

# UNIT 2

## DETERMINERS

1. Complete the introduction given below to the story *The Story Teller* by Saki (H.H. Munro), by using 'a' 'an' or 'the'.

The afternoon was hot, and so was (a) \_\_\_\_\_ railway carriage. (b) \_\_\_\_\_ next stop was at Templecombe, nearly (c) \_\_\_\_\_ hour ahead. In the carriage were a small girl, (d) \_\_\_\_\_ smaller girl, and a small boy. (e) \_\_\_\_\_ aunt responsible for (f) \_\_\_\_\_ children sat in (g) \_\_\_\_\_ corner seat, and in (h) \_\_\_\_\_ further corner seat on (i) \_\_\_\_\_ opposite side, was a man who was a stranger to them, but (j) \_\_\_\_\_ small girls and the small boy were (k) \_\_\_\_\_ ones who filled the compartment. The children chatted on and on with their aunt, like (l) \_\_\_\_\_ houseflies which refuse to be put off. Most of the aunt's remarks seemed to begin with "Don't", and nearly all of (m) \_\_\_\_\_ children's remarks began with "Why?"

### 1.1 Answer the following questions

- (a) Where were the characters at the time of narration?

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- (b) Who was travelling with the aunt?

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- (c) How did the children pass their time?

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- (d) How long would they take to reach Templecombe?

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- (e) How does the aunt respond to the children's antics? Elucidate

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**You must have used a variety of articles in your answer. Why did you use them? Discuss the reasons with your teacher.**

Study the following pair of sentences from the description. Notice the use of articles-**a**, **an** or **the** or no article (**X**).

e.g. *The* next stop was at X Templecombe.

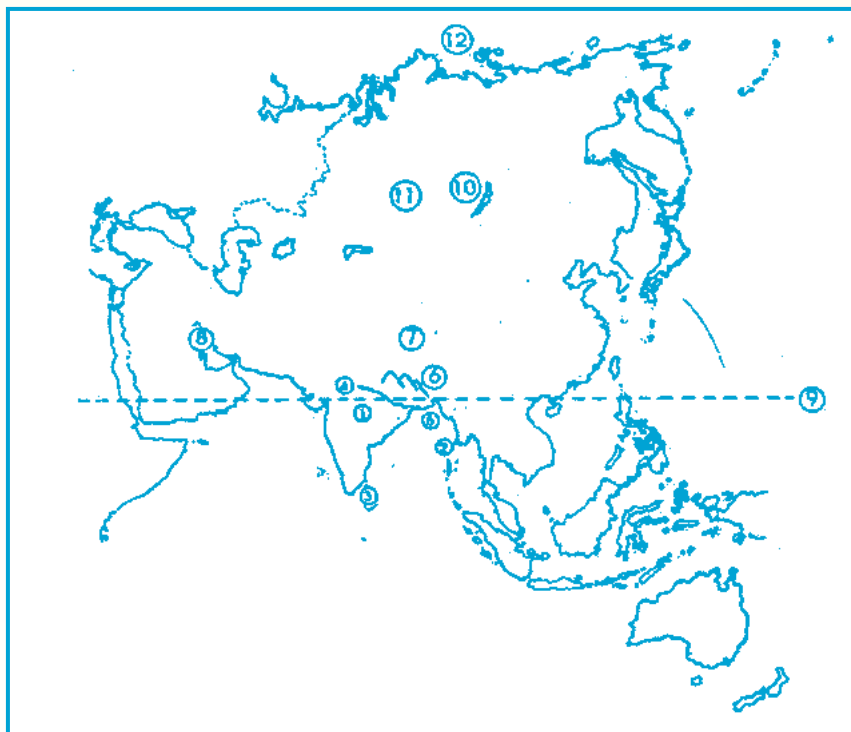
*An* aunt belonging to *the* children sat in one corner.

In *the* corner sat a stranger.

Hence we conclude

1. No article is used before a proper noun.
2. 'The' is used to refer to a specific place/person/object.
3. 'A' is used when the person/place is referred to for the first time.
4. 'An' is used before a vowel sound.

2. **Look at the numbers on the map, and match them with the names given in the box below.**



|               |              |                             |
|---------------|--------------|-----------------------------|
| Bay of Bengal | Arctic Ocean | Andaman and Nicobar Islands |
| Asia          | India        | Mount Everest               |
| Sri Lanka     | Persian Gulf | Himalayas                   |
|               |              | Tropic of Cancer            |

- 2.1 An astronaut is speaking to the Mission Control from her capsule, describing geographical features she can see on Earth. Decide which features she is talking about. Fill in the gaps in the astronaut's description below. Use the names given in the box with the correct determiners (a, an, the). (The first two have been done for you).**

"There is very little cloud cover at **the** moment. I can see (1) India right below me. (2) **The** Andaman and Nicobar Islands are clearly visible, and of course there is (3) \_\_\_\_\_ to the south. I can see where (4) \_\_\_\_\_ flows into (5) \_\_\_\_\_. A little higher are the glistening snows of (6) \_\_\_\_\_ but I can't see (7) \_\_\_\_\_ itself. I can just make out (8) \_\_\_\_\_ to the west. I'm passing over, (9) \_\_\_\_\_ right now. To the north, I can just see (10) \_\_\_\_\_ in the centre of the vast expanse of (11) \_\_\_\_\_. In the far north, the ice of (12) \_\_\_\_\_ is clearly visible."

- 3. Choose a suitable word from the options given and complete the story from Tunisia.**

A weary traveller stopped at a Bedouin's tent and asked for shelter for the night. Without (a) \_\_\_\_\_ delay, the man killed (b) \_\_\_\_\_ chicken and handed it to (c) \_\_\_\_\_ wife for (d) \_\_\_\_\_ guest's supper.

As the woman stirred the meat in (e) \_\_\_\_\_ copper cooking pot, she smelled the rich steam and could not resist tasting (f) \_\_\_\_\_ of the meat and soup, to see if it was soft and tasty. But mouthful followed mouthful, and there wasn't (g) \_\_\_\_\_ chicken left, but for the neck piece, which she gave to her little son to nibble. The boy found it so tasty that he whined, "Give me (h) \_\_\_\_\_ more chicken, mother!" The woman slapped the little boy and scolded him: "It's a shameful habit (i) \_\_\_\_\_ father taught you, enough of it, I tell you!" On the (j) \_\_\_\_\_ side of the wooden hanging which screened the woman's part of the tent from the rest, the traveller overheard them. "What habit has (k) \_\_\_\_\_ father taught (l) \_\_\_\_\_ child?" he asked curiously. "Oh," said the woman,

"whenever a guest arrives at (m) \_\_\_\_\_ tent, he cuts off his ears and roasts them over the fire for (n) \_\_\_\_\_ son to eat." Without making a sound, the traveller picked up (o) \_\_\_\_\_ shoes and ran.

- |     |              |               |              |            |
|-----|--------------|---------------|--------------|------------|
| (a) | (i) no any   | (ii) little   | (iii) any    | (iv) no    |
| (b) | (i) a few    | (ii) some     | (iii) few    | (iv) a     |
| (c) | (i) his      | (ii) her      | (iii) their  | (iv) there |
| (d) | (i) the      | (ii) a        | (iii) theirs | (iv) their |
| (e) | (i) her      | (ii) hers     | (iii) the    | (iv) an    |
| (f) | (i) some     | (ii) few      | (iii) a few  | (iv) more  |
| (g) | (i) any      | (ii) some     | (iii) a few  | (iv) few   |
| (h) | (i) little   | (ii) a little | (iii) a few  | (iv) some  |
| (i) | (i) hers     | (ii) yours    | (iii) their  | (iv) his   |
| (j) | (i) an other | (ii) another  | (iii) other  | (iv) one   |
| (k) | (i) hers     | (ii) her      | (iii) him    | (iv) his   |
| (l) | (i) a        | (ii) an       | (iii) the    | (iv) X     |
| (m) | (i) X        | (ii) our      | (iii) ours   | (iv) their |
| (n) | (i) their    | (ii) his      | (iii) him    | (iv) our   |
| (o) | (i) her      | (ii) his      | (iii) our    | (iv) X     |

### 3.1 Based on your reading of the above story, answer the following questions.

- (a) How did the Bedouin and his wife extend their hospitality to the weary traveller?
- \_\_\_\_\_
- (b) Why didn't she have any meat left to serve her guest?
- \_\_\_\_\_
- (c) Why was her son crying out aloud?
- \_\_\_\_\_

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(d) How did she cover up her mistake?

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(e) Why did the traveller flee from the tent?

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**4. Why do you use the determiners? Match the determiners with their uses, using the clues given below:**

- |     |                        |       |       |
|-----|------------------------|-------|-------|
| (a) | their; his; her; your; | _____ | _____ |
| (b) | a few; a little; some; | _____ | _____ |
| (c) | any                    | _____ | _____ |
| (d) | this; these; other     | _____ | _____ |
| (e) | two                    | _____ | _____ |

show numbers; show quantity; show possession;  
show place/positions; to express a negative idea

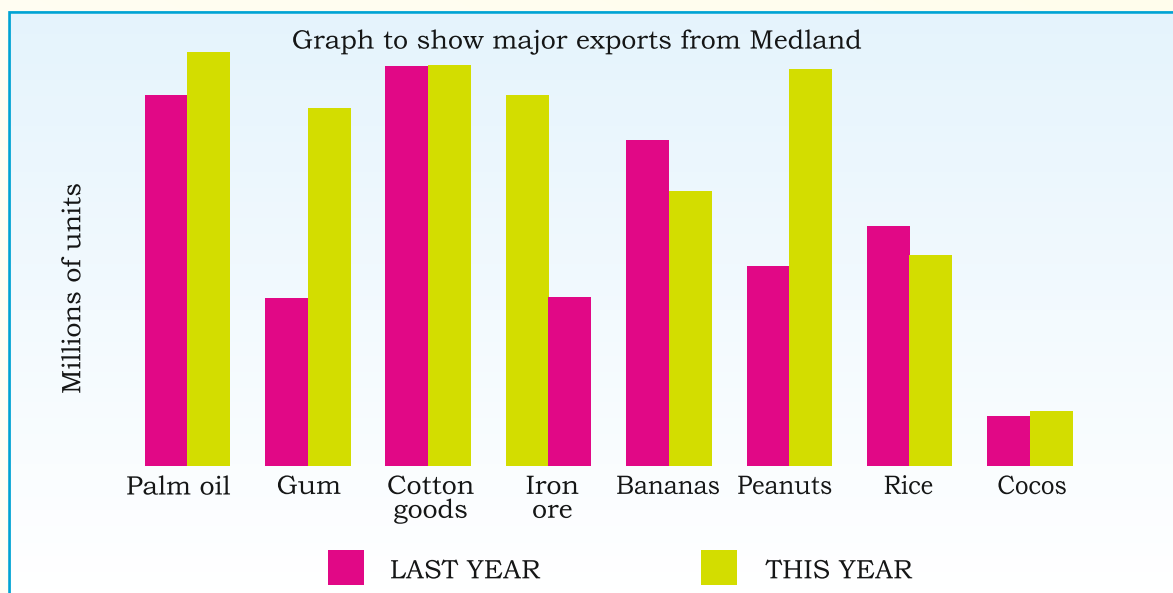
**5. Here are a few questions and statements written down by the Cultural Secretary, that she/he needs to share. Tick the correct words from those given in brackets.**

- (a) How (much/many) (chair/chairs) do we need?
- (b) (Much/ Several) (schools/ schools) will be participating.
- (c) (Several/much) (student/students) have arrived.
- (d) How (much/many) (information/ informations) does this brochure give?
- (e) We have only (a few/ a little) sponsors for (some/ much) events.

**5.1 In pairs, study the completed sentences in Question 5 above. You will notice that words like *a little* and *much* go with certain nouns. Are these nouns Countable [C] or Uncountable [U]?**

## 6. Comparing Quantities

Study the following graph depicting major exports from Medland in the current year.



much less

fewer

almost the same amount of

a little less

far more

the same number of

slightly more

many more

**Write a short report on major exports from Medland this year compared with the last year. Use words from the box above. Divide your report into two paragraphs as indicated.**

### Medland-Export Trends

*On the whole, Medland exported slightly less this year than the last year.*

*Concerning food stuffs,* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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As regards non-edible goods, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 7. In pairs, match columns A and B to produce likely phrases.

| A          | B           |
|------------|-------------|
| A (n)      | horse       |
|            | equipment   |
|            | oil         |
|            | trousers    |
|            | chicken     |
|            | furniture   |
| Some       | scissors    |
|            | snow        |
|            | people      |
| A pair of  | information |
|            | goods       |
|            | air         |
| A piece of | glasses     |
|            | water       |
|            | work        |
|            | medicine    |
|            | clothing    |
|            | fact        |
|            | binoculars  |
|            | news        |
|            | glass       |

There are sometimes more than one sensible combination as in the following example.

*some*

*glasses*

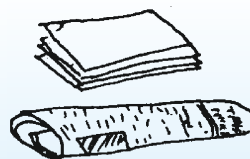
*a pair of*

**7.1 Look at the pairs of words given below. Draw sketches to show the difference in meaning, as shown in the example.**

e.g.

paper

a paper



- |    |    |         |    |    |          |
|----|----|---------|----|----|----------|
| 1. | a) | cloth   | 2. | a) | rubber   |
|    | b) | a cloth |    | b) | a rubber |
| 3. | a) | lamb    | 4. | a) | glass    |
|    | b) | a lamb  |    | b) | a glass  |

## 8. Compounds - *someone, nothing* etc.

|           |          |         |            |
|-----------|----------|---------|------------|
| someone   | anyone   | none    | everyone   |
| somebody  | anybody  | nobody  | everybody  |
| something | anything | nothing | everything |
| somewhere | anywhere | nowhere | everywhere |

(Words ending with one and body mean the same.)

**Fill in the gaps with some of the words from the table above.**

- (a) He can't hear \_\_\_\_\_. He's completely deaf.
- (b) \_\_\_\_\_ is becoming blurred. I can't see!
- (c) He's looked \_\_\_\_\_ but he cannot find it.
- (d) It must be \_\_\_\_\_ ! Look carefully.

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- (e) \_\_\_\_\_ should move or the horse may get scared.
- (f) It doesn't matter what you wear, \_\_\_\_\_ will do.
- (g) She is very popular. \_\_\_\_\_ likes her.
- (h) Shh! There is \_\_\_\_\_ moving downstairs.
- (i) Don't worry! It's \_\_\_\_\_ frightening. It is only the wind.
- (j) It's a public holiday, so \_\_\_\_\_ is open.

### 9. Both, all, neither, none

One

Two

Three

Neither

of them

is a ...

are.....s.

All

None

Both

#### 9.1 Work in pairs and recognise how many words belong to each set. Complete the sentences as in the example. Use words only from the box above.

e.g.

Animals?

✓

✓

✓

panda, carrot, hare, mongoose

Three of them are animals

1. Chemical elements?

Mercury, iron, ammonia

\_\_\_\_\_ of \_\_\_\_\_ are chemical elements.

2. Countries in South America?

Brazil, Syria, Sumatra

One \_\_\_\_\_ is a country in South America.

3. Rivers?

Hwang Ho, Mekong

\_\_\_\_\_ them are rivers.

4. Languages?

Telugu, Bengali, Punjabi, Holland

\_\_\_\_\_ are languages.

5. Capital Cities?

Pokhara, Mandalay, New York, Melbourne

\_\_\_\_\_ of \_\_\_\_\_ a capital.

6. Grow on trees?

Pineapple, tomato

\_\_\_\_\_ of them grows on trees.

7. Religions ?

Taoism, Democracy, Communism

\_\_\_\_\_ of \_\_\_\_\_ is a religion.

8. Units of currency?

rupee, kyat, yen, dollar, baht, rupiah

\_\_\_\_\_ are units of currency.

**9.2 a) Write three similar quiz questions on a piece of paper as part of your homework.**

**b) Pairwork: Swap questions with your partner. Write the answers to your partner's questions and return them to be marked by your partner.**

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### 10. Personal Pronouns

#### Read the following conversation

Malavika and Deepak are looking through some photographs of Malavika's family.

**Malavika :** Now ... this is my brother Shantanu. Shantanu is in Class VIII.

Shantanu is brilliant at playing tennis. Shantanu is also good at singing. Shantanu sings a lot.

**Deepak :** Shantanu sounds interesting. I'd like to meet Shantanu. I'm looking for someone to play tennis with.

**Malavika :** Well ... why don't you come around tonight and meet Shantanu? My parents will be out. My parents always go out on Tuesdays.

**Improve the above conversation by using suitable pronouns where required.**

#### 10.1 Look at the passage below and study how the personal pronouns refer to different people.

A man kidnapped a little girl and hid her in a bungalow in the outskirts of the city. He sent her parents a ransom note telling them to leave fifty thousand rupees near the post box outside the Head Post Office. The man said he would then send a map showing them their daughter's whereabouts.

#### 10.2 Now read this extract from a story and draw arrows (as in the example above) to show how the personal pronouns refer to the different people and things.

Leena was on her annual visit to her uncle's house. She always enjoyed it because she was allowed to spend most of the day down at the mango grove. Leena's uncle was a friend of the man who owned the grove and he always gave a special rate. This year Leena's aunt too, joined her, and together they set off across the fields to the grove. The branches of the trees were covered with ripe and juicy mango fruits, and the trees were so bowed down with the weight that they almost touched the ground. They spent hours picking fruit, eating most of it and sleeping in the shade of the mango trees.

## 11. Understanding determiners.

**Determiners** are words that are used before the of nouns to indicate whether you are referring to something specific or something of a particular type.

Singular nouns always need a determiner. In plural nouns, the determiner is optional. Determiners may or may not be used with uncountable nouns depending on context.

There are about **fifty** different determiners in the English language which include:

**Articles:** a, an, the

**Possessives:** my, your, our, their, his, hers, whose, etc.

**Demonstratives:** this, that these, those, which, etc.

**Quantifiers:** few, a few, many, much, each, every, some, any, etc.

**Numbers:** one, two, three, twenty, forty, etc.

**Ordinals:** first, second, last, next, etc.

### Determiners are used

- to state the unit/ number of people, things or other nouns.
- to state possessives.
- to specify someone or something.
- to state how things or people are distributed.
- to state the difference between nouns

**Determiners can be classified under the following categories:**

### EXAMPLES

|                |                                |                             |
|----------------|--------------------------------|-----------------------------|
| MULTIPLIERS    | double, twice, three times...  | We want double portions.    |
| FRACTIONS      | half, a third, two fifths..... | I drove at half speed.      |
| INTENSIFIERS   | What! Such!                    | Such impudence!             |
| QUANTIFIERS    | all, both, most                | I like most people.         |
| ARTICLES       | a, an, the                     | Get a book from the shelf.  |
| DEMONSTRATIVES | this, that, these, those,      | That tree is in full bloom. |

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|                         |                                               |                                   |
|-------------------------|-----------------------------------------------|-----------------------------------|
|                         | another, other                                |                                   |
| <b>DISTRIBUTIVES</b>    | each, every, either, neither                  | I have a gift for each of you.    |
| <b>POSSESSIVES</b>      |                                               |                                   |
| (i) PRONOMINAL          | my, your, his, her, its,<br>our, your, their  | You can borrow Kim's video.       |
| (ii) NOMINAL            | Renata's, Adam's, People's...                 | You can borrow my video.          |
| <b>INTERROGATIVES</b>   | What? Which? Whose?                           | Whose book is that?               |
| <b>QUANTIFIERS</b>      | some, any, no                                 | I have no problem with them.      |
| <b>CARDINAL NUMBERS</b> | one, two, three hundred.....                  | Two heads are better than one.    |
| <b>ORDINAL NUMBERS</b>  | first, fewer, much, more,<br>less, least..... | Today was my first tennis match.  |
| <b>QUANTIFIERS</b>      |                                               |                                   |
| (i) SIMPLE              | few, fewer, much, more,<br>less, least.....   | I have few friends; Kim has many. |
| (ii) COMPOUND           | a little, a lot of, a great<br>deal of....    | I have a lot of time to spare.    |

## INTEGRATED GRAMMAR PRACTICE 2

1. Look at the notes given below and complete the paragraph that follows by choosing the correct options from the choices given below. Write the correct options in your answer sheet against the correct blank numbers.

Kalakshetra - cultural academy - preserves - Indian art - founded in 1936 - internationally recognized Indian Parliament Act - institution of national Importance.

Kalakshetra is a cultural academy dedicated to (a)\_\_\_\_\_ forms especially Bharathanatyam. The academy (b) \_\_\_\_\_ Arundale and under her guidance the institution achieved (c) \_\_\_\_\_ for its unique style and perfection. In 1993 an (d) \_\_\_\_\_ recognized the Kalakshetra foundation as an institution of national importance.

- |     |                                     |                                   |
|-----|-------------------------------------|-----------------------------------|
| (a) | (i) preserving Indian art           | (ii) preservation in Indian art   |
|     | (iii) preserves Indian art          | (iv) preserve Indian art          |
| (b) | (i) is being founded in 1936 by     | (ii) was founded in 1936 by       |
|     | (iii) has been founded in 1936 by   | (iv) founded in 1936 by           |
| (c) | (i) internationally recognised      | (ii) internationally recognition  |
|     | (iii) international recognition     | (iv) international recognised     |
| (d) | (i) an Act of the Indian Parliament | (ii) an Act by Indian Parliament  |
|     | (iii) an Act in Indian Parliament   | (iv) the Act by Indian Parliament |

2. Rearrange the following words and phrases to form meaningful sentences.

(a) of the owner / a computer virus / that can / infect a / computer / is a programme / without the knowledge

(a) \_\_\_\_\_

(b) can spread / or even a CD / a true virus / through the Internet / or a USB drive

(b) \_\_\_\_\_

(c) infect / viruses / file system / the network / the host files / corrupting / of

(c) \_\_\_\_\_



(d) install / anti-virus / many users / known viruses / software that / can detect and eliminate

(d) \_\_\_\_\_

**3. In each sentence, four words have been underlined. One of them is incorrect. Identify the incorrect word and write it in the answer space against the correct number.**

(a) Music therapy use music to improve the patient's health. (a) \_\_\_\_\_

(b) It is used with individuals of all ages. (b) \_\_\_\_\_

(c) It helps in curing a variety of medical problems as substance (c) \_\_\_\_\_  
abuse and aging.

(d) It is also used to improve learning and reduces stress. (d) \_\_\_\_\_

**5. Choose the correct answer and fill in the blanks.**

(a) Cars enable you to reach any place you want. \_\_\_\_\_, they pose parking problems in the cities.

(b) I prefer writing \_\_\_\_\_ ink.

(c) He fell \_\_\_\_\_ the ladder

(d) John, as well as his younger brothers, \_\_\_\_\_ going abroad for further studies.

(e) You'd better take a taxi. \_\_\_\_\_, you'll arrive late.

(f) It's not a very good job, \_\_\_\_\_ it's something to start with.

**Options:**

(a) (i) However (ii) Although (iii) Despite (iv) So that

(b) (i) on (ii) in (iii) by (iv) with

(c) (i) on (ii) out (iii) of (iv) off

(d) (i) is (ii) are (iii) have (iv) been

(e) (i) However (ii) Consequently (iii) Furthermore (iv) Otherwise

- (f) (i) Besides (ii) Moreover (iii) On the other hand (iv) But

**6. Complete the following passage by choosing the correct option. The first one has been done as an example**

Martin Cooper (a) a Motorola researcher and executive is widely (b) \_\_\_\_\_ to be the inventor (c) \_\_\_\_\_ the first mobile phone in 1973. There are (d) \_\_\_\_\_ categories of mobile phones (e) \_\_\_\_\_ from basic phones to feature phones (f) \_\_\_\_\_ as music phones, camera phones to smart phones. The (g) \_\_\_\_\_ commonly used data application on mobile phones (h) \_\_\_\_\_ text messaging. Mobile phones generally (i) \_\_\_\_\_ power from batteries which (j) \_\_\_\_\_ be recharged. The use of cell phones (k) \_\_\_\_\_ prohibited while driving as a safety measure.

- |     |                 |                   |                   |                      |
|-----|-----------------|-------------------|-------------------|----------------------|
| (a) | (i) an          | (ii) the          | (iii) a           | (iv) X               |
| (b) | (i) consider    | (ii) considered   | (iii) considering | (iv) have considered |
| (c) | (i) for         | (ii) of           | (iii) as          | (iv) off             |
| (d) | (i) many        | (ii) few          | (iii) much        | (iv) more            |
| (e) | (i) are ranging | (ii) ranging      | (iii) range       | (iv) ranges          |
| (f) | (i) some        | (ii) like         | (iii) such        | (iv) similar         |
| (g) | (i) much        | (ii) more         | (iii) most        | (iv) many            |
| (h) | (i) is          | (ii) are          | (iii) has been    | (iv) being           |
| (i) | (i) obtain      | (ii) is obtaining | (iii) obtaining   | (iv) obtained        |
| (j) | (i) would       | (ii) can          | (iii) may         | (iv) should          |
| (k) | (i) is          | (ii) should       | (iii) may         | (iv) are             |