

MyGrammarLab

ELEMENTARY
A1/A2



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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.

What level is MyGrammarLab?

The **MyGrammarLab** series takes learners from elementary to advanced grammar, each level benchmarked against the Common European Framework and providing grammar practice for Cambridge ESOL exams:

	Level description	CEFR level	Grammar practice for exams
Elementary	elementary to pre-intermediate	A1/A2	KET
Intermediate	pre-intermediate to upper intermediate	B1/B2	PET FCE
Advanced	upper intermediate to advanced	C1/C2	CAE IELTS

What is unique about MyGrammarLab?

MyGrammarLab offers every learner of English the opportunity to study grammar in the way that best suits their needs – and provides as much practice as necessary to ensure that each grammar point is learnt and can be used in the context of real communication.

At each level, learners have access to a variety of materials:



book

- **clear and simple explanations** based on the Longman Dictionaries Defining Vocabulary of just 2000 words to ensure full understanding of the grammar
- **natural examples** to illustrate the grammar points, based on the Longman Corpus Network
- a topic-based approach that presents **grammar in context**
- a **variety of exercise types** – from drills to contextualised and personalised practice
- a **review section** at the end of each module to revise the key grammar points
- an **exit test** at the end of each module to check that the grammar has been fully understood
- information on the **pronunciation** of grammar items
- 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



online

- a **grammar teacher** who explains key grammar points through short video presentations
- a full **diagnostic test** to identify the grammar points that need to be learnt
- **more practice** for every unit of the book
- regular **progress tests** to check that the grammar has been understood
- **catch-up exercises** for learners who fail the progress tests – to ensure that every learner has the opportunity to master the grammar
- a full **exit test** at the end of each module
- automatic marking and feedback
- **pronunciation practice** of grammar items
- the option to **listen and check** the answers for practice exercises from the book
- additional **grammar practice for exams**



mobile

- downloadable exercises for **practice anywhere, any time**
- the ability to **create exercises** from a bank of practice questions
- automatic marking and **feedback** for wrong answers

What is a MyLab?

A MyLab is a Learning Management System – an online platform that enables learners and teachers to manage the learning process via a number of online tools such as automatic marking, the recording of grades in a gradebook and the ability to customise a course.

How can I get the most out of MyGrammarLab?

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 20. 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:



The modules in the book start with a text such as an advert, an email or a magazine article. The text introduces the grammar for the module. The grammar is **highlighted** in the text, and then there is a short exercise. The exercise 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 diagnostic test then click on the feedback button to see which unit to go to for more information and practice.



The grammar information is on the left in the book. The practice exercises are on the right. It is therefore easy to check and read the grammar while you are doing the exercises.



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: **1.10 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: . 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 questions to your mobile phone. You can create your own practice tests. Go to 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 more review exercises Look for this instruction at the end of the review exercises in the book.



At the end of each module, there is also a test. The test shows you how much you know and if you need more practice.



Go online for a full exit test Look for this instruction at the end of the exit test in the book.

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 – and will let you know which of your students are falling behind.



For pronunciation practice in class, audio CDs are available. The disk and track number for each explanation are given in the book. Look for this symbol: 1.10.



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.

NATURAL ENGLISH

Sometimes a sentence may be grammatically correct, but it does not sound natural. These notes will help you to produce natural English.

GRAMMAR IN USE

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



Pronunciation ► 1.02

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.

short form

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

Glossary

active if a verb or sentence is active, the person or thing doing the action is the subject of the verb. In the sentence *The boy kicked the ball*, the verb *kick* is active.
→ passive

adjective a word that describes a noun, e.g. *big, comfortable, red, pleased*

adverb a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence. There are different types of adverbs: **manner**: *quickly, kindly, beautifully*; **degree**: *completely, definitely*; **frequency**: *always, often, never*; **place**: *here, there*; **time**: *now, then*.

auxiliary verb a verb that we use with another verb to make questions, negative sentences, tenses and the passive. Common auxiliary verbs are *be, do* and *have*.

→ main verb, modal verb

capital letter the large form of a letter of the alphabet, that you use at the beginning of a name or sentence, e.g. *B* not *b*

clause a group of words that contains a verb and usually a subject. A clause may be a sentence or part of a sentence.

→ main clause, relative clause

comparative adjective *nicer, hotter, better, more comfortable*, etc. We use comparative adjectives for comparing two people or things. → superlative adjective

compound adjective an adjective that is made from two or more words, e.g. *high-quality* (*high* + *quality*), *well-known* (*well* + *known*)

compound noun a noun that is made from two or more words, e.g. *whiteboard* (*white* + *board*), *dining room* (*dining* + *room*)

consonant any of the sounds and letters of the English alphabet, except *a, e, i, o, u* → vowel

continuous the form of a verb in tenses we make with *be* and the *-ing* form. We use the continuous for things we are doing now, or for a temporary period of time:

present continuous: *I'm using my computer at the moment*; **past continuous**: *They were living in Japan at the time*; **present perfect continuous**: *I've been waiting here for an hour*.

countable a countable noun has a singular and a plural form: *table/tables, man/men*.

→ uncountable

first conditional a sentence with *if* that describes a future situation. We use the present tense after *if* in the first conditional: *If it's sunny tomorrow, we'll go to the beach*.

imperative the form of a verb that you use to tell someone to do something:

Give me that book! | Don't sit there!

indefinite pronoun *someone, anyone, everywhere, nothing*, etc: *I've looked everywhere for my key*.

indirect question a question that begins with *Could you tell me, Do you know*, etc. We use indirect questions to sound more polite: *Could you tell me when the next bus leaves for London?*

infinitive the base form of a verb, e.g. *be, read, talk, write*. The infinitive with *to* is *to* + the base form: *to be, to read, to talk, to write*.

-ing form the form of a verb that ends in *-ing*: *being, reading, talking, writing*

intonation the way that the level of your voice changes to add meaning to what you say. For example, your voice often goes up at the end of a question.

irregular an irregular verb does not have a past tense and past participle that end in *-ed*, e.g. *go/went/gone*; an irregular noun does not have a plural that ends in *-s*, e.g. *man/men*; an irregular adverb does not end in *-ly*, e.g. *fast/fast* → regular

linking word a word such as *and, but or because* that we use to connect one part of a sentence with another, or to show how one sentence is related to another: *We paid the bill and went home. | I like summer because it's warm*.

main clause a group of words that we can use alone or with another clause. In the sentence *It was raining when I went outside*, the main clause is *It was raining*. → clause

main verb a verb that we can use with or without an auxiliary verb, e.g. *cost* in *How much does it cost? It costs \$20*.

→ auxiliary verb, modal verb

modal verb a type of auxiliary verb such as *can, should or might* that we use with another verb to show ideas such as ability (*can*), advice (*should*) or possibility (*might*): *I can swim. | We should leave now. | You might be right*.

negative a negative sentence contains a word such as *not* or *never*: *Shakespeare wasn't French.* | *I've never liked coffee.* → positive

noun a word for a person, animal, thing, place or idea, e.g. *student, cat, rain, China, happiness*

object a noun or pronoun that usually follows a verb. In the sentence *The boy kicked the ball*, the noun *ball* is the object. → subject

object pronoun *me, him, her, it, us, you, them.* We use object pronouns after the verb. → subject pronoun

passive if a verb or sentence is passive, the subject of the verb does not do the action, but is affected by the action of the verb. In the sentence *The ball was kicked into goal*, the verb *was kicked* is passive. → active

past continuous → continuous

past participle a form of a verb that we use to make perfect tenses and passives. Regular verbs have past participles that end in *-ed*, e.g. *arrive/arrived, call/called*. Irregular verbs have different forms, e.g. *go/gone, speak/spoken, sell/sold*.

past perfect the tense of a verb that we form with *had* and the past participle. We can use the past perfect in reported statements: *He said he'd already seen that film.*

past simple the tense of a verb that we form by adding *-ed* to regular verbs. Irregular verbs have different forms, e.g. *go/went*. We use the past simple for single or repeated actions in the past: *I called you yesterday.* | *I called you twice yesterday.*

phrasal verb a verb that we use with a preposition or an adverb, or both. A phrasal verb has a different meaning from the verb alone: *Please take off your shoes before you enter.* (*take + off* = remove)

plural the form of a word that we use for more than one person or thing. *Students* is the plural of *student*. *They* is a plural pronoun. → singular

positive a positive sentence does not contain a word such as *not* or *never*: *Shakespeare was English.* | *I've always liked coffee.* → negative

possessive adjective *my, your, his, her, its, our, their.* Possessive adjectives show who something belongs to, or who someone is related to: *my house, her brother.*

possessive pronoun *mine, yours, his, hers, ours, theirs.* A possessive pronoun replaces a possessive adjective + noun: *It's hers.* (her car) | *That's mine.* (my mobile)

preposition a word such as *on, at, into* or *by* that we use before a noun to show the position of something, or to talk about time: *Put it on the table.* | *Meet me at six o'clock.* We can use prepositions in other ways, too, e.g. *Please send me your answer by email.*

present continuous → continuous

present perfect the tense of a verb that we form with *have* and the past participle, e.g. *has gone*. The present perfect has many uses; for example, for a situation that started in the past and continues now: *I've been at university for two years now.*

present perfect continuous → continuous

present simple the tense of a verb that uses the base form, or the base form + *s* for *he, she* and *it*: *I live, he lives.* We use the present simple, for example, for regular activities and facts: *I go to work by bus.* | *The Earth goes round the Sun.*

pronoun a word that replaces a noun, e.g. *I, she, they, me, her, them, it* → subject pronoun, object pronoun

question a sentence that needs an answer: *Are you English?* | *What time is it?* → *Wh-* question, *Yes/No* question

question tag *isn't it?, doesn't she?, have you?* etc. We add question tags to the end of a statement to make it a question, or to check that someone agrees with you: *You're from Poland, aren't you?*

reflexive pronoun *myself, yourself, himself, etc.* We use reflexive pronouns when the subject and object of the verb are the same: *Dave looked at himself in the mirror.* (= Dave looked at Dave.)

regular a regular verb has a past tense and past participle that end in *-ed*: *finish/finished*; a regular noun has a plural that ends in *-s*: *book/books*; a regular adverb ends in *-ly*: *quick/quickly*. → irregular

relative clause a group of words that gives information about someone or something in the main part of the sentence. In the sentence *Mary is the woman that I met on holiday*, the relative clause is *that I met on holiday*.

relative pronoun a pronoun that connects a relative clause to the other part of the sentence, e.g. *who, which, that*

reported statement a statement that reports what a person has said. In a reported statement, the sentence *We're going to the shops* becomes *They said they were going to the shops*.

second conditional a sentence with *if* that describes a situation we are imagining in the present or future. We use the past tense after *if* in the second conditional: *If I was rich, I'd buy a Ferrari*.

short answer an answer to a *Yes/No* question that does not repeat the main verb:
Are you waiting for the bus? Yes, I am. | Did you buy it? No, I didn't.

short form the form of verbs we usually use when we are speaking, e.g. *I've* (not *I have*), *weren't* (not *were not*)

singular the form of a word that we use for only one person or thing. *Student* is a singular noun. *Am* and *is* are singular forms of the verb *be*. → plural

statement a sentence that is not a question or an imperative: *I'm British. | It's three o'clock. | The play hasn't started.*

stress the force that we use to say a part of a word. In the word *coffee*, the stress is on the first syllable. If we stress a word or part of a word, we say it with more force.

strong form the way we pronounce a word when we stress the vowel in it: The strong form of *can* is /kæn/ and the weak form of *can* is /kən/. → weak form

subject a noun or pronoun that usually comes before the main verb in the sentence.

The subject shows who is doing the action:

The boy (subject) *kicked the ball* (object).

→ object

subject pronoun *I, he, she, it, we, you, they*.

We use subject pronouns before the verb.

→ object pronoun

superlative adjective *nicest, hottest, best, most comfortable*, etc. We use superlative adjectives when we compare one person or thing with several others.

→ comparative adjective

syllable a part of a word that contains a single vowel sound. *Dad* has one syllable and *Daddy* has two syllables.

time expression a word or phrase such as *today, every day, on Mondays, once a week*. Time expressions describe when or how often we do regular activities.

uncountable an uncountable noun does not have a plural form, e.g. *milk, music, information* → countable

verb a word which describes an action or state, e.g. *go, eat, finish* or *live*

vowel one of the sounds that are shown by the letters *a, e, i, o, u* → consonant

weak form the way we pronounce a word when we do not stress the vowel in it:
The weak form of *an* /æn/ is *an* /ən/.

→ strong form

Wh- question a question that begins with a *Wh-* word: *What's your name? | How are you?*

Wh- word *who, what, where, when, why, how*

Yes/No question a question which only needs the answer *yes* or *no*: *Are you a student? | Do you like pasta?*

Punctuation

' apostrophe	. full stop/period AmE
() brackets	- hyphen
: colon	? question mark
, comma	'' quotation marks
! exclamation mark	; semicolon

Before you start

- 1 Read about the market. Look at the **highlighted** grammar examples.

FRENCH MARKET

Try **some** exciting new **food** this weekend!

A **French market** will be in Frampton on Saturday and Sunday. There will be **a lot of** interesting things, including:

- Mediterranean fruit and **vegetables**
- cheese from Normandy
- French bread and cakes
- **chocolate** from Paris
- **a few** clothes and a little jewellery

All the food and drink is from France.

The **market** will be in **North Square** on both days from 9.00 to 18.00.

- 2 Now read the sentences. Choose the correct words in *italics*.

The **highlighted** grammar examples will help you.

- 1 Do you eat *vegetable* / *vegetables*?
- 2 I really like French *food* / *foods*.
- 3 *Belgian chocolate* / *A Belgian chocolate* is delicious.
- 4 There's *a* / *an* new restaurant in the town.
- 5 *A* / *The* new supermarket in the town centre is really cheap.
- 6 Let's meet at the food hall in *Sloane Square* / *the Sloane Square*.
- 7 There's always *some* / *any* interesting food at the market.
- 8 There are *much* / *a lot of* markets in this area.
- 9 They sell *a little* / *a few* clothes at the market, too.
- 10 It's an Italian shop. *All* / *Some* the food is from Italy.

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- Unit 7
- Unit 8
- Unit 9
- Unit 10

- 3 Check your answers below. Then go to the unit for more information and practice.

1 The 2 food 3 Belgian chocolate 4 a 5 The 6 Sloane Square 7 some 8 a lot of 9 a few 10 All

1 Singular and plural nouns

1 Nouns

A noun is a person, a place or a thing:

*a waiter a town a pizza a melon
an apple an egg a steak*

In writing, names of people, places, days, months, etc. begin with a capital letter:

*John Smith Mr Brown
Vancouver Oxford Street
Saturday September May Day*



2 Singular and plural nouns

Most nouns can be singular (one) or plural (more than one):

SINGULAR *a pizza a melon a banana an apple an egg*
PLURAL *two pizzas three melons four bananas five apples some eggs*

We usually add -s to a singular noun to make it plural, but some nouns are different:

NOUNS THAT END IN		PLURAL
s, ss, sh, ch, and x (and potato, tomato)	add -es	buses, classes, dishes, watches, boxes, potatoes
consonant (b, c, d, etc.) + y (ay, ey, oy)	change y to i and add -es (add -s)	families, babies, countries days, valleys, toys
f or fe	change f to v and add -es	loaves, wives, scarves

The plural form of a few nouns is different. We call these irregular nouns:

SINGULAR *man woman child person foot tooth penny fish sheep*
PLURAL *men women children people feet teeth pence fish sheep*

Spelling rules ► page 316



Pronunciation ► 1.02

3 Noun + verb

We use different verb forms with singular and plural nouns:

singular noun + singular verb	plural noun + plural verb
Our teacher is British.	Those students are Japanese.
The bus leaves at 8.30.	The buses leave from the town centre.

Some nouns are always plural:

*clothes
jeans
shorts
scissors
trousers
(reading) glasses*

We can also say:

a pair of jeans a pair of shorts a pair of scissors

These trousers
are long.



Your glasses are
on your head.

Practice

1 Write the plural form of the nouns.

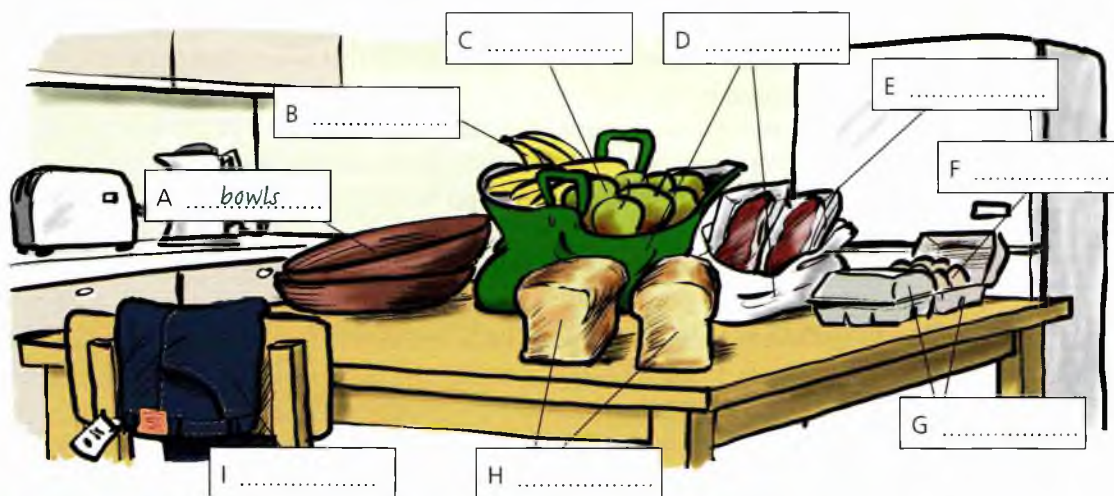
+ -s	+ -es	+ -ies	+ -ves	irregular
		<i>babies</i>		

baby box car child
 class country day
 exercise family foot
 loaf man scarf
 watch wife

2 Match the two parts of the sentences. 2.02 Listen and check.

- | | | |
|--------------------------|---|----------------------|
| 0 1 My brothers | → | A walks to work. |
| 2 My brother | → | B walk to work. |
| 1 1 Our English teacher | | A come from London. |
| 2 Our English teachers | | B comes from London. |
| 2 1 The children | | A is sick in bed. |
| 2 Jan's child | | B are sick in bed. |
| 3 1 My feet | | A are hurting. |
| 2 My foot | | B is hurting. |
| 4 1 Your reading glasses | | A is on the table. |
| 2 Your glass of water | | B are on the table. |

3 Write the plural form of the nouns in the picture.



4 GRAMMAR IN USE Complete the note with nouns from Exercise 3 or a form of the verb *be*. 2.03 Listen and check.

Sorry, James – I'm going to see Mum because she's not well.
 Can you put the shopping away? Thanks.
 The steaks (0)are..... for dinner tonight, so can you put them in the fridge?
 Can you take the eggs out of the (1) and put them in the fridge, too?
 There are some (2) and (3) in the green bag – put
 them in the two (4) on the table. There are two (5) of
 bread, too – can you put one of them in the fridge, please? The jeans
 (6) for Simon – can you put them in his room?
 See you later – I hope the interview was OK. Maureen

2 Countable and uncountable nouns (1)



ROASTED VEGETABLES

Ingredients

one red onion
two white onions
three potatoes
some carrots
olive oil
salt and pepper

1 Countable nouns

Countable nouns are things we can count, for example, *carrot, onion, potato*.

- they can be singular: *an onion*
They often have *a/an, the, this/that* in front of them:
*Is there **a** market here? Where's **the** market? **This** carrot is very sweet.*
- they can be plural: *onions*
They often have *some, the, these/those* in front of them:
*I'd like **some** apples, please. **Those** apples look good. Do you like **apples**?*

2 Uncountable nouns

Uncountable nouns are things we can't count, for example, *salt, oil, water*.

- they don't usually have a plural form: ~~*one oil, two oils*~~
- they don't usually have *a/an* in front of them: ~~*an oil, a salt*~~.



Uncountable nouns often have *some* in front of them:

~~✗ *Can I have **a** milk in my coffee?*~~

✓ *Can I have **some** milk in my coffee?*

uncountable noun + singular verb

Petrol is expensive.

This advice is very useful.

Some common uncountable nouns are:

- food: *bread cheese meat tea coffee sugar*
- materials: *metal wood plastic paper*
- school subjects and languages: *history art music English Russian*
- ideas and feelings: *advice love time education information*
- groups of similar things: *furniture (chairs, tables, sofas) luggage (suitcases, bags) money (euros, pounds, dollars)*



~~✗ *Do you have **some** informations about the castle?*~~

✓ *Do you have **some** information about the castle?*

Practice

1 Is the noun in *italics> in each sentence countable (C) or uncountable (U)? Write C or U.*

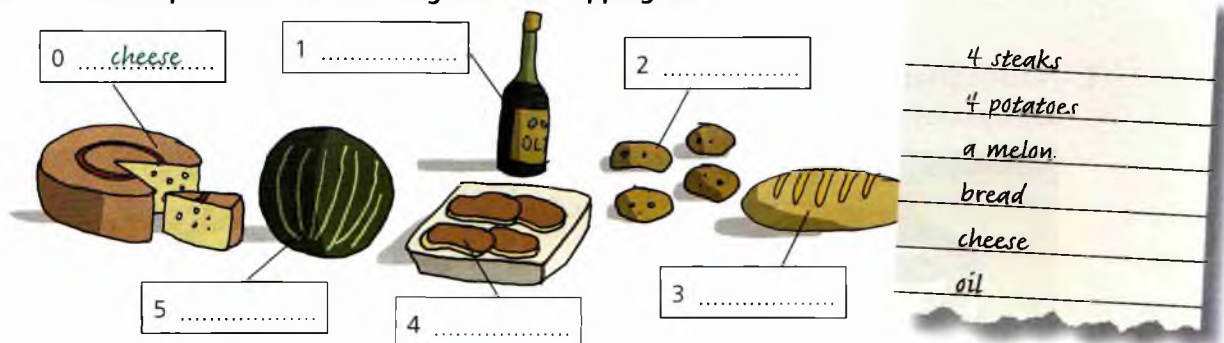
- 0 Is there a *bank* near here? C 3 How much *luggage* do you have?
- 1 That *cheese* is delicious. 4 I need to get some *oil* for the car.
- 2 Do you have *milk* in your coffee? 5 Can I have some *potatoes*, please?

2 Are the nouns countable or uncountable?

countable	uncountable
apple	

apple art chair
furniture information
man market sugar

3 Match the pictures with the things on the shopping list.



4 GRAMMAR IN USE Choose the correct underlined words in the note from Adam to Rachel.

2.04 Listen and check.

Rachel

Can you buy the food for dinner tonight? Mum and Dad are coming, so can you get (0) a meat / (some meat), maybe four nice (1) steak / steaks? We need some (2) potato / potatoes – four large (3) potato / potatoes for baking. Can you buy (4) a bread and a cheese / some bread and cheese, too, and maybe (5) a nice juicy melon / some nice juicy melon to start? Oh, and we need some (6) oil / oils as well. Thanks.

See you later,

Adam

5 Correct the mistakes in the underlined parts of the sentences. 2.05 Listen and check.

- 0 Do you want a salt in your soup? (some) salt
- 1 Education are very important.
- 2 Can I have two box of eggs, please?
- 3 Can you give me some informations about the trains?
- 4 We've got a lot of luggages.
- 5 I must get a petrol for the car before we start.
- 6 I haven't got a lot of moneys.

3 Countable and uncountable nouns (2)

Sure, I think there's some coffee in the machine.

Can I have a coffee?

1 Nouns that can be countable or uncountable

Some nouns have a countable meaning and an uncountable meaning:

COUNTABLE	UNCOUNTABLE
	
I'd like three teas , please. (cups of tea)	Tea comes from China and India. (drink)
My uncle has 25 chickens on his farm. (animals)	I love chicken , it's delicious! (food)
Would you like a chocolate ? (one sweet)	French chocolate is very good. (food)
Can you buy a paper at the shop? (a newspaper)	Paper is made from wood. (material)
There are four Russians in my class. (people)	Do you speak Russian ? (language)

2 Ways of counting uncountable nouns

We 'count' uncountable nouns like this:

UNITS

a **piece** of cake/cheese
a **piece** of furniture/luggage/paper
a **bit** of information
a **bar** of chocolate
a **slice** of bread/toast/cake
a **loaf** of bread

CONTAINERS

a **carton** of milk/juice
a **can/tin** of soup
a **glass** of orange juice
a **box** of chocolates
a **cup** of coffee
a **bottle** of water
a **tube** of toothpaste

MEASUREMENTS

a **litre** of milk
half a kilo of sugar
six metres of cotton



We don't use uncountable nouns with **a** or **an**:

✗ *Can I have a toast?*

✓ *Can I have a slice of toast?*

We can say:

Would you like some chocolate? or *Would you like a bar of chocolate?*

When we talk about drinks like tea and coffee we can say:

Would you like some coffee? *Would you like a cup of coffee?* *Would you like a coffee?*

Practice

1 Write the correct words from the box under the pictures.



0 a paper



1



2



3



4



5



6



7

a chicken
chicken
a chocolate
chocolate
a coffee
coffee
~~a paper~~
paper

2 GRAMMAR IN USE Complete the conversations with a or some . 2.06 Listen and check.

- 0 A Would you like chocolate?
B Oh, yes. Can I have that white one?
- 1 A I've got luggage in the car.
B How many bags have you got?
- 2 A What's on at the cinema tonight?
B I'm not sure. I'll buy paper and check.
- 3 A We need sugar.
B OK, a kilo or half a kilo?
- 4 A Can we pay the bill, please?
B Of course, two coffees and tea. That's £4.50.

3 Match the words on the left with the things on the right.

- | | |
|--------------|---------------|
| 0 a cup of | A toast |
| 1 a tube of | B milk |
| 2 a bit of | C toothpaste |
| 3 a piece of | D soup |
| 4 a litre of | E coffee |
| 5 a can of | F information |
| 6 a slice of | G paper |

global comment re lists: all figures/numbers range right except arrowed lists of units on module Openers and Tests

4 GRAMMAR IN USE The underlined words are all in the wrong place.

Find and write the correct words. 2.07 Listen and check.

HANNAH Hi, Josie. I'm going to the shops now. Do you want anything?

JOSIE Oh, yes please, just (0) a piece of water, (1) a kilo of soup and (2) a cup of potatoes.

HANNAH That's no problem. I can get those.

JOSIE That's nice of you. Come in and have (3) a slice of coffee before you go.

HANNAH Oh, lovely. Thanks.

JOSIE Would you like (4) a glass of cake, too?

HANNAH No, thanks. I had (5) two tins of chocolate earlier, but can I have (6) a bottle of water with the coffee? I'm really thirsty.

JOSIE Of course. Now, let me find (7) a bar of paper and make a list of the shopping ...

4 a/an



a banana



an apple



an architect



a dentist

1 Form

We use *a* and *an* before different sounds:

	BEFORE WORDS THAT BEGIN WITH	EXAMPLES
a +	a consonant sound, e.g. <i>b, c, l, m, p, s, t</i>	<i>a</i> cake, <i>a</i> sports teacher, <i>a</i> hat
	<i>u</i> or <i>eu</i> , when they sound like <i>y</i>	<i>a</i> uniform /uː/, <i>a</i> European /ʉə/ city
an +	a vowel sound: <i>a, e, i, o, u</i>	<i>an</i> apple, <i>an</i> interesting book, <i>an</i> uncle
	<i>h</i> when you do not pronounce the <i>h</i>	<i>an</i> hour, <i>an</i> honest man



Pronunciation ► 1.03

2 Use

We use *a/an*

to talk about one person or thing	<i>We saw a good film at the cinema on Saturday.</i> <i>Do you live in a house or a flat?</i>
to describe a person or thing with an adjective	<i>She's a nice person.</i> <i>Is that an interesting book?</i>
to talk about jobs	<i>My uncle is a dentist.</i> <i>I want to be an architect.</i>
to mean 'one' with fractions and numbers	<i>one and a half, a hundred, a thousand, a million</i>
to mean 'each' in measurements	<i>twice a day, once a month, four times a year,</i> <i>80 kilometres an hour</i>



~~✗ My uncle is dentist.~~

✓ My uncle is **a dentist**.

We DON'T use *a/an*

- before plural nouns:
*I like **books** about other countries.*
***Children** are welcome in this restaurant.*
*Do you like **adventure films**?*
- before uncountable nouns:
*Do you take **sugar**?*
***Furniture** is expensive these days.*
*Teenagers often listen to **music**.*

Practice

1 Complete the sentences with *a* or *an*.

- 0 The school is looking for *an* English teacher.
- 1 They're building hospital in the town centre.
- 2 There's hourly train from here to the coast.
- 3 'What's this?' 'It's euro.'
- 4 I've got uncle in Sydney, Australia.
- 5 We've got enough students for new class now.
- 6 Is there university in Manchester?

2 GRAMMAR IN USE Write *a* or *an*. Write – if we don't need *a* or *an*. 2.08 Listen and check.

A What shall we do tonight? Shall we go to (0) restaurant? The Star, perhaps?

B No, I'm not keen on (1) Chinese food. What about (2) Indian restaurant. Or Angelo's? They do fantastic pizzas.

A Yes, but there are always a lot of (3) children there and it's very noisy on (4) Friday nights.

B That's true. You know, I'd like a kebab. Is there (5) Greek restaurant around here?

A Mmm, I love (6) kebabs. We don't have (7) Greek restaurant, but there's (8) new Turkish one in King Street.

B OK, great. Let's go there.



3 Complete the sentences with a nationality from Box A and a noun from Box B. Add *a* or *an* if necessary.

- | | | | |
|---|--|---|--|
| A | American British Chinese
Finnish Japanese Swedish | B | city businessman ears
company motorbikes writer |
|---|--|---|--|

- 0 Saabs are *Swedish cars*
- 1 Beijing is
- 2 Bill Gates is
- 3 J K Rowling is
- 4 Yamahas are
- 5 Nokia is

4 There are eight more places in this text where we need *a* or *an*. Write *a* or *an* in the correct places. 2.09 Listen and check.

There's ^a fantastic Turkish restaurant in our town. The owners are couple from Istanbul; they came to Britain two years ago. Ayla, the woman, is architect, but she works in the restaurant in the evening. Ocan, her husband, was university lecturer in Istanbul, but he wanted to do something different. They've got Turkish chef, Kemal, and English waiter, Joe. They've got very good menu, with lots of dishes. We go there once or twice month for really delicious meal.

