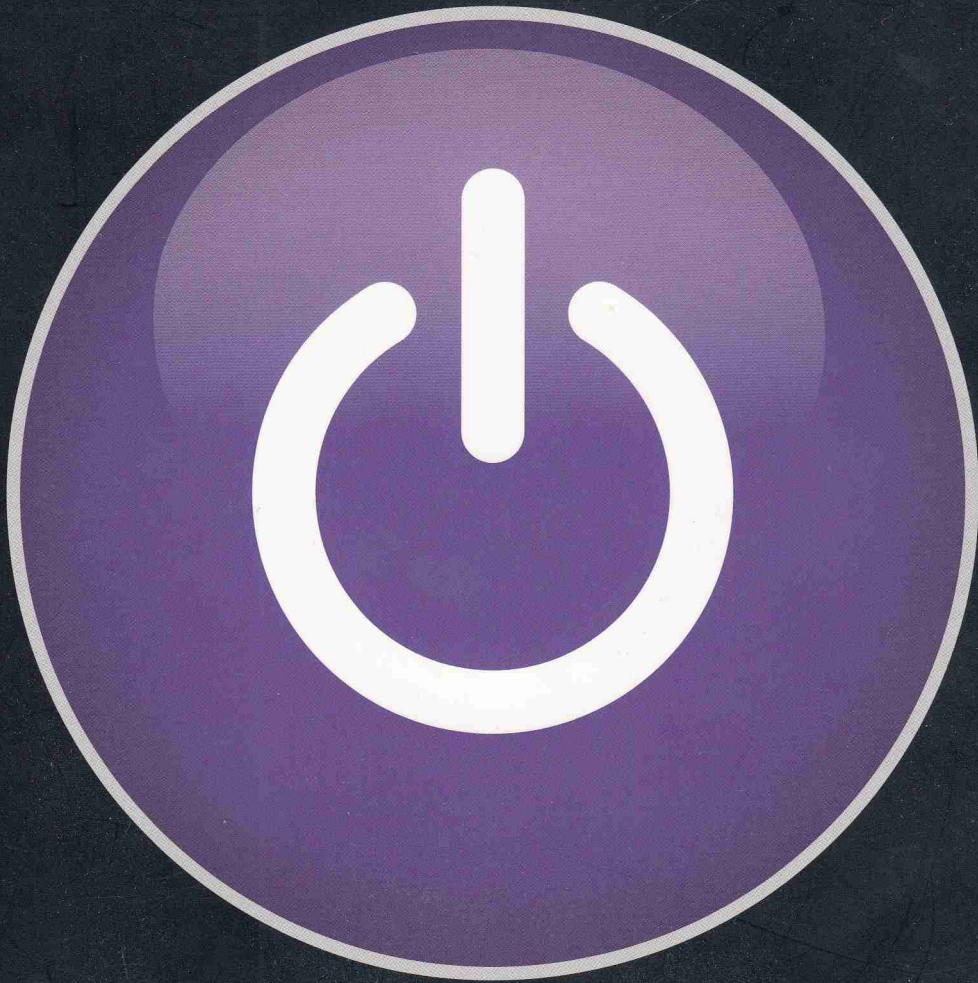


# MyGrammarLab

ADVANCED  
C1/C2



[www.mygrammarlab.com](http://www.mygrammarlab.com)

with key  
suitable for self study

Mark Foley • Diane Hall



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# Introduction to MyGrammarLab

Welcome to **MyGrammarLab** – a three-level grammar series that teaches and practises grammar through a unique blend of book, online and mobile resources. We recommend that you read this introduction along with the guide on the inside front cover to find out how to get the most out of your course.

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<b>Intermediate</b>	pre-intermediate to upper intermediate	B1/B2	PET FCE
<b>Advanced</b>	upper intermediate to advanced	C1/C2	CAE IELTS

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- information on **common errors** and how to avoid making them
- a **grammar check section** for quickly checking specific grammar points
- a **glossary** of grammar terms used in the explanations



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### To the Student:

If you are using MyGrammarLab in class, your teacher will tell you which units to study and which exercises to do.

If you are using MyGrammarLab for self-study, you can work through the book from Module 1 to Module 18. Or you can choose a grammar point that you want to study and go to a specific unit. Here is a good way to study a complete module:



Each module in the book starts with a summary of intermediate grammar points that you should already know. On the facing page there is a short text which illustrates examples of the module grammar, followed by a short diagnostic test. This shows you the units you need to study in order to learn more about the main grammar points.



**Go online for a full diagnostic test** Look for this instruction at the bottom of the first page of each module. Take the online diagnostic test then click on the feedback button to see which unit to go to for more information and practice.



Each unit starts with one or two pages of grammar explanations. Where there is one page, the practice exercises are on the facing page. Where there are two, the practice exercises are on the following two pages.



For more information about the grammar, go online to watch the grammar videos in each unit and listen to your grammar teacher.



If you would like more grammar and listening practice, you can listen to the correct answers for some of the practice exercises in the book. Look for this symbol: **2.10 Listen and check**. If you have the book with answer key, you can check all the answers at the back of the book.



**Go online for more practice** Look for this instruction at the end of the practice exercises in the book. All the online exercises are different to the exercises in the book. They are marked automatically. Your grades are recorded in your own gradebook.



Look for this symbol on the grammar information pages in the book: **1.10**. This means that there is some information on a pronunciation point. Go online to hear the information and practise the pronunciation.



**Go online for a progress test** Look for this instruction at the end of the practice exercises in the book. The online progress tests show you if you have understood the grammar points in the units that you have studied. If your grade is low, do the catch-up exercises online. If your grade is good, you probably don't need to do these.



For practice away from your computer, download the catch-up exercises to your mobile phone. You can create your own practice tests. Go to [www.mygrammarlab.com](http://www.mygrammarlab.com) to download.



At the end of each module there is a two-page review section. The review exercises bring together all the grammar points in the module.



**Go online for an exit test** Look for this instruction at the end of each module. This takes you to an online exit test that will show you how much you know and if you need more practice.



## To the Teacher:

If you are using MyGrammarLab with a class of students, you can either work through the book from the first to the last module, or you can select the areas that you would like your students to focus on.

You can work through a module as outlined on the previous page – but as a teacher, you are able to assign tests and view all the scores from your class in one gradebook. This will enable you to see at a glance which areas are difficult for your students – both as a group and individually.



For pronunciation and listening practice in class, audio CDs are available. The disk and track number for each pronunciation explanation and each recorded answer to a practice exercise are given in the book. Look for these symbols:

Pronunciation ► 1.02

1.10 Listen and check.



All tests (diagnostic, progress and exit) are hidden from students. Assign these when you want your class to take the test. Marking is automatic – as is the reporting of grades into the class gradebook.



Some practice exercises – such as written tasks – require teacher marking. These are hidden from your students so you should only assign these if you want them to submit their answers to you for marking. The grades are reported automatically into the gradebook.

## Key to symbols



This highlights a grammar point that learners find particularly difficult and often gives common errors that students make.

**ACADEMIC ENGLISH**

These notes will help you to express your ideas in a style that is appropriate to formal written English.

**FORMALITY CHECK**

This introduces information about the formality or informality of a particular grammar point or item of vocabulary.

**GRAMMAR IN USE**

This indicates an exercise which practises grammar in a typical context, often a longer passage or dialogue.



**Pronunciation ► 1.10**

This indicates where you will find pronunciation practice on the audio CDs and in the MyLab.



**2.10 Listen and check.**

This indicates that there is a recorded answer online. You can check your answer by listening to the recording or, if you are using the edition with answer key, by looking in the key at the back of the book.

adverbial

Some words in the explanations are shown in purple. This indicates that they are included in the glossary on p. 11. Look in the glossary to find out what these words mean.



# Glossary

- adverbial** a word or phrase used as an adverb to answer questions such as *How?*, *When?* and *Where?* or to link two sentences, e.g. *After that, However*
- agent** the person/thing that does the action of a passive verb, e.g. *The cars are produced by machines.*
- attributive position** when an adjective comes before the noun it describes, e.g. *an expensive meal*  
→ predicative position
- backshift** changing the tense in reported speech to go one step back, i.e. present to past, past to past perfect, e.g. *'He's really nice.'*  
→ *I told you he was really nice.*
- classifying adjective** an adjective which describes what type something is, e.g. *a medical emergency, an industrial estate.*
- cleft sentence** one simple sentence that has been 'split' into two clauses to focus on one part of it, e.g. *The book was written in 2008.*  
→ *It was in 2008 that the book was written.*
- collocation** words that often go together, e.g. *to take a photo, a strong swimmer*
- complement** a word or phrase that follows a linking verb and describes the subject or object of the verb, e.g. *Jane seems nervous.*
- compound adjective** an adjective formed from two words, e.g. *slow-growing, air-conditioned.*
- compound noun** a noun formed from two words which are related to each other, e.g. *dishwasher, sports car, mobile phone.*
- coordinating conjunction** a linking word (*and, but, or*), which joins two clauses of equal value, i.e. two main clauses or two subordinate clauses, e.g. *He laughed but she cried.*  
→ subordinating conjunction
- determiner** a word which comes before a noun and specifies the noun in some way, e.g. *the food*, (article) *our food* (possessive), *some food* (quantifier), *that food* (demonstrative).
- direct object** a noun (phrase) or pronoun that usually follows a verb and shows who or what is affected by the action, e.g. *They sold their old car last week.* → indirect object
- ellipsis** leaving out a word or phrase completely; in this example, *coming* is ellipted in the answer:  
*'Who's coming this evening?' 'I am.'*
- end-weight principle** the principle in writing and formal speech that means we prefer to put long phrases after the verb and will manipulate the grammar to do so.
- fronting** moving an element of a sentence to the beginning for emphasis, particularly an element that does not usually appear at the beginning, e.g. *On the right of the doorway is the most magnificent bay tree.*
- gradable adjective** an adjective which can be made stronger or weaker, e.g. *very expensive, slightly small* and has a comparative form, e.g. *more expensive, smaller*  
→ ungradable adjective
- indirect object** a noun (phrase) or pronoun that follows a verb and is usually linked to it with a preposition. It shows who or what receives the action, e.g. *They sold their old car to my brother.*  
→ direct object
- infinitive clause** a subordinate clause that contains an infinitive form of a verb. It can act as the subject or complement of the verb *be* or identify a noun, e.g. *To win the competition was his aim. The first person to answer correctly gets the point.*
- information principle** the principle in writing and formal speech that means we prefer to start a clause with known or familiar information, often from the previous clause.
- inversion** reversing the position of two elements of the clause for emphasis, e.g. *Never had he heard such rubbish.*
- nominalisation** using a noun rather than a verb either to make the clause more formal, or to enable two clauses to be expressed as one, e.g. *The committee decided to reject the plans, and everyone was delighted.*  
→ *The committee's decision to reject the plans delighted everyone.*
- noun clause** a clause that replaces or acts like a noun, e.g. *I was near where you live yesterday.* (= I was near your house.)
- participle clause** a subordinate clause which begins with a present or past participle, e.g. *Lying in the sun, I fell asleep. Treated gently, the fabric should last for years.*
- particle** a preposition or adverb which combines with a verb to form a prepositional or phrasal verb, often with a new meaning, e.g. *up* → *give up*, *off* → *take off*
- performative verb** a verb that actually performs the action it describes when used in the first person present, e.g. *I apologise* means *I'm sorry*, so saying it performs the action of apologising.
- predicative position** when an adjective comes after the noun it describes (usually after a linking verb), e.g. *that meal was expensive; I find that news surprising.*  
→ attributive position
- question tag** a short tag at the end of a statement which turns it into a question.
- relative clause** a clause that gives information about a noun or pronoun in a main clause. In a **reduced relative clause** we use a participle to replace the relative pronoun and verb in a defining relative clause, e.g. *She doesn't like the man who lives next door.* → *She doesn't like the man living next door.*
- sense verb** a verb that describes a sense or perception, e.g. *see, hear, smell.*
- sentence adverb** an adverb that refers to a whole sentence rather than one word, e.g. *Generally, the children were well behaved.* Includes **comment adverbs**, which express our attitude to the information in a statement, e.g. *Understandably, he was disappointed with the results.*
- state verb** a verb that describes a state such as being, thinking, possessing or feeling, rather than an action, e.g. *be, believe, have, feel.*
- stranded preposition** a preposition at the end of a clause, not followed by a noun or pronoun, e.g. *What are you going to do that for?* These often appear in questions and relative clauses.
- subjunctive** a form of a verb which is the same as the infinitive without *to*, used after certain verbs/adjectives and in some *that* clauses to convey necessity/importance, e.g. *The judge insisted that each client pay his own costs.*
- subordinating conjunction** a linking word such as *while, although, if*, which links a subordinate clause and a main clause, e.g. *She cried because she was happy.*  
→ coordinating conjunction
- substitution** replacing one word or phrase with another to avoid repetition, for example replacing a noun with a pronoun, e.g. *I've already met James. He's very pleasant.*
- ungradable adjective** an adjective which represents the limit of a scale and cannot be made stronger with *very*, e.g. *priceless, boiling.*



# Nouns, possessives and pronouns

## Before you start

### 1 Review these intermediate grammar points and check you know them.

#### Types of noun

- concrete e.g. *artist, table, child, station, food, storm*
- abstract e.g. *art, responsibility, anger, efficiency, perception, photography*
- proper (the names of people, places, events, etc.) e.g. *Jane, London, August*

COUNTABLE NOUNS     *a car, three cars*

UNCOUNTABLE NOUNS     *oil, beauty, fruit*

We do not use *a/an* with uncountable nouns, and we do not usually make them plural.

#### Possessive forms

- 1 noun + 's or ' (usually with people and animals): *One of **Sam's** vehicles has been damaged.*  
noun + *of* + noun (usually with things): *There's a scratch on **the** paintwork **of** his car.*
- 2 If the meaning is clear from the context, we can omit the following noun:  
*That isn't my handwriting. It's **Selina's**.* (= Selina's handwriting)

#### Personal pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS	(POSSESSIVE ADJECTIVES)	POSSESSIVE PRONOUNS	REFLEXIVE PRONOUNS
<i>I</i>	<i>me</i>	<i>my</i>	<i>mine</i>	<i>myself</i>
<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourself/yourselfs</i>
<i>he</i>	<i>him</i>	<i>his</i>	<i>his</i>	<i>himself</i>
<i>she</i>	<i>her</i>	<i>her</i>	<i>hers</i>	<i>herself</i>
<i>it</i>	<i>it</i>	<i>its</i>		<i>itself</i>
<i>we</i>	<i>us</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>
<i>they</i>	<i>them</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>

- subject pronoun: *Hockney is Britain's most famous painter. **He's** from Yorkshire.*
- object pronoun: *I met Julian yesterday. I like **him**, don't you? (direct object)*  
*Those books belong to Julian. Can you give **them** to **him**, please? (indirect object)*
- possessive adjective: *Did Susie leave that here? It looks like **her** umbrella.*
- possessive pronoun: *No, it's not her umbrella. It's **ours**. Don't you recognise it?*
- reflexive pronoun: *Quick! The baby's burnt **herself**!*

#### Indefinite pronouns

<i>someone/body<sup>1</sup></i>	<i>something</i>	<i>somewhere</i>	<i>somehow</i>
<i>anyone/body</i>	<i>anything</i>	<i>anywhere</i>	<i>anyhow<sup>2</sup></i>
<i>everyone/body</i>	<i>everything</i>	<i>everywhere</i>	
<i>no one/body<sup>3</sup></i>	<i>nothing</i>	<i>nowhere</i>	

<sup>1</sup> We use *-one* and *-body* interchangeably.

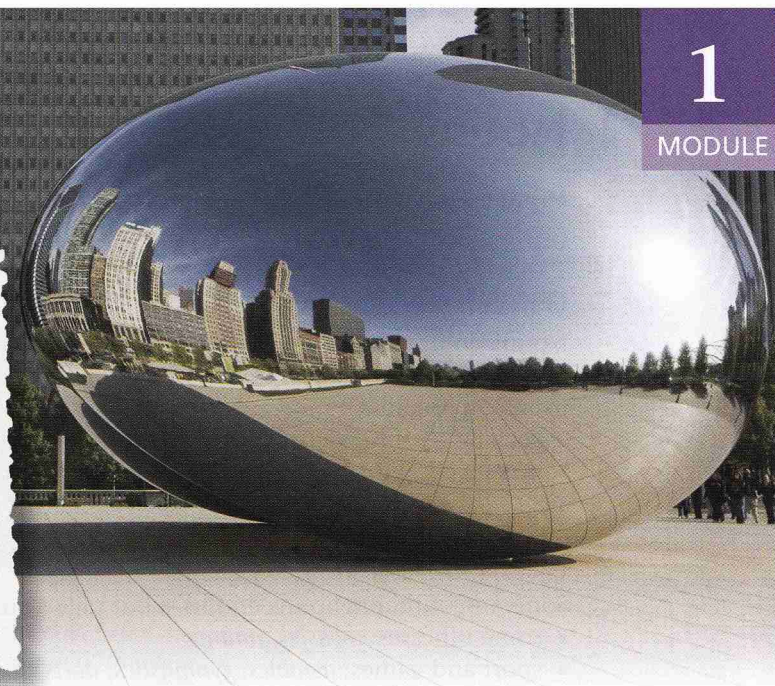
<sup>2</sup> *anyhow* is informal and is similar to *anyway*:  
*Anyhow, as I was saying ...*

<sup>3</sup> We usually write *no one* as two words, and *nobody* as one word.



## 2 Read the text and identify examples of nouns, pronouns and possessive forms.

SINCE THE INVENTION of photography, art has been creating a new identity for itself. Movements from impressionism to abstract expressionism have widened the boundaries of what one might describe as 'art'. People's perceptions have changed and nowadays we no longer define a great work of art by its beauty but by its ability to show us something in a new way, or to challenge our perception of what it is to be human.



## 3 Complete the diagnostic test below. Choose the correct words in *italics*. If both options are correct, choose both.

- 1 The *chair* / *chairwoman* has just phoned to say she's been delayed in traffic. ➤ Unit 1.1
- 2 Have you thought about doing gymnastics? I think *it's* / *they're* very good for you. ➤ Unit 1.2
- 3 The society's president, against the wishes of the other founder members, *has* / *have* agreed to the sale. ➤ Unit 1.3
- 4 I love Adam Sandler's movies. I thought 'Funny People' *was* / *were* hilarious. ➤ Unit 1.4
- 5 The disabled *has* / *have* won a number of rights in recent years. ➤ Unit 1.5
- 6 Eliot was hit on the head by *stone* / *a stone* and had to be rushed to hospital. ➤ Unit 1.6
- 7 Our local delicatessen offers an enormous range of *cheese* / *cheeses*. ➤ Unit 1.7
- 8 The villa we're borrowing belongs to my *sister's-in-law* / *sister-in-law's* parents. ➤ Unit 2.1
- 9 I might be able to get you an interview; the owner's a friend of *me* / *mine*. ➤ Unit 2.2
- 10 Everyone's been admiring my *expensive wife's car* / *wife's expensive car*. ➤ Unit 2.3
- 11 Karen noticed the article in *the local paper of today* / *today's local paper*. ➤ Unit 3.1
- 12 We could hear the *crowd's cheers* / *cheers of the crowd* that lined the street. ➤ Unit 3.2
- 13 Wouldn't you agree that the processor is the *computer's main component* / *main component of the computer*? ➤ Unit 3.3
- 14 The class will be reading *the short stories' collection of Graham Greene* / *Graham Greene's collection of short stories* next term. ➤ Unit 3.4
- 15 The food in his paintings looks good enough *to eat it* / *to eat*. ➤ Unit 4.1
- 16 If you'd like a new tennis racket, I can get you *one* / *a one* very cheaply. ➤ Unit 4.2
- 17 Some elderly people have difficulty in *remembering themselves* / *remembering* what happened only a few hours before. ➤ Unit 4.3
- 18 On his return, Dieter and his wife had a lot to tell *themselves* / *each other*. ➤ Unit 4.4
- 19 In cases like these, *you* / *one* can understand the motive behind the attack. ➤ Unit 5.1
- 20 Can you repeat that? There was *something* / *anything* you said which I didn't quite understand. ➤ Unit 5.2

## 4 Check your answers on page 384. Then go to the unit for more information and practice.



# 1 Nouns

Plural forms of nouns and irregular noun plurals ► page 366

Differences between British and American English ► page 368

## 1 Gender

Nouns do not have grammatical gender in English. To show gender in job nouns we have to say *a female/woman doctor*, *a male doctor*, etc. A few nouns show gender by their suffix, usually masculine gender, such as *businessman*. A lot of people avoid these nouns now, especially if referring to a woman, and prefer a form with no obvious gender, e.g. *chair*, or to match the suffix to the person, e.g. *chairwoman*:

*That's the view of Sheila Davison, chair(woman) of the Institute of Public Relations.*

## 2 Nouns ending in -s

Some uncountable nouns end in -s but take a singular verb, for example

- some illnesses: *measles, mumps*
- sport and games: *aerobics, gymnastics, darts*
- study/abstract ideas/emotions: *mathematics, politics, news, thanks, happiness*

*Politics is a topic best avoided with people you don't know well.*



A plural subject describing a specific measurement usually takes a singular verb:

✗ ~~*Two metres aren't particularly tall these days.*~~

✓ *Two metres isn't particularly tall these days.*

*Twenty-four hours is a long time in politics. Ten miles is too far to walk.*

A few nouns are more common in the plural form and take a plural verb, e.g. *goods, whereabouts, remains, stairs, proceeds*:

*The auction raised a lot of money and the proceeds were given to a children's charity.*

Some nouns refer to one object divided into two parts and take a plural verb, e.g. *glasses, jeans, pyjamas, scales, scissors, spectacles, trousers*:  
*Special scissors are used to cut this fabric.*

## 3 Noun-verb agreement

The verb usually agrees with the subject noun even if it is separated by prepositional phrases, relative clauses, brackets or commas:

*The petrol station across the road from the new shops has just cut its prices.*

However, if the verb is a long way from the subject and closer to a complement (► Unit 42.1/2), the verb can agree with the complement. Compare:

*The most exciting event was the rowing finals.*

*The most exciting event in the Sydney Olympics for most British viewers was/were the rowing finals.*

The same can apply after *what* used to introduce a noun clause:

*What the Board needs to finalise now is/are the terms of the redundancies.*

## 4 Two subjects/plural subject-verb agreement

We usually use a plural verb with two subjects linked by *and* or *both ... and*:

*Mum and Dad were hoping that you'd join them this evening.*

*Both the doctor and the surgeon have advised me to have the operation.*

However, we use a singular verb if we consider the two items as one single concept:

✗ ~~*Fish and chips are one of the most common English dishes.*~~

✓ *Fish and chips is one of the most common English dishes.*

Titles of books, films, etc. take a singular verb, even if they are plural nouns:

*Hitchcock's film 'The Birds' is based on a story by Daphne du Maurier.*



## 5 Collective noun–verb agreement

Collective nouns refer to a group of people, animals or things, e.g. *family, government, group, staff, team, band, class*. A large number of proper nouns fall into this category, e.g. *the United Nations, British Airways, Microsoft Corporation*. We can usually use a singular or plural verb after these nouns. The choice can depend on how we think of the noun:

	SINGULAR VERB	PLURAL VERB
collective noun seen as a whole entity	<i>The family has a monthly income of \$2,000.</i>	
collective noun seen as a group of individuals		<i>The family are all gathering here for New Year.</i>
a + collective noun	<i>A team of inspectors is visiting the prison tomorrow.</i>	

We always use a plural verb for

- certain collective nouns, e.g. *police, people, cattle*:  
*The police are investigating his accusation of fraud.*
- an adjective used as a collective noun (► Unit 12.5):  
*The middle-aged have a lot to offer employers.*
- nouns such as *the majority/a number/a couple* + of + plural noun:  
*The majority of the people were pleased to see the government fall.*

## 6 Countable and uncountable nouns

Some nouns can be countable or uncountable, but have different meanings:

COUNTABLE MEANING	UNCOUNTABLE MEANING
<i>I'd love a coffee,<sup>1</sup> please. (= a cup)</i>	<i>Do you drink coffee? (= the liquid)</i>
<i>I'll buy a chicken<sup>2</sup> for dinner tonight. (= the whole bird)</i>	<i>Would you like some chicken for dinner? (= a part/the dish)</i>
<i>This is an amazing drawing<sup>2</sup> by Leonardo. (= a picture)</i>	<i>My son is very good at drawing. (= the activity)</i>
<i>Someone threw a stone<sup>2</sup> at our window. (= one item)</i>	<i>The road crosses a flat landscape of scrub and stone. (= the material)</i>

<sup>1</sup> This applies to all drinks: *tea/a tea, cola/a cola, lemonade/a lemonade*

<sup>2</sup> Not all nouns of these types can be both countable and uncountable:

X *a beef, a mutton* ✓ *a duck/duck, a fish/fish, a lamb/lamb*  
 X *an art, a poetry* ✓ *a painting/painting, a sculpture/sculpture*  
 X *a wool, a cotton* ✓ *a paper/paper, a rock/rock*

## 7 Quantifying uncountable nouns

We can use words like *piece* and *bit* to make some uncountable nouns countable:

*The Council will remove **two pieces of unwanted furniture** if desired.*

Other common nouns used in this way are: *a slice of bread/meat/cheese/cake; an item of news/furniture/clothing; a lump of sugar/coal; a cup of coffee/tea, a pair of trousers/jeans.*

We can sometimes make an uncountable noun countable to express 'different types' of the noun:

*Our new skincare cream contains several essential oils.*

*This is a soft cheese from the Pyrenees.*

We can use articles with uncountable abstract nouns to refer to a specific feeling:

*distrust → a deep distrust, a distrust of lawyers love → an everlasting love, the love of music*

When we use nouns in this way, we use a singular verb:

*A love of fashion and music is common amongst teenagers.*



## Practice

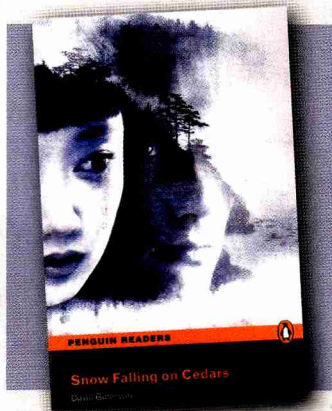
1 Complete sentences 1–10 with the correct form of a suitable verb. In sentences 11–15 add *a, an* or *no* article (–). If two answers are possible, put both.

- Rickets ..... a disease caused by a lack of vitamin D.
- The 10,000 kilometres ..... the longest walking competition in the Olympics.
- Hollywood classic *The Women* ..... showing at the London Film Festival this week.
- Saudi Arabia, along with most of the oil-producing nations, ..... voted to raise the price of crude oil again.
- What he'd really like us to buy him for his birthday ..... some new Nike trainers.
- Roast beef and Yorkshire pudding ..... definitely still the favourite of many British people!
- My brother thinks that economics ..... really interesting. I disagree.
- That band ..... always had a reputation for performing better in the studio than live.
- Both my brother and sister ..... lived in this town all their lives.
- The local police ..... interviewing several suspects in connection with the recent attacks.
- I first felt the desire to visit Venice when looking at ..... painting by Canaletto.
- Where can I find ..... information on late Renaissance Florentine artists?
- There's nothing more delicious than ..... lamb with mint sauce.
- We developed ..... passion for Baroque music at university.
- It isn't a lack of courage that stops me taking part in extreme sports, it is ..... anxiety about getting seriously injured.

2 **GRAMMAR IN USE** Choose the correct words in *italics*. If both options are possible, choose both.

### Snow Falling on Cedars

BY DAVID GUTERSON



This novel (0) *open* / *opens* in the courthouse of San Piedro, a small sleepy island off the Pacific coast of the north-west United States.

Underneath the courtroom windows, four tall narrow arches of (1) *leaded* / *a leaded* glass, (2) *drama* / *a drama* which will divide the island's communities (3) *is* / *are* unfolding. The defendant stands erect in the dock; the local press and the jurors await the start of this trial. Kabuo Miyamoto is accused of the murder of Carl Heine, a young fisherman. The alleged crime by a young man of Japanese descent stirs up the emotions of the islanders and questions their beliefs and their politics. It takes place in the 1950s – not many years (4) *has* / *have* passed since the Japanese bombing of Pearl Harbour and the horrors of World War II. Although the

Japanese on San Piedro (5) *was* / *were* eager to defend their adopted country against the country of their ancestors, a number of people in the community (6) *was* / *were* unable to forgive Japan its role in the war, and the trial causes their deeply-held prejudices to surface. 'Snow Falling on Cedars' (7) *is* / *are* not only one of the best mysteries of recent years, it also raises issues which affect us all. However, it ends with (8) *great* / *a great* optimism. David Guterson has succeeded in combining the best from both classic and populist American (9) *literatures* / *literature* into (10) *spellbinding* / *a spellbinding* work of art. Buy and read this beautiful novel.



**3 Complete the sentences, using the words from the box. Use each word twice. Add an article or use the plural form if necessary. 2.02 Listen and check.**

chair chicken drawing group love stone

- 1 Gerry threw ..... into the pond and watched the water ripple outwards.
- 2 Who is going to be ..... of the new finance committee?
- 3 Caleb owns a free-range farm so he allows his ..... to run around wherever they like.
- 4 These days you don't have to be good at ..... to be a successful artist.
- 5 Numerous ..... of illegal immigrants have attempted to cross the border in the last few months.
- 6 Unfortunately for my waistline, I have ..... of chocolate, especially in cakes!
- 7 For his art project, my son did ..... of his pet rabbit.
- 8 We always have ..... and chips on Monday nights.
- 9 The Tower of London is built of ..... from Caen in Normandy.
- 10 They say ..... is the strongest emotion.
- 11 Although we have a big dining table, we only have four .....
- 12 ..... of university scientists is doing research into the causes of obesity in children.

**4 GRAMMAR IN USE Find ten more mistakes in the advertisement and correct them. 2.03 Listen and check.**

*East Hamley*  
Adult Education Centre

## ART CLASSES FOR ADULTS

~~Is~~  
~~Are~~ art your passion?  
Are you interested in a drawing, painting or the sculpture?  
Would you like to improve your knowledge and skills?  
Would you like to experience deep sense of satisfaction you get from creating your own original work?

At East Hamley College a team of highly qualified tutors are available to help you improve your technique. We run art classes on Tuesday and Thursday evenings from 6.30 to 9.00. Each session costs £15 and lasts for two hours with a 30-minute break. We think you'll agree that £15 aren't a lot to pay for over two hours with the personal attention of our art teachers!

Both the painting and the sculpture classes takes place in the new annexe on Becton Road. This also has a relaxing café selling a coffee and a

range of snacks where you can take a break and socialise with your fellow students.

You won't need to bring anything with you – we supply paint, papers and any other materials you need. But wear something that you don't mind covering in paint – a jeans and an old shirt is fine.

Every year, the work of our students are exhibited in a local gallery. So, if you're lucky, your work might get spotted – you could be the next Damien Hirst!

For details and enrolment forms contact us on 0330 676750



## 2 Possessive 's

Form rules for possessive 's, e.g. *boy's/boys'*

➤ page 367

### 1 Special rules with possessive 's

We can have two possessive 's forms together:

*We're fed up with our **neighbour's tenant's** loud music.*

If the possessive form consists of a compound noun (➤ Unit 70.1) or two or more nouns which form a single team or group, we add the 's to the last noun only:

*Are you coming to my **brother-in-law's** party?*  
(compound noun)

*I'm a great fan of **Lerner and Lowe's** musicals.*  
(They both wrote as a single team.)

When the nouns do not form a single group we must use 's with both nouns:

***Schrodinger's and Heisenberg's** versions of quantum mechanics had seemed different.*  
(two versions of the theory)

If the possessive noun is part of a prepositional phrase, we usually put the 's at the end of the phrase:

✗ *The **woman's in the corner** baby began to cry.*

✓ *The **woman in the corner's** baby began to cry.*

(= The baby belonging to the woman in the corner ...)



According to legend, Vermeer's 'Girl with a Pearl Earring' shows the **artist's** maid wearing a Turkish turban and a **pearl earring** of **his wife's**.

### 2 Double possessives

We can use a double possessive – noun + *of* + noun (with possessive 's) – to show that the first noun means 'one of several'. We usually use the indefinite article with this pattern:

*I heard the story from **a friend of my brother's**.* (= one of my brother's friends)

We do not always include the possessive 's with the second noun:

*They got the information from **a friend of the owner**.*



The double possessive is common with pronouns. We always use the possessive pronoun:

✗ *She's **a friend of us**. She's **a friend of our**.*

✓ *She's **a friend of ours**.* (= We have several friends. She is one of them.)

### 3 Specifying and classifying possessives

Specifying possessives show a relationship with something specific such as a person or place. They usually answer the question 'Whose ...?':

*Marion washes **the children's clothes** on Thursdays.* (= the clothes belonging to the children)



An adjective in front of a specifying possessive only describes the noun immediately following it:

*Marion washed **the older children's clothes** in the machine.* (= the children are older)

*Marion washed **the children's older clothes** in the machine.* (= the clothes are older)

Classifying possessives describe the type of thing something is. They answer the question 'What kind of...?' and are similar to compound nouns (➤ Unit 70):

*Janice has opened a shop specialising in **children's clothes**.* (= clothes any children can wear)



An adjective in front of a classifying possessive describes the whole phrase:

*Janice's shop had a large selection of **expensive children's clothes**.*

(= The children's clothes are expensive, not the children.)



## Practice

### 1 Choose the correct meaning, A or B.

- 1 Stephanie loved her beautiful daughter's sports car.  
A Stephanie's daughter was beautiful. B The sports car was beautiful.
- 2 She inherited a wonderful wooden dolls' house.  
A The dolls are made of wood. B The house is made of wood.
- 3 The company manufactures low-cost nurses' uniforms.  
A The nurses earn low wages. B The uniforms aren't expensive.
- 4 Gary didn't think much of his new boss's management techniques.  
A Gary has a new boss. B Gary's boss has some new management techniques.
- 5 Bill and Suzy found hiring a well-educated children's nanny was worth every penny.  
A Their nanny was well-educated. B Their children were well-educated.
- 6 I managed to find a place in the 24-hour supermarket's parking lot.  
A The supermarket is open 24 hours. B The parking lot is open 24 hours.
- 7 Dave was often embarrassed by his aggressive flatmate's comments.  
A Dave's flatmate was aggressive. B His flatmate's comments were aggressive.
- 8 My uncle is restoring a redundant tax-inspectors' office in Newcastle.  
A Some tax inspectors have been made redundant in Newcastle.  
B The office in Newcastle is no longer required by the tax inspectors.

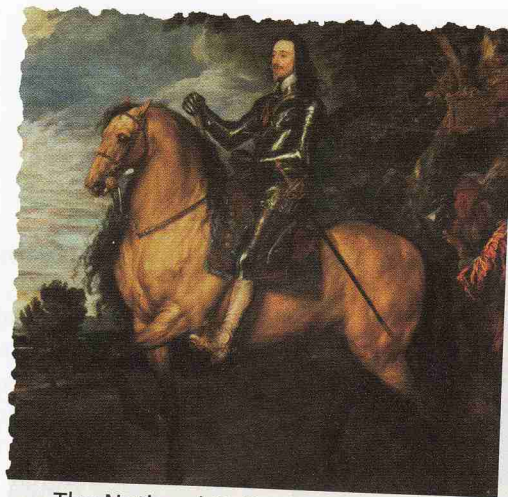
### 2 GRAMMAR IN USE Find nine more mistakes in the conversation and correct them.

#### 2.04 Listen and check.

- SOPHIE Who's coming with us to the exhibition on Saturday?
- MAREK Well, apart from me and Kylie, there's Mike and Sandra, my <sup>brother-in-law's</sup> ~~brother's-in-law's~~ nephew, Paul, and Harry.
- SOPHIE Harry? Is he a friend of you?
- MAREK No, he's coming with Paul – he's a cousin of him.
- SOPHIE What's the exhibition about, anyway?
- MAREK It's an exhibition by the art's gallery's new discovery – Stephen Brewer.
- SOPHIE Oh yes, I've just read an article about him in the local's paper culture section.
- MAREK Yes, it was written by our next-door's neighbour's wife – she's a well-known art critic, apparently.
- SOPHIE OK. It sounds like it might be interesting.
- MAREK Great. I thought we might all meet up for lunch first.
- SOPHIE Good idea. That French place's in Green Street reputation is excellent – a colleague mine told me about it, although I haven't been there myself.
- MAREK Right, let's try that place then. By the way, will you be coming by car?
- SOPHIE Why?
- MAREK Well Mike's and Sandra's car is in the garage so they need a lift. Could you take them? They're neighbours of your, aren't they?
- SOPHIE Yes, they are. OK, I suppose so. Shall we meet at one?
- MAREK Fine. I'll tell the others.



# 3 Possessive with 's or of?



The National Gallery's portrait of King Charles by Van Dyck

## 1 Possessive 's

We usually use the possessive 's (and not the *of* structure):

USE	EXAMPLES
to refer to people and animals (especially with proper nouns), and to personal/professional relationships and human qualities	<i>Sheila is <b>Harold's</b> youngest daughter.</i> <i>Do you like <b>Snap's</b> new collar?</i> <i>Have you met the <b>boss's</b> new secretary?</i> <i><b>John's</b> intransigence is a pain.</i>
to refer to general ownership, or possession of somebody's home	<i>Have you seen <b>Sheila's</b> new car?</i> <i>We'll be at <b>Mum's</b> soon. (= Mum's house)</i>
to refer to location in time (but not with dates)	<i>Have you seen the poem in <b>today's</b> 'Observer'?</i> <i><del>X</del> It was in <b>19th December's</b> paper.</i>
to refer to the origin of something, for example where it comes from or who made it	<i>Oil is <b>Saudi Arabia's</b> biggest export.</i> <i>'Hamlet' is <b>Shakespeare's</b> most famous play.</i> <i>Have you read the <b>committee's</b> report yet?</i>
to refer to a quantity or measure, for example of duration, distance or value	<i>There will be an <b>hour's</b> delay.</i> <i>The hotel was <b>ten minutes'</b> drive from the beach.</i>
in expressions for value/quantity with worth	<i>Could you give me a <b>pound's</b> worth of chips?</i>
with the names of shops, companies and people/places that provide a service	<i>I'm getting the Thanksgiving shopping at <b>Macy's</b>. (= Macy's department store)</i> <i>Was there anything nice at the <b>butcher's</b> this morning? (= the butcher's shop)</i>
in certain fixed expressions	<i>She was at <b>death's</b> door. For <b>pity's</b> sake!</i> <i>For <b>goodness's</b> sake!</i>

## 2 Noun + *of* + noun

We usually use the *of* structure (and not the possessive 's) in the following situations:

USE	EXAMPLES
when we refer to inanimate things and with abstract nouns (e.g. <i>science</i> )	<i>We set up our base camp at the bottom <b>of</b> the mountain.</i> <i>I've been studying the philosophy <b>of</b> science.</i>
when the noun is followed by a prepositional phrase or clause which defines it	<i>The players ignored the jeers <b>of</b> the people standing in the front row.</i>
when we refer to a specific year or date	<i>It was destroyed in the fire <b>of</b> 1666.</i>
with long or complex phrases, even when we are referring to people	<i>A man was sentenced to life imprisonment for the murder <b>of</b> an English tourist, Monica Cantwell.</i>
in certain fixed expressions and titles	<i>He's the President <b>of</b> the United States.</i> <i>The Prince <b>of</b> Wales is to visit Iceland.</i>