

این فایل، ابتدا شامل یک خلاصه‌ی کاربردی و فشرده است که توسط تیم تست‌هیلپر تهیه شده و مهم‌ترین نکات گرامری را به صورت ساده، منظم و امتحان‌محور مرور می‌کند.

پس از این بخش، قسمت‌های مرتبط با همین مبحث از کتاب‌های **Grammar in Use Intermediate** و **Grammar in Use Advanced** نیز در فایل قرار داده شده‌اند تا زبان‌آموزان در صورت نیاز بتوانند توضیحات کامل‌تر، مثال‌های بیشتر و تمرین‌های تکمیلی را مطالعه کنند.

Quick Guide: Noun Phrases

A noun phrase is a group of words built around a noun. It can be very short or quite detailed.

Examples:

- **this pencil**
- **a new suitcase**
- **the student's final proposal**
- **a carefully worded statement of agreement**

Main Uses

Use	Pattern	Example
Determiner + noun	this / that / these / those + noun	These papers are important.
Article + adjective + noun	a/an/the + adjective + noun	She bought a small mirror .
Possessive noun phrase	possessive + noun	My sister's phone is new.
Compound noun	noun + noun	We waited at the bus stop .
Number + adjective + noun	number + adjective + plural noun	We need two white plates .
Hyphenated modifier	number/adjective + singular noun	a three-page report
Appositive phrase	noun, noun phrase,	Anna, my neighbor , called me.
Noun + of phrase	noun + of + noun phrase	the purpose of the survey

Word Order in Noun Phrases

In English, adjectives and modifiers usually come **before** the noun.

Correct: **a clean shirt**

Incorrect: a shirt clean

Correct: **the important papers**

Incorrect: the papers important

For longer noun phrases, the usual order is:

determiner + adjective/modifier + main noun

Examples:

- a modern research center
- the new marketing plan
- several important guest speakers

This, That, These, Those

Use **this** and **that** with singular nouns.

Examples:

- this chair
- that blue notebook

Use **these** and **those** with plural nouns.

Examples:

- these clean towels
- those garden flowers

Possessives

Use **'s** to show ownership or relationship.

Examples:

- my brother's bike
- the manager's car
- the student's first proposal

For longer academic phrases, the possessive often comes before the main idea.

Example:

- the company's outdated procedures

Compound Nouns

Sometimes two or more words work together as one noun phrase.

Examples:

- bus stop
- coffee machine

- student center
- customer-service guidelines
- risk-assessment analysis

The final word is usually the main noun.

Example:

- a coffee machine = a type of machine
- a student center = a type of center

Be Careful

Use a singular noun after hyphenated number modifiers.

Correct: a three-page report

Incorrect: a three-pages report

Correct: a two-year-old daughter

Incorrect: a two-years-old daughter

Also, do not use a full sentence as an appositive.

Incorrect: I met Anna, she my neighbor.

Correct: I met Anna, my neighbor.

Before answering, ask yourself:

What is the main noun, and what words correctly describe, count, or identify it?

Countable nouns with **a/an** and **some**

A Countable nouns can be *singular* or *plural*:

a dog	a child	the evening	this party	an umbrella
dogs	some children	the evenings	these parties	two umbrellas

Before singular countable nouns you can use **a/an**:

- ☐ Bye! Have **a** nice **evening**.
- ☐ Do you need **an** **umbrella**?

You cannot use singular countable nouns alone (without **a/the/my** etc.):

- ☐ She never wears **a** **hat**. (*not* wears hat)
- ☐ Be careful of **the** **dog**.
- ☐ What **a** beautiful **day**!
- ☐ Did you hurt **your** **leg**?

B We use **a/an** ... to say what kind of thing something is, or what kind of person somebody is:

- ☐ That's a **nice** **table**.

In the plural we use the noun alone (*not* some ...):

- ☐ Those are **nice** **chairs**. (*not* some nice chairs)

Compare singular and plural:

- ☐ A dog is **a** **dog**.
- ☐ I'm **a** **dog**.
- ☐ My father is **a** **doctor**.
- ☐ Jane is **a** **really nice person**.
- ☐ What **a** **lovely dress**!

- ☐ Dogs are **dogs**.
- ☐ We're **dogs**.
- ☐ My parents are both **doctors**.
- ☐ Jane and Ben are **really nice people**.
- ☐ What **awful shoes**!

We say that somebody has **a long nose** / **a nice face** / **blue eyes** / **long fingers** etc. :

- ☐ Jack has a **long nose**.
(*not* the long nose)

- ☐ Jack has **blue eyes**.
(*not* the blue eyes)

We use **a/an** when we say what somebody's job is:

- ☐ Sandra is **a** **nurse**. (*not* Sandra is nurse)
- ☐ Would you like to be **a** **English teacher**?

C You can use **some** with plural countable nouns. We use **some** in two ways.

(1) **some** = a number (of) / a few (of) / a pair (of):

- ☐ I've seen **some** good **movies** recently. (*not* I've seen good movies)
- ☐ **Some** **friends** of mine are coming to stay at the weekend.
- ☐ I need **some** new **sunglasses**. (= a new pair of sunglasses)

Often you can say the same thing with or without **some**. For example:

- ☐ I need **(some)** new **clothes**.
- ☐ The room was empty apart from a table and **(some)** **chairs**.

Do not use **some** when you are talking about things in general (see Unit 75):

- ☐ I love **bananas**. (*not* some bananas)
- ☐ My aunt is a writer. She writes **books**. (*not* some books)

(2) **some** = some but not all:

- ☐ **Some** **children** learn very quickly. (but not all children)
- ☐ Tomorrow there will be rain in **some** **places**, but most of the country will be dry.

Exercises

71.1 What are these things? Choose from the box and write a sentence.

- 1 an eagle It's a bird.
- 2 a pigeon, a duck and a penguin They're birds.
- 3 carrots and onions
- 4 a tulip
- 5 Earth, Mars and Jupiter
- 6 chess
- 7 a hammer, a saw and a screwdriver
- 8 the Nile, the Rhine and the Mekong
- 9 a mosquito
- 10 Hindi, Arabic and Swahili

bird(s)
flower(s)
game(s)
insect(s)
language(s)
planet(s)
river(s)
tool(s)
vegetable(s)

71.2 Read about what these people do. What are their jobs? Choose from:

chef interpreter journalist ~~nurse~~ plumber surgeon tour guide waiter

- 1 Sarah looks after patients in hospital. She's a nurse.
- 2 Gary works in a restaurant. He brings the food to the tables. He
- 3 Jane writes articles for a newspaper.
- 4 Kevin works in a hospital. He operates on people.
- 5 Jonathan cooks in a restaurant.
- 6 Dave installs and repairs water pipes.
- 7 Anna shows visitors round her city and tells them about it.
- 8 Lisa translates what people are saying from one language into another, so that they can understand each other.

71.3 Which is right?

- 1 Most of my friends are students / ~~some students~~. (students is correct)
- 2 Are you careful driver / a careful driver?
- 3 I went to the library and borrowed books / some books.
- 4 Mark works in a bookshop. He sells books / some books.
- 5 I've been walking for hours. I've got sore feet / some sore feet.
- 6 I don't feel very well. I've got sore throat / a sore throat.
- 7 What lovely present / a lovely present! Thank you very much.
- 8 I met students / some students in a cafe yesterday. They were from China.
- 9 It might rain. Don't go out without umbrella / without an umbrella.
- 10 People / Some people learn languages more easily than others.

71.4 Put in a/an or some where necessary. If no word is necessary, leave the space empty.

- 1 I've seen some good movies recently.
- 2 Are you feeling all right? Do you have a headache?
- 3 I know lots of people. Most of them are students.
- 4 When I was child, I used to be very shy.
- 5 birds, for example the penguin, cannot fly.
- 6 Would you like to be actor?
- 7 Questions, questions, questions! You're always asking questions!
- 8 I didn't expect to see you. What surprise!
- 9 Do you like staying in hotels?
- 10 Tomorrow is a holiday. shops will be open, but most of them will be closed.
- 11 Those are nice shoes. Where did you get them?
- 12 You need visa to visit countries, but not all of them.
- 13 Kate is teacher. Her parents were teachers too.
- 14 I don't believe him. He's liar. He's always telling lies.

A Study this example:

I had **a sandwich** and **an apple** for lunch.

The sandwich wasn't very good, but **the apple** was nice.



JOE

Joe says '**a** sandwich', '**an** apple' because this is the first time he talks about them.

Joe now says '**the** sandwich', '**the** apple' because we know which sandwich and which apple he means – **the** sandwich and **the** apple he had for lunch.

Compare **a** and **the** in these examples:

- ☐ **A man** and **a woman** were sitting opposite me. **The man** was American, but I think **the woman** was British.
- ☐ When we were on holiday, we stayed at **a hotel**. Sometimes we ate at **the hotel** and sometimes we went to **a restaurant**.

B We use **the** when we are thinking of a specific thing. Compare **a/an** and **the**:

- ☐ Tim sat down on **a chair**. (maybe one of many chairs in the room)
- Tim sat down on **the chair nearest the door**. (a specific chair)
- ☐ Do you have **a car**? (not a specific car)
- I cleaned **the car** yesterday. (= my car)

We use **a/an** when we say what kind of thing or person we mean. Compare:

- ☐ We stayed at **a very cheap hotel**. (a type of hotel)
- The hotel where we stayed** was very cheap. (a specific hotel)

C We use **the** when it is clear which thing or person we mean. For example, in a room we talk about **the light / the floor / the ceiling / the door / the carpet** etc. :

- ☐ Can you turn off **the light**, please? (= the light in this room)
- ☐ I took a taxi to **the station**. (= the station in that town)
- ☐ (*in a shop*) I'd like to speak to **the manager**, please. (= the manager of this shop)

We also say '(go to) **the bank / the post office**':

- ☐ I have to go to **the bank** and then I'm going to **the post office**.
(The speaker is usually thinking of a specific bank or post office.)

and '(go to) **the doctor / the dentist**':

- ☐ Clare isn't well. She's gone to **the doctor**.
- ☐ I don't like going to **the dentist**.

Compare **the** and **a**:

- ☐ I have to go to **the bank** today.
Is there **a bank** near here?
- ☐ I don't like going to **the dentist**.
My sister is **a dentist**.

D We say 'once **a week** / three times **a day** / £1.50 **a kilo**' etc. :

- ☐ I go to the cinema about once **a month**.
- ☐ 'How much are those potatoes?' '£1.50 **a kilo**.'
- ☐ Helen works eight hours **a day**, six days **a week**.

Exercises

72.1 Put in a/an or the.

- 1 This morning I bought a book and magazine. book is in my bag, but I can't remember where I put magazine.
- 2 I saw accident this morning. car crashed into tree. driver of car wasn't hurt, but car was badly damaged.
- 3 There are two cars parked outside: blue one and grey one. blue one belongs to my neighbours. I don't know who owner of grey one is.
- 4 My friends live in old house in small village. There is beautiful garden behind house. I would like to have garden like that.

72.2 Put in a/an or the.

- 1 a This house is very nice. Does it have garden?
b It's a beautiful day. Let's sit in garden.
c I like living in this house, but it's a shame that garden is so small.
- 2 a Can you recommend good restaurant?
b We had dinner in very nice restaurant.
c We had dinner in best restaurant in town.
- 3 a What's name of that man we met yesterday?
b We stayed at a very nice hotel – I can't remember name now.
c My neighbour has French name, but in fact she's English, not French.
- 4 a Did Paula get job she applied for?
b It's not easy to get job at the moment.
c Do you enjoy your work? Is it interesting job?
- 5 a 'Are you going away next week?' 'No, week after next.'
b I'm going away for week in September.
c Gary has a part-time job. He works three mornings week.

72.3 Put in a/an or the where necessary.

- 1 Would you like an apple?
- 2 How often do you go to dentist?
- 3 Can you close door, please?
- 4 I have problem. I need your help.
- 5 How far is it from here to station?
- 6 I'm going to post office. I won't be long.
- 7 Paul plays tennis. He's very good player.
- 8 There isn't airport near where I live.
- 9 Nearest airport is 70 miles away.
- 10 There were no chairs, so we sat on floor.
- 11 Have you finished with book I lent you?
- 12 Chris has just got job in bank in Zurich.
- 13 We live in small apartment in city centre.
- 14 There's shop at end of street I live in.

Would you like an apple?

72.4 Answer these questions. Where possible, use once a week / three times a day etc.

- 1 How often do you go to the cinema? Three or four times a year.
- 2 How often do you go to the dentist?
- 3 How often do you go away on holiday?
- 4 How long do you usually sleep?
- 5 How often do you go out in the evening?
- 6 How many hours of TV do you watch (on average)?
- 7 What's the usual speed limit in towns in your country?

Noun + noun (a **bus driver** / a **headache**)

A You can use two nouns together (*noun + noun*) to mean *one* thing/person/idea etc. :
a **bus driver** **income tax** the **city centre** an **apple tree**

The first noun is like an adjective. It tells us what kind of thing/person/idea etc. :

a **bus driver** = the driver of a bus
income tax = tax that you pay on your income
 the **city centre** = the centre of the city
 an **apple tree** = a tree that has apples
 a **Paris hotel** = a hotel in Paris
 my **life story** = the story of my life

So you can say:

a **television** camera a **television** programme a **television** studio a **television** producer
 (things or people to do with television)
 language **problems** marriage **problems** health **problems** work **problems**
 (different kinds of problems)

Sometimes the first word ends in **-ing**:

a **frying** pan (= a pan for frying)
 a **washing** machine
 a **swimming** pool

B Sometimes there are more than two nouns together:

- ☐ I waited at the **hotel reception desk**.
- ☐ We watched the **World Swimming Championships** on TV.
- ☐ If you want to play table tennis (= a game), you need a **table tennis table** (= a table).

C When two nouns are together like this, sometimes we write them as one word and sometimes as two separate words. For example:

a **headache** **toothpaste** a **weekend** a **car park** a **road sign**

There are no clear rules for this. If you are not sure, write two words.

D Note the difference between:

a **coffee cup** (maybe empty) and a **cup of coffee** (= a cup with coffee in it)
 a **shopping bag** (maybe empty) and a **bag of shopping** (= a bag full of shopping)

E When we use *noun + noun*, the first noun is like an *adjective*. It is normally singular, but the meaning is often plural.

For example: a **car park** is a place to park **cars**, an **apple tree** is a tree that has **apples**.

In the same way we say:

a **three-hour** journey (= a journey that takes three **hours**)
 a **ten-pound** note (= a note with the value of ten **pounds**)
 a **four-week** course
 a **six-mile** walk
 two **14-year-old** girls

Compare:

☐ It was a **four-week** course. (*not* a four weeks course)
 but The course lasted four **weeks**.

Exercises

80.1 What do we call these things and people?

- 1 Someone who drives a bus is a bus driver
- 2 Problems concerning health are health problems
- 3 A ticket to travel by train is a
- 4 A machine you use to get a ticket is a
- 5 The staff at a hotel are the
- 6 The results of your exams are your
- 7 A horse that runs in races is a
- 8 A race for horses is a
- 9 Shoes for running are
- 10 A shop that sells shoes is a
- 11 The window of a shop is a
- 12 A person who cleans windows is a
- 13 A scandal involving a construction company is
- 14 Workers at a car factory are
- 15 A scheme for the improvement of a road is a
- 16 A department store in New York is a

80.2 Answer the questions using two of the following words each time:

accident	belt	birthday	card	credit	driver
forecast	machine	number	party	ring	road
room	seat	truck	washing	weather	wedding

- 1 This could be caused by bad driving. a road accident
- 2 You should wear this when you're driving. a
- 3 You can use this to pay for things. a
- 4 This will tell you if it's going to rain or not. the
- 5 This is useful if you have a lot of dirty clothes. a
- 6 This is something you might wear if you're married. a
- 7 If you're staying at a hotel, you need to remember this. your
- 8 This is a way to celebrate getting older. a
- 9 This person transports things by road. a

80.3 Put the words in the right order.

- 1 I spilt coffee on the living room carpet. (room / carpet / living)
- 2 Jack likes sport. He plays for his (team / school / football)
- 3 Anna works for a (company / production / film)
- 4 Many people invest in a (life / policy / insurance)
- 5 You can get a map at the (information / office / tourist)

80.4 Which is correct?

- 1 It's quite a big book. There are more than 500 pages / 500 page. (500 pages is correct)
- 2 It's only a two-hour / two hours flight from London to Madrid.
- 3 It took only two hour / two hours to fly to Madrid.
- 4 I don't have any change. I only have a twenty-pound / twenty pounds note.
- 5 I looked down and there were two ten-pound / ten pounds notes on the ground.
- 6 At work in the morning we usually have a 15-minute / 15 minutes break for coffee.
- 7 There are 60-minute / 60 minutes in an hour.
- 8 My office is on the tenth floor of a twelve-storey / twelve storeys building.
- 9 I work five-day / five days a week. Saturday and Sunday are free.
- 10 Five-star / Five stars hotels are the most expensive.
- 11 Sam's daughter is six-year-old / six years old.
- 12 Sam has a six-year-old / six-years-old daughter.

's (your sister's name) and of ... (the name of the book)

A

We use **-s** (*apostrophe + s*) mostly for people or animals:

- ☐ **Tom's** computer isn't working. (*not* the computer of Tom)
- ☐ How old are **Chris's** children? (*not* the children of Chris)
- ☐ What's (= What is) **your sister's** name?
- ☐ What's **Tom's sister's** name?
- ☐ Be careful. Don't step on **the cat's** tail.

You can use **-s** without a noun after it:

- ☐ This isn't my book. It's **my sister's**. (= my sister's book)

We do not use **-s** after a long group of words. So we say:

my friend's mother

but the mother **of the man we met yesterday** (*not* the man we met yesterday's mother)

Note that we say **a woman's hat** (= a hat for a woman), **a boy's name** (= a name for a boy), **a bird's egg** (= an egg laid by a bird) etc.

B

With a *singular* noun we use **-s**:

my **sister's** room (= **her** room – *one sister*)

Mr Carter's house (= **his** house)

With a *plural* noun (sisters, friends etc.) we put an apostrophe (') after **s**:

my sisters' room (= **their** room – *two or more sisters*)

the Carters' house (= **their** house – *Mr and Mrs Carter*)

If a plural noun does not end in **-s** (for example **men/women/children/people**) we use **-s**:

the **men's** changing room a **children's** book (= a book for children)

You can use **-s** after more than one noun:

Jack and Karen's children **Mr and Mrs Carter's** house

C

For things, ideas etc., we normally use **of**:

the temperature **of the water** (*not* the water's temperature)

the name **of the book** the owner **of the restaurant**

We say **the beginning/end/middle of ... / the top/bottom of ... / the front/back/side of ...**:

the beginning of the month (*not* the month's beginning)

the top of the hill **the back of** the car

D

You can usually use **-s** or **of ...** for an organisation (= a group of people). So you can say:

the government's decision *or* the decision **of the government**

the company's success *or* the success **of the company**

We also use **-s** for places. So you can say:

the city's streets **the world's** population **Italy's** prime minister

E

We use **-s** with time words (**yesterday / next week** etc.):

- ☐ Do you still have **yesterday's** newspaper?

- ☐ **Next week's** meeting has been cancelled.

In the same way, you can say **today's / tomorrow's / this evening's / Monday's** etc.

We also use **-s** (or **-s'** with plural words) with periods of time:

- ☐ I've got **a week's holiday** starting on Monday.
- ☐ Julia has got **three weeks' holiday**.
- ☐ I live near the station – it's only **ten minutes' walk**.

Exercises

81.1 In some of these sentences, it is more natural to use **-s** or **'s**. Change the underlined parts where necessary.

- 1 Who is the owner of this restaurant? OK
- 2 How old are the children of Chris? Chris's children
- 3 Is this the umbrella of your friend?
- 4 Write your name at the top of the page.
- 5 I've never met the daughter of James.
- 6 How old is the son of Helen and Andy?
- 7 We don't know the cause of the problem.
- 8 I don't know the words of this song.
- 9 The friends of your children are here.
- 10 What is the cost of a new washing machine?
- 11 The garden of our neighbours is very small.
- 12 The hair of David is very long.
- 13 I work on the ground floor of the building.
- 14 I couldn't go to the party of my best friend.
- 15 George is the brother of somebody I knew at college.
- 16 Have you seen the car of the parents of Ben?
- 17 What is the meaning of this expression?
- 18 Do you agree with the policy of the government?

81.2 Which is right?

- 1 Don't step on the cat's tail. (cat / cat's / cats')
- 2 It's my birthday tomorrow. (father / father's / fathers')
- 3 Those look nice. Shall we buy some? (apples / apple's / apples')
- 4 clothes are expensive. (Children / Children's / Childrens')
- 5 Zurich is largest city. (Switzerland / Switzerland's / Switzerlands')
- 6 Your parents are your grandparents. (parents / parent's / parents')
- 7 I took a lot of when I was on holiday. (photos / photo's / photos')
- 8 This isn't my coat. It's (someone else / someone else's / someone elses')
- 9 Have you read any of poems? (Shakespeare / Shakespeare's / Shakespeares')

81.3 Read each sentence and write a new sentence beginning with the underlined words.

- 1 The meeting tomorrow has been cancelled.
Tomorrow's meeting has been cancelled.
- 2 The storm last week caused a lot of damage.
Last
- 3 The only cinema in the town has closed down.
The
- 4 The weather in Britain is very changeable.
.....
- 5 Tourism is the main industry in the region.
.....

81.4 Use the information given to complete the sentences.

- 1 If I leave my house at 9 o'clock and drive to the airport, I arrive at about 11.
So it's about two hours' drive from my house to the airport. (drive)
- 2 If I leave my house at 8.40 and walk to the centre, I get there at 9 o'clock.
So it's from my house to the centre. (walk)
- 3 I'm going on holiday on the 12th. I have to be back at work on the 26th.
So I've got (holiday)
- 4 I went to sleep at 3 o'clock this morning and woke up an hour later. After that I couldn't sleep.
So last night I only had (sleep)

Adjectives: a **nice new** house, you look **tired**

A

Sometimes we use two or more adjectives together:

- ☐ My brother lives in a **nice new** house.
- ☐ In the kitchen there was a **beautiful large round wooden** table.

Adjectives like **new/large/round/wooden** are *fact* adjectives. They give us information about age, size, colour etc.

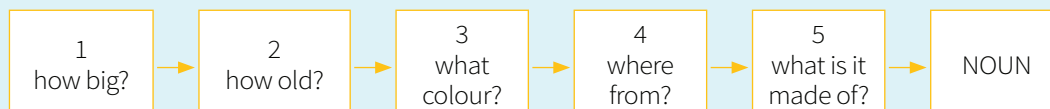
Adjectives like **nice/beautiful** are *opinion* adjectives. They tell us what the speaker thinks of something or somebody.

Opinion adjectives usually go before fact adjectives.

	<i>opinion</i>	<i>fact</i>	
a	nice	long	summer holiday
an	interesting	young	man
	delicious	hot	vegetable soup
a	beautiful	large round wooden	table

B

Sometimes we use two or more fact adjectives together. Usually (not always) we put fact adjectives in this order:



a **tall young** man (1 → 2)

big blue eyes (1 → 3)

a **small black plastic** bag (1 → 3 → 5)

a **large wooden** table (1 → 5)

an **old Russian** song (2 → 4)

an **old white cotton** shirt (2 → 3 → 5)

Adjectives of size and length (**big/small/tall/short/long** etc.) usually go before adjectives of shape and width (**round/fat/thin/slim/wide** etc.):

a **large round** table

a **tall thin** girl

a **long narrow** street

When there are two or more colour adjectives, we use **and**:

a **black and white** dress a **red, white and green** flag

This does not usually happen with other adjectives before a noun:

a **long black** dress (*not* a long and black dress)

C

We use adjectives after **be/get/become/seem**:

- ☐ **Be careful!**
- ☐ I'm **tired** and I'm **getting hungry**.
- ☐ As the film went on, it **became** more and more **boring**.
- ☐ Your friend **seems** very **nice**.

We also use adjectives to say how somebody/something looks, feels, sounds, tastes or smells:

- ☐ You **look tired**. / I **feel tired**. / She **sounds tired**.
- ☐ The dinner **smells good**.
- ☐ This tea **tastes** a bit **strange**.

But to say *how* somebody *does something* you must use an *adverb* (see Units 100–101):

- ☐ Drive **carefully!** (*not* Drive careful)
- ☐ Suzanne plays the piano very **well**. (*not* plays ... very good)

D

We say 'the **first two** days', 'the **next few** weeks', 'the **last ten** minutes' etc. :

- ☐ I didn't enjoy the **first two** days of the course. (*not* the two first days)
- ☐ They'll be away for the **next few** weeks. (*not* the few next weeks)

Exercises

99.1 Put the adjectives in brackets in the correct position.

- 1 a beautiful table (wooden / round) a beautiful round wooden table
- 2 an unusual ring (gold)
- 3 an old house (beautiful)
- 4 red gloves (leather)
- 5 an American film (old)
- 6 pink flowers (tiny)
- 7 a long face (thin)
- 8 big clouds (black)
- 9 a sunny day (lovely)
- 10 an ugly dress (yellow)
- 11 a wide avenue (long)
- 12 important ideas (new)
- 13 a new sweater (green / nice)
- 14 a metal box (black / small)
- 15 long hair (black / beautiful)
- 16 an old painting (interesting / French)
- 17 a large umbrella (red / yellow)
- 18 a big cat (black / white / fat)

99.2 Complete each sentence with a verb (in the correct form) and an adjective from the boxes.

feel
smell

look
sound

~~seem~~
taste

awful
nice

nervous
~~upset~~

interesting
wet

- 1 Helen seemed upset this morning. Do you know what was wrong?
- 2 I can't eat this. I've just tried it and it
- 3 It's normal to before an exam or an interview.
- 4 What beautiful flowers! They too.
- 5 You Have you been out in the rain?
- 6 James told me about his new job. It – much better than his old job.

99.3 Put in the correct word.

- 1 This tea tastes a bit strange. (strange / strangely)
- 2 I usually feel when the sun is shining. (happy / happily)
- 3 The children were playing in the garden. (happy / happily)
- 4 You look! Are you all right? (terrible / terribly)
- 5 There's no point in doing a job if you don't do it (proper / properly)
- 6 The soup tastes Can you give me the recipe? (good / well)
- 7 Please hurry up! You're always so (slow / slowly)
- 8 A customer in the restaurant was behaving (bad / badly)
- 9 The customer became when the manager asked him to leave. (violent / violently)

99.4 Write the following in another way using **the first ... / the next ... / the last ...**.

- 1 the first day and the second day of the course the first two days of the course
- 2 next week and the week after the next two weeks
- 3 yesterday and the day before yesterday
- 4 the first week and the second week of May
- 5 tomorrow and a few days after that
- 6 questions 1, 2 and 3 in the exam
- 7 next year and the year after
- 8 the last day of our holiday and the two days before that

Compound nouns and noun phrases

A

In a compound consisting of **noun + noun**, often the second noun gives the general class of things to which the compound belongs and the first noun indicates the type within this class. The first noun usually has a singular form:

- ☐ **an address book** (= a book for addresses; *not* an addresses book)

However, there are a number of exceptions. These include –

☆ when the first noun only has a plural form:

- ☐ **a savings account** **a customs officer** **a clothes shop** (compare **a shoe shop**)
the arms trade (arms = weapons) **a glasses case** (glasses = spectacles. Compare 'a glass case' = a case made of glass) **an arts festival** (arts = music, drama, film, dance, painting, etc. Compare 'an art festival'; art = painting, drawing and sculpture)

☆ when we refer to an institution (an industry, department, etc.), such as

- ☐ **the building materials industry** **the publications department**
 which deals with more than one kind of item or activity (different types of building material, different forms of publication).

Note that to make a compound noun plural we usually make the second noun plural:

- ☐ **coal mine(s)** **office worker(s)** **tea leaf / leaves**

B

Sometimes a **noun + noun** is not appropriate and instead we use **noun + -s + noun** (possessive form) or **noun + preposition + noun**. In general, we prefer **noun + -s + noun** –

☆ when the first noun is the user (a person or animal) of the item in the second noun:

- ☐ **a baby's bedroom** **a lion's den** **a women's clinic** **a girls' school** **birds' nests**

Note that we use **'s** after singular nouns (*baby's, lion's*) and plural nouns that don't end in **-s** (*women's*) and **s'** after plural nouns ending in **-s** (*girls', birds'*).

☆ when the item in the second noun is produced by the thing (often an animal) in the first:

- goat's cheese** **duck's eggs** **cow's milk** (but note **lamb chops** and **chicken drumsticks**)

☆ when we talk about parts of people or animals; but we usually use **noun + noun** to talk about parts of things. Compare:

- ☐ **a woman's face** **a boy's arm** *but* **a pen top** **a computer keyboard**

We prefer **noun + preposition + noun** –

☆ when we talk about some kind of container together with its contents. Compare:

- ☐ **a cup of tea** (= a cup with tea in it) *and* **a tea cup** (= a cup for drinking tea from)

☆ when the combination of nouns does not refer to a well-known class of items. Compare:

- ☐ **income tax** (a recognised class of tax) *and* **a tax on children's clothes** (*rather than* 'a children's clothes tax')

C

Some compound nouns are made up of verbs and prepositions or adverbs, and may be related to a multi-word verb (see [Unit 94](#)). Compare:

- ☐ He **broke out** of the prison by digging a hole through the wall. (= escaped) *and*
☐ There was a major **break-out** from the prison last night. (= prisoners escaped)

Countable compound nouns like this have a plural form ending in **-s**:

- ☐ **printout(s)** **push-up(s)** **intake(s)** **outcome(s)**

However, there are exceptions. For example:

- ☐ **looker(s)-on** (*or onlooker[s]*) **runner(s)-up** **passer(s)-by** **hanger(s)-on**

D

We can form other kinds of hyphenated phrases that are placed before nouns to say more precisely what the noun refers to:

- ☐ **a state-of-the-art** (= very modern) tablet PC **up-to-date** information

Exercises

43.1 If necessary, correct the italicised words. A & B

- 1 Ali worked for a long time in (a) *the parks department*, but a few years ago he retrained, and now he's (b) *a computers programmer*. Of course, what he really wants to be is (c) *a films star*!
- 2 I was waiting at (a) *the bus stop* this morning when a cyclist on her way to the (b) *girl school* up the road got knocked off her bike. Someone got out of a car without looking and (c) *the car's door* hit her. She was very lucky not to be badly hurt, although she did have (d) *a head cut*.
- 3 I shouldn't be long at (a) *the corner shop*. I've just got three things on my (b) *shopping list* – (c) *a milk bottle*, (d) *a biscuit packet*, and (e) *some teethpaste*. I'll also look for (f) *some goat's cheese*, but I don't think they'll have any.
- 4 The tracks on his latest album range from (a) *love songs* to (b) *pollution songs*.
- 5 Marta hated going into her grandfather's old (a) *tools shed*. It was full of (b) *spider webs*.
- 6 When Jake was cleaning his (a) *armschair*, he found a lot of things that had slipped down the back. There was an old (b) *pen top*, a piece from (c) *the 500-pieces jigsaw puzzle* that his daughter had been doing, and his (d) *glass case* with his sunglasses inside.

43.2 Underline the multi-word verbs in sentences 1–4, then complete sentences 5–8 with the corresponding compound nouns. C

- 1 Nathan tried to cover up the fact that he had lied and lost most of his money.
- 2 It is reported that cholera has broken out in the refugee camp.
- 3 I'm flying to Sydney, but I'm stopping over in Singapore for a few days on the way.
- 4 On the first Friday of each month, a few of us get together and go ten-pin bowling.
- 5 The minister was taken ill in Iceland during a short on his way back to Canada.
- 6 We didn't have a big party for Jo's 50th birthday, just a family
- 7 Allegations of a of a major leak of radioactive waste from the nuclear power plant have been strongly denied by the Energy Ministry.
- 8 Only two years ago there was a serious of malaria in the town.

43.3 Match the halves of these phrases, then use them to complete the sentences below. The meaning of the correct phrase is given in brackets. D

~~day-to-~~ ~~down-to-~~ ~~larger-than-~~ ~~man / woman-in-the-~~
~~once-in-a-~~ ~~step-by-~~ ~~middle-of-the-~~ ~~round-the~~

clock ~~day-~~ earth life lifetime road step street

- 1 Although the Managing Director of the company was involved in major decisions, she left the day-to-day running of the company to her staff. (*routine*)
- 2 The party will never regain power unless it can persuade voters that it has rid itself of corruption. (*not politically extreme*)
- 3 Since the attempt to assassinate him last year, the Defence Minister has been given protection by the police. (*all day and all night*)
- 4 The bookcase came with simple, instructions on how to assemble it. (*progressing from one stage to the next*)
- 5 When the comet passes close to Earth next week, scientists will have a opportunity to study its effects on our atmosphere. (*very rare*)
- 6 Eleni has a refreshing, approach to management. She's much less concerned with theory than with getting things done in the most efficient way possible. (*practical*)
- 7 The isn't interested in the finer points of the government's tax policy. They just want to know if they are going to take home more or less pay. (*ordinary person*)
- 8 Her father was a character who was well known throughout the village for his eccentric way of dressing and outspoken views. (*more exaggerated than usual*)

Other ways of adding information to noun phrases:
additional noun phrases, etc.

A

We sometimes add information about a person or thing referred to in one noun phrase by talking about the same person or thing in a different way in a following noun phrase:

- ☐ *A hooded cobra, one of the world's most dangerous snakes*, has escaped from Dudley Zoo.
- ☐ *Dr Alex Parr, director of the State Museum*, is to become the government's arts adviser.

In writing, the items are usually separated by a comma, and in speech they are often separated by a pause. However, when the second item (usually a name) acts like a defining relative clause, there is usually no punctuation in writing or pause in speech:

- ☐ *My friend Mia* has moved to Sweden. (*more likely than* My friend, Mia, ...)
- ☐ The current champion is expected to survive her first-round match with *the Italian Silvia Farina*. (*more likely than* ... the Italian, Silvia Farina.)

B

We can add information to a noun phrase with a conjunction such as **and** or **or**:

- ☐ Kurt Svensson, her teacher **and well-known concert pianist**, thinks that she has great talent. (= her teacher is also a well-known concert pianist)
- ☐ Phonetics **or the study of speech sounds** is a common component on courses in teaching English as a foreign language.

C

The adverb **namely** and the phrase **that is** are used to add details about a noun phrase:

- ☐ This side effect of the treatment, **namely weight gain**, is counteracted with other drugs.
- ☐ The main cause of global warming, **that is the burning of fossil fuels**, is to be the focus of negotiations at the international conference.

D

We can also add information to a noun phrase using a participle clause beginning with an **-ing**, **-ed** or **being + -ed** verb form. These are often similar to *defining relative clauses*:

- ☐ The people **living next door** come from Italy. (*or* The people who are living next door ...)
- ☐ The weapon **used in the murder** has now been found. (*or* The weapon that was used ...)
- ☐ The prisoners **being released** are all women. (*or* The prisoners who are being released ...)

Note that **-ing** participle clauses correspond to defining relative clauses with an active verb, while **-ed** and **being + -ed** clauses correspond to defining relative clauses with a passive verb.

We can also use a **to-infinitive clause**, as in:

- ☐ Have you brought a book **to read**?
- ☐ My decision **to resign from the company** was made after a great deal of thought.
- ☐ I thought that the management's offer, **to increase staff holidays**, was a good one.

E

In written English, particularly in newspapers, **-ing** and **-ed clauses** are also used instead of *non-defining relative clauses*. These are usually written between commas or dashes (–):

- ☐ The men, *wearing anoraks and hats*, made off in a stolen Volvo estate.
- ☐ The proposals – *expected to be agreed by ministers* – are less radical than many employers had feared.

Exercises

56.1 Add the information in brackets to the sentences and rewrite them in an appropriate way, using the examples in A and B as models. **A & B**

- Gofast Technology has launched its new generation of high-speed trains. (*Gofast Technology is part of the Maddison Enterprises Group*)
Gofast Technology, part of the Maddison Enterprises Group, has launched its new generation of high-speed trains.
- I went on an IT training course with my colleague. (*My colleague is Mateo*)
- Rubella is still a common childhood disease in many countries. (*Another name for rubella is German measles*)
- Four kilos of Beluga caviar has been ordered for the reception. (*Beluga caviar is among the most expensive foods in the world*)
- One of the most popular modern writers for children is John Marsden. (*John Marsden is Australian*)
- Tanya's father was in the crowd to watch her victory. (*Tanya's father has also been her trainer for the last ten years*)
- Dr Sofia Lopez has criticised government plans to cut health funding. (*Sofia Lopez is head of Downlands Hospital*)
- Klaus Schmidt is running in the Stockholm Marathon. (*Klaus Schmidt is the current European champion*) (*The German 10,000 metres record holder is also the current European champion*)

56.2 Make sentences by matching the beginnings (in i) to the endings (in ii) and joining them with appropriate information (from iii) after **namely** or **that is**. **C**

(i)

- Leo Tolstoy's most celebrated novel,
- The two countries having land borders with the USA,
- The three most popular pets in Britain,
- The capital of Estonia,
- The largest island in the world,
- The 'consumers' of education,

(ii)

- are found in 25% of households.
- covers over 2 million square kilometres.
- should have ways of complaining about poor teaching.
- have complained to the President about the new customs regulations.
- ~~was published in 1869.~~
- is situated on the Gulf of Finland.

(iii)

Tallinn students
cats, dogs and rabbits
~~War and Peace~~
Mexico and Canada
Greenland

1 + e Leo Tolstoy's most celebrated novel, namely War and Peace, was published in 1869.

56.3 Complete the sentences with an **-ing**, **-ed** or **being + -ed** form of the verbs from the box. Then rewrite each sentence using a relative clause instead of the participle clause. **D**

~~drive~~ educate flow introduce need print say tell off

- The man driving the bus is my brother. The man who is driving the bus is my brother.
- I went to a reunion for students in the physics department during the 1990s.
- As my aunt told me what she thought, I felt like a schoolboy by his headteacher.
- There is a sign on the gate 'Entry forbidden'.
- Across the river were some of the deer into the park in the 19th century.
- Rivers into the Baltic Sea are much cleaner now than ten years ago.
- The booklets as we speak will be on sale later this afternoon.
- Anyone further information can see me in my office.

Other ways of adding information to noun phrases:
prepositional phrases, etc.

A

We commonly add information about a person or thing using a prepositional phrase. Often these have a meaning similar to a relative clause:

- ☐ What's the name of the *man* **by** the window? (*or ... the man **who's** by the window?*)
- ☐ It's in the *cupboard* **under** the stairs. (*or ... the cupboard **that's** under the stairs.*)
- ☐ She lives in the *house* **with** the red door. (*or ... the house **which has** the red door.*)

In some cases, however, these prepositional phrases do not have a corresponding relative clause:

- ☐ You need to keep a careful *record* **of** what you spend.
- ☐ There is likely to be an *increase* **in** temperature tomorrow.

We often prefer a relative clause rather than a prepositional phrase in non-defining relative clauses with **be + preposition** or with **have** as a main verb:

- ☐ *Mr Chen*, **who was in** the store at the time of the robbery, was able to identify two of the men. (*rather than ... Mr Chen, in the store ...*)
- ☐ *Davide Gallo*, **who has** a farm near Pisa, has decided to grow only organic vegetables. (*rather than Davide Gallo, with a farm near Pisa, has ...*)

B

In written English, particularly in academic writing, a series of prepositional phrases and relative clauses is often used to add information about a previous noun phrase. Note that prepositional phrases can also be used with an adverbial function (e.g. '*... taken the drug in the last six months*' in the sentence below):

- ☐ Doctors are contacting patients (with diabetes) (who have taken the drug in the last six months).
- ☐ Scientists (in Spain) (who have developed the technique) are optimistic that it will be widely used in laboratories within the next decade.

We can also use participle clauses and noun phrases (see Unit 56) in a series of clauses / phrases which add information to the preceding noun phrase:

- ☐ The waxwing is the only bird (found in Britain) (with yellow and red tail feathers).
- ☐ Mr Bob Timms, (leader of the Democratic Party), (MP for Threeoaks), has announced his resignation.

C

Note that adding a series of prepositional phrases can often lead to ambiguity. For example:

☐ The protesters were demonstrating against the mistreatment of animals on farms. could mean either that the place the protesters were demonstrating was 'on farms' or that the animals were 'on farms'. We could make the meaning less ambiguous by changing the word order of the sentence:

- ☐ The protesters were demonstrating on farms against the mistreatment of animals. *or add a participle clause:*
- ☐ The protesters were demonstrating against the mistreatment of animals *kept on farms*.

Exercises

57.1 Match the sentence halves (there may be more than one possible answer), adding an appropriate preposition. **A**

- | | |
|---|-------------------------------|
| 1 Maja's the girl ... | a ... green shirts. |
| 2 She's in the photograph ... | b ... the back garden. |
| 3 I plan to cut down the tree ... | c ... blonde hair. |
| 4 There's a team of people ... | d ... the canal. |
| 5 We took the footpath ... | e ... the piano. |
| 6 The children can't get over the fence ... | f ... Paris to Lyon. |
| 7 Go along the lane ... | g ... the houses. |
| 8 Nico's a boy... | h ... New Zealand. |
| 9 Follow the main road... | i ... the pool. |
| 10 She's a teacher... | j ... a quick temper. |

1 + c Maja's the girl with blonde hair.

57.2 Rewrite the sentences in 57.1 using defining relative clauses. **A**

1 Maja's the girl who has blonde hair.

57.3 Complete the sentences by adding the information in brackets. Use relative clauses (Unit 53), additional noun phrases and participle clauses (Unit 56) and prepositional phrases (Unit 57).

1 Police are questioning men ... between 25 and 30 living in the village who are known to have a criminal record.

(The men are between 25 and 30. They live in the village. They are known to have a criminal record.)

2 Teachers

(The teachers work at Queen's College. Queen's College is in the city centre. The teachers went on strike last week. They have appointed Kristina Borg as their spokesperson. She is the head of English.)

3 Joyce Clements

(Joyce Clements has died. She was aged 95. She was educated at Marston College. She was the first woman to be educated there. Marston College is in south Wales.)

4 The conference

(The conference was held in Singapore. It approved the world trade agreement. The agreement was drawn up by European and Asian states. The conference has now ended.)

5 A book

(The book is on gardening. It is called All about Plants. Anna wanted to borrow it. It wasn't available in the library.)

6 A painting

(The painting was found in a second-hand shop. It was found by Lara Gruber. She is an antique dealer. She is from Austria. The painting is thought to be by J.M.W. Turner. Turner was a British landscape artist.)

57.4 Why are these sentences ambiguous? Can you rewrite them to remove the ambiguity? **C**

1 A man was talking with a grey suit.

2 A lorry was stopped by a police officer carrying thousands of stolen cigarettes.

3 I discussed my plan to decorate the room with my parents.

Position of adjectives

- A** Many adjectives can be used either before the noun they describe, or following linking verbs such as **appear**, **be**, **become**, **feel**, **get**, and **seem** (see Unit 21). Compare:
- ☐ The **high** price surprised him. *and* ☐ The price **seemed** high.

- B** Some adjectives are seldom or never used before the noun they describe. These include –

☆ some 'a-' adjectives:

- ☐ The horse **was alone** in the field.
(*but not* The alone horse ...)

Also: afraid, alike, alive, ashamed, asleep, awake, aware

Some have related adjectives that can be used before a noun or after a linking verb. Compare:

- ☐ The animal **was alive**. *and* A **living** animal.
(*or* A **live** animal. / The animal **was living**.)

*Also: afraid – frightened, alike – similar,
alone – lone, asleep – sleeping*

☆ some adjectives used to describe health and feelings:

- ☐ My son **felt unwell**. (*but not* My unwell son ...)
These are sometimes used between an adverb
and noun e.g. 'a terminally **ill** patient'.

*Also: content, fine (in a health context),
glad, ill (but 'ill health'), sorry, (un)sure,
upset (but 'an upset stomach'), well
(but 'He's really not a well man')*

- C** *Emphasising adjectives* are used to emphasise your feelings about something. Compare:

- ☐ I felt like a fool. *and* ☐ I felt like a **complete** fool. (for emphasis)

Some emphasising adjectives (such as **complete**, and also **absolute**, **entire**, **mere**, **sheer**, **total**, **utter**) are seldom or never used after a linking verb:

- ☐ It was a **total** failure. (*but not usually* The failure was total.)

Classifying adjectives are used to say that something is of a particular type. They are seldom or never used after a linking verb, unless we want to emphasise a contrast:

- ☐ a **nuclear** explosion (*but not usually*
'The explosion was nuclear', unless we
particularly want to emphasise a
contrast with other kinds of explosion)

*Also: atomic, chemical, digital, domestic,
environmental, medical; general, occasional,
northern (etc.), maximum, minimum, underlying*

Qualitative adjectives are used to describe a thing or person. We use them either directly before a noun or after a linking verb. Compare:

- ☐ a **beautiful** sunset ☐ The sunset **was beautiful**.

Note that some classifying adjectives can also be used with different meanings as qualitative adjectives and placed after a linking verb. Compare:

- ☐ The country's **economic** reforms. *and*
☐ The process isn't **economic**. (= not profitable)

*Also: academic, conscious,
educational, (il)legal, scientific*

- D** Many adjectives can be used immediately after a noun, at the beginning of a reduced relative clause (see Unit 69B). For example –

☆ adjectives before a **to-infinitive**, or a prepositional phrase as part of the adjective phrase:

- ☐ It was a **speech likely to appeal** to the unions.
☐ He is a **manager capable of making** difficult decisions.

☆ some **-ible** and **-able** adjectives such as **available**, **imaginable**, **possible**, **suitable**. However, we use these adjectives immediately after a noun *only* when it follows **the** or when it is defined:

- ☐ This was *the* most difficult **decision imaginable**.
☐ It is a **treatment suitable for all children with asthma**.

☆ the adjectives **concerned**, **involved**, **opposite**, **present**, **proper**, **responsible**. These words have different meanings when they are used *before* a noun and immediately after it. Compare:

- ☐ All the **people present** (= who were there) approved of the decision. *and*
☐ I was asked for my **present** address. (= my address now)

Exercises

66.1 If necessary, correct these sentences, or write ✓ if they are already correct. **B**

- 1 After the accident I tried to comfort the upset driver of the car.
After the accident I tried to comfort the driver of the car, who was upset.
- 2 In the distance I could see an alone figure walking towards me.
- 3 It wasn't a great surprise when Rahim died as he hadn't been a well man for years.
- 4 I remember her as a glad person who was always smiling.
- 5 He stood at the bedroom door, looking at his asleep daughter.
- 6 The fire on the ship is under control, but there are still many afraid passengers on board.
- 7 She spent most of her life nursing seriously ill children in the hospital.
- 8 The two children were of an alike age.
- 9 We were unsure which way to go.
- 10 The sorry girls apologised to their teacher for their behaviour.

66.2 Complete each pair of sentences using one pair of adjectives from the box. If an adjective can be used in both sentences, write it in both. **C**

domestic – unsafe	educational – entertaining
inevitable – utter	legal – stupid serious – underlying

- 1 a The experiment was a / an failure.
b After Dr Owen left the project, its failure was
- 2 a None of the equipment in the warehouse is
b The shop doesn't sell equipment.
- 3 a The trip to the wildlife park was a / an experience.
b The toys were and the children played with them for hours.
- 4 a The computer fault was enough to disrupt all the work in the office.
b The problem has not yet been solved.
- 5 a He was involved in a argument with his neighbour over a tree in the garden.
b It's completely to charge a fee for entry into the museum.

66.3 Write the word in brackets in one of the spaces in each sentence, either before or after the noun (or both if possible). (Use a dictionary if necessary.) **D**

- 1 The party was excellent, and I'd like to thank all the people
(concerned)
- 2 As the minister for the health service, I think he should resign.
(responsible)
- 3 The new machinery was intended to increase output, but it seems to have had the
effect (opposite)
- 4 Children are only admitted when accompanied by a / an adult
(responsible)
- 5 It's the only room in the hotel that night. (available)
- 6 The pond on the village green was filled in with the approval of local
residents. (apparent)
- 7 Cars drive too fast past the school and parents have complained to
the police. (concerned)
- 8 For those who need it, there is financial advice (available)