



General Intermediate

Unit 11: Back in the real world

Objectives

- Grammar: Noun phrases
- Vocabulary: Compound nouns
- Everyday English: I need one of those things ...
- Reading: Digital animation
- Listening: How would you like your news, sir?





1. Look at the photo. What are the people doing? What would happen if they didn't have their phones?

2. Read the quote. In what ways can a book be more efficient than a digital device?



**‘The most technologically
efficient machine that
man has ever invented is
the book.’**

Northrop Frye

1. Underline the nouns in these sentences.

My brother has a huge kitchen – it's the biggest one I've seen. Ours is much smaller.

Find ...

- a definite article
- a possessive pronoun
- an indefinite article
- a pronoun
- a possessive adjective

2. Underline the reflexive pronouns.

My friend published his first novel himself.

I learned Spanish by myself, without a teacher.

Digital versus physical

1. Read the text *Get real!* Do you agree with what the writer says about the digital world?

2. Read the text again and answer the questions.

1. What did Amazon do that was surprising?
2. How could a physical bookstore increase online book sales?
3. What might students in online universities miss?
4. Which words have we forgotten the real meaning of?
5. Why is difficult to love e-Books themselves?
6. Why do some people want vinyl records, board games, and print magazines.

Get real! Can the digital world ever replace the physical world?

It was Amazon that started Internet shopping by moving book sales online. So why on earth did they later open a physical bookstore? It seems they discovered that people may buy a book online, but what makes them want to buy the book, is seeing it as a real object in a physical place.

Virtual learning

Virtual universities now provide free video lectures to millions of students. Online tests mark themselves automatically, students grade each other's essays, and there are Internet forums, too. But don't the students miss face-to-face discussions with each other? And isn't an enthusiastic teacher better in a classroom than on a video?

Old words, new meanings

Nearly all workers today spend time sitting in front of a computer screen, and we seem to lose touch with the physical world. We even forget that many of the words we use digitally come from the real world. For example, graphic designers used to CUT out text and pictures with scissors, and PASTE them into a document to get everything in the LAYOUT right!



Overall then, while digital has its fans, it's clear that many people still feel the need for something physical that they can touch and feel.

Physical survives

People thought downloading and streaming would take over music sales completely, and that we'd enjoy being free of physical CDs. But the sales of even vinyl records are booming, and it's the same in other areas. Board games are still popular, despite all the digital games around. And the number of high quality print magazines has been growing, too.



A book in the hand ...

Perhaps Amazon realized that although we may enjoy the convenience of e-Books, we don't love them in the same way we love real books in our hands and on our shelves. We don't even feel that the e-Books we bought are ours. And it just doesn't seem right that the greatest of all the classics, War and Peace, looks the same on an e-Book screen as a 2000-page report on traffic problems.



LANGUAGE FOCUS

A **noun phrase** is simply a group of words including a noun. Complete the **noun phrases** in the lines below. Look at the text on page 110 and check. Discuss why these words are used.

Articles

- 1. ... people may buy **a book** online, but what makes them want to buy **the book** is seeing it as a real object ...
- 2. ... we seem to lose touch with **the physical world**.
- 3. ... **the greatest** of all the classics, *War and Peace*, looks the same as a two-page report ...

Possessives

- 4. ... we love real books in **our hands** ...
- 5. We don't even feel that the e-Books we've bought are **ours** ...

all / everything

- 6. Nearly **all workers** today spend time sitting in front of a computer screen ...
- 7. ... and paste them into a document to get **everything** in the layout right.

Pronouns

- 8. Online tests mark **themselves** automatically, ...
- 9. ... don't the students miss face-to-face discussions with **each other**?

3. Read these facts. Which surprise you the most?

⚙️ DIGITAL FACTS 2025

🎧 Music & Physical Media

- UK music sales in 2024 hit a record high — streaming and physical formats both grew. Physical formats (CDs, vinyl, etc.) brought in around £330 million, while streaming subscriptions account for over £2 billion.
- Vinyl alone saw a 10.5% jump in revenue (in 2024) to about £196 million.
- The total revenue from physical music formats (vinyl, CDs, others) rose modestly by 1.3% in 2024, to around £246.5 million.

📰 News & Media Consumption

- In 2025, print and digital newspaper usage works like this: ~42% of adults use print newspapers (print only), ~15% online-only, ~43% use both print & online.
- Digital subscriptions for UK newspapers are growing. Print revenues (advertising + circulation) continue to decline.
- Among adults aged 16+, “online sources” for news are used by a larger share than TV, radio, or print only.

📖 Books & digital (Kindle/ebooks + audiobooks)

- Print still dominates: ~78% of consumer-book revenue comes from print; print revenue was about £2.0bn in 2024 (+2% YoY).
- Digital books are growing fast: consumer digital (ebooks + audiobooks) rose 17% to £566m. Within that, audiobooks hit a record £268m (+31%).

a / an / the / no article (-) / one

1. Read the text about different ways of reading and writing. Choose the correct answers.

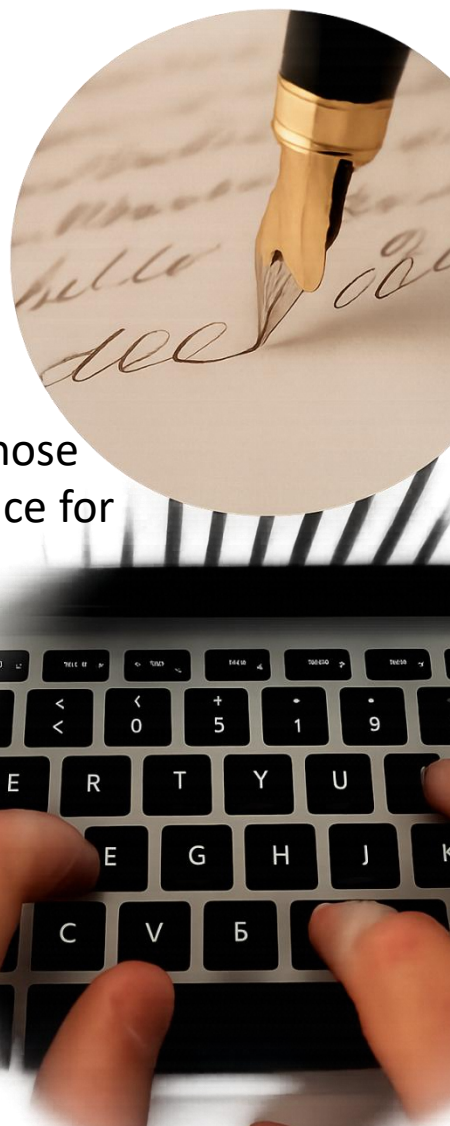
Pen and paper, or screen and keyboard?

In 1. *an / the* experiment, schoolchildren did 2. *a / the* reading comprehension test, some on 3. *the / (-)* paper and some on screen. The ones who did 4. *a / the* test on paper got 5. *the / (-)* highest scores. University students generally did better on paper too, apart from those students who had expressed 6. *a / the* preference for screen reading.

Only 21% of the students asked in 7. *(-) / one* survey preferred 8. *the / (-)* e-Textbooks to physical books. Many enjoyed 9. *the / (-)* e-Textbooks they used, but said they easily got distracted from them.

As for writing notes on paper by hand, it may be slower than on 10. *a / the* laptop, but research by a professor at 11. *a / the* University of California shows that the slowness and physical effort involved means that 12. *the / (-)* people have a greater understanding of what they've written.

Listen and check. 11.1



2. Complete the sentences with a / an / the / one, or no article (-)

1. Today is ____ first day of ____ rest of your life. Enjoy it!
2. 'Where's Maya?' 'In ____ kitchen, cooking ____ lunch.'
3. Canberra is ____ capital of ____ Australia.
4. We had ____ dinner in ____ best restaurant in town.
5. 'How do you like your coffee?' 'Black, with ____ sugar, please.'
6. Arjun's in ____ hospital. He's had ____ operation.
7. ____ e-Book readers have certainly changed ____ modern life and ____ way we read.
8. I have two daughters. ____ daughter is ____ teacher, ____ other works in advertising.

Talking about you

3. Listen to the questions and then answer them. Be careful with articles.



11.2

Where did you have lunch today?

I had lunch in a cafe.

I had lunch at my desk in the office

Possessiveness

4. In these sentences, which words are possessive adjectives?
Which are possessive pronouns?

1. That sculpture looks elegant — I admire **its** curves.
2. I finally organized **my** bookshelf.
3. The new cafe on the corner is a favourite of **ours**.
4. Don't touch the blue mug; it's **mine**!



5. Underline the correct word.

1. 'Is that *her / hers* cat?' 'Yes. I wish it was *my / mine*!'
2. 'Who's / Whose is that house?' 'It's *our / ours*. It's new.'
3. eBay owes much of *it's / its* success to excellent customer service. That's why *it's / its* so popular with customers.
4. Those aren't *your / yours* books. These blue ones are *you / yours*.
5. Ian, this is Frissa, a colleague of *me / mine*.
6. My brothers often borrow *my / mine* clothes, and I borrow *their / theirs*.

6. In these sentences, when does the apostrophe come before the s?
When does it come after? Why?

My wife's family live in the south-west.

I went to a boys' school.

Put an apostrophe in the correct place in these sentences.

1. I've borrowed my wife car.
2. My parents new house is near the sea.
3. I like Alices boyfriends sense of reality.
4. The childrens room is next to ours.
5. I really like my brothers girlfriends.

Its or it's

7. Listen to the sentences. Underline the word you hear in each pair.



11.3

1. its / it's
2. theirs / there's
3. there / their
4. it's / its
5. They're / There
6. there's / theirs

Reflexive pronouns and each other

8. Match sentences **1** and **2** with the correct pictures.

1. Paul and Karen hugged each other
2. Paul and Karen hugged themselves



Which expresses the idea ⇄ ?

Which expresses the idea ↻ ?

9. Complete the sentences with *myself* / *yourself*, etc. or *each other*.

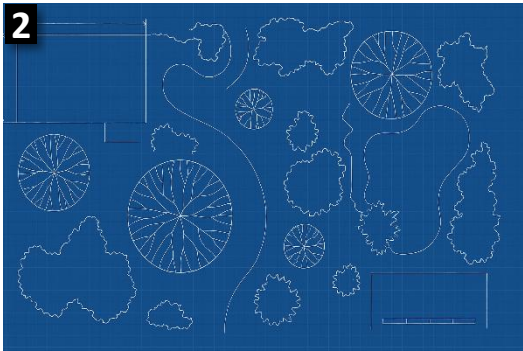
1. They seem to love _____ very much. I think they'll get married.
2. He shouldn't try and move that piano on his own. He could injure _____.
3. Tidy your room! It won't tidy _____, you know!
4. Do you like the cake? I made it _____.
5. Hi, Nora! Hi, Leo! Sit down. Make _____ at home.
6. We don't speak each others' languages very well, but we understand _____.
7. They're good kids, Clara's. They know how to behave _____.
8. The food's ready. Help _____ to whatever you want.

1. Look at the picture. How do you like to get your news?



2. Match a-f with pictures 1-6.

- a. a gift
- b. a landscape design
- c. a satnav
- d. a jigsaw puzzle
- e. a news website comment thread
- f. an online dating website



3. Listen to six people talking about the things in 2. Write the letters of the things they talk about.



- | | |
|---------------|-----------------|
| 1. Jacob ____ | 4. Emily ____ |
| 2. Karen ____ | 5. Charlie ____ |
| 3. Luke ____ | 6. Holly ____ |

4. Listen again. For each person, note down what they like and dislike about using their things physically or digitally.



Talking about you

5. Digitally or physically?

1. Use a calendar
2. Buy clothes
3. Listen to music
4. Play scrabble
5. Watch films
6. Use a recipe
7. Invite someone to a party
8. Send birthday greetings
9. Shop for food
10. Look at favourite photos
11. Use a dictionary

SPOKEN ENGLISH - also, as well and too

1. What do you notice about the position of *also*, *as well*, and *too* in these lines from audio 11.4
‘I **also** love reading the comment threads after articles’
‘You can move things around, and change their size **as well**.’
‘I like wrapping them up really nicely, **too**!’
2. Where can *also*, *as well*, and *too* go in these sentences?
‘You can chat online.’
‘You can do jigsaws online.’
‘I like streaming films.’
3. Which is correct in these sentences, *as well* or *too*?
‘I like Harry.’ ‘Me ____.’
‘I’m thirsty.’ ‘Me ____.’

Digital animation

1. Seen *The Lord of the Rings*? Look at Gollum—how do you think he was made? What other digital film characters have you seen?

2. Read **Part A** about Performance Capture and Tim Doubleday.

- What is Performance Capture?
- What's the advantage of using real actors to create digital characters?
- What's Tim's job title? What does his job involve?

Part A



Performance Capture

These days, we hardly think about 'special effects' in films – we're so used to them, they're not actually that special any more! There's the strange, half-human Gollum in *The Lord of the Rings*, the lifelike Incredible Hulk, and the blue-skinned Na'vi people in *Avatar*. These were all digitally created, but we believe in them as real characters, and forget the technical tricks involved. But how do they do it? The answer in most cases is Performance Capture.

What is Performance Capture?

Performance Capture is a way of translating a real actor's performance into a digital character. Actors can perform naturally on a digital stage set, and this performance is then 'captured' by cameras and translated into an expressive digital character. If real actors are not involved, digital characters can often seem lifeless and dull.

Tim Doubleday – Face specialist

Tim has worked in Performance Capture for 12 years, and it's his dream job! He can't believe he earns a living working on the type of games and films he loved playing and watching as a teenager!

Tim works for Europe's leading Performance Capture studio, Imaginarium. Based in London, it was founded by the actor Andy Serkis (Gollum in *The Lord of the Rings*), and Jonathan Cavendish. Imaginarium has worked on many major films, including *Star Wars Episode 7*. Tim's role is facial supervisor. He's responsible for capturing the subtle movements in the actors' faces, which are used to produce lifelike facial expressions on digital characters.



Reading and speaking

Part B

3. Read **Part B**, the story of how the video for the Coldplay single was made. Work with a partner. Are these statements true (✓) or false (X)? Correct the false ones.

- 1. Chris Martin and Andy Serkis decided what kind of video to make on a plane.
- 2. The markers on the performers' suits have lights on them.
- 3. Tim puts small dots on performers' faces.
- 4. Coldplay liked the idea of being monkeys.
- 5. The data from the Coldplay session could only be used to make digital monkeys.
- 6. Imaginarium made the forest background and did the lighting for the video.

4. These lines might have been said by people working on the video. Which sections of the text (1-5) do they belong to?

- a. 'I think the body of that monkey needs to be a bit thinner.'
- b. 'It's still a bit dark. Let's make it look as if there's sunlight on them here.'
- c. 'We must meet up sometime and make a video together!'
- d. 'Oh, wait a minute! I've forgotten to put a marker dot on your nose!'
- e. 'Hey, let's be monkeys!'

The making of Coldplay's **Adventure Of A Lifetime** video

Tim tells the story of how the music video was made for the hugely successful British rock band, Coldplay.



1 Chris Martin of Coldplay had met Andy Serkis on a plane, and they knew they wanted to do something together – they just weren't sure what. So a date in the studio was booked, and the plan was to just see what happened, and decide where to go from there.

2 We got the Coldplay band members onto our studio set. This has about 50 cameras around it, all linked to a central computer. All our performers wear skin-tight suits with reflective markers on them. The markers are on the most important points of the body for capturing movement. Light from the cameras reflects back from the markers and is picked up by the computer, which records every movement the performers make. If subtle facial expressions are needed, the performer's face is covered with small marker dots – that's part of my job. The performer wears a head-mounted camera which can capture even tiny movements in the face. We use these to create realistic expressions in the digital character.

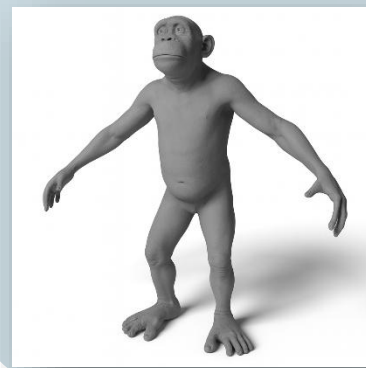


3 Andy Serkis is an expert on the way monkeys move – he was in the remake of the film *King Kong*, and starred in *Rise of the Planet of the Apes*. Andy suggested Coldplay try moving like monkeys.



The band started to really enjoy themselves, and the story for the video grew out of that. It was a long session – we were there until midnight – but it was great fun!

4 At the end of a session, we have computer data for all the movement in a performance. We use this to create a moving skeleton. The magic is that this can be used to create any kind of digital character – a dog, a dragon, or a pirate. They would all move in exactly the same way Coldplay did, and have the same expressions. Here of course, we created skeletons of monkeys. We then created the bodies of monkeys around the skeletons.



5 At first we tried using natural-looking monkey faces. They didn't have enough individual character though, so we created monkey faces that expressed the band members' characters better. This basic monkey animation was then handed over to an animation design studio. They put fur on the monkeys' bodies, built a forest in the background, and got the lighting right. It was a fantastic project to work on, and everyone feels proud to have been a part of it!



Digital animation

5. Choose the correct answer for the words in **bold**.

Andy Serkis is **an / (–)** expert on the way **the / (–)** monkeys move – he was in **the / (–)** remake of a / the film *King Kong*, and starred in *Rise of the Planet of the Apes*. Andy suggested Coldplay try moving like **the / (–)** monkeys. **A / The** band started to really enjoy **himself / themselves**, and **an / the** story **for a / the** video grew out of that. It was **a / the** long session – we were there until midnight – but it was **a / (–)** great fun!



What do you think?

- Do you like films and TV programmes with lots of special effects in them? Why/Why not?
- What are your favourite films that use special effects? Who's your favourite digital character? Why?
- What do you think makes a good music video? Give some examples.

1. Nouns can be combined to make a new word. Look at these examples.

computer games | band members | lifetime | music collection

Where is the stress on these compound nouns?

Listen and check.  11.5

2. Where is the stress in this wrong example? What does it mean with this stress? What's the correct stress?



Sleeping pill

Listen and check.  10.6

3. Look at the dictionary entries. Say the words aloud.

headache /'hedeɪk/ noun [C]

1 a pain in your head: I've got a splitting (= very bad) headache.
→ note at ache

2 a person or thing that causes worry or difficulty: Paying the bills is a constant headache.

headlight /'hedlaɪt/ (also headlamp) noun [C]

one of the two large bright lights at the front of a vehicle → picture on page P9

headline /'hedlaɪn/ noun [C]

1 the title of a newspaper article printed in large letters above the story

2 the headlines [pl] the main items of news read on TV or radio

headphones /'hedfəʊnz/ noun [pl]

a piece of equipment worn over or in the ears that makes it possible to listen to music, the radio, etc. without other people hearing it → note at listen

headquarters /,hed'kwɔ:təz/ noun [pl, with sing or pl verb] (abbr HQ)

the place from where an organization is controlled; the people who work there: Where is/are the firm's headquarters?

headstone /'hedstəʊn/ noun [C]

a large stone with writing on, used to mark where a dead person is buried → look at gravestone, tombstone

headway /'hedweɪ/ noun [U]

IDM make headway: to go forward or make progress in a difficult situation

4. Look at the dictionary again. Answer the questions.

1. Why do people take aspirin?
2. Where do you find the words 'Here lies James Barlow – RIP'?
3. How can you listen to music on a bus?
4. What are the different lights on a car?
5. What's the first thing you read in a newspaper?
6. Where are the headquarters of the United Nations?
7. Are you making headway in English?

5. In each list, one compound noun doesn't exist. Which one is it?

Noun	Compound nouns
sun	sunglasses sun costume sun cream sunset
case	money case briefcase suitcase bookcase
card	credit card birthday card driving card business card
tea	teabag teacup teatime tea table

6. Put word in each box to form three compound nouns.

1

dining
waiting
changing

2

news
travel
estate

3

brush
dresser
cut

4

lights
warden
jam

5

door
answer
car

6

way
bike
racing

7

wrapping
toilet
wall

8

ache
brush
paste

7. Think of lines that will make your partner say the correct noun from 6.

Where can I try this jumper on?

Changing room!

8. Find some compound nouns made with one of these words. Describe them not using any words of the compound noun.

water | hand| air | foot | finger | fire

They are used by the police. They put them round the wrist of prisoners.

Handcuffs?



With Internet shopping, we can click on photos and order things even if we don't know what they're called. In real shops, we sometimes need to say 'I need one of those things that ...'.



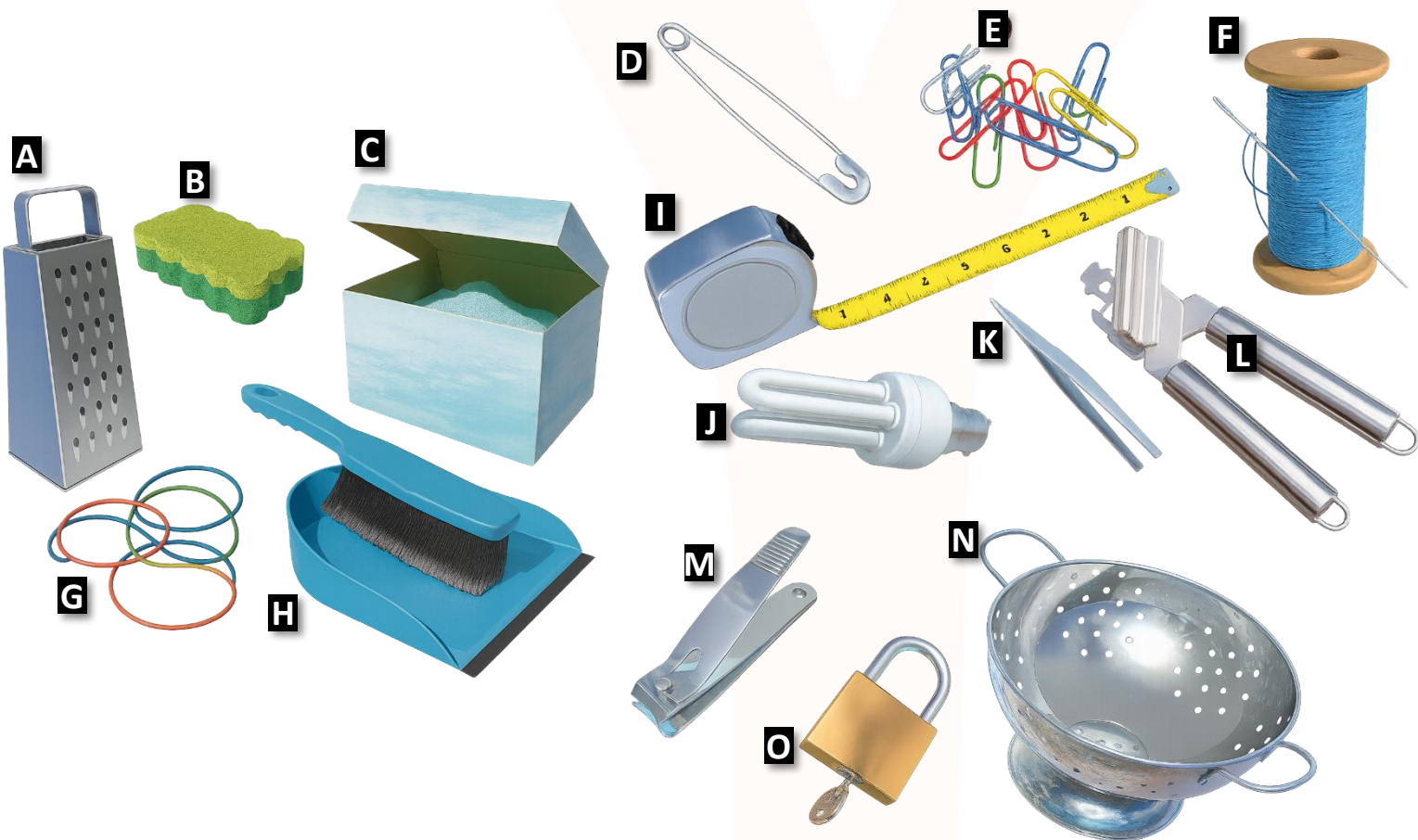
1. Listen to five students. They are each describing one of the things in the photos, but they don't know the word in English. Which object are they describing?



2. Listen again and complete the lines.  11.7

1. 'I need _____ things you use when you want to open a bottle of wine.'
2. 'I'm looking for some of _____ you use when you want to clean between your teeth. It's _____ string. It's white.'
3. 'They're _____ and the Chinese _____ to pick up food.'
4. 'It's _____ plastic and it's used _____ flies.'
5. 'They're things _____ when you're cooking and you want to pick up something that's hot.'

3. Listen to the descriptions. What objects do you think are being described? Now see the pictures. Which of the objects are they?  11.8



4. Look at the language the people used in the descriptions in 3.

1. It's one of those things you ...
2. It's the stuff you ...
3. It's used for ...
4. They're made of ...
5. It's kind of ...

5. Listen and complete these lines. 
11.9

6. Listen to two conversations in a shop. What does each person 
want to buy? 11.10



Writing | Informal language – a message on social media

- 1. Read the reply Matt has written to a social media message friend Andy. Why did Andy message him first?
- 2. Answer the questions.
 - 1. What is Andy going to do in Amsterdam?
 - 2. What does Matt do for a living? What does Andy do?
 - 3. Why has Matt been ignoring his phone?
 - 4. What does Andy do in his free time?
 - 5. Why might Matt lose his job? Why isn't he too worried about it?
- 3. Read Matt's message again. What do you notice about the style of it? What makes it informal?
- 4. In casual texts and posts, some words get left out. Add the missing words—what type are they?

- 1. [I] just saw your message.
- 2. [It] sounds brilliant!
- 3. Hope you enjoy the concert.
- 4. Shame you won't make it to our barbecue.
- 5. Sorry not to have been in touch for ages.
- 6. Been incredibly busy at work.
- 7. You doing OK generally?
- 8. Want to come and stay, the weekend after Amsterdam?
- 9. Got loads of other stuff to tell you about.
- 10. Really enjoying the weather.



Find Friends | Home Settings

MATT FISHER

Hi Andy, just saw your message. So you're off to Amsterdam at the end of the month! Sounds brilliant! Hope you enjoy the concert, and manage to fit in all those galleries. Shame you can't make it to our barbecue, though – was really looking forward to seeing you. Still, not to worry, I reckon we'll have another one later this year.

Sorry not to have been in touch for ages. Been incredibly busy at work, difficult stuff going on in the advertising world (more 'restructuring' in my department – yawn), so I've been ignoring my phone most of the time – don't want them bothering me at home!

So, you doing OK generally? What are you up to when you're not designing the next highest skyscraper? Still doing those triathlons? Don't know how you find the time – or the energy!

Fancy coming and hanging out with us the weekend after Amsterdam? Or the weekend after that? We can discuss. How about a Skype some time soon? Got loads of other stuff to tell you about. Sally's got a new job. Still hotel management, but much better place, and the pay's brilliant – that's why I'm not so worried about losing mine! And we've got a couple of trips planned for September – one is camping in Slovenia. Countryside there looks fab, amazing mountains, lakes, and forests. Can't wait!

Really enjoying this weather! Hope it lasts till the barbecue!

Speak soon

Matt



ANDY WILSON

...

5. Look at the informal language used in **1-10**. write a less informal way of saying the words and phrases in *italics*.

- 1. So you're off to Amsterdam! *going to*
- 2. Shame you can't make it to our barbecue. _____
- 3. Still, not to worry. _____
- 4. I reckon we'll have another one later. _____
- 5. Sorry to not be in touch for ages. _____
- 6. Difficult stuff going on in the advertising world. _____
- 7. What are you up to? _____
- 8. Fancy coming and hanging out with us? _____
- 9. Loads of other stuff to tell you about _____
- 10. Countryside there looks fab. _____

6. Write Andy's message in reply to Matt's. Se some of the examples of informal language, and practise missing some words out.



ANDY WILSON

...

A noun phrase is a group of words including a noun.

book = **noun**

a book

my book

this book

some books

the book that I was reading

my favorite cook book

= **noun phrases**

Grammatically speaking, these words are:

- **articles**- the, a/ an
- **possessives**- my, your, his, her ...
- **demonstrative**- this, that, these, those
- **determiners**- some, any, all, each, every ...
- **relative pronouns**- who, that, which ...
- **compound nouns**- notebook, address book ...

Indefinite articles

The indefinite article a/an are used:

1. to say what something or somebody is.

This is **a** book

Jane's **a** teacher.

I'm **an** optimist.

He's **an** idiot.

2. to refer to a thing or a person for the first time.

She lives in **a** farmhouse.

He's going out with **a** model.

3. to refer to a thing or a person when it doesn't matter which one.

Can you lend me **a** pen?

Shall we go for **a** drink?

4. One can be used instead of a/an if it's important to specify the number.

We went to the pub at lunchtime, but we only had **one** drink.

I have **one** brother and two sisters.

It's also used to refer to one particular example in a group.

Many students said their textbook were too expensive.

One student shared books with another student because of this.

If you're speaking generally, you can't use one instead of a/an.

I met a really nice girl at the club today.

~~NOT I met one really nice girl at...~~

Definite article

The definite article **the** is used:

1. to refer to a person or a thing known to the speaker and the listener.

Have you got **the** car keys?
The children are in **the** garden.

2. to refer to a person or a thing for the second time.

I got **a book** and **a laptop** for Christmas.
The book is about politics.
I haven't unpacked **the present** yet.

3. when it is clear which one(s) we mean.

I'm going to **the** shops. Do you want anything?
Dave 's in **the** kitchen.
Have you heard **the** news?
Did you enjoy **the** party?
We went to **the** same university.
What's **the** score?
I'll meet you on **the** corner.

4. to refer to the only one there is.

The sky is grey today.
The Earth is definitely round.

5. to refer to things in our physical environment that we all know.

I love walking in **the country**.
People always talk about **the weather**.
We can see **the sea** from our house.

6. with superlatives.

You're the **best** teacher.
He was the **tallest** boy in the office.

7. with some place names.

the United States of America.
the British Museum.
the Eiffel Tower.
the Empire State Building.
the Pyramids.

Zero article

No article(-) is used:

1. to refer to things or people in general.

I like (-) cheese.

I'm afraid of (-) dogs.

(-) Doctors earn more than (-) teachers.

(-) English is spoken all over the world.

(-) Life is hard.

2. in some common phrases.

travel

He's at work.

She's at (-) home in (-) bed.

He's at (-) school.

She's at (-) university.

travel

I travel by (-) car/bus/train.

meals

We had (-) lunch at 12.00. dinner?

time

I'll do it (-) next week.

I saw her (-) lost year.

academic subjects

I'm no good at (-) maths.

games

I like (-) chess.

3. when it is clear which one(s) we mean.

We travelled a lot in (-) Europe and (-) North America.

I live in (-) Station Callao.

We walked in (-) Hyde Park

The plane departed from /-/ Standley Airport.

I'll meet you at (-) St Pancras Station.

I climbed (-) Mount Aconcagua.

She studied at (-) Yield University.

(but more: She studied at the University of Yield.)

Possessive adjectives and pronouns

1. Possessive adjectives are used with a noun.

This is **my** brother.

Their teacher is new.

You must come and see **our** new house.

2. The possessive pronouns are:

mine yours his hers ours theirs

They are used on their own:

Don't touch that! It's **mine**.

Take it. It's **yours**.

Can you bring those books? they're **ours**.

Apostrophe 's and s'

1. 's is used with singular nouns.

Lama's dog.

Harry's girlfriend.

The boy's father (= one boy)

2. when it is clear which one(s) we mean.

My parents' house.

The boys' father (= more than one boy.)

For irregular plurals we use's.

The children's room.

Notice we use 's with two people.

We were at Edgard and Caroline's house last night.

3. 's is used with some places.

I bought it at the chemist's.

I'm going to the hairdresser's.

You can buy stamps at a newsagent's.

all

All can be used in different ways:

1. all + noun

All men are born equal.
I like **all kinds** of music.
I invited **all the students** in my class.

2. all + of + noun

I invited **all of** the student's in my class.
How much did she eat? **'All of it.'**
'Who did he invite?' **'All of us.'**

3. all + adjective/adverb/preposition

I'm **all** wet.
She lives **all** alone.

4. pronoun + all

The sweets are for everyone. Don't eat **them all**.
She loves **us all**.

5. all + verb

Do you **all support** Boca Juniors?
We have **all been** to university.

every

Every is used with a singular noun.

Every student in the class passed the exam.
I've been to **every** country in Europe.

all and every

1. All on its own is not usually used to mean everybody/everything.

All the people came to the party. NOT ~~All come...~~
Everybody came to the party.

She lost **all** her possessions in the fire. NOT ~~She lost all in...~~
She lost everything in the fire.

2. All on its own can mean everything, but only in relative clauses.

All I want for Christmas, is you. I've told you **all** know.
That's **all** I need. Love is **all** you need.

Reflexive pronouns

1. Reflexive pronouns are:

myself **yourself** **himself** **herself** **itself**
ourselves **yourselves** **themselves**

2. We use reflexive pronouns when the subject and object are the same.

I cut **myself** shoving.
Make **yourselves** at home.
I hope you're enjoying **yourself**.

3. They are often used after prepositions.

I can look after **myself**.
She looked at **herself** in the mirror.
Selfish people only think of **themselves**.

4. We use reflexive pronouns for emphasis.

Do you like the cake? I made it **myself**!
The manager **himself** interviewed me.

each other

Each other expresses the Idea of one to another.

They looked at **each other**.
We send **each other** birthday cards.