fun
sports and activities: tennis, swimming, golf, basketball
illnesses: cancer, AIDS, diabetes, dengue
academic subjects: English, chemistry, art, mathematics
foods: rice, milk, sugar, coffee, fat

All non-count nouns require a singular verb.

Fat **isn't** good for you.

Mathematics **is** my favorite subject.

A Complete each sentence with the correct form of the verb.

- 1 Coffee (be) my favorite beverage.
- 2 Rice (be) very good for you, even when you are sick.
- 3 Mathematics (create) problems for many students, but not for me!
- 4 Influenza (cause) pain and fever.
- 5 Darkness (frighten) some people, but I don't know why.
- 6 Medical advice (help) people decide what to do about their health.

B Complete the sentences with a or an. If the noun is a non-count noun, write an **X**.

- 1 He has diabetes.
- 2 She would like to eat banana.
- 3 "..... apple a day keeps the doctor away."
- 4 Would you like appetizer?
- 5 There's egg on the shelf.
- 6 Does the restaurant serve rice with the chicken?
- 7 He always gives good advice.
- 8 My family loves music.

UNIT 5 Lesson 1

The present continuous: spelling rules for the present participle

The present continuous consists of two parts: a form of **be** and a present participle of a verb.

To form a present participle, add **-ing** to the base form of a verb.

base form	present participle
talk	→ talking

If the base form ends in a silent (unvoiced) **-e**, drop the **-e** and add **-ing**.

leave	→ leaving
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In verbs of one syllable, if the last three letters are a consonant-vowel-consonant* sequence, double the last consonant and then add **-ing** to the base form.

CVC	
s i t	→ sitting

BUT: If the base form of the verb ends in **-w**, **-x**, or **-y**, don't double the final consonant.

blow	→ blowing
fix	→ fixing
say	→ saying

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

per - mit	→ permitting	BUT	or - der	→ ordering
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* Vowels = a, e, i, o, u

* Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z