**Quantifiers: *all, every, both,* etc.: Activity 1**

Read Grammar Bank 10A. Then choose the correct answers. Listen and check.

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| Grammar Bank  **10A**quantifiers: *all, every, both,* etc.  ***all, every, most*** EXAMPLES **1 All** animals need food.  **All** fruit contains sugar.  **All (of) the** scientists at the conference agree with the theory.     The animals **all** look sad. The animals are **all** healthy.  **2 Everybody** is here. **Everything** is very expensive.  **3 Most people** live in cities. **Most of the people** in this class are women.  **4 All of us** work hard and **most of us** come to class every week.  **5 Every** room has a bathroom. I work **every** Saturday. FORM **1** We use *all* or *all* (*of*) *the* + a plural or uncountable noun.   * *all* = in general, *all* (*of)* *the* = specific * *all* can be used before a main verb (and after *be*).   **2** We use *everybody / everything* (= all people, all things) + singular verb, e.g.,  *Everything is very expensive*. **NOT***All is very expensive*.   * We sometimes use *not* before *everybody / everything*, etc., e.g., *Not everybody likes sunbathing*.   **3** We use *most* to say the majority; *most* = general, *most of* = more specific. **4** We often use *all / most of* + an object pronoun, e.g., *all of us, most of them, all of you, most of it.*  **5** Use *every* + singular countable noun to mean "all of a group".  ***every* and *all* + time expressions**  Note the difference between *every* and *all* + time expressions.  *every day* = Monday to Sunday  *all day* = from morning to night  ***no, none, any*** EXAMPLES **1** Is there **any** milk? Sorry, there’s **no** milk. There **isn’t any** (milk).   **2** **A** Is there **any** food?     **B** No, **none**. / There’s **none**. But **none of us** are hungry.  **3** Come **any** weekend! **Anyone** can come. FORM **1** We use *no* + a noun after a [+] verb, or *any* + noun after a [–] verb, to refer to zero quantity.  **2** We use *none* in short answers, or with a [+] verb to refer to zero quantity. We can also use *none* + *of* + pronoun / noun.  **3** We use *any* (and *anything, anyone,* etc.) and a [+] verb to mean it doesn’t matter what, who, etc.  ***both, neither, either*** EXAMPLES **1** **Both** Pierre and Marie Curie were scientists. **Neither** Pierre **nor** Marie was (were) aware of the dangers of radiation.     Marie Curie wanted to study **either** physics **or** mathematics. In the end, she studied the two subjects.  **2** She and her husband **both** won Nobel Prizes.     Pierre and Marie were **both** interested in radium.  **3** **Both of them** won the Nobel Prize.     **Neither of them** realized how dangerous radium was. FORM **1** We can use *both…and…, neither…nor…,* and *either…or…* to join two nouns, verbs, or other kinds of expressions.   * Use *both…and*… + nouns to talk about two people / things, etc., when they are the same. The verb is always plural. * Use *neither…nor* + nouns to refer to two people / things, etc., when you mean not the one and not the other. You can use either a singular or plural verb.  *Neither John nor his brother live / lives at home*. * Use *either…or…* to talk about a choice between two alternatives.   **2** When *both* refers to the subject of a clause, it can also be used before a main verb but after *be*.  **3** We often use *both / either / neither* + *of* + object pronoun, e.g., *us, them,* etc., or + *of the* + noun. |

|  |  |
| --- | --- |
| 1.  Most / Most of my family lives near me.  2.  We've eaten all the cake / all cake .  3.  Everything / All is ready for the party. We’re just waiting for the guests to arrive.  4.  Most / Most of people enjoy the summer here, but for some it’s too hot.  5.  Gina goes out all / every Friday night.  6.  We don't have no / any onions for the soup.  7.  None / Any of us want to go out tonight. We’re all exhausted.  8.  Anybody / Nobody can go to the festival. It’s free.  9.  I have two very close friends, but unfortunately neither / either of them lives near me.  10.  I’d like to have a bigger table, but there’s no / none room in my kitchen. |  |

**Quantifiers: *all, every, both,* etc.: Activity 2**

Read Grammar Bank 10A. Then correct the mistakes in the sentences by changing one of the words. You must use *both*, *either,* or *neither* in your answers. Listen and check.

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| **Grammar Bank**  **10A**quantifiers: *all, every, both,* etc.  ***all, every, most*** EXAMPLES **1 All** animals need food.  **All** fruit contains sugar.  **All (of) the** scientists at the conference agree with the theory.     The animals **all** look sad. The animals are **all** healthy.  **2 Everybody** is here. **Everything** is very expensive.  **3 Most people** live in cities. **Most of the people** in this class are women.  **4 All of us** work hard and **most of us** come to class every week.  **5 Every** room has a bathroom. I work **every** Saturday. FORM **1** We use *all* or *all* (*of*) *the* + a plural or uncountable noun.   * *all* = in general, *all* (*of)* *the* = specific * *all* can be used before a main verb (and after *be*).   **2** We use *everybody / everything* (= all people, all things) + singular verb, e.g.,  *Everything is very expensive*. **NOT***All is very expensive*.   * We sometimes use *not* before *everybody / everything*, etc., e.g., *Not everybody likes sunbathing*.   **3** We use *most* to say the majority; *most* = general, *most of* = more specific. **4** We often use *all / most of* + an object pronoun, e.g., *all of us, most of them, all of you, most of it.*  **5** Use *every* + singular countable noun to mean "all of a group."  ***every* and *all* + time expressions**  Note the difference between *every* and *all* + time expressions.  *every day* = Monday to Sunday  *all day* = from morning to night  ***no, none, any*** EXAMPLES **1** Is there **any** milk? Sorry, there’s **no** milk. There **isn’t any** (milk).   **2** **A** Is there **any** food?     **B** No, **none**. / There’s **none**. But **none of us** are hungry.  **3** Come **any** weekend! **Anyone** can come. FORM **1** We use *no* + a noun after a [+] verb, or *any* + noun after a [–] verb, to refer to zero quantity.  **2** We use *none* in short answers, or with a [+] verb to refer to zero quantity. We can also use *none* + *of* + pronoun / noun.  **3** We use *any* (and *anything, anyone,* etc.) and a [+] verb to mean it doesn’t matter what, who, etc.  ***both, neither, either*** EXAMPLES **1** **Both** Pierre and Marie Curie were scientists. **Neither** Pierre **nor** Marie was (were) aware of the dangers of radiation.     Marie Curie wanted to study **either** physics **or** mathematics. In the end, she studied the two subjects.  **2** She and her husband **both** won Nobel Prizes.     Pierre and Marie were **both** interested in radium.  **3** **Both of them** won the Nobel Prize.     **Neither of them** realized how dangerous radium was. FORM **1** We can use *both…and…, neither…nor…,* and *either…or…* to join two nouns, verbs, or other kinds of expressions.   * Use *both…and*… + nouns to talk about two people / things, etc., when they are the same. The verb is always plural. * Use *neither…nor* + nouns to refer to two people / things, etc., when you mean not the one and not the other. You can use either a singular or plural verb.  *Neither John nor his brother live / lives at home*. * Use *either…or…* to talk about a choice between two alternatives.   **2** When *both* refers to the subject of a clause, it can also be used before a main verb but after *be*.  **3** We often use *both / either / neither* + *of* + object pronoun, e.g., *us, them,* etc., or + *of the* + noun |

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| 1.  Both Mike or Alan passed the exam.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  2.  He neither watches the news or reads a newspaper.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  3.  Both the kitchen and the bathroom needs cleaning.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  4.  The food wasn’t neither cheap nor tasty.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  5.  I have two children, but neither nor them look like me.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  6.  My sister and I were neither late for school.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  7.  It’s or Jane’s or Karen’s birthday today.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  8.  Either the food nor the service in this restaurant is good enough for what they charge.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  9.  Neither for my best friends called to see how I was.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  10.  We can nor walk or take the bus. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |  |

## Science: Activity 1

Match the definitions to the words in the box. Then listen and check.

|  |  |
| --- | --- |
| chemistry zoology genetics biology  astronomy physics science botany |  |

1.  \_\_\_\_\_\_\_\_\_\_\_ the general study of the natural and physical world

2.  \_\_\_\_\_\_\_\_\_\_\_ the study of forces, heat, light, sound, and electricity

3.  \_\_\_\_\_\_\_\_\_\_\_ the study of how solids, liquids, and gases react with each other

4.  \_\_\_\_\_\_\_\_\_\_\_ the study of people, animals, and plants

5.  \_\_\_\_\_\_\_\_\_\_\_ the study of the moon and the planets

6.  \_\_\_\_\_\_\_\_\_\_\_ the study of how characteristics are passed through generations

7.  \_\_\_\_\_\_\_\_\_\_\_ the study of plants and their structure

8.  \_\_\_\_\_\_\_\_\_\_\_ the study of animals and their behavior

## Science: Activity 2

Write the person (noun) and the adjective for each science. Listen and check. Then listen again and repeat.

|  |  |
| --- | --- |
| **SUBJECT > PERSON > ADJECTIVE** science  \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_  physics  \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_  chemistry  \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_  biology  \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_  astronomy  \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_  genetics  \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_  botany  \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_  zoology  \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ |  |

## Science: Activity 3

Complete the sentences with words from the box. Listen and check.

|  |  |
| --- | --- |
| tests side effects experiments research drugs  theory guinea pigs laboratory discovery clone |  |

1.  Scientists carry out \_\_\_\_\_\_\_\_\_\_ in a \_\_\_\_\_\_\_\_\_\_ .

2.  Archimedes made an important \_\_\_\_\_\_\_\_\_\_ in his bathtub.

3.  Isaac Newton’s experiments proved his \_\_\_\_\_\_\_\_\_\_ that gravity existed.

4.  Before a pharmaceutical company can sell new \_\_\_\_\_\_\_\_\_\_ , they have to do \_\_\_\_\_\_\_\_\_\_ to make sure they are safe.

5.  Scientists have to do a lot of \_\_\_\_\_\_\_\_\_\_ on the possible \_\_\_\_\_\_\_\_\_\_ of new drugs.

6.  People can volunteer to be \_\_\_\_\_\_\_\_\_\_ in clinical trials.

7.  In 1996, scientists were able for the first time to \_\_\_\_\_\_\_\_\_\_ a sheep, which they named Dolly.

**Stress in word families**

Listen and write the phrases you hear (two words). Think about which syllables are stressed. Listen and check your answers. Then listen again and repeat.

|  |  |
| --- | --- |
| * 1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ |  |
| * 1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ |  |
| * 1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ |  |
| * 1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ |  |
| * 1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ |  |
| * 1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ |  |

**Suffering scientists: Activity 1**

Read the article, then choose the correct answers.

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| **SUFFERING SCIENTISTS** Four scientists who were injured or killed by their own experiments.  **Sir Humphry Davy (1778–1829)** Sir Humphry Davy, the British chemist and inventor, had a very bumpy start to his science career – as a young apprentice he was fired from his job as an apothecary\* because he caused too many explosions! When he eventually took up the field of chemistry, he had a habit of inhaling the various gases he was dealing with. Fortunately, this bad habit led to his discovery of the anaesthetic properties of nitrous oxide. Unfortunately, the same habit led him to nearly kill himself on many occasions and the frequent poisonings left him an invalid for the last two decades of his life. During this time, he also permanently damaged his eyes in a nitrogen trichloride explosion.  *\*apothecary = person who in the past used to make and sell medicines*  **Alexander Bogdanov (1873–1928)** Alexander Bogdanov was a Russian physician, philosopher, economist, science fiction writer, and revolutionary. In 1924, he began experiments with blood transfusion – in a search for eternal youth. After 11 transfusions (which he performed on himself), he declared that he had stopped going bald, and had improved his eyesight. Unfortunately for Bogdanov, the science of transfusion was not very advanced and Bogdanov had not been testing the health of the blood he was using, or of the donors. In 1928, Bogdanov took a transfusion of blood infected with malaria and tuberculosis and died soon after.  **Thomas Midgley (1889–1944)** Thomas Midgley was an American chemist who helped to develop leaded gas (lead was added to gas to make car engines less noisy). General Motors commercialized Midgley’s discovery, but there were several deaths from lead poisoning at the factory where the additive was produced. In 1924, Midgley took part in a press conference to demonstrate the safety of his product, and he inhaled its vapor for a minute.  It took him a year to recover from the harmful effects! Weakened by lead poisoning, he contracted polio at the age of 51, which left him disabled. He invented a system of ropes and pulleys so that he could pull himself out of bed, but his invention caused his death when he was strangled by the ropes. The negative impact on the environment of leaded gas seriously damaged his reputation, and he has been described as "the human responsible for most deaths in history."  **Louis Slotin (1910–1946)** Louis Slotin, a Canadian physicist, worked on the Manhattan project (the American project which designed the first nuclear bomb). In 1946, during an experiment with plutonium, he accidentally dropped a container causing a critical reaction. Other scientists in the room witnessed a “blue glow” and felt a “heat wave.” Slotin had been exposed to a lethal dose of radiation. He rushed outside and was sick and then was taken to the hospital. Although volunteers donated blood for transfusions, he died nine days later. Three of the other scientists who were present died later of illnesses related to radiation. |

* 1. Which scientist got sick after trying to show that his discovery was harmless?
  + Sir Humphry Davy
  + Alexander Bogdanov
  + Thomas Midgley
  + Louis Slotin
  1. Which scientists made a fatal mistake during an experiment
  + Sir Humphry Davy and Thomas Midgley
  + Sir Humphrey Davy and Louis Slotin
  + Alexander Bogdanov and Thomas Midgley
  + Alexander Bogdanov and Louis Slotin
  1. Which scientist died of diseases he caught as a result of his experiment
  + Sir Humphry Davy
  + Alexander Bogdanov
  + Thomas Midgley
  + Louis Slotin
  1. Which scientist caused the death of other scientists
  + Sir Humphry Davy
  + Alexander Bogdanov
  + Thomas Midgley
  + Louis Slotin
  1. Which scientists used to breathe in toxic substances
  + Sir Humphry Davy and Thomas Midgley
  + Sir Humphrey Davy and Louis Slotin
  + Alexander Bogdanov and Thomas Midgley
  + Alexander Bogdanov and Louis Slotin
  1. Which scientist was doing his experiments to reverse / stop the ageing process?
  + Sir Humphry Davy
  + Alexander Bogdanov
  + Thomas Midgley
  + Louis Slotin
  1. Which scientist is remembered today for the negative effects of his discovery?
  + Sir Humphry Davy
  + Alexander Bogdanov
  + Thomas Midgley
  + Louis Slotin
  1. Which scientist was not very successful in his first job?
  + Sir Humphry Davy
  + Alexander Bogdanov
  + Thomas Midgley
  + Louis Slotin

**Suffering scientists: Activity 2**

Read the article again. Match the bold words and phrases to the definitions.

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| --- |
| **SUFFERING SCIENTISTS** Four scientists who were injured or killed by their own experiments.  **Sir Humphry Davy (1778–1829)**  Sir Humphry Davy, the British chemist and inventor, had a very bumpy start to his science career – as a young apprentice he was fired from his job as an apothecary because he caused too many explosions! When he eventually took up the field of chemistry, he had a habit of inhaling the various gases he was dealing with. Fortunately, this bad habit led to his discovery of the **anaesthetic** properties of nitrous oxide. Unfortunately, the same habit led him to nearly kill himself on many occasions and the frequent poisonings left him an invalid for the last two decades of his life. During this time, he also permanently damaged his eyes in a **nitrogen** trichloride explosion.  *\* apothecary = person who in the past used to make and sell medicines*  **Alexander Bogdanov (1873–1928)** Alexander Bogdanov was a Russian physician, philosopher, economist, science fiction writer, and revolutionary. In 1924, he began experiments with **blood transfusion** – in a search for eternal youth. After 11 transfusions (which he performed on himself), he declared that he had stopped going bald, and had improved his eyesight. Unfortunately for Bogdanov, the science of transfusion was not very advanced and Bogdanov had not been testing the health of the blood he was using, or of the **donors**. In 1928, Bogdanov took a transfusion of blood infected with **malaria** and **tuberculosis** and died soon after.  **Thomas Midgley (1889–1944)** Thomas Midgley was an American chemist who helped to develop leaded gas (**lead** was added to gas to make car engines less noisy). General Motors commercialized Midgley’s discovery, but there were several deaths from lead poisoning at the factory where the **additive** was produced. In 1924, Midgley took part in a press conference to demonstrate the safety of his product, and he inhaled its vapor for a minute.  It took him a year to recover from the harmful effects! Weakened by lead poisoning, he contracted **polio** at the age of 51, which left him disabled. He invented a system of ropes and pulleys so that he could pull himself out of bed, but his invention caused his death when he was strangled by the ropes. The negative impact on the environment of leaded gas seriously damaged his reputation, and he has been described as "the human responsible for most deaths in history."  **Louis Slotin (1910–1946)** Louis Slotin, a Canadian physicist, worked on the Manhattan project (the American project which designed the first **nuclear** bomb). In 1946, during an experiment with plutonium, he accidentally dropped a container causing a critical reaction. Other scientists in the room witnessed a “blue glow” and felt a “heat wave.” Slotin had been exposed to a lethal dose of **radiation**. He rushed outside and was sick and then was taken to the hospital. Although volunteers donated blood for transfusions, he died nine days later. Three of the other scientists who were present died later of illnesses related to radiation. |

1.  \_\_\_\_\_\_\_\_\_\_\_\_\_ a heavy soft grey metal, used especially in the past for water pipes or to cover roofs

2.  \_\_\_\_\_\_\_\_\_\_\_\_\_ describes a powerful form of energy produced by converting matter into energy by splitting the nuclei of atoms

3.  \_\_\_\_\_\_\_\_\_\_\_\_\_  an infectious disease that affects the central nervous system and can cause temporary or permanent paralysis

4.  \_\_\_\_\_\_\_\_\_\_\_\_\_ a drug that makes a person unable to feel pain, either in the whole body or in a part of the body

5.  \_\_\_\_\_\_\_\_\_\_\_\_\_  a gas that is found in large quantities in the earth’s atmosphere

6.  \_\_\_\_\_\_\_\_\_\_\_\_\_ a disease that causes fever and shivering caused by the bite of some types of mosquito

7.  \_\_\_\_\_\_\_\_\_\_\_\_\_  powerful and very dangerous rays that are sent out from radioactive substances

8.  \_\_\_\_\_\_\_\_\_\_\_\_\_ people who give blood or a part of their body to be used by doctors in medical treatment

9.  \_\_\_\_\_\_\_\_\_\_\_\_\_ a serious infectious disease in which swellings appear on the lungs and other parts of the body

10.  \_\_\_\_\_\_\_\_\_\_\_\_\_ the process of putting new blood into the body of a person or an animal

11.  \_\_\_\_\_\_\_\_\_\_\_\_\_ a substance that is added in small amounts to something, in order to improve it, make it last longer, etc.