

## A/an and one

A

We use **a** before nouns and noun phrases that begin with a consonant sound. If the noun or noun phrase starts with a vowel *letter* but begins with a consonant *sound*, we also use **a**:

- 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** honorary degree

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:t/)    **an** FBI agent (/ən ef bi: ai.../)    **an** IOU (/ən ai əʊ ju: /)

But compare abbreviations said as words:

- a** NATO general (/ə neɪtəʊ.../)    **a** FIFA official (ə fi:fə.../) *but* **an** OPEC meeting (/ən əʊpek.../)

Notice that we say

- a** history (book)    *but* **an** (or **a**) historical (novel)

B

We use **a/an** (not **one**) to talk about a particular but unspecified person, thing or event:

- I really need **a** cup of coffee.  
 You never see **a** police officer in this part of town, do you?

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 cents **a** (= each) litre (notice we can also say '50 cents 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.

C

Before a singular countable noun **one** and **a/an** both refer to one thing:

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

Using **one** in sentences like these gives a little more emphasis to the length of time, quantity, amount, etc.:

- He weighs **one** hundred and twenty kilos! Would you believe it! (using **one** emphasises the weight more than using **a**)

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 **only 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.:

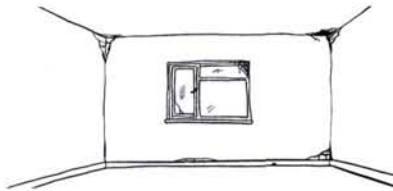
- Hope to see you again **one** day.  
 **One** evening, while he was working late at the office...

## 44.1 Write a or an in the spaces. (A)

- |                           |                            |
|---------------------------|----------------------------|
| 1 ..... unpaid bill       | 8 ..... U-turn             |
| 2 ..... DIY shop          | 9 ..... heirloom           |
| 3 ..... MA in Russian     | 10 ..... NASA space launch |
| 4 ..... Euro              | 11 ..... UN decision       |
| 5 ..... MiG fighter plane | 12 ..... SOS message       |
| 6 ..... Olympic medal     | 13 ..... F grade           |
| 7 ..... AGM               | 14 ..... hero              |

## 44.2 Change a/an or one in these sentences if necessary, or write ✓. In which sentences are both a/an and one possible? (B & C)

- I usually go to the gym four times one week.
- There's more than one way to solve the problem.
- I phoned the council to complain, but just got passed on from a person to another.
- The rate of pay is really good here. You can earn over £20 one hour.
- Maybe we could go skiing one winter.
- The apples are 50 cents one kilo.
- Are you hungry? Would you like one piece of cake?
- The rules say that there is only one vote per member.
- You can get seven hours of recording on one disc.
- 'What would Nick like for his birthday?' 'Why don't you ask Emma? She's one good friend of his and will have some ideas.'
- There's one pen on the floor. Is it yours?
- The library books are due back in one month.
- Do you want some of my chips? There are too many here for a person.
- I'm going to London for one day or two.
- Either I'll work late tonight or I'll come in early tomorrow, but the report's got to be finished by lunchtime a way or another.
- It will take more than one morning to finish the decorating.



## 44.3 Which is more appropriate, a/an or one? If both a/an and one are possible, write them both. (B & C)

- If you wait ..... second I'll get my coat and come too.
- I want to see the river ..... last time before I leave.
- The Queen is visiting the city ..... day in November.
- It was announced that the plane would be approximately ..... hour late.
- I could hear the sound of ..... helicopter in the distance.
- I'd just like to say ..... thing before I go.
- Martha's baby is ..... year old already.
- Dinner should be ready in ..... hour or so.
- Paul came over ..... evening last week.
- I've painted ..... wall already and I'll do the other tomorrow.
- I'd like to make ..... point here, Ken, if I may.
- ..... large number of people had gathered in the square.

## A/an, the and zero article (1)

A

We usually use **the** when we talk about things which are unique – there is only one of them (or one set of them):

- the world**    **the sky**    **the atmosphere**    **the sun**    **the ground**    **the climate**    **the sea**  
**the horizon**    **the human race**    **the environment**    **the travel industry**    **the arms trade**

We also refer to general geographical areas with **the** as in:

**the beach**    **the country**    **the countryside**    **the town**    **the seaside**    **the forest**  
where 'the country' or 'the countryside' means 'the area where there are no towns'. We also talk about:

- the past**    **the present**    **the future**

Notice, however, that some nouns like this can be used with **zero article** (i.e. no article) to refer to a concept in general:

- Climate** is one of the many factors involved in changing farming methods. (or **The climate**...)  
 The flowers grow best in sandy soil and **sun**. (= sunshine)  
 In autumn the temperature difference between **land** and **sea** reduces. (or ...**the land** and **the sea**...)

If we want to describe a particular instance of these we can use **a/an**. Compare:

- I could see the plane high up in **the sky**. *and*  
 When I woke up there was **a bright blue sky**.  
 What are your plans for **the future**? *and*  
 She dreamt of **a future** where she could spend more time painting.

B

We can use **the** when we make generalisations about classes of things using singular countable nouns. (See also Unit 47A.) Compare the use of **the** and **a/an** in these sentences:

- The computer** has revolutionised publishing. (this refers to computers in general) *but not*  
A computer has revolutionised publishing. (computers *in general* have done this, not an individual computer)  
 **The computer** is an important research tool. *and*     **A computer** is an important research tool. (this statement is true of both the general class and the individual item)

As an alternative to **the + singular countable noun** we can use a plural countable noun to talk about a class of things:

- Computers** are an important research tool.

Notice that if **the** is used with plural and uncountable nouns we refer to a specific thing or group:

- The computers** have arrived. Where shall I put them?  
 **The music** was wonderful. I could have listened to the orchestra all night.

When we define something or say what is typical of a particular class of people or things, we generally use **a/an** rather than **the**:

- A corkscrew** is a gadget for getting corks out of bottles.  
 **A garden** is there to give you pleasure, not to be a constant worry.

C

Some nouns can be used uncountably when we talk about the whole substance or idea, but countably when we talk about an instance or more than one instance of it. When these nouns are used countably we can use **a/an** (and plurals). Compare:

- I don't drink **coffee**.    *and*     Would you like **a coffee**? (= a cup of coffee)  
 She's got blonde **hair**.    *and*     There's **a hair** in my soup!  
 He shook with **fear**.    *and*     He has **a fear** of heights.

There are many other nouns like this, including **conversation, grammar, importance, iron, pleasure, shampoo, sound**. (For more see GR:H2 & H3.) Some of these nouns (e.g. **grammar, iron**) have different meanings when they are used countably and uncountably (see GR:H3).

- 45.1 Choose one of the following words to complete these sentences. Use the same word in each pair. Add the *a/an* in an appropriate place. (A)
- beach    future    past    world
- I think the best Australian wine is as good as any in .....
    - As a child, Ethel would often daydream about travelling forward in time to ..... very different from the one she lived in.
  - If we are elected, we will build our policies on the simple belief that our purpose is to create bright ..... for our children rather than achieving short-term goals for ourselves.
    - Although our current financial position is worrying, we have many new orders for our products and ..... is bright.
  - As I get older, I seem to remember ..... better than things that happened very recently.
    - At the age of 98, Johnson has ..... that goes back to the start of the last century.
  - If you want to get away from it all, you can take a small boat to deserted ..... on one of the islands.
    - Dear Mum and Dad, We're having a great holiday. The weather's wonderful and we're spending most of our time on .....
- 45.2 Underline the correct or more likely answer. If both answers are possible, underline them both. (B)
- We get some strange requests in our shop. We had *the customer/ a customer* in the other day who wanted to buy chocolate-covered ants.
  - It sometimes seems that *the individual/ an individual* can have little impact on the decisions that governments take.
  - The invention of *a car/ the car* is normally attributed to the German engineer Gottlieb Daimler.
  - The television/ A television* has changed the way we obtain information more than any other modern invention.
  - The campaign against smoking in public places argues that its harmful effects are not confined to *the smoker/ a smoker*.
- 45.3 Use each of these nouns twice to complete the sentences. Where necessary, add *a/an* at an appropriate place in the sentence. (C)
- conversation    grammar    importance    iron    pleasure    shampoo    sound
- My sisters were clearly having <sup>a</sup> serious *conversation* so I didn't like to disturb them.
  - It now gives me great ..... to introduce that marvellous ventriloquist, Marco Lutman.
  - The Nile is of critical ..... to the social and economic life of Egypt.
  - As we walked through the jungle we heard ..... we weren't expecting – the ring of a mobile phone.
  - The failure to teach ..... in schools has caused an overall decline in people's ability to write well.
  - Most red meat is relatively high in .....
  - Within a day of washing my hair it starts to feel greasy. I have yet to find ..... to solve this problem.
  - ..... travels at different speeds, depending on the temperature of the air.
  - I got ..... in my eye this morning in the shower and it's made it really sore.
  - It's real ..... to travel by rail in Sweden. The trains are clean and punctual.
  - I have ..... of English printed in 1890 on very thin paper.
  - Because the central government has relocated there, the town of Paraga has taken on ..... out of all proportion to its size.
  - Although he's got ..... he never seems to use it. His shirts are always creased.
  - As she walked into the party, ..... ceased and everyone in the crowded room stared at her.

## A/an, the and zero article (2)

A

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** (i.e. no 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.

B

We usually use **zero article** (i.e. no article) before the name of an individual person or place. However, we use **the** –

- ☆ when there are two people with the same name and we want to specify which one we are talking about:
  - That's not **the Stephen Fraser** I went to school with.  
but compare 'There was a Stephen Fraser in my class.' (= a person named Stephen Fraser)
- ☆ when we want to emphasise that the person we are referring to is the most famous person with that name. Used this way, **the** is stressed and pronounced /ði:/:
  - Do they mean **the Ronald Reagan**, or someone else?
- ☆ with an adjective to describe a person, or another noun which tells us their job:
  - the late Buddy Holly**                       **the artist William Turner**
- ☆ when we talk about a family as a whole:
  - The Robinsons** are away this weekend.

C

Notice that **a/an**, or sometimes **zero article**, is used with a name when referring to the particular excellent qualities of the person named:

- Jane plays tennis well, but she'll never be **(a) Steffi Graf**.

We also use **a/an** when we refer to an individual example of a product made by a particular manufacturer (e.g. I've just bought **a Mercedes**) or a work by a particular artist (e.g. Do you think it could be **a Van Gogh/a Rembrandt?**).

You can use **a/an** before a person's name if you don't know the person yourself. Compare:

- Dr Perch is here for you. (= I know Dr Perch) *and*
- There's **a Dr Kenneth Perch** on the phone. (= I haven't heard of him before) Do you want to talk to him?

D

In stories and jokes in conversation, **this** is commonly used instead of **a/an** to introduce a new person or thing. Using **this** highlights the person or thing as the topic of what is to come next:

- As I was walking along, **this** spider (= 'a spider') landed on my head, and...
- This** man (= 'a man') goes into a chemist and he says...

E

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.

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

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

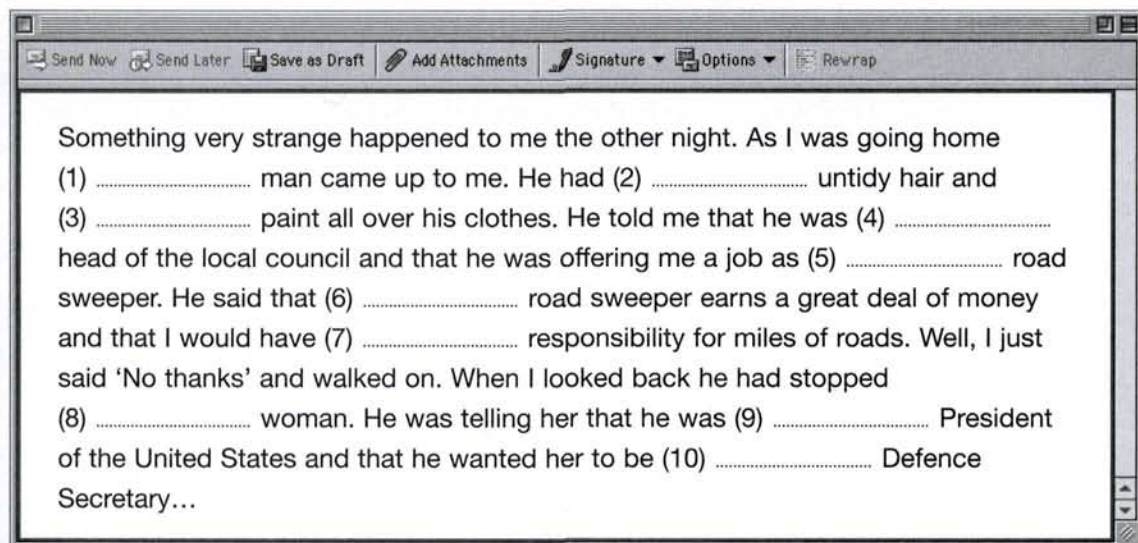
## 46.1 Put a/an, the or zero article (-) in the spaces. Give all possible answers. (A-C)

- 1 A special award was given to ..... novelist Ian McMurphy.
- 2 I've been offered the position of ..... Director of Personnel.
- 3 I've always wanted to meet ..... Michael Owen.
- 4 'What make is your computer?' 'It's ..... Mac.'
- 5 I'm ..... marketing adviser at Unifleet.
- 6 Let me introduce you to ..... Paula Cox.
- 7 We met our good friend ..... Jean Wools when we were in ..... Plymouth.
- 8 I found myself talking to ..... George Bush! Not ..... George Bush, of course, but someone with the same name.
- 9 Brian's ..... manager of the local football team.
- 10 I didn't even know Joan was interested in art until I heard that she owns ..... Van Gogh.
- 11 When Jennie was young she knew ..... Picasso.
- 12 She was determined to be ..... author.
- 13 He has been appointed ..... Minister for Industry.
- 14 She recently became ..... minister in the new government.
- 15 We're going on holiday with ..... Smiths.
- 16 He's really keen on playing football. He likes to think of himself as ..... Ronaldo.
- 17 ..... Linda Green is outside. Do you want to see her?

## 46.2 If the underlined the can be left out of these sentences, put brackets around it. (E)

- 1 It's the best ice-cream I've ever tasted.
- 2 Jack's boat wasn't the most elegant in the harbour, but it was certainly the biggest.
- 3 I thought the second competitor was the best, even though he didn't win a prize.
- 4 This is by far the most valuable painting in the collection.
- 5 'Why did you ask Jim to go first?' 'Because he's the oldest.'
- 6 Sapphires occur in a variety of colours, but blue ones are the most valuable.
- 7 The Pacific is the biggest ocean in the world.
- 8 It's supposed to be the oldest post office in the country.

## 46.3 Complete the text with a/an, the, zero article or this. Give alternatives where possible. (Units 45 &amp; 46)



Something very strange happened to me the other night. As I was going home  
 (1) ..... man came up to me. He had (2) ..... untidy hair and  
 (3) ..... paint all over his clothes. He told me that he was (4) .....  
 head of the local council and that he was offering me a job as (5) ..... road  
 sweeper. He said that (6) ..... road sweeper earns a great deal of money  
 and that I would have (7) ..... responsibility for miles of roads. Well, I just  
 said 'No thanks' and walked on. When I looked back he had stopped  
 (8) ..... woman. He was telling her that he was (9) ..... President  
 of the United States and that he wanted her to be (10) ..... Defence  
 Secretary...

## A/an, the and zero article (3)

A

With plural and uncountable nouns, **zero article** (i.e. no article) is used to talk generally, without definite people or things in mind. **The** is used when we assume the listener or reader will understand who or what we are referring to, or when other words in the noun phrase make the reference specific. Compare:

- The government has promised not to tax **books**. (= books generally) *and*
- The books** have arrived. (= the books you ordered)
- Music** played an important part in his life. (= music generally) *and*
- I thought **the music** used in the film was the best part. (= this particular music)

B

We often use **zero article** with the names of holidays, special times of the year, months, and days of the week including **Easter, Ramadan, New Year's Day**. But compare:

- I'll see you on **Saturday**. (= next Saturday)     We met on **Saturday**. (= last Saturday)
- They arrived on **a Saturday** as far as I can remember. (we are only interested in the day of the week, not which particular Saturday)
- They arrived on **the Saturday** after my birthday. (a particular Saturday, specifying which one)

With **winter, summer, spring, autumn**, and **New Year** (meaning the holiday period), we can use either **zero article** or **the**:

- In **(the) summer** I try to spend as much time as I can in the garden.

We use **the** when it is understood or we go on to specify which summer, spring, etc. we mean:

- I'd like to go skiing in **the autumn**. (= this year)     I first went skiing in **the spring** of 1992.

We say 'in the New Year' to mean near the beginning of next year:

- I'll see you again in **the New Year**.

When we want to describe the features of a particular holiday, season, or other period of time and say that it was somehow special when compared with others, we can use **It/That was... + a/an + noun + modifying phrase**. Compare:

- That was **a winter** I'll never forget. (= compared to other winters it was unforgettable) *and*
- That was **the winter** we went to Norway. (= a statement about a particular winter)

C

We use **zero article** with times of the day and night such as **midnight, midday, and noon**:

- If possible, I'd like it finished by **midday**.     **Midnight** couldn't come quickly enough.

But notice that we can say either **the dawn** or **dawn**:

- He got back into bed and waited for **(the) dawn**.

We use **the + morning/afternoon/evening** for a day which is understood or already specified:

- I enjoyed **the morning**, but in **the afternoon** the course was boring. But compare:
- Morning** is the time I work best. (= mornings in general; **The morning...** is also possible)
- I'll be there by **(the) morning/evening**. (*but ...by the afternoon, not ...by afternoon*)
- I waited **all morning**. (*more usual than all the morning/afternoon, etc.*)
- 'You look upset.' 'Yes, I've had a terrible **morning**.' (= compared to other mornings)

D

We use **by + zero article** to talk about means of transport and communication, including **go/travel by car/taxi/bus/plane/train/air/sea; contact/communicate by post/email/phone**.

Compare:

- I generally go **by bus** to work.    *and*     I generally take **the bus** to work.

E

We often use **zero article** in patterns where repeated or related words are joined by a preposition and used with a general meaning:

- The government makes grants according to criteria that differ from **region to region**.

Other examples include **person to person, back to back, end to end, face to face, side by side, start to finish, day by day, put pen to paper**.

47.1 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)

agriculture children fire holidays islands money parents rain

- 1 a ..... as young as ten are working in the clothing industry.  
b While you're painting the sitting room, I'll take ..... over to the park.
- 2 a As the soil quality deteriorated, so too did ..... on which the region depended.  
b Around 60% of the labour force in the county is supported by .....
- 3 a Around the world ..... are being threatened by rising sea levels.  
b ..... off the east coast of Malaysia are beautiful.
- 4 a I've been really busy at work, so I'm really looking forward to .....  
b ..... in the Brazilian rainforests are now becoming popular with adventurous travellers.
- 5 a Farmers will be hoping for ..... in the next few weeks.  
b Last night ..... was torrential.
- 6 a I've left ..... I owe you on your desk.  
b It is said that ..... is the root of all evil.
- 7 a Using the new software, ..... will be able to monitor their children's use of the Internet.  
b ..... of Paul Thomas claimed that he was at home at the time of the robbery.
- 8 a It isn't known how ..... started.  
b Animals fear ..... more than anything else.

47.2 Write *a/an*, the or zero article (-), whichever is more likely, in the spaces in these sentences. Where more than one answer is possible, consider any difference in meaning. (B, C & D)

- 1 a Do you remember when Mark and Julie came over and had that terrible row? That was ..... day I wouldn't want to go through again.  
b I couldn't go to Jane's party. It was ..... day I was babysitting for Derek and Linda.
- 2 a 'Shall we go out walking on ..... Sunday?' 'No, I'm busy this weekend.'  
b I know the meeting will be on ..... Sunday in June, but I don't know the exact date yet.
- 3 a Are you talking about ..... Christmas we spent in Sweden?  
b I'll see you again after ..... Christmas.
- 4 a The exam results will be sent by ..... post on 24<sup>th</sup> August.  
b The application forms came in ..... post this morning.
- 5 a I'd been working in the garden all ..... afternoon and my back ached.  
b I've spent ..... afternoon on the phone to my mother.
- 6 a That old coat of yours won't be warm enough for ..... winter.  
b 'I haven't seen Jack for months.' 'He's been away in South Africa for ..... winter.'
- 7 a The early train to Cambridge was cancelled so I had to go by ..... car.  
b It's raining so I think I'll take ..... car.

47.3 Complete the sentences using one of the phrases in E. (E)

- 1 They sat ..... on the bench looking out over the countryside.
- 2 She was in hospital for several weeks, but ..... her health improved.
- 3 Tiger Woods is celebrating ..... victories in his last three golf tournaments.
- 4 The island is so small you can walk from ..... in about an hour.
- 5 The disease is easily spread from .....



## Some and any

## Some

**A** Before plural and uncountable nouns we sometimes use **some** or **zero article** (i.e. no 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.

With both **some** and **zero article** we are referring to particular people or things but in an indefinite way. When it is used in this way, **some** is usually pronounced /səm/.

We don't use **some** to make general statements about whole classes of things or people (GR:18 & 19):

- Furniture** can be an expensive item when you buy your first home.
- Babies** need lots of care and attention.

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

- Some** eighty per cent of all residents took part in the vote. (= approximately eighty per cent; beginning 'Eighty per cent...' suggests a more precise figure)

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

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

- He was interrupted twice by **some** troublemaker in the audience.

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

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

## Any

**D** We usually use **any** not **some** (and **anyone**, **anything**, etc. not **someone**, **something**, etc.) –

- ☆ in non-affirmative contexts; that is, lacking positive, affirmative meaning.
- ☆ to refer to non-specific, unspecified things.

For example, we generally use **any** in sentences with a negative meaning when they include negative adverbs such as **barely**, **hardly**, **never**, **rarely**, **scarcely**, **seldom**; negative verbs such as **deny**, **fail**, **forbid**, **prevent**, **prohibit**, **refuse**; negative adjectives such as **impossible**, **reluctant**, **unable**, **unlikely**; and the preposition **without**:

- There's *hardly* **any** sugar left. We must get some when we go shopping.
- I boarded up the windows to *prevent* **any** damage during the storm.
- It was *impossible* to see **anything** in the dark.
- We didn't have tickets, but we got into the stadium *without* **any** difficulty.

However, we use **some** with these negative words–

- ☆ when **some** (pronounced /sʌm/) has the implication 'not all' (see I13):
  - We were able to *prevent* **some** damage to the house. (= but not all of it)
  - I talk to colleagues *before* I take **some** decisions, but this one I had to decide on my own.
- ☆ when the basic meaning is positive:
  - Somebody** isn't telling the truth. (= There is some person (who isn't telling the truth))
- ☆ when we are talking about a particular but unspecified person or thing:
  - I was *reluctant* to repeat **something** so critical of Paul. (= a specific criticism)

**E** We often use **any** in clauses that begin with **before**, and with comparisons:

- I cleared up the mess *before* **anyone** saw it. ('...before someone saw it' suggests that I have a particular person in mind who might see it)
- She has as good a chance *as* **anybody** of winning the race.
- The material felt *softer than* **anything** she had ever touched before.

48.1 Complete the sentences with **some** or **zero article** (-). If both **some** and **zero article** are possible with little difference in meaning, write (**some**). (A & GR 110-114)

- 1 There have been ..... allegations of corruption in the government.
- 2 If you're going to the library, could you take back ..... books that I've finished reading?
- 3 The price of ..... coffee is at an all-time low.
- 4 The door kept flying open in the wind so I tied it up with ..... string.
- 5 I'm going into town to buy ..... clothes.
- 6 Tony knows more about ..... jazz than anyone I've every met.
- 7 It costs much more to make ..... films today than 10 years ago.
- 8 I need to get ..... bread from the supermarket.

48.2 Rewrite these newspaper headlines in your own words using **some** to mean 'approximately'. The first is done for you. (B)

1 **250 people charged with assault following Molton riots**

Some 250 people have been charged with assault following the Molton riots.

2 **30% OF ALL CITY BUSES FOUND TO BE UNSAFE**

3 **Unexploded bomb found 5 miles from Newham centre**

4 **25% OF ELECTRICITY FROM WIND BY 2020**

5 **200 jobs to be lost at Encon steel works**

48.3 Complete the sentences in any appropriate way using **some + singular noun** or **some + singular noun + or other**. The first is done for you. (C)

- 1 I don't know where I got the information from. I must have heard it on some radio programme (or other).
- 2 I don't know where Richard is. He's probably .....
- 3 I don't know where the book is. Maybe I lent it .....
- 4 I don't know where Maggie works. I think it's in .....
- 5 I don't know why Ken is still at work. Perhaps he's got to .....

48.4 Complete these sentences with **some, someone, something, any, anyone** or **anything**. Where both **some(one/thing)** or **any(one/thing)** are possible, write them both and consider any difference in meaning. (D & E)

- 1 John worked hard at learning Japanese but failed to make ..... real progress.
- 2 I was unable to eat ..... of the food.
- 3 I always offer to help organise school concerts, but there is seldom ..... for me to do.
- 4 Janet Jones is ..... I rarely see these days.
- 5 He denied that he had done ..... wrong.
- 6 I always get to work before ..... else.
- 7 The theatre is unlikely to have ..... tickets left for tonight's performance.
- 8 Despite rowing as hard as we could, we had progressed barely ..... distance from the shore.
- 9 ..... parents never seem to have time to sit down and talk to their children.
- 10 The regulations of the game forbid ..... ball to rise above shoulder height.
- 11 When I last lent my laptop to a friend it came back damaged, so I'm reluctant to lend it to ..... else.
- 12 She valued friendship more than ..... in the world.

## No, none (of) and not any

- A** We can use **no** and **none (of)** instead of **not a** or **not any** for particular emphasis. Compare:
- There isn't a train until tomorrow. *and* There's **no** train until tomorrow. (more emphatic)
  - She didn't give me **any** help at all. *and* She gave me **no** help at all.
  - Sorry, there isn't **any** left. *and* Sorry, there's **none** left.
  - He didn't have **any** of the usual symptoms. *and* He had **none** of the usual symptoms.
- We use other pairs of negative words and phrases in a similar way:
- There isn't **anyone/anybody** here. *and* There's **no-one/nobody** here. (more emphatic)
  - I haven't got **anything** to wear for the party. *and* I've got **nothing** to wear for the party.
  - She wasn't **anywhere** to be seen. *and* She was **nowhere** to be seen.
  - Why don't you ever call me? *and* Why do you **never** call me?
- B** We don't usually use **not a/any**, **not anyone**, etc. in initial position in a sentence or clause, or straight after **and**, **but** or **that** at the beginning of a clause. Instead we use **no**, **none of**, **no-one**, etc.:
- No** force was needed to make them move. (*not* Not any force was needed...)
  - Most players are under 16 *and* **none of** them is over 20. (*not* ...and not any of them...)
  - We arranged the meeting, *but* **no-one** came. (*not* ...but not anyone...)
  - I'm sure *that* **nothing** can go wrong. (*not* ...that not anything can...)
- C** In a formal or literary style we can use **not a** in initial position or after **and**, **but** or **that** (see also Unit 100):
- Not a** sound came from the room. (*less formally* There wasn't a sound from the room.)
  - She kept so quiet *that* **not a** soul in the house knew she was there.
- D** After **no**, we can often use either a singular or a plural noun with little difference in meaning, although a singular noun is usually more formal:
- No answers** could be found. (*or more formally* **No answer**...)
  - We want to go to the island but there are **no boats** to take us. (*or more formally* ...there is **no boat**.)
- However, we use a *singular* noun in situations where we would expect one of something, and a *plural* noun where we would expect more than one. Compare:
- I phoned Sarah at home, but there *was* **no answer**. (*not* ...but there were no answers.) *and*
  - He seems very lonely at school, and *has* **no friends**. (*not* ...no friend.)
- E** We can give special emphasis to **no** or **none of** using phrases like **no amount of** with uncountable nouns, **not one.../ not a single...** with singular countable nouns, and **not one of...** with plural nouns:
- The company is so badly managed that **no amount of investment** will make it successful.
  - It was clear that **no amount of planning** could have improved the situation.
  - Not one person** remembered my birthday. (*or* **Not a single person**...)
  - Not one of the families** affected by the noise wants to move.
- F** Some phrases with **no** are commonly used in informal spoken English: **No wonder** (= it's not surprising); **No idea** (= I don't know); **No comment** (= I have nothing to say); **No way**, **No chance** (= emphatic ways of saying 'no', particularly to express refusal to do or believe something); **No problem**, **No bother** (= it isn't/wasn't difficult to do something):
- 'The computer's not working again.' 'No wonder. It's not plugged in!'
  - 'Thanks for the lift.' 'No problem. I had to go past the station anyway.'

49.1 Complete the sentences with a word or phrase from (i) followed by a word or phrase from (ii). Use each word or phrase once only. (A-C)

(i)

no	<del>none</del>	none of
no-one	nothing	nowhere
never	not	

(ii)

a drop	else	going to get
heard	the hotels	<del>in the cupboard</del>
point	wrong	

- 1 Where are the biscuits? There's none in the cupboard.
- 2 We left the house as quietly as possible and ..... us.
- 3 ..... was spilt as she poured the liquid into the flask.
- 4 Jack was determined to leave and I knew that there was ..... in protesting.
- 5 The door was locked and he had ..... to go.
- 6 I found that ..... in the city centre had any rooms left.
- 7 Tom's so lazy. Is he ..... a job?
- 8 The doctors reassured Emily that they could find ..... with her.

49.2 Look again at the sentences in 49.1. Which of them can you rewrite to make less emphatic using not (n't) any/anyone, etc.? (A-B)

49.3 If necessary, suggest changes to any parts of these sentences that are unlikely. (D)

- 1 There were no televisions in the hotel room so I went out to see a film.
- 2 I was surprised to find that there were no books on football in the library.
- 3 The car was very old and had no seatbelt.
- 4 I returned the cheque to Mr Wallis because there were no signatures on it.
- 5 The park was just a large area of grass with no tree.
- 6 When I opened the packet I found there was no sweet in it.
- 7 I phoned Dr Owen this morning, but there was no reply.
- 8 When I got to the shop there was no newspaper left.

49.4 Complete these sentences in any appropriate way beginning not one (of) or no amount of. (E)

- 1 I made lots of cakes for the party but not one of the children liked them.
- 2 Mr Carlson didn't want to sell the painting, and .....
- 3 I sent job applications to over a hundred companies, but .....
- 4 Smallpox used to be common all over the world but since 1978 .....
- 5 The floor had dirty black marks all over it, and .....

49.5 Choose one of the No... phrases in F to complete these sentences. (F)

- 1 'Can you give me a lift to the station?' '..... I'll pick you up at 8.00.'
- 2 'I've got a headache.' '..... You've been in front of that computer screen for hours.'
- 3 'Do you think Kim will pass her maths?' '..... She just doesn't work hard enough.'
- 4 'Where's Barry?' '..... Last time I saw him he was in the kitchen.'
- 5 'I'm from the *Daily News*, Dr James. Do you have anything to say about the accusation that you stole from your patients?' '..... Goodbye.'

# Much (of), many (of), a lot of, lots (of), etc.

A

In affirmative sentences we generally use a **lot of** and **lots (of)** rather than **much (of)** and **many (of)**, particularly in informal contexts. However, there are a number of exceptions –

- ☆ In formal contexts, such as academic writing, **much (of)** and **many (of)** are often preferred. We can also use phrases such as a **large/considerable/substantial amount of** (with uncountable nouns), or a **large/considerable/great/substantial number of** (with plural nouns):
  - Much** debate has been heard about Thornton's new book.
  - There could be **many** explanations for this.
  - Much of** her fiction describes women in unhappy marriages.
  - A large amount of** the food was inedible. (*or Much of...*)
  - The book contains a **large number of** pictures, many in colour. (*or ...many...*)
- ☆ In formal contexts we can use **much** and **many** as pronouns:
  - There is no guarantee of a full recovery. **Much** depends on how well she responds to treatment.
  - The government's policies have done **much** to reduce unemployment.
  - Many** (= many people) have argued that she is the finest poet of our generation.
  - Not once did I see a tiger in the jungle, although I heard **many**. (referring back to 'tiger(s)')
- ☆ We usually use **many** rather than a **lot of** or **lots of** with time expressions (**days, minutes, months, weeks, years**) and **number + of** (e.g. **thousands of voters, millions of pounds**):
  - We used to spend **many hours** driving to Melbourne and back.
  - He was the founder of a company now worth **many millions of pounds**.

B

We can use **many** following **the, my, its, his, her, etc.** and plural countable nouns:

- Among **the many unknowns** after the earthquake is the extent of damage to the foundations of buildings.
- The gallery is exhibiting some of **his many famous paintings of ships**.

We can use the phrase **many a** with a singular noun to talk about a repeated event or a large number of people or things:

- The manager must have spent **many a sleepless night** worrying about his team selection.
- Many a pupil** at the school will be pleased that Latin is no longer compulsory.

C

To emphasise that we are talking about a large number we can use a **good/great many** with a plural noun:

- She has a **good/great many friends** in New Zealand.

To emphasise that we are talking about a large amount we can use a **good/great deal of** with a singular or uncountable noun:

- A good/great deal of the exhibition** was devoted to her recent work.

D

We use **far** (not 'much' or 'many') before **too many + a plural countable noun** or **too much + an uncountable noun**:

- Far too many students** failed the end-of-year maths exam. (*not Much/Many too many...*)
- Far too much time** is wasted filling in forms. (*not Much/Many too much time...*)

E

We often use **plenty of** instead of a **lot of** or **lots of** with uncountable and plural countable nouns. However, **plenty of** means 'enough, or more than enough' and is therefore not likely in certain contexts. Compare:

- We took **lots of** food and drink on our walk through the hills. (*or ...plenty of...*) *and*
- Jim doesn't look well. He's lost a **lot of** weight. ('plenty of' is unlikely here)

50.1 Make corrections or improvements to these extracts from conversations (1-3) and from academic writing (4-6). (A, C, D & E)

- 1 Sheila's had many problems with her back for a lot of years. She's having an operation next week and she won't be back at work for a good deal of weeks afterwards.
- 2 'There's bound to be much traffic on the way to the station. Perhaps we should leave now.' 'Don't worry, there's plenty time left, and at this time of day many people will already be at work.'
- 3 Many think that hedgehogs are very rare nowadays, but when I was in Wales I saw many.
- 4 A lot have claimed that Professor Dowman's study on current attitudes to politics is flawed. One criticism is that much too many people questioned in the survey were under 18.
- 5 A lot of research has been conducted on the influence of diet on health, with a lot of studies focusing on the relationship between fat intake and heart disease. However, a lot remains to be done.
- 6 While it is true that a lot of thousands of jobs were lost with the decline of the northern coal and steel industries, a lot of advantages have also followed. Much too many cases of lung disease were recorded in the region, but with lower levels of pollution the number has declined. In addition, a great deal of hi-tech companies have moved in to take advantage of the newly available workforce.

50.2 Complete the sentences with either **the/my/its/his/her many** or **many a/an** and then one of the following. (B)

- |              |             |                             |              |
|--------------|-------------|-----------------------------|--------------|
| coffee shops | expeditions | <del>German relatives</del> | golf courses |
| letters      | ship        | sunny afternoon             | teacher      |

- 1 She went to stay in Munich with one of her many German relatives.
- 2 I spent ..... sitting on the terrace looking out over the hills.
- 3 ..... has been lost in the treacherous waters off the south coast of the island.
- 4 The town is most famous for ..... that attract players from all over the world.
- 5 Since the end of last year he has refused to speak to me on the phone or answer .....
- 6 Jo Granger accompanied Colonel Smithers on ..... to the Himalayas and the Andes.
- 7 ..... will be looking forward to the start of the school holidays at the end of the week.
- 8 I walked into the first of ..... along the High Street and ordered an espresso.

50.3 Write plenty of if it is appropriate in these sentences. If not, use a lot of. (E)

- 1 It will be very hot on the journey, so make sure you bring ..... drinking water.
- 2 ..... staff at the hospital have come down with a mysterious illness.
- 3 He didn't have ..... money left, so he decided to catch the bus rather than take a taxi.
- 4 We were surprised when ..... students failed to attend the lecture.
- 5 I'm looking forward to a relaxing holiday, and I'm taking ..... books to read.

## All (of), whole, every, each

## All (of)

A

We sometimes use **all** after the noun it refers to:

- His songs all sound much the same to me. (or All (of) his songs sound...)*
- We all think Ann's working too hard. (or All of us think...)*

Notice that we usually put **all** after the verb **be** and after the first auxiliary verb if there is one:

- They are all going to Athens during the vacation. (not They all are going...)*
- You should all have three question papers. (not You all should have...; however, note that we can say 'You all should have...' for particular emphasis in spoken English)*

B

To make negative sentences with **all (of)** we usually use **not all (of)** rather than **all...not** (although **all...not** is sometimes used in informal spoken English):

- Not all (of) the seats were taken. or The seats were not all taken.*

Note that **not all** and **none of** have a different meaning. Compare:

- Not all my cousins were at the wedding. (= some of them were there) and*
- None of my cousins were at the wedding. (= not one of them was there)*

## All and whole

C

Before singular countable nouns we usually use **the whole** rather than **all the**:

- They weren't able to stay for the whole concert. (rather than...for all the concert.)*

However, we can also say **all + day/week/night/month/winter**, etc. (*but not usually all October/2001/21<sup>st</sup> May*, etc.; **all Monday/Tuesday**, etc. are only usually used in informal contexts); **all the time**, **all the way**; and in informal speech we can use **all the** with things that we see as being made up of parts (**all the world/house/city/country/department**, etc.):

- She spent the whole winter in the south of Spain. (or ...all winter...)*
- After the fire the whole city was covered in dust. (or ...all the city... in informal speech)*

Notice that we can use **entire** instead of **whole** immediately before a noun:

- The whole/entire building has recently been renovated.*

Before plural nouns we can use **all (of)** or **whole**, but they have different meanings. Compare:

- All (of) the towns had their electricity cut off. (= every town in an area) and*
- After the storm, whole towns were left without electricity. (= some towns were completely affected; note that we don't say '...whole the towns...')*

## Every and each

D

Often we can use **every** or **each** with little difference in meaning. However, we use **every** –

- ☆ with **almost**, **nearly**, **virtually**, etc. to emphasise we are talking about a group as a whole:
  - Almost every visitor stopped and stared. (not Almost each visitor...)*
- ☆ with a plural noun when **every** is followed by a number:
  - I go to the dentist every six months. (rather than ...each six months.)*
- ☆ in phrases referring to regular or repeated events such as: **every other (kilometre)**, **every single (day)**, **every so often**, **every few (months)**, and **every now and again** (= occasionally)
- ☆ with abstract uncountable nouns such as **chance**, **confidence**, **hope**, **reason**, and **sympathy** to show a positive attitude to what we are saying. Here **every** means 'complete' or 'total':
  - She has every chance of success in her application for the job.*

We use **each** –

- ☆ when we are talking about both people or things in a pair:
  - I only had two suitcases, but each one weighed over 20 kilos.*
- ☆ as a pronoun:
  - I asked many people and each gave the same answer. (or ...each/every one gave...)*

51.1 Put all in the more appropriate space in each sentence. (A)

- 1 They ..... were ..... sitting around the table waiting for me.
- 2 You ..... can ..... stay for dinner if you want.
- 3 It ..... had ..... happened so quickly, I couldn't remember much about it.
- 4 We ..... are ..... going to be late if we don't hurry.
- 5 ..... the children ..... started to speak at once.
- 6 We have ..... been ..... involved in the decision.

51.2 Underline the more appropriate answer. If both are possible, underline them both. (C)

- 1 *All the process/ The whole process* takes only a few minutes.
- 2 *All areas of the country/ Whole areas of the country* have been devastated by the floods, although others haven't had rain for months.
- 3 *All the trip/ The whole trip* cost me less than \$1000.
- 4 The new rail network links *all of the towns/ whole towns* in the region.
- 5 When I picked up the book I found that *all of the pages/ whole pages* had been ripped out. There wasn't a single one left.
- 6 The new heating system makes *all the building/ the whole building* warmer.
- 7 *All the room/ The whole room* was full of books.

51.3 Complete these sentences with every or each, whichever is more appropriate. If you can use either every or each, write them both. (D)

- 1 I had ..... reason to believe that she would keep my secret.
- 2 The ten lucky winners will ..... receive £1000.
- 3 We've discussed the problem in virtually ..... meeting for the last year.
- 4 Hugh sends us a postcard from ..... place he visits.
- 5 In a rugby league game ..... side has 13 players.
- 6 They had to take out ..... single part of the engine and clean it.
- 7 Antibiotics were given to ..... child in the school as a precaution.
- 8 The two girls walked in, ..... one carrying a bouquet of flowers.
- 9 ..... household in the country is to be sent a copy of a booklet giving advice on first aid.
- 10 There is a small picture on ..... page of the book.
- 11 You should take two tablets ..... four hours.
- 12 The exam is three hours in total and we have to answer six questions, so we have about half an hour for ..... answer.

51.4 Find any mistakes in the italicised parts of this text and suggest corrections. (A-D)

(1) *Each so often* I like to invite (2) *my entire family* – my parents, six brothers and their families – over for dinner on Saturday evening. My parents are quite old now, so I like to see them (3) *each few weeks*. It's quite a lot of work and I usually spend (4) *all Friday shopping and cooking*. Some of my family are fussy about what they eat, so I generally have to cook different things for (5) *every of them*. Fortunately, (6) *all the food doesn't usually get eaten*, so I have plenty left for the rest of the week. (7) *None of my brothers always come*, but the ones who live locally usually do. This time (8) *Neil and his family all were on holiday* so they couldn't make it. (9) *We had all a great time* and we spent (10) *the whole evening* talking about when we were children.



## Few, little, less, fewer

**A** We often use (a) **few** and (a) **little** with nouns. However, we can also use them as pronouns:

- Little** is known about the painter's early life.
- It is a part of the world visited by **few**. (= few people)
- Do you want a chocolate? There's still **a few** left. (= a few chocolates)
- The password is known by only **a few**. (= a few people)
- 'Do you know anything about car engines?' '**A little**.' (= I know a little about car engines)

Note that **quite a few** means 'quite a large number':

- She's been away from work for **quite a few** weeks.

**B** We can use **the few** and **the little** followed by a noun to suggest 'not enough' when we talk about a group of things or people (with **few**) or part of a group or amount (with **little**):

- It's one of **the few** shops in the city centre where you can buy food.
- We should use **the little** time we have available to discuss Jon's proposal.

Instead of **the few/little** we can use **what few/little** to mean 'the small (number/amount)':

- She gave **what little** money she had in her purse to the man. (*or ...the little money...*)
- What few** visitors we have are always made welcome. (*or The few visitors...*)

Notice that we can also say 'She gave **what/the little** she had...' and '**What/The few** we have...' when it is clear from the context what is being referred to.

We can use **few** (but rarely **little**) after personal pronouns (**my**, **her**, etc.) and **these** and **those**:

- I learned to play golf during **my few** days off during the summer.
- She put **her few** clothes into a bag, and walked out of the house for ever.
- These few** miles of motorway have taken over ten years to build.

**C** In speech and informal writing, it is more usual to use **not many/much** or **only/just... a few/little** instead of **few** and **little** to talk about a small amount or number, and we often use **a bit (of)** in informal speech instead of **a little**:

- Sorry I haven't finished, I **haven't had much** time today. (*rather than ...I had little time...*)
- I won't be long. I've **only got a few** things to get. (*rather than ...I've got few things...*)
- Want **a bit** of chocolate? (*rather than ...a little chocolate?*)

In more formal contexts, such as academic writing, we generally prefer **few** and **little**:

- The results take **little** account of personal preference. (*rather than ...don't take much...*)

**D** **less (than)** and **fewer (than)**

We use **less** with uncountable nouns and **fewer** with plural countable nouns:

- You should eat **less pasta**.
- There are **fewer cars** on the road today.

**Less** is sometimes used with a plural countable noun (e.g. **...less cars...**), particularly in conversation. However, this is grammatically incorrect.

We use **less than** with a noun phrase indicating an amount:

- I used to earn **less than a pound a week** when I first started work.

**Less than** is sometimes also used with a noun phrase referring to a group of things or people, particularly in conversation. However, some people think this is incorrect, particularly in formal contexts, and that **fewer than** should be used instead:

- There were **fewer than twenty students** present. (*or informally ...less than...*)

When we talk about a distance or a sum of money we use **less than**, not **fewer than**:

- The beach is **less than** a mile away.

To emphasise that a number is surprisingly large we can use **no less than** or **no fewer than**:

- The team has had **no fewer than** ten managers in just five years. (*or ...no less than...*)

Notice that we prefer **no less than** with percentages, periods of time and quantities:

- Profits have increased by **no less than 95%** in the last year. (*rather than ...no fewer than...*)

- 52.1 Complete the sentences with (a) few, (a) little, the few, the little, what few or what little, giving alternatives where possible. (A & B)
- 1 Thomas was named sportsman of the year, and ..... would disagree with that decision.
  - 2 ..... remains of the old castle walls except the Black Gate.
  - 3 She called her ..... remaining relatives together and told them she was leaving.
  - 4 Simpson is among ..... foreign journalists allowed into the country.
  - 5 ..... evidence we have so far suggests that the new treatment will be important in the fight against AIDS.
  - 6 'Has my explanation helped?' '....., yes.'
  - 7 ..... belongings she had were packed into a small suitcase.
  - 8 ..... will forget the emotional scenes as Wilson gave his farewell performance in front of a huge audience.
  - 9 The announcement will come as ..... surprise.
  - 10 Tony hasn't been looking well recently, and I'm ..... worried about him.
  - 11 'Have there been many applications for the job?' 'Yes, quite .....
  - 12 The children weren't well so I had to take ..... days off.
  - 13 I don't have much money, but I'm happy to lend you ..... I have.
  - 14 The tax reforms will mean less income for the majority of people and more for .....

- 52.2 If necessary, suggest changes to the italicised text in these examples from conversations (1-4) and from academic writing (5-8). (C)

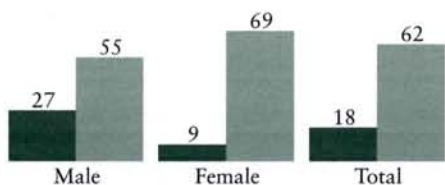
- 1 'Did you do anything last night?' 'I just watched *a little* TV and then went to bed.'
- 2 Take some sweets if you want, although *there are few* left.
- 3 I've tried to help her, but *there's little more* I can do.
- 4 See that old car over there? There's *few* left now.
- 5 The country *hasn't had many* female politicians since independence.
- 6 It is thought that the two leaders *didn't exchange many words* on their first meeting.
- 7 Teachers were found to be *a bit more confident* after the extra training.
- 8 *There doesn't seem to be much prospect* of ever recovering the missing manuscript.

- 52.3 A survey of British university students was conducted in 1980 and recently repeated. Some of the results are given below. Comment on them in sentences using fewer (than) or less (than). (D)

- 1 Do you have a part-time job?

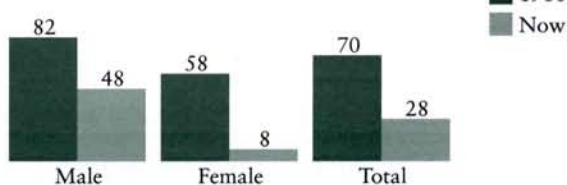
Fewer students had a part-time job in 1980 than now.

Proportion with part-time jobs (per cent)



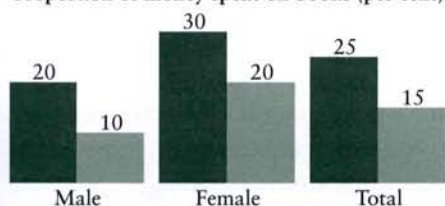
- 3 Do you walk to the university?

Proportion who walk to university (per cent)



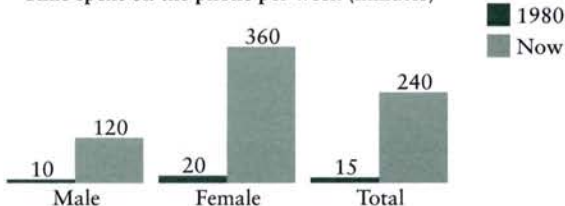
- 2 What proportion of your money do you spend on books?

Proportion of money spent on books (per cent)



- 4 On average, how much time per week do you spend on the phone?

Time spent on the phone per week (minutes)



Are there any results that surprise you? Comment on them using no less than or no fewer than.