

Advanced Grammar and Writing

Grammar Sense 4

SECOND EDITION

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SERIES DIRECTOR

and **AUTHOR**

Susan Kesner Bland

with Alice Savage

and Patricia Mayer

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CHAPTER

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Articles and Other Determiners

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A

GRAMMAR IN DISCOURSE

A Manifesto for a Livable City

A1 Before You Read



Think about the city you live in or one you know well. Discuss these questions.

What aspects of city living are satisfying? What are some problems with city living?

What would make your city a nicer place to live in (or more “livable”)?

A2 Read



CD1 T25 A *manifesto* is a public statement of intentions or ideas. People often write manifestos in reaction to an issue they feel strongly about. Read this excerpt from a manifesto about a livable city.

A manifesto for a LIVABLE CITY

The **news** is often full of pessimistic¹ predictions about the future of our urban centers: The experts warn us of an increase in population and traffic congestion as well as a decrease in convenience and overall quality of life. It’s certainly true that many **challenges** face us as our cities continue to grow in the 21st century. However, these challenges do not have to paralyze² us. By planning early, we can prevent many of the negative consequences.

We believe that we *can* make our city more livable, and we will present some of our **advice** and recommendations in this manifesto.

KEY IDEA #1: We support the development of strong, healthy neighborhoods.

Neighborhoods are the backbone for the entire city. They are not only the places where we live, shop, and spend time with our families, but also sanctuaries³ we retreat to

for rejuvenation.⁴ A **healthy neighborhood** should contain those amenities⁵ that its **residents** truly need: restaurants, laundromats, cafés, and the like. To strengthen our neighborhoods, we propose the **construction** (or upgrade) of a **public park** and a public library in every neighborhood by 2012.

KEY IDEA #2: A more walkable city is a healthier city. You may have a car and drive to work every day, but you are also a pedestrian—we all are. We believe that the pedestrian needs to be protected and supported. To encourage **travel** on foot, **sidewalks** should be widened and trees need to be planted to make walking a more pleasurable experience. We also suggest building neighborhoods “up” rather than “out,” which will result in areas of greater population density. More potential customers living in a smaller area will increase the **foot traffic** in local businesses and result in greater profits for those business owners.

KEY IDEA #3: It’s expensive to live here. If we truly want our city to grow and prosper, we need to build more **affordable housing**. The

city benefits enormously from having people of many economic levels living here: artists, business professionals, immigrant workers, families, and students. For that **trend** to continue, housing prices must stabilize so that these people are able to stay here. We support an increase in the gas tax; the **revenues** earned from this tax can then be used to invest in the building of housing for all income levels.

We have a vision of our city as one that will welcome productive workers from all over this country and from overseas: a **city** that will not only cultivate⁶ its economic base, but strengthen its communities as well; a city that will not lose its **friendly attitude** as the population swells in the coming decades, ushering in an era of new challenges. Won’t you join us in this quest⁷ for a better tomorrow?



- 1 **pessimistic:** having a negative attitude
2 **paralyze:** to make immobile or unable to take action
3 **sanctuary:** a safe place
4 **rejuvenation:** getting new life or energy

- 5 **amenity:** something provided for your use and convenience
6 **cultivate:** to develop
7 **quest:** a search for something; an undertaking

A3 After You Read



Discuss these questions.

1. What is the main idea presented in the manifesto?
2. In your own words, summarize the three key ideas in the excerpt.
3. Is the manifesto’s overall tone positive or negative? How can you tell?
4. What other points would you add to this list of key ideas?



Think Critically About Form

- A.** Work in pairs. Look at the highlighted nouns and adjectives + nouns in the reading. Which ones are preceded by *a / an*, *the*, or no article (\emptyset)? Which are preceded by other determiners (e.g., *my*, *this*)? Write them in the correct categories.

A / an _____

The _____

\emptyset _____

Other determiners _____

- B.** Which kinds of nouns follow the articles or determiners: singular count nouns, singular noncount nouns, or plural count nouns? Discuss your observations with the class. Refer to the notes on pages 115–116 and 120 if you need to.

B

FORM, MEANING, AND USE 1



Indefinite and Definite Articles



Think Critically About Meaning and Use

Read each sentence and the statements that follow it. Check (✓) the correct statement. Discuss your answers. Then read the notes to check them.

- A *manifesto* is a public statement of ideas.
 a. This sentence describes what a manifesto is.
 b. This sentence identifies a specific manifesto.
- I'm looking for a new cell phone, but I don't know what kind to buy.
 a. The speaker has a specific phone in mind.
 b. The speaker doesn't have a specific phone in mind.
- I looked at a very affordable apartment yesterday.
 a. The speaker has a specific apartment in mind.
 b. The listener has a specific apartment in mind.
- If you go out tonight, don't forget to lock the door.
 a. The speaker and the listener have a specific door in mind.
 b. Only the speaker has a specific door in mind.

Overview: Articles with Count Nouns and Noncount Nouns

Singular Count Nouns

It's **a story** about small-town America.

It's **the story** of my childhood in small-town America.

Plural Count Nouns

There are **(Ø) policemen** downstairs.
What's going on?

Even **the policemen** have no idea what happened.

Noncount Nouns

He really needs **(Ø) advice** if he's going
to succeed.

He never listens to **the advice** I give him.

- Articles and other determiners are used to introduce, describe, and classify common nouns. They come immediately before a noun or an adjective + a noun.
a story an interesting story
- Singular count nouns** must always occur with *a / an / the* or other determiners (e.g., *this, my, Tom's*). They cannot occur alone.
- Plural count nouns and all noncount nouns** can occur alone (Ø), with *the* or with other determiners (e.g., *this, my, Tom's*).
- Indefinite articles *a / an* or no article (Ø) are used to classify a noun; they are used to say what kind of thing the noun is. The definite article, *the*, is used to identify or pick out a particular noun; it can often answer the question: *Which one(s)?*

Dr. Lee is a professor. (*what kind*)

Dr. Lee is the professor I like most. (*which one*)

Indefinite Articles with Nonspecific Nouns

Singular Count Nouns

I heard **an interesting story** while I was at **a café** last night.

(The listener doesn't know what story the speaker heard or what café he heard it in.)

Plural Count Nouns

I need to buy new **(Ø) shoes** and **(Ø) socks** before our next training session.

(Neither the speaker nor the listener has specific shoes or socks in mind.)

Noncount Nouns

I don't have **(Ø) time** to play **(Ø) tennis** with you today.

- The indefinite articles *a / an* or no article (Ø) are used when the person you are speaking to (the listener) doesn't know the specific noun you are talking about. In some cases, the noun is not specific for the speaker either.
- Indefinite articles are often used to introduce nouns when they are first mentioned.
- A / an* are never used with plural count nouns or noncount nouns. However, *some* and *any* often act like indefinite articles with plural count nouns or noncount nouns.

I need to buy **some** new shoes and socks.

I don't have **any** time to play tennis.

The Definite Article with Specific Nouns

You and the person you are speaking to know the specific noun you are talking about when...

it's been mentioned before:

We attended a lecture on assertiveness in the workplace.
The lecture was required for all employees.

I've had some interesting discussions with my advisor about my future. **The conversations** have really helped me.
(A synonym also becomes specific: *discussions = conversations.*)

you can see, hear, or easily identify it:

The traffic on Main Street has never been worse.

The man who is signing the books is Frank Calloway.

Do you see **the icons** on the screen? Click on **the little folder**.
(A prepositional phrase, relative clause, or adjective may identify the noun.)

it's general knowledge:

All employees attended a course on business ethics. **The instructor** gave everyone a quiz on values in the workplace.
(You can easily infer that the course has an instructor.)

it's specific shared knowledge:

The boss wants to meet us in **the conference room** at 10 A.M.
(The listener and speaker share information about their office.)

it's a familiar noun:

I had to see **the doctor** after I went to **the gym**.
(Names of certain people, places and things are easily understood.)

it's unique (there is only one):

I tripped and scraped my knee on **the ground**.
Sign your name at **the bottom** of the page.

- The definite article *the* is used when both you and the person you are speaking to (the listener) know the specific noun you are talking about. The noun is specific because you can both identify it.
- Some examples of **familiar nouns** include: *the airport, the bank, the beach, the doctor, the government, the gym, the library, the mall, the movies, the office, the police, the radio, the store.*
- Some examples of **unique nouns** include: *the earth, the environment, the sun, the top, the middle, the bottom, the beginning, the end, the remaining, the rest.* Superlatives and ordinal numbers can also make a noun unique: *the biggest problem, the highest salary, the first time, the second planet.*
- Some proper nouns use the definite article.

the Philippines the United Nations the King of Jordan the Indian Ocean

For the definite article with certain proper nouns, see page A-17.

For the definite article with familiar and unique nouns, see page A-17

B1 Listening

- CD1 T26 A. Each sentence in the passage is incomplete. Listen to the entire passage first. Then listen again and put a caret (^) where you hear a missing word. Listen once more to fill in the missing words, and correct the punctuation.

A recent

Recent study of new housing in area shows that there are many barriers to building affordable housing. Not only is there lack of government subsidies, but there is also limited land for new construction in region. Developers need tax credits that lower debt on construction projects. Subsidies allow them to offer lower rents to public, and as result, affordable housing becomes reality.

- CD1 T27 B. Listen. Choose the best sentence to complete each conversation.

- | | |
|---------------------------------|------------------------|
| 1. a. Did you like the chicken? | 4. a. Call a bank. |
| b. Did you like chicken? | b. Call the bank. |
| 2. a. What kind do you want? | 5. a. It's the flower. |
| b. Which one do you want? | b. It's a flower. |
| 3. a. Which one? | 6. a. The kitchen. |
| b. How does it look? | b. A kitchen. |

B2 Using A/An and The

Match the two parts to make logical sentences. Then add *a / an* or *the*.

- | | |
|-------------------------------------|---|
| 1. We'll be arriving on <u>e</u> | a. ___ big raise at work. |
| 2. I'm so tired of hearing ___ | b. ___ Atlantic Ocean. |
| 3. I got ___ | c. ___ same popular songs on the radio. |
| 4. I was surprised to hear that ___ | d. ___ walk before dinner. |
| 5. I've never seen ___ | e. <u>the</u> last flight from Los Angeles. |
| 6. I can't finish ___ | f. ___ sad movie about an orphan last night. |
| 7. We saw ___ | g. ___ government was the best job I've ever had. |
| 8. I usually take ___ | h. ___ director of the program resigned today. |
| 9. Working for ___ | i. ___ Swiss army knife for a variety of purposes. Do you own one? |
| 10. You can use ___ | j. ___ rest of this sandwich. Do you want it? |

B3 Reasons for Using Specific Nouns

A. Complete each sentence with *a* / *an* or *the*.

1. Can you answer _____ phone? I'm busy at the moment.
2. A: How was your first history class?
B: _____ teacher was absent, so we had _____ substitute teacher instead.
3. I'm sorry I missed you. I was at _____ bank when you called.
4. Can you believe it? They just bought _____ new home, but already there's _____ problem with _____ plumbing.
5. I saw _____ strange object flying across _____ sky. _____ object stopped overhead for _____ couple of seconds and then continued on its journey.



B. Why did you use *the* with each of the specific nouns in part A? Write the number of a reason below next to each specific noun above. (For some items, there may be more than one possible answer.) Then discuss your answers with a partner.

1. The noun was mentioned before.
2. The speaker and listener can see, hear, or easily identify it.
3. It's general knowledge that the speaker can easily infer.
4. The speaker and listener have specific shared knowledge.
5. It's a familiar noun.
6. It's a unique noun.

B4 Using Articles in Newspapers

A. Rewrite these newspaper headlines by inserting *a* / *an* or *the* where necessary. You will also have to change the verb forms. Then add a second sentence to give more information.

1. Pirates Sweep Tigers in Best-of-Six Series

The Pirates have swept the Tigers in a best-of-six series. They started badly but quickly began to score. This is the first time since 1952 that the Pirates have beaten the Tigers.

2. City Council Will Hold Hearings on Latest Scandal

3. Major Summer Storm Will Hit Cayman Islands

4. Popular Tourist Destination Closes After Accident

- B. Now look at this news article based on one of the headlines above. Complete the story with *a / an, the*, or no article (\emptyset).

Popular Tourist Destination Closes After Accident

(1) _____ popular tourist destination was closed after (2) _____ unfortunate accident on (3) _____ Friday morning. (4) _____ Smythe Beach, (5) _____ destination for (6) _____ approximately 2,000 visitors every weekend, was shut down when (7) _____ large ship carrying (8) _____ chemicals lost some of its cargo overboard. The spill occurred at 8:00 A.M. and by (9) _____ noon the police were blocking (10) _____ main road that leads to (11) _____ beach.

(12) _____ man who spoke to us on condition of anonymity said, “They’re saying (13) _____ accident is (14) _____ small one, but I don’t think so. A lot of chemicals went into (15) _____ water and it’s going to be (16) _____ mess to clean up.”

For each weekend that (17) _____ beach is closed, (18) _____ city loses (19) _____ hundreds of thousands of dollars, so (20) _____ mayor’s office is currently investigating (21) _____ situation.

B5 Using Articles in Newspapers

- A. Complete the sentences with *a, an, the*, or no article (\emptyset).

1. I got _____ “F” on _____ final exam in my math course.
2. You should try and speak _____ language of _____ country that you’re visiting.
3. We had _____ amazing meal with _____ friends. Then we went to _____ dance club.
4. In _____ very exciting match, _____ Italy won _____ World Cup.
5. My car needs _____ tune-up. Please check _____ brakes and add _____ quart of oil.
6. I left _____ car keys in _____ bedroom. Can you get them for me?
7. He’s _____ banker, and he works in _____ office building downtown.
8. She has _____ long brown hair, and she usually wears it in _____ ponytail.
9. I think _____ Paris is _____ most romantic city in _____ world.
10. You have _____ wonderful laugh.
11. Is there _____ subway station near here?
12. _____ Brazil is _____ large country full of _____ contrasts.



- B. Discuss your answers with a partner. Explain your choices.

C

FORM, MEANING, AND USE 2



Other Determiners; Generic Nouns



Think Critically About Meaning and Use

Read each sentence and the statements that follow it. Check (✓) the correct statement. Discuss your answers. Then read the notes to check them.

- | | |
|--|--|
| <p>1. Do you have those photos I sent you?</p> <p>___ a. The speaker is pointing to the photos.</p> <p>___ b. The speaker is thinking about the photos.</p> | <p>3. We gave them our help.</p> <p>___ a. We helped them.</p> <p>___ b. They helped us.</p> |
| <p>2. Cell phones have become a nuisance in public places.</p> <p>___ a. This refers to particular cell phones.</p> <p>___ b. This refers to all cell phones in general.</p> | |



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Other Determiners with Specific Nouns

Possessives Adjectives and Nouns

It's **your** / **Sue's responsibility** to answer any questions.

Their / **Joe and Bill's fight** lasted for over two weeks.

Demonstrative Adjectives

Look at **this ad**! What a great idea! (*near*)

Can you read **that sign**? The print is too small for me. (*far*)

We'll be reviewing **these two grammar points**: count and noncount nouns. (*about to be mentioned*)

Do you still have **those client files** I gave you last month? (*mentioned much earlier*)

- **Possessive adjectives** (*my, your, his, her, our, their, its*) and **possessive nouns** (*Sue's, Joe and Bill's*) can be used to identify a noun and make it specific. They show that someone owns, possesses, or is connected to a specific noun.
- **Demonstrative adjectives** can also be used to identify a noun and make it specific. They indicate distance from something (*this* and *these* = *near*; *that* and *those* = *far*). They are often used when both the listener and speaker can see the noun being discussed.
- *This* / *these* can refer back to something just mentioned or to something about to be mentioned—as if it were “near.” *That* / *those* refer to something mentioned much earlier or an old idea from the past—as if it were “far.”

*For possessive adjectives and pronouns, see page A-16.
For demonstrative adjectives and pronouns, see page A-16.*

Articles with Generic Nouns

Ø + *Plural Count Nouns or Noncount Nouns*

(Ø) **Kangaroos** carry their offspring in a pouch.

It is unfortunate that (Ø) **crime** cannot always be prevented.

A / an + *Singular Count Nouns*

A kangaroo carries its offspring in a pouch.

An adult needs an average of seven to eight hours of sleep a night.

The + *Singular Count Nouns*

The kangaroo carries its offspring in a pouch.

Modern-day communication has been greatly impacted by **the computer**.

- Sometimes a noun is used to refer to a whole class or group of people, places, or things. This is called a generic noun. It refers to something in general.
- Plural count nouns and noncount nouns with no article are the most common type of nouns used generically. Singular count nouns with *a / an* are also common. Singular count nouns with *the* are less common and usually sound more formal or technical.
- *The* with a plural noun is not used generically. It refers to specific plural nouns.
The computers that our company donated are helping public schools in the area. (SPECIFIC)

C1 Listening

 CD1 T28 Listen. Choose the best sentence to complete each conversation.

- a. The eagles.

b. The eagle.
- a. Yes, she announced the resignation an hour ago.

b. Yes, she announced her resignation an hour ago.
- a. Take these books out of the attic.

b. Take those books out of the attic.
- a. The arm.

b. My arm.
- a. Owls.

b. An owl.
- a. How can you see it from so far away?

b. Why are you standing so close to it?

C2 Using Possessive Adjectives to Identify Specific Nouns

Read about the explorer Ernest Shackleton and his attempt to cross the South Pole. Wherever possible, replace the with a possessive adjective.

Men Wanted: for hazardous journey. Small wages, bitter cold, long months of complete darkness, constant danger, safe return doubtful. Honor and recognition in case of success.

--Sir Ernest Shackleton

In 1914, Sir Ernest Shackleton placed this ad in a newspaper. He was looking for recruits his for **the** expedition to **the** South Pole. The crew and **the** ship, *The Endurance*, would sail to **the** South Pole, where they would use **the** dogs to attempt **the** world's first crossing of the Pole by foot. In **the** end, they never even made it to **the** Antarctic continent. **The** ship became frozen in ice in **the** Weddell Sea and **the** hull was crushed by **the** ice.

Using lifeboats, Shackleton and **the** crew sailed for seven days to Elephant Island. Later, Shackleton chose five men to sail one of **the** boats on to find help. Using primitive navigation equipment, they sailed for 17 days on **the** stormy seas and miraculously landed back where they had begun **the** journey—on **the** island of South Georgia.

But **the** story doesn't end there. Once on South Georgia Island, **the** six men hiked over glaciers and towering mountains to get help from a whaling station. They then sailed back to Elephant Island to rescue **the** remaining men. Twenty-two months had passed since they had left on **the** expedition.

The next time you are complaining because **the** airplane has been delayed for a few hours, remember that **the** inconvenience is nothing compared to what Shackleton and **the** men experienced!

C3 Using Demonstrative Adjectives to Identify Specific Nouns

A. Complete the sentences with *this*, *that*, *these*, and *those*.

1. Look at the boss's face. I can tell I'm not going to enjoy _____ meeting.
2. Do you remember _____ ugly pants you used to wear? The plaid ones? They're back in style!
3. Do you want to buy two tickets to tonight's game? Look. _____ seats are in the second row, so you'll be able to see all the action.
4. My computer has frozen again. If someone could help me solve _____ problem, I'd really appreciate it.
5. Did you find _____ book you were looking for?
6. When we get home, I need to move _____ boxes. Can you help me?
7. How was _____ play you went to last week?
8. _____ story begins when I started running in 1997. I read every book and article I could find about the sport.

B. Read about this immigration issue. Complete each sentence with *this*, *that*, *these*, or *those*. What are the two sides of the issue? Which person do you agree with?

The Situation: A large number of professionals are being hired overseas and brought to the United States to fill jobs in the high-tech industry.

1. We have many workers that are hired from overseas, and _____ foreign-born employees are good for our business. While Americans fill the majority of our jobs, the guest workers take _____ high-tech jobs that Americans are not qualified for. They work hard, and we should welcome them to _____ country with open arms.
2. Do you remember _____ strike that took place last year? It had a huge impact on _____ industry. American workers require a certain salary and union benefits, whereas _____ guest workers at Carlton will work for less money and fewer benefits. That's why the corporations like to hire them. All I can say is that _____ problem is going to worsen before it gets better. And in the meantime, many well-educated Americans can't find work in _____ field.

C4 Working with Generic Nouns

A. Choose the word that you think best completes the statement about a generic noun. Then write a follow-up sentence that gives specific information to support the statement.

1. Teachers are (overpaid / underpaid).

2. Overall, the cell phone has made our lives (better / worse).

3. Beauty is something that (can / can't) be bought.

4. Life is (usually / hardly ever) fair.

5. An air-conditioner (is / isn't) essential to survive the summer.

6. Cats are (more / less) loyal than dogs.



B. Write two statements for each pair of generic nouns. Then share your opinions with a partner.

1. pop-up ads on the Internet / TV commercials

*Pop-up ads on the Internet are annoying because they block your computer screen.
TV commercials...*

2. the English language / your native language
3. romantic love / arranged marriages
4. domestic travel / international travel
5. a movie star / a politician

- 6. good luck / bad luck
- 7. printed books / e-books
- 8. jogging / walking

C5 Connecting Information in a Paragraph

A. Put the sentences in order to make a meaningful paragraph.

- ___ Although the factors were changed, the employees' productivity appeared to increase each time a measurement was taken.
- 2 In 1927, Elton Mayo and two associates from the Harvard Business School decided to answer this question.
- ___ The workers felt satisfaction because both the researchers and their supervisors had taken an interest in them, and because they had formed a sort of community with their co-workers during the course of the experiment.
- ___ Before the researchers took a measurement, they changed a different physical factor in the plant that might affect productivity (such as increasing or decreasing the temperature, light, or noise level.)
- ___ Mayo and his colleagues measured the productivity of a group of employees at the Hawthorne Works Electrical Plant in Illinois over a period of five years.
- 1 What physical conditions cause employees to be more productive?
- ___ This result, now known as "The Hawthorne Effect," demonstrates that social factors are more important than physical factors in motivating employees.
- ___ Surprised by these results, the researchers interviewed the workers and came to the following conclusion:

B. All of the underlined words are specific because they have been mentioned before. Explain what the underlined words refer to.

- 2 "this question" refers to the question in sentence #1. _____.
- ___ "the factors" _____.
- ___ "the researchers" _____.
- ___ "his colleagues" _____.
- ___ "this result" _____.
- ___ "these results" _____.

C6 Thinking About Meaning and Use



Read each sentence and the statements that follow it. Write *T* if the statement is true and *F* if it is false. Then discuss your answers in small groups.

- “The customer is always right” is the company policy.
___ a. “The customer” means all customers in general.
___ b. “The company” means all companies in general.
- Mr. Jones is with a client. Can I take a message?
___ a. Mr. Jones probably has only one client.
___ b. The listener does not know which client Mr. Jones is with.
- The interviews will be held in the conference room.
___ a. This is the first time the listener has heard about the interviews.
___ b. There is only one conference room.
- The vice president wants to interview the candidates himself.
___ a. Every candidate will be interviewed by the vice president.
___ b. There are several vice presidents at this company.
- A counselor recommended taking the business ethics class.
___ a. There is only one business ethics class.
___ b. The listener knows which counselor the speaker is referring to.
- An interview can be a stressful experience for both the interviewee and the interviewer.
___ a. “An interview” is referring to a specific interview.
___ b. “An interviewee” is referring to a specific person.

C7 Speaking



- A. Work with a partner. What are some positive and negative aspects of living and studying in a foreign country?



The custom of tipping so much is hard to get used to.

It's easy to get lost in foreign cities.

I don't like the way...



People are usually friendly and helpful.

A student can be really independent—there are fewer rules.

It's your responsibility to...



- B. What advice would you give a student who is going to study in a foreign country? Make a list of four or five tips and then share your list with the class.

D

WRITING

Move from General to Specific in Your Writing

Editing *Articles and Determiners*

Study the errors. Pay attention to the areas that you make mistakes in.



1. Use of indefinite article

It is important to research ^a company before applying for ^a job there.

Always wear ^{an} appropriate clothing when applying for a job.

2. Use of *the* before specific noun and *a/an* before nonspecific noun

Last year, I traveled to Egypt with ^a group of students.

The person planning ^{the} trip gave us a reading list.

3. Use of possessive adjective

When you play soccer, don't touch the ball with ^{your} hands.

4. Use of definite article

Have you ever been to the top of ^{the} Empire State Building?

Welcome to ^{the} city of New York. We hope you enjoy your stay here.

D1 Editing

Correct the errors in the passage. Be prepared to explain your answers.

Before leaving on my trip, I read *The Global Wanderer's Guide to Egypt*, ^a the useful guide to visiting that country. The first part of the book gives a practical tips on traveling within Egypt. For example, travelers are told where to collect their bags at an airport and given directions on how to get to Pyramids outside city of Giza. Other tips are directed at keeping healthy and comfortable: The book recommends carrying bottle of water when touring in the heat and gives an advice on where to have tea in the afternoon. A last part of the book deals with customs. For example, it reminds people that they must take off the shoes before they enter a mosque. I highly recommend that you read this book before you plan the trip to Egypt.

Beyond the Sentence

Simplifying Previously Mentioned Information and Inferring Knowledge

Previously mentioned information is progressively simplified when it is referred back to. In this case, the noun phrase “a series of serious hurricanes” is introduced with the indefinite article. Then it is shortened and referred to with the definite article + a synonym: “the storms”. Finally, “the storms” is replaced with the pronoun “they”.

It is rare that a **series of serious hurricanes** hits the same area in the same season, but this can happen. **The storms** that hit the U.S. state of Florida in 2004 caused millions of dollars in damage and killed over 70 people. **They** were devastating to the region. The most obvious damage a hurricane does is the physical destruction, but it is often the psychological damage that does more harm.

The psychological damage caused when Hurricane Katrina hit the United States in 2005 was readily visible in newspaper headlines and photographs. When **the extent of the destruction** became clear in **the aftermath of the storm**, **the nation** suffered a collective sense of grief for **the victims**. Even now, many unanswered questions remain regarding what happened to those trapped by the storm, and how they were treated.

The definite article is used to refer to specific nouns that can be inferred from the main topic. In this case, it is easily understood that “the extent of the destruction”, “the aftermath of the storm,” “the nation,” and “the victims” all refer to things connected to Hurricane Katrina.

D2 Using Articles and Pronouns

A. Choose the best articles to complete the sentences. Then complete the passages, first with an appropriate noun and then a pronoun.

1. (The / Ø) Republic of India is known not only for its beauty, but also for its vastness and diversity. _____ **The country** _____ measures almost 1.3 million square meters, with a coastline of over 7,000 kilometers. _____ **It** _____ has extremely varied geographical features ranging from scorching deserts to snowy mountains. As a result, (Ø / the) climate varies from tropical in the south to temperate in the north.
2. The city of Mumbai may seem overwhelming to (the / Ø) visitors at first. _____, located on (Ø / the) west coast, is (a / the) commercial and entertainment capital of India. _____ is also (a / the) most populous city. Recently, (the / Ø) population was reported to be more than 13 million.

3. The people of India speak many different languages. Although there are 15 official languages, _____ can speak countless other languages and dialects. For (the / Ø) national, political, and commercial communication, however, _____ usually speak English or Hindi.

4. The Taj Mahal was built in the 17th century by (an / the) Indian emperor Shah Jahan as a tomb for his beloved wife, Mumtaz Mahal. _____ was built on (the / Ø) banks of (a / the) sacred Jumna River near the medieval city of Agra. _____ was built from white marble.

- B. Write a short review of a restaurant, café, or movie theater that you like. Make a list of things you like about the place and why. When you write, think about how you should introduce the nouns. Should you use a definite or indefinite article? When can you use a pronoun or a definite article + synonym?

The Blue Parrot is a restaurant located downstairs on a quiet block of Smith Street. The restaurant is famous for its homemade pasta. However, many people do not know that it is becoming popular for another reason: it now features a DJ on Friday and Saturday nights.

D3 Write

Writing Tip: Move from General to Specific in Your Writing

Moving from general to specific information is a common pattern in academic writing. It may be used in the introduction to a paper or in presenting supporting ideas. When you write about a topic, organize your information from general to specific, and from abstract to concrete.

Choose one of the topics to write a short essay of two to three paragraphs. Talk about different ways that people interact with their environment. Then, use the Writing Checklist to check your work.

- What different types of transportation do people use where you are from? Why? What determines how they travel? Think about cost, distance, speed, comfort, etc. What do you think is the most efficient and useful type of transportation?
- People use plants in many ways: as decoration, as food, as medicine, and to provide urban “green spaces.” What different ways of using plants do you know about? How are different plants used in your neighborhood and community?
- How does the climate affect life in your country? What types of severe weather can impact your country? What can be learned from past weather disasters?

WRITING CHECKLIST

Reflect on your ability to use articles by answering the questions.

- | | |
|--|--------------------------|
| 1. Did you use definite articles or other determiners with specific nouns? | <input type="checkbox"/> |
| 2. Did you use indefinite articles for nonspecific nouns? | <input type="checkbox"/> |
| 3. Did you use an article or determiner with all singular count nouns? | <input type="checkbox"/> |
| 4. Did you use articles correctly with generic nouns? | <input type="checkbox"/> |
| 5. Did you use definite articles with appropriate proper nouns? | <input type="checkbox"/> |
| 6. Did you use the correct pronouns, possessive adjectives or nouns, and demonstratives where appropriate? | <input type="checkbox"/> |

Beyond the Classroom

Writing

Write an essay using one of these topics.

1. Environmentalists often call attention to endangered animal species to get support for their dire situation. Choose an endangered animal you think should be protected. Research and write a detailed report about the animal you have chosen. Where does the animal live? Why has it become endangered? What has been done to help protect it?
2. Different cultures have different ways of socializing, and often people's behavior is different in different places (for example, a neighborhood café versus a formal restaurant). Choose two places where people socialize. Describe how people behave in the two places. What behavior is similar? What behavior is different? Is one way of behaving more "natural" than the other?

Searching for Authentic Examples



Find examples of English grammar in everyday life by completing the task below. Bring your examples to class, and be prepared to discuss them.

Find a passage in a textbook. Choose one or two paragraphs and analyze the author's use of *a/an*, *the*, and no article (\emptyset). Explain why each was used. Does the passage contain any pronouns or definite articles + synonyms that refer to previously mentioned nouns?