

1

THE ALPHABET

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When giving critical information in speech, such as names or addresses, you will often be asked to spell the letters of a word. This is how you pronounce the individual letters of the English alphabet:

| | | | | | | | | |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| A a | B b | C c | D d | E e | F f | G g | H h | I i |
| ei | bee | cee | dee | ee | ef | gee | eitch | ai |
| J j | K k | L l | M m | N n | O o | P p | Q q | R r |
| jay | kay | el | em | en | oo | pee | cue | ar |
| S s | T t | U u | V v | W w | X x | Y y | Z z | |
| es | tee | ju | vee | double u | ex | waai | zed – zee | |

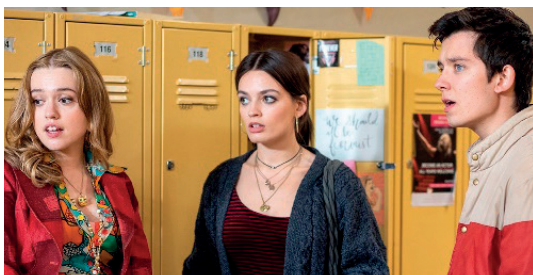
Word check

Capital letters are preceded by the prefix 'capital' when read aloud;

When two of the same letters follow each other, the letter is only said once, but preceded by the prefix 'double';

Mind! slash (/), dash (-), underscore (_), dot (.), at (@), apostrophe (').

Guess the names of these TV series and spell them correctly.





Read the following words aloud, letter by letter.

adviser

allegation

acquit

challenges

environment

colleagues

documents

recordings

culture

deficit

government

meltdown

message

meeting

iPad

evidence

bonuses

e-commerce

demolition

comments

peculiar

unemployment

apparently

currency

France

Netherlands

resistance

euro-country

clenching

eradicate

orbit

production

disaster

establish

general

acknowledge

achievable

interview

collapse

taxpayer

conditions

moneymaking

2

PLURAL NOUNS

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| General rule: noun + s | |
|------------------------|------------------|
| <i>One girl</i> | <i>Two girls</i> |
| <i>1 book</i> | <i>16 books</i> |

Exceptions

| Hissing sound (s, sh, x, tch, ch) + es | | | | |
|--|--------------------|------------------|-------------------------|---------------|
| <i>match</i> | <i>matches</i> | | | |
| <i>wish</i> | <i>wishes</i> | | | |
| <i>box</i> | <i>boxes</i> | | | |
| <i>Jones</i> | <i>the Joneses</i> | | | |
| Nouns ending in 'o' + es / +S | | | | |
| <i>tomato</i> | <i>tomatoes</i> | Although: | <i>piano</i> | <i>pianos</i> |
| <i>potato</i> | <i>potatoes</i> | | <i>kilo</i> | <i>kilos</i> |
| <i>hero</i> | <i>heroes</i> | | | |
| Nouns ending in 'y' -> ies / +S | | | | |
| <i>party</i> | <i>parties</i> | Although: | <i>way</i> | <i>ways</i> |
| <i>story</i> | <i>stories</i> | | <i>The Kennedys</i> | |
| <i>city</i> | <i>cities</i> | | <i>I hate Februarys</i> | |
| Nouns ending in 'f' -> ves / +S | | | | |
| <i>wolf</i> | <i>wolves</i> | Although: | <i>chief</i> | <i>chiefs</i> |
| <i>shelf</i> | <i>shelves</i> | | | |

Irregular forms

| | |
|----------------------------|----------------------------|
| <i>woman</i> | <i>women</i> |
| <i>thesis, analysis...</i> | <i>theses, analyses...</i> |
| <i>mouse...</i> | <i>mice...</i> |
| <i>phenomenon...</i> | <i>phenomena...</i> |
| <i>series, means...</i> | <i>series, means...</i> |

Word check

Nouns are words that refer to people, things, animals, concepts.... Most nouns have a singular and plural form.

examples: cat, table, silence, water, Marilyn, New York

There are two types of nouns: countable and uncountable nouns.

Countable nouns are nouns that can easily be counted. These nouns have a plural form.

1 cat, 2 cats, 3 cats

1 sheep, 2 sheep, 3 sheep



Uncountable nouns refer to things that can't easily be divided into elements, things like substances or concepts. You can't use numbers or 'a' with uncountable nouns. They don't have a plural form.

~~1 money, 2 moneys~~, => money

~~A wool, 1 wool, 2 wool~~ => wool

Exception:

In some cases a noun can have an uncountable and countable meaning.

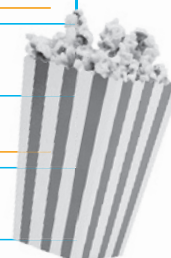
- ♦ Ethiopia exports a lot of coffee
- ♦ Could I have a coffee please? (meaning a cup of coffee)



| Note that: | |
|-----------------------------------|---|
| Some words only have plural forms | <i>pyjamas, trousers, pliers, scissors, glasses, headquarters</i> |
| Mind the concord of some nouns | <p><i>Mathematics is not my cup of tea.</i> <i>The premises is not to be trespassed.</i> <i>The police are investigating the robbery.</i> <i>My trousers are itching.</i></p> <p><i>We were shouting at the top of our voices. (distributive plural)</i> <i>Four people lost their lives in the collision. (distributive plural)</i> <i>Students take out your books. (distributive plural)</i></p> |
| UFOs, 1990s, PCs | <i>Abbreviations and years</i> |
| Quantity and units | <i>30 gram<u>s</u>, 2 dollar<u>s</u>, 1.5 euro<u>s</u></i> |

Complete the table.

| Singular | Plural |
|----------|-------------|
| _____ | Series |
| Friend | _____ |
| _____ | Communities |
| Suit | _____ |
| _____ | Houses |
| Boy | _____ |
| _____ | Offices |



Plurals are everywhere. Complete these titles from popular culture with a plural.

1. The Hunger _____
2. YMCA – The Village _____
3. Every breath you take – The _____
4. Game of _____
5. The Real House _____ of Beverly Hills
6. The Vampire _____

Can you think of other songs/series/books that contain a plural noun in the title?

Give the plural of these nouns.

a knife _____

a spy _____

a half _____

a potato _____

a tattoo _____

a mosquito _____

a life _____

a curriculum _____

a foot _____

an aircraft _____

a woman _____

a tooth _____

a species _____

a hero _____

a goose _____

a crisis _____

a piano _____

a child _____

a baby _____

a phenomenon _____

a museum _____

a box _____

an analysis _____

a bay _____

a loaf _____

a shoe _____

a key _____

a VIP _____

a lady _____

a tank _____

a door _____

a country _____

a fish _____

a photo _____

a belief _____

a thief _____

a brush _____

an aunt _____

an order _____

a man _____

a duty _____

a tomato _____

a sheep _____

a sister-in-law _____

a desk _____

a tray _____

a leaf _____

a brother _____

a day _____

a car _____

a class _____

a dress _____

a fighter _____

a wife _____

a scarf _____

a chief _____

a company _____

a woman-doctor _____

3

SAXON GENITIVE / OF-PATTERN

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3.1 INTRODUCTION

Underline the words that indicate possession in the text.

He stood up and concentrated on the shoes of the girl in front of him, a girl who kept leaning on her boyfriend's shoulder. The soles of her shoes were deep blue, beautiful and astonishing.
The girl's sleepy eyes looked the other way.

Describe the three different grammatical ways that are used to indicate possession in the text.

1. _____
2. _____
3. _____

3.2 SAXON GENITIVE

3.2.1 Structure

| | |
|--|---|
| singular noun: + 's | <i>The girl's books</i> |
| plural noun ending in – s: + ' | <i>The girls' books</i> |
| plural noun not ending in – s: + 's | <i>The women's books</i> |
| name ending in – s: + 's (pronounce: [iz]) | <i>James's books</i> |
| But: famous people, classical names | <i>Dickens' novels</i> <i>Socrates' theory</i> |

3.2.2 Use

| | |
|---|--|
| The Saxon genitive is often used to show the relationship of a person to something or someone else. | Eric's bike Andy's friend my brother's school |
| The Saxon genitive is used with words such as 'someone' and 'nobody'. | someone's passport nobody's problem |
| The Saxon genitive is often used with animals. | the dog's fur the cow's milk |

| | |
|---|--|
| The Saxon genitive is often used with a group of people or with a place where people live, work, etc. | the company's rules the world's problems the club's members Manchester's canals at the baker's (shop) the doctor's (office) |
| The Saxon genitive is used in some expressions of time. | tomorrow's magazine last year's plans next week's tennis match a month's holiday three minutes' work |

| Note: | |
|--|--|
| You can use the Saxon genitive after more than one noun. | <i>Anne and Martin's wedding</i> <i>Mr and Mrs Carter's house</i> |
| You can sometimes use the genitive without a following noun if the meaning is clear. | <i>This isn't my book. It's my brother's.</i> <i>(= my brother's book)</i> <i>I'm going to the butcher's.</i> <i>(= butcher's shop)</i> |

3.2.3 Exercise

Put the different examples in the genitive, using the right spelling.

- (Lorca) poetry _____
- The (geese) feathers _____
- The (chemists) pills _____
- The (boys) footballs _____
- (Spielberg) movies _____
- (Holmes) detective skills _____
- (Channel 4) programmes _____
- The (boat) crew _____
- The (737) length _____
- (Kevin Morris) cheese _____
- The (elephants) tusk _____

12. (CVO) classes _____
13. (Mr. Jones) diet _____
14. (Lisa and Mark) relationship _____
15. (Aleppo) mosques _____

3.3 OF-PATTERN

3.3.1 Structure

| Of-pattern | Synonym |
|------------------------|-------------------|
| The cover of the album | The album cover |
| The door of the car | The car door |
| The Queen of England | The English Queen |

3.3.2 Use

We use the of-pattern to indicate possession for things.

The name of the book

3.3.3 Exercise

Translate the following sentences, using either the Saxon genitive or the of-pattern.

1. De man van Agnes _____
2. Het einde van de weg _____
3. De fiets van Mr. Burns _____
4. Het dak van mijn huis _____
5. De auto van de familie Brown
(Not: ~~family~~ Brown) _____
6. Mijn schoonmoeders cadeau _____
7. De jas van mijn zus _____
8. Iemands leven _____
9. De auto van Mark en Anna
staat in de ondergrondse parkeergarage. _____
10. De Sint-Pauluskathedraal _____

3.4 THE DOUBLE GENITIVE

3.4.1 Structure

| | |
|---|--|
| The double genitive combines the Saxon genitive and the of-pattern. | a friend of my sister's a habit of Ann's |
| The double genitive can also be used with a pronoun (but only a possessive personal pronoun). | a friend of mine/yours/hers/his/ours/theirs (a friend of me, you, her, him, us, them) |

3.4.2 Use

| | |
|---|---|
| Although the double genitive may seem redundant, it is idiomatic and is preferred by native speakers. | It was a dream of Mary's (It was a dream of Mary) |
|---|---|

3.4.3 Exercise

Write new sentences using the double genitive.

| | |
|---|-------------------------------|
| 1. I am calling one of my friends. | I'm calling _____ |
| 2. They met one of your relatives. | They met _____ |
| 3. Louis watched one of my old DVDs. | Louis watched _____ |
| 4. Mary brought some of her friends to the party. | Mary brought _____ |
| 5. We had lunch with one of our neighbours. | We had lunch with _____ |
| 6. You went abroad with two of your colleagues. | You went abroad with _____ |
| 7. Is that guy one of Mathilda's cousins? | Is that guy _____ |
| 8. I saw two of Michael's friends at the event. | I saw _____ |

3.5 EXERCISES

Correct the mistakes where necessary.

1. My friends mother _____
2. Charles's ideas _____
3. Is this the book of the teacher? _____
4. Did you notice the ceiling's colour? _____
5. It was in yesterdays' newspaper. _____
6. What's the Smiths' number? _____
7. That's a strange habit of Dylan's. _____
8. It's an insane idea of Alicia. _____
9. Where is that sister of Caroline? _____
10. This is the cat of Tommy. _____

Decide whether or not you can leave out the noun in italics in the next sentences.

Answer with yes or no.

1. I'll be at Thomas's *house* this evening. _____
2. He was looking at the dog's *tail*. _____
3. You can take my car if you can't use Jimmy's *car*. _____
4. There's a sale at WHSmith's *shop*. _____
5. I can't find the dentist's *office*. _____
6. I need Jimmy's *approval* for that. _____
7. Do you need anything from Asda's *supermarket*? _____
8. Every Sunday you can find him at St. Bavo's *Cathedral*. _____
9. Do you want a copy? No, I can use Tommy's *copy*. _____
10. The only place you can get a Guinness is at Mary's *pub*. _____

4

ADJECTIVES AND ADVERBS

This chapter includes

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4.1 INTRODUCTION

Translate the following two pairs of sentences into English. What do you notice in the English translation?

Het ontwerp van haar rugzak is mooi. <-> Haar rugzak is mooi ontworpen.

De uitleg is goed. <-> Hij legt het goed uit.

Underline every adverb and adjective in the text.

It was a gloomy night in winter. The old professor was nervously walking up and down his study and remembering how, fifteen long years before, he had gone to a clandestine event one cold evening. There had been very intelligent people there, and there had been interesting conversations. Among other things they had talked of revolution, which was a dangerously popular topic at the time. Unfortunately, they did not know there was a traitor among them.

4.2 DIFFERENT USES

4.2.1 Adjectives

| | |
|------------------------------|---|
| Adjectives describe nouns | Alice is a really smart girl. (‘girl’ = noun) |
| Adjectives describe pronouns | She’s helpful and kind . (‘she’ = pronoun) |
| Adjectives describe people | Alice is friendly . (‘Alice’ = person) |

4.2.2 Adverbs

| | |
|--------------------------------|---|
| Adverbs describe verbs | Her father spoke very slowly . (‘spoke’ = verb) |
| Adverbs describe other adverbs | Her father spoke very slowly. (‘slowly’ = adverb) |
| Adverbs describe sentences | Unfortunately , she had to leave early. (‘she had to leave early’ = sentence) |
| Adverbs describe adjectives | Alice is a really smart girl. (‘smart’ = adjective) |

| | |
|--|---|
| Note: Adverbs exist in different types. Often, they add information about <i>when</i> , <i>where</i> or <i>how</i> something happens. | |
| Adverbs of frequency | always, mostly, frequently, often, never, ever |
| Adverbs of manner, place, time | yesterday, quickly, at the studio |
| Adverbs of possibility | probably, possibly |
| Adverbs showing opinions | honestly |
| Adverbs of degree | extremely, moderately, a little, little, too much, much, too many, many, a few, few |

4.2.3 Exercise

Adjective or adverb? Choose the right form.

- 1 This wine is terrible/terribly.
- 2 Did Clara pass her driving test? – Yes, she passed easy/easily.
- 3 Why are you so happy/happily? – I’ve just won the lottery.
- 4 I’m certain/certainly I left it here somewhere.
- 5 We had a nice/nicely talk yesterday.
- 6 Are you OK? – My head is aching bad/badly.
- 7 The wind is blowing heavy/heavily now.
- 8 You haven’t washed the car proper/properly.
- 9 It all happened so quick/quickly.
- 10 He speaks French effortless/effortlessly.

4.3 STRUCTURE

4.3.1 Adjectives

| | |
|--|--|
| Adjectives ending in – ing describe what we are reacting to (outside us). | I found her comments quite surprising . |
| Adjectives ending in – ed describe our feelings (inside us). | I was surprised by her comments. |
| Some adjectives end in – ly, but must not be confused with adverbs. | She was friendly . |
| Adjectives can be used in their comparative form when comparing two things. | Google is more popular than Yahoo. |
| Adjectives can be used in their superlative form when comparing one thing with all the others. | Microsoft Office is the most popular computer software. |

4.3.2 Adverbs

| | | |
|---|---------|---|
| General rule for adjectives | +ly | beautiful → beautifully |
| Adjectives ending in -ic | +ally | dramatic → dramatically |
| Adjectives ending in -y | -y +ily | happy → happily |
| 1-syllable adjectives ending in -y | +ly | shy → shyly |
| Adjective ending in consonant + le | -e +y | horrible → horribly |
| Some adjectives and adverbs are identical | = | early, daily, weekly, monthly, yearly, fast, low, straight, hard, late |
| Adverb with irregular form | ≠ | good → well |
| Some adjectives ending in -ly | ≠ | friendly → in a friendly way |
| The adjective 'difficult' | ≠ | difficult → with difficulty |

4.3.3 Exercises

Turn the adjectives into adverbs, paying attention to the correct spelling.

- | | | | |
|----------------|-------|---------------|-------|
| 1. temporary | _____ | 7. close | _____ |
| 2. chemical | _____ | 8. terrible | _____ |
| 3. good | _____ | 9. hard | _____ |
| 4. easy | _____ | 10. lovely | _____ |
| 5. tragic | _____ | 11. immediate | _____ |
| 6. unfortunate | _____ | | |

Translate these sentences.

1. Dit is een lijst met veelgestelde vragen.

2. Dit product is tijdelijk niet beschikbaar.

3. Nicoletta spreekt niet goed Frans.

4. Gelukkig spreekt ze vlot Spaans.

5. Hij heeft die beslissing te snel gemaakt.

6. Die pc is redelijk duur.

7. Toegegeven, ik vind de les niet zo interessant.

8. Helaas heb ik gisteren nauwelijks gewerkt.

5

BASIC SENTENCE PATTERNS

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Match the rules concerning word order below with the sentences that illustrate them best. The word check can help you with the correct terminology.

1. He worked hard at the bar yesterday.
2. He is eating a sandwich.
3. Clearly, he hasn't got a clue how to change a tire.
4. He took the train at four o'clock on Thursday last week.
5. The sun is shining brightly.
6. I have never been drunk.
7. I gave the chickens the stale bread.
8. It was raining outside, so Tom quickly ran to his car.
9. He travelled to London by plane last week.
10. I am seldom in London.
11. He usually walks home with his friend.
12. I gave the stale bread to the chickens.

| | Rule |
|---------------------------|---|
| General word order | <p>Verb and object are usually placed together in the sentence.</p> <p>Example: _____</p> |
| Order of adverbs | <p>If the adverb describes how something happens, it usually goes after the verb or after the object.</p> <p>Example: _____</p> |
| | <p>If you want to add emphasis, you can place the adverb before a verb + object construction.</p> <p>Example: _____</p> |
| | <p>Sentence adverbs are placed at the beginning of a sentence and modify the entire sentence. They express a comment on the sentence or show the opinion of the speaker about a situation.</p> <p>Example: _____</p> |
| | <p>If a sentence contains several adverbs, and the verb does not express a movement or direction, the order of the adverbs is the following: adverbs of manner – adverbs of place – adverbs of time (MPT)</p> <p>Example: _____</p> |

| | |
|-----------------------------|--|
| | <p>If a sentence contains several adverbs and the verb does express a movement or direction, the order of these is the following: adverbs of place – adverbs of manner – adverbs of time (PMT)</p> <p>Example: _____</p> |
| | <p>If a sentence contains more than one adverb of the same category (e.g. two adverbs of time), the most specific information is placed first and the least specific information last.</p> <p>Example: _____</p> |
| Adverbs of frequency | <p>If the verb is 'to be', the adverb of frequency is placed after the verb.</p> <p>Example: _____</p> |
| | <p>If a sentence contains only one verb (and it is not to be), the adverb of frequency is placed in front of the verb.</p> <p>Example: _____</p> |
| | <p>If the sentence contains one or more auxiliary verbs besides the main verb, the adverb of frequency is placed after the first auxiliary verb.</p> <p>Example: _____</p> |
| Order of objects | <p>If the indirect object is followed by 'to', the direct object is placed before the indirect object.</p> <p>Example: _____</p> |
| | <p>If the indirect object is not followed by 'to', the direct object is placed after the indirect object.</p> <p>Example: _____</p> |

WORD CHECK

- ♦ **Subject:** The subject is the word that shows who is doing the action of the verb. It usually comes before the verb in the sentence.
e.g. **Jean** works here part time.
- ♦ **Object:** The object is the word that describes the person or thing that is affected by the verb.
- ♦ **Direct object:** who or what receives an action. This answers the question of who or what
e.g. John bought **a car**.
- ♦ **Indirect object:** what or who receives the direct object. This answers the question to whom, for whom or for what.
e.g. He sent **Suzie** a letter.
- ♦ **Verb:** A verb expresses an action or state.
e.g. She **knows** the French market very well.
- ♦ **Auxiliary:** An auxiliary verb (*be, do and have*) is used with other verbs to make tenses and passive forms.
e.g. He **is** working in Milan. Where **did** you go?
Two hundred employees **have been** laid off.

Rewrite the sentences to include the word(s) in brackets.

1. Tom goes to the supermarket on Saturdays. (usually)

2. He is ill and won't be able to attend the meeting. (unfortunately)

3. She has been to Chicago. (never)

4. Lily goes for a walk during her lunch break. (often)

5. Even though she has only been working there for three months, she has received a promotion. (already)

6. She isn't at home right now. (probably)

7. You need to study harder if you want to pass your exam. (definitely)

8. Tom has taken a cookery class last year and he cooks food which is delicious. (incredibly)

9. He left for London last week. (on Thursday / at 3 p.m.)

10. The football team played yesterday. (brilliantly)

Put the words into the correct order so as to have correct sentences.

1. traditional solutions – definitely – in most cases – the best – are

2. I – to the colleagues – under no circumstances – shall give – the information

3. like to keep – I – usually – in order – things – quite surprisingly

4. he – at me – looked – suspiciously – yesterday

5. forgets – he – where he leaves things – often

6. I – other people's opinions – before making decisions – always – think of

7. you – abroad – will – have to – go – occasionally – on business

8. she – at the station – spoke – yesterday – angrily – to me

9. I – report – often – to the manager – don't – have to – however

10. we – to Dover – by boat – went – last Monday – at 7 o'clock

11. seriously – he – wants – to consider – me – the matter – before taking any further steps

12. for 10 minutes – he – on that chair – has been sitting – quietly

13. he – prepares – the negotiation – seldom – carefully

14. they – met – at the airport – punctually – last week

Translate.

1. Ze behandelen klachten zelden open en eerlijk.

2. Hij luistert altijd heel aandachtig naar de sprekers.

3. Ze praat verbazend goed Italiaans.

4. Dat gerucht bleek totaal onjuist te zijn.

5. Ik heb haar herhaaldelijk gevraagd de fiches grondig te controleren.

6. Lunch jij op vrijdag in het restaurant?

7. Ik kom altijd met de fiets naar school.

8. Jammer genoeg moet hij in het weekend heel vaak klanten bezoeken.

6

CONFUSING PAIRS

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6.1 IT'S AND ITS

It's is an informal contraction of *it is* or *it has*.¹

- ◆ *Congratulations, it's a girl!*
- ◆ *It's been a beautiful summer so far.*

Its is a possessive determiner to express when something refers to something.

- ◆ *The house and its roof.*²

Complete each gap with **it's** or **it**.

1. _____ about time you showed up!
2. It was _____ first time out of the cage.
3. _____ feet were covered with sand.
4. Get up, _____ time for school.
5. I'm glad to see you; _____ been a long time.
6. _____ important to study hard for tests.
7. The bear protected _____ cubs.
8. _____ my turn to go down the slide.
9. The dog felt great with _____ new hair cut.
10. _____ too late to eat dinner.

6.2 WHOSE AND WHO'S

Whose is a possessive pronoun that you use when you ask if something belongs to someone.

- ◆ *Whose car is parked on the pavement?*

Who's is a contraction of *who is* or *who has*.

- ◆ *Who's that woman standing over there?*
- ◆ *Who's been speaking so loudly?*

Complete each gap with **whose** or **who's**.

1. OK, _____ half-eaten donut is sitting on the counter?
2. I'm heading to the ballgame this afternoon, _____ coming?
3. Pete Rose, _____ hits record may stand for years to come, was banned from baseball for gambling.
4. I have two tickets to the Springsteen concert, now _____ your best friend?
5. Wow, _____ car is that, I've always wanted one of those?
6. The one _____ mind is sharpest and finger quickest has the edge in a game like Jeopardy.
7. Jackson, _____ lost in Philadelphia somewhere, is going to be late for his own wedding.
8. _____ favourite show is 'Phantom of the Opera'?
9. _____ the front-runner for the plant manager job, do you think?
10. I'll call over to the house and see _____ still there.

6.3 YOUR AND YOU'RE

You're is an informal contraction of *you are*.

- ◆ *You're nothing but a liar!*

Your is a possessive pronoun to express that something belongs to you ("*of you*").

- ◆ *Give me your keys so I can leave.*

Complete each gap with **your** or **you're**.

1. _____ mother makes wonderful cupcakes.³
2. If _____ friendly, you'll have lots of friends.
3. What time is _____ practice?
4. _____ a great dancer!
5. Rupert thinks _____ the right person for the team.
6. Please turn _____ phone off!

7. Call me if _____ going to the party.
8. Please tell me _____ ideas on the project.
9. _____ supposed to wash the dishes.
10. When _____ ready, we can leave.

6.4 THERE, THEIR AND THEY'RE

Their is a possessive pronoun and means 'belongs to them'.

- ♦ *I ate their sweets.*

They're is an informal contraction of *they are*.

- ♦ *They're going to be cross.*

There is a demonstrative pronoun and refers to a place.

- ♦ *I've never been there.*

Complete each gap with **there**, **their** or **they're**.

1. They sent _____ kids to Paris.⁴
2. _____ still working on the project.
3. Is _____ any hope to win the match?
4. I don't think _____ good enough to beat our team.
5. _____ are so many people against the new project.
6. I heard _____ intending to destroy the park to build a high tower.
7. I like the red car over _____.
8. Have you met your husband _____?
9. I can't remember _____ names.
10. I bet _____ American.

6.5 TO, TOO AND TWO

To is a preposition which expresses motion 'towards'.

- ♦ *The dog came to me.*

Too is an adverb. It can replace the word also, and is used to express when something is excessive.

- ♦ *She can sing, too.*
- ♦ *I've eaten too much, I'm stuffed!*

Two is the cardinal number '2'. You use it to write compound numbers like *two thousand twenty-two*.

Complete each gap with **to**, **too** or **two**.

1. _____ scarlet circles burned on her cheeks.⁵
2. I was left to myself for an hour or _____.
3. There was just _____ much happening.
4. The combination of the _____ sends a confusing signal to the group.
5. They came to ask me to confess _____ the crime.
6. A person needs _____ have some private things.
7. I tried not _____ think of it.
8. _____ faces stared back at me.
9. It had become _____ big.
10. I wonder if he will come _____ my party.

6.6 SOME AND ANY

Some is a quantifier and is used before plural nouns and uncountable nouns in positive sentences.⁶

- ♦ *They've got some bananas.*
- ♦ *She needs some glue.*

Any is a quantifier and is used before plural nouns and uncountable nouns in negative sentences and questions.

- ♦ *I haven't got any oranges.*
- ♦ *Have you got any paper?*

6.7 MUCH AND MANY

Much is a quantifier and is used before uncountable nouns and in a comparative form of adjectives.

- ♦ *I have much money.*
- ♦ *I don't have much milk left.*
- ♦ *My suitcase is much cooler than yours.*

Many is a quantifier and is used before countable nouns.

- ♦ *I have many friends.*
- ♦ *I spent many days here.*

A lot of can be used instead of many or much with uncountable nouns or plural countable nouns.

- ♦ *I have many friends – I have a lot of friends.*
- ♦ *I don't want much coffee – I don't want a lot of coffee.*

ENGLISH GRAMMAR **MUCH - MANY** **Woodward English**
A LOT OF - LOTS OF
= a large quantity of something

Much and Many are mainly used in negative sentences and questions. They are **not** common in affirmative sentences though still possible.
Much is used with **uncountable** nouns.
Many is used with **plural countable** nouns.

| MUCH | MANY |
|--|--|
| + UNCOUNTABLE NOUNS | + PLURAL COUNTABLE NOUNS |
| - I don't have much time. | - There aren't many chairs in the room. |
| - He doesn't need much money. | - I don't have many friends. |
| - Does it use much electricity? | - Do you think many people will go? |

With affirmative sentences, we prefer **a lot of** instead of **much/many**.
A lot of / lots of are **not** common in negative sentences or questions.
A lot of can be used with **countable** nouns and **uncountable** nouns.
a lot of = lots of

| A LOT OF | A LOT OF |
|---|---|
| + UNCOUNTABLE NOUNS | + PLURAL COUNTABLE NOUNS |
| - I need a lot of coffee. (= I need lots of coffee.) | - She has a lot of friends. (= She has lots of friends.) |
| - There is a lot of traffic today. | - There are a lot of cars on the street. |

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Blogspot⁷

Complete each gap with **much, many, some** or **any**.⁸

1. We didn't have _____ time to get to the concert.
2. I haven't got _____ sweets, but Sally has got _____ in her bag.
3. We're getting _____ better at mountain biking.
4. I met _____ old friends at the restaurant yesterday.
5. Unlike _____ of his close friends, Paul had not had _____ opportunities in life.
6. How _____ courses are you taking this semester?
7. If we don't sell more clothes, there won't be _____ point in keeping this shop open.

8. Here's some money. Go and buy as _____ tins of beans as you can.
9. Some of the children were vegetarian, so they didn't eat _____ meat.
10. If I hadn't eaten so _____ sweets, I wouldn't have needed _____ medication.
11. "How _____ homework have you got to do?" "I don't have to do _____."
12. Aren't there going to be _____ famous people at the party tonight?
13. Karl was _____ older than I had first thought.
14. There have been too _____ reality shows on TV recently.
15. "Put _____ old clothes on and help me cut the grass." "Which clothes?" "_____."
16. Some days are _____ warmer than others around here.
17. There are _____ great reasons for learning English.
18. "Will there be _____ parking places?" "There might be _____."
19. I didn't have _____ to do yesterday, because there weren't _____ new clients to register.
20. This tree was planted _____ years ago by _____ previous owner.

6.8 FEW / A FEW AND LITTLE / A LITTLE⁹

Few is a quantifier and is used with plural countable nouns.

- ♦ *I have few friends.*
- ♦ *There are few students in class today.*

Little is a quantifier and is used with singular uncountable nouns.

- ♦ *There's little milk left in the fridge.*
- ♦ *I only have little money.*

When you add the article 'a' to both of the quantifiers, it changes the meaning and you put a little more attention to the positive.

- ♦ *Most of his books are boring.* There are few that I like. (there are not many that I like)
- ♦ *Most of his books are boring.* There are a few that I like. (I like some of them, not all)
- ♦ *I have little milk left.* (so I need to do some groceries)
- ♦ *I have a little milk left.* (which will be fine for coffee this afternoon)

Complete each gap with **much, many, lots of, a lot of, little, most, a little, little, a few** or **few**.

1. It seems we have had _____ assignments in English this year.
2. How _____ do we have to read this week?
3. _____ Americans don't like George Bush.
4. There aren't very _____ books in the library.
5. I think he drank _____ wine last night.
6. I have had _____ headaches already because of the stress.
7. I didn't use _____ fertilizer last spring, that's why we had so
_____ weeds.
8. It has rained very _____ this summer, that's why the grass is so brown.
9. _____ people know as much about computers as Jack does.
10. I'm having _____ trouble passing my driving test.
11. I do have _____ friends but not that many.
12. How _____ juice is left in the bottle?
13. John had _____ money with him so he couldn't even buy a bus ticket.
14. _____ time and money is spent on education in Great Britain.
15. I know _____ Spanish so I am going to have a problem when I get there.
16. _____ of the children in our block have got roller skates.
17. Football is the only subject I know very _____ of. It doesn't interest me that much.
18. _____ people can live without money. We simply need it.
19. There are _____ leftovers for you in the refrigerator.
20. Is she already gone? – I'm only _____ minutes late.¹⁰

6.9 FEWER VS. LESS (MINDER) AND FEWEST VS. LEAST (MINST)

Fewer is the comparative form of *few*, and *fewest* is the superlative form of *few*.¹¹ It always goes with countable nouns.

- ♦ Few, fewer, (the) fewest visitors, people, cars, ...
- ♦ *There were few visitors last week, but there are even fewer this week. Tomorrow we'll have the fewest, since there's only one reservation so far.*

Less is the comparative form of *little*, and *least* is the superlative form of *little*. It always goes with uncountable nouns.

- ♦ Little, less, (the) least money, milk, energy, ...
- ♦ *The paper took me little time to make, the essay even less and the letter I'll write now will take the least time.*

Complete each gap with **fewer**, **fewest**, **less** or **least**.

1. I was surprised to see so _____ people on the bus this morning.
2. If you want to lose weight, you should eat _____ junk food.
3. There is _____ milk left for the children. We'll have to buy some.
4. Our school has the _____ failures in the region.
5. I buy _____ meat than before because it's too expensive.
6. There are _____ pupils in our class than last year.
7. In our family Tony eats the _____ cheese.
8. I'm sure apples contain _____ sugar than cookies.
9. I enjoyed his new film _____ than his last one.
10. I need to spend _____ money on stupid things.

6.10 NUMBER AND AMOUNT

Number is used to refer to countable nouns.

- ♦ *A large number of people was present at the rally last week.*

Amount is used to refer to uncountable nouns.

- ♦ *2016 has seen an increase in the amount of web trafficking.*

Complete each gap with **number** or **amount**.

1. What is the correct _____ of sugar in the bowl?
2. Don't underestimate the _____ of people who will attend the lecture.
3. The _____ of books in my study is astounding!
4. A large _____ of ice covered the sidewalk.
5. A large _____ of icicles fell from the roof's edge.
6. The girl sat at the computer and looked at the _____ of icons on the screen.
7. The _____ of pollution in our lakes is growing every day.
8. I will make a record of the _____ of extra office workers we will need for the holiday.
9. How do you expect me to remember the _____ of yards in a mile?
10. The truck exhaust emitted a huge _____ of smoke into the air.

6.11 OF/OFF

Of is a preposition and indicates a relationship between other words, such as possession. It is also used to show what something is made of.

- ♦ *It is the wish of my grandmother to see her grandchild marry.*
- ♦ *This couch is made of fabric, but that one's made of leather.*

Off is also a preposition, but means the opposite of 'on'. *Off* expresses a movement downwards. *Off* is often used with phrasal verbs such as to cut off, to switch off, ...

- ♦ *Get off!*
- ♦ *The plumber turned the water off.*

Complete each gap with **of** or **off**.

1. The carving of his famous alter-piece took twelve years _____ his life.
2. He fell _____ the top of the building.
3. From this hill you get a very good view _____ the whole city.
4. Tight boots are sometimes difficult to take _____ one's feet.
5. The professor couldn't answer this question _____ hand.
6. Machines are made _____ metal.
7. Have you heard _____ the night train that went _____ the rails?
8. Come _____ the grass, don't trample on it.
9. A considerable part _____ the ruined city has already been rebuilt.
10. We have just been speaking _____ you.

6.12 THAN AND THEN

Than is used in comparisons and as a preposition.

- ◆ *She is taller than me.*

Then indicates time and is used as an adverb or a noun.¹²

- ◆ *I lived in Idaho then.*
- ◆ *First we eat, then we play games.*
- ◆ *We'll have to wait until then.*

Complete each gap with **than** or **then**.

1. He likes English better _____ maths.
2. Is Canada bigger _____ the United States?
3. Go straight on for about 200 metres, _____ turn right.
4. His daughter knows much more about computers _____ he does.
5. Let him finish his job, _____ we'll go.
6. If you miss the last ferry, _____ you'll have to take the water taxi.
7. My brother is younger _____ me.
8. Just _____ the lights went out.

9. It's less _____ a mile to Central Park.
- 10 My boss has two houses in England, and _____ there's the villa in Majorca.¹³

6.13 TEACH AND LEARN

Teaching is the act of showing someone how to do something. Mind the irregular forms: *teach, taught, taught*.

- ♦ *I taught him how to drive a car.*

Learning is receiving knowledge from someone who teaches you something. Mind the irregular forms: *learn, learned/learnt, learned/learnt*.

- ♦ *I learned how to drive a car when I was eighteen.*

Complete each gap with **teach** or **learn**.

1. I _____ how to drive a car when I was 15 years old.
2. I would like to _____ many new languages.
3. All parents should _____ their children how to be respectful.
4. He likes to _____ about different cultures.
5. He is going to _____ World History this semester.
6. I love _____ English as a second language.
7. Our teacher _____ how to use a computer. She was _____ by her students.
8. My English teacher is very good. I've _____ a lot in her class this year.
9. I never _____ anything at school because my teacher is very bad.
10. She decided to _____ the boy a lesson.

6.14 LAY AND LIE

Lay is a verb which means to put or set something down (leggen). It's an irregular verb: lay, laid, laid.

- ♦ *He lays the computer on the cupboard.*
- ♦ *He laid his daughter down on the bed.*

Lie is a verb that means 'to be in a horizontal position' (liggen). It's an irregular verb: lie, lay, lain.

- ♦ *Her cell phone had lain there for six hours before she found it.*
- ♦ *She lay down on the bed after an exhausting day.*

Lie is a verb which means 'not to tell the truth' (liegen). It's a regular verb: lie, lied, lied.

- ♦ *She lied to me yesterday when she told me she hadn't gone to the party.*

| infinitive | past simple | past participle | ing-form | translation |
|------------|-------------|-----------------|----------|-------------|
| to lay | laid | laid | laying | leggen |
| to lie | lay | lain | lying | liggen |
| to lie | lied | lied | lying | liegen |

Complete each gap with the appropriate form of the verbs **lay** and **lie**.

1. Please _____ down that book and listen to me.
2. He was _____ on his back in the hot sun.
3. Some people _____ about their age.
4. John _____ about everything.
5. Sometimes she _____ in the hammock for hours.
6. The fugitive _____ down his gun.
7. One of you is _____ about the cookie that's gone.
8. Sometimes I like to _____ down and rest after lunch.
9. I thought that you _____ the magazine on that shelf.
10. Your report has _____ on my desk for weeks.
11. We have all _____ a few times in our lives.
12. That's not true! You're _____!

13. Yesterday they _____ the foundation for the house.
14. They _____ hidden in the bushes.
15. I often _____ in bed for hours on Sunday mornings.

6.15 RAISE AND RISE

Raise and rise both have the meaning of 'going up'. However, there's a grammatical difference in use.

Raise is used with a direct object. *Something raises something*. It's a regular verb: raise, raised, raised.

- ◆ *We raised money for charity last summer.*
- ◆ *Raise your hand when you have a question!*

Rise is used without a direct object. *Something rises*. It's an irregular verb: rise, rose, risen.

- ◆ *The sun rose above the clouds.*
- ◆ *Sea levels rise every year.*

Complete each gap with the appropriate form of the verbs **raise** and **rise**.

1. They _____ their children in a quiet small town near the sea.¹⁴
2. The sun _____ in the east.
3. Mike _____ a question about the cost of the new project.
4. He _____ from the chair and took several books from the shelf.
5. Good news from home _____ his hopes.
6. The prices are _____ again.
7. The new director promises to _____ our salaries.
8. Don't _____ your voice, please.
9. She _____ at six o'clock in the morning today.
10. He _____ his hand to attract her attention.

6.16 WE'RE, WERE, WHERE AND WEAR

We're is an informal contraction of *we are*.

- ◆ *We're almost closing, please hurry up.*

Were is the past simple form of *to be* in second person singular and all plurals.

- ◆ *You were late last night.*
- ◆ *We were nearly done with the race when I crashed.*

Where is an interrogative pronoun, asking about the location of something or someone. It can also be a relative pronoun which introduces a clause.

- ◆ *Where are my keys?*
- ◆ *The house where we stayed last summer was superb.*

Wear is a verb, which means to have something on your body, like clothing.

- ◆ *She's wearing a white dress with red ribbons.*

Complete each gap with **we're**, **were**, **where** or **wear**.

1. _____ have you been?
2. They often _____ blue jeans.
3. I don't know _____ John is from.
4. The children _____ playing computer games from seven to nine.
5. _____ having toast for breakfast.
6. The hotel _____ we stayed was near the beach.
7. What _____ you doing before you came here?
8. Jeff asked me _____ he should put his essay.
9. You should _____ a tuxedo for this formal dinner.
10. She asked _____ Jane and Sue _____.

7

FALSE FRIENDS

Online materials



E-version



Videos

| Dutch/French | English | |
|-----------------------------------|--|---|
| controle | control | He lost control of the steering wheel. |
| collega (hoge)school | colleague college | I'm a student at Vives University college . Have you met our new colleagues from Britain? |
| Groot-Brittannië | Great Britain <i>No hyphen!</i> | Have you ever visited Great Britain ? |
| eventueel uiteindelijk | possibly, potentially, perhaps eventually | Would you possibly have time to adjust the numbers? We eventually ended up in the pub. |
| fabriek fabric | factory stof | The factory had to close. Did you notice the fabric of my new dress? It's silk. |
| warenhuis magazijn magazine | department store warehouse magazine | This department store sells everything, even small fish. This warehouse stores wood. There was an article about the warehouse in the magazine . |
| samenloop, overeenstemming | competition concurrency | There is some level of concurrency , since both lists overlap on two names. Competition is fierce. |

| | | |
|---|---|--|
| responsible With an <i>a</i> ! | responsible With an <i>i</i> ! | He's responsible for sales. |
| désastre With an <i>é</i> ! | disaster With an <i>i</i> and without <i>e</i> ! | It's a disaster ! |
| avantage Without <i>d</i> ! | advantage With <i>d</i> ! | You should turn your weakness into an advantage . |
| indépendance With an <i>é</i> and an <i>a</i> ! | Independence All with <i>e</i> 's! | The country celebrated its independence . |
| mensen studenten | people pupils | There were only eight pupils in class. The people of Egypt were protesting. |
| heks welke | witch which | Which witch lost her broom? |
| oefenen oefening, praktijk | to practise practice | Practise your verbs in the doctor's practice . Practice makes perfect! |
| woestijn toetje, dessert | desert dessert | People that live in the desert don't usually eat dessert . |
| lenen uitlenen | to borrow to lend | Did you borrow it or was it your friend? |

| | | |
|---|--|---|
| natuurlijk van de koers afwijken | of course off course | Who did I lend my book to? Of course we stayed on track, we did not go off course once. |
| personeel persoonlijk | personnel personal | The personnel manager dealt with my personal problem very carefully. |
| stil nogal stoppen | quiet quite quit | They did not make much noise, they were quite quiet when they quit working. |
| normaal, vroeger gewoon zijn om | I used to I'm used to <i>With auxiliary 'to be'!</i> | I used to play with dolls. I'm not used to being spoken to like that! |
| of weer | whether weather | What's the weather like today? I don't know whether we'll ever make it to the border. |
| advies adviseren | advice <i>note: uncountable = a piece of ~</i> to advise | He refused to follow my kind advice . I would advise to follow the safety precautions. |
| aanleren leren | to teach to learn | I'll never forget what you taught me. I still have to learn the new rule by heart. |
| aanvaarden behalve | to accept except | I accept your apology. We sold everything except the used cars. |