

The 7th module

On the path to true genies

grammar:

Quantifiers and countable/
uncountable nouns

New vocabulary words

- **Persistent** - настойчивый
- **Determined**-определенный
- **Creative**- креативный творческий
- **Courageous**-смелый
- **Focused**- сфокусированный
- **Hardworking**-трудолюбивый
- **Relaxed**- расслабленный
- **Risk-taker**- рисковый
- **Organised**-организованный
- **Clever**-умный
- **Optimistic**-ОПТИМИСТИЧНЫЙ
- **Open- minded**-ОТКРЫТЫЙ
- **Ambitious**-амбициозный
- **Confident**-уверенный

To the path to true genius



b. I agree. However, I believe it's more important to be courageous because ...

(Thomas Edison 1847-1931)

ON THE PATH TO TRUE GENIUS

1 Most people immediately think of the light bulb when they think of Thomas Edison. But although this genius did in fact invent the first practical, long-lasting light bulb, he **had a hand in** creating many more things we can still see around us today. He invented or contributed to recorded music, electrical systems, the telephone, the alkaline battery, X-rays and an early cinema projector. Incredibly, by the end of his life he held 1,093 patents and he is responsible for more inventions than any other inventor in history!

2 Edison was undoubtedly a very clever person. Would you believe, though, that as a child, his teacher told his mother that he was too slow to learn? Later on, as an inventor, many of his inventions failed. So what were the secrets of Edison's success? We all have dreams and ambitions and who better than Mr. Edison to provide us with a few tips for achieving them!

3 Perhaps Edison's greatest strength was that he absolutely refused to **give up**. He said, "Many of life's failures are people who did not realise how close they were to success when they gave up." Unbelievably, it took Edison thousands of tries before he found the right filament to use for his light bulb. He wasn't afraid of failure. He simply saw his bad ideas as **stepping stones** to better ones. Even after his factory was almost totally destroyed by fire, he said, "There is great value in disaster. All our mistakes are burned up and we can start anew." Three weeks later, Edison delivered the first phonograph*.

4 Edison was also very **intolerant of laziness** and believed in pushing himself to reach his goals. He set himself a target, for instance, to come up with a small invention every 10 days and a major one every 6 months. So, **try taking a leaf out of Edison's book**. If you want to write a book, aim to write a chapter every

day. If you want to become a photographer, teach yourself one new skill or trick every day or week. When you put your brain under a little pressure, you'll be amazed by how much your power of thought improves.

5 Another **effective** little rule Edison had was to take time out to relax while he was working at his 'invention factory' in Menlo Park, New Jersey. He would **drift off to sleep** with several small metal balls in his hand. If he fell into a deep sleep, the balls would fall noisily onto the floor and wake him up and he'd **scribble down** whatever was in his mind! So next time you are **stuck on** a problem, why not sleep on it? Scientists now agree that relaxation and short naps can improve our concentration and creativity.

6 Also, amazingly, historians have so far discovered around 4 million pages of Edison's notes including sketches, cartoons and even poems. It seems he had many new ideas simply by relaxing, letting his mind **wander** and allowing one idea to flow on to another. So maybe you too should keep a journal where you write down your ideas and thoughts. Who knows what it could lead to?

7 All in all, Thomas Edison succeeded because he was determined, persistent and knew how to use his mistakes to his advantage. So, what are you waiting for? **Tap into** your inner genius and get busy achieving your dreams. You might not create anything as important as the light bulb in your lifetime, but we can all light up the world in our own way!

Check these words

genius, alkaline battery, projector, patent, undoubtedly, failure, filament, burn up, anew, push oneself, reach one's goals, set oneself a target, skill, trick, under pressure, nap, concentration, flow, inner

C Suc
D The
rec

b)

4

10

th
un

1 Al
his

2 Gu

3 Th

4 Th

5 Th

6 Al

7 Ei

8 Fe

wa

9 Da

10 Ed

11 M

12 Th

re

13 Ar

- b) **10.4.1** Read the quotation. What kind of person do you think he was?
🔊 Listen and read the text to find out.

- 3** a) **10.4.7** Read the text again and match the headings (A-H) to the paragraphs (1-7). Use each heading once. There is one extra heading. Give reasons for your answers.

- | | |
|------------------------------------|---|
| A Set goals to achieve your dreams | E Start now to reach your potential |
| B How to avoid failure | F Inventor of more than you might think |
| C Success against the odds | G Strong belief in persistence |
| D The value of keeping records | H Take it easy for good ideas |

- b) **10.4.6** What is the author's purpose in writing this article? To entertain, to persuade the reader to believe in himself/herself or to inform the reader about something? Give reasons.

see

pp. GR16-

realisti
useful

- 2 This is a
light bu
3 You ha
manag
4 Teams
achiev
5 You've
you sh
down.
6 Harry v
droppe
7 I couldn
I decide

- 6** **10.4.5** M
in the t
slowly
progress
do, not
with, pa
of, beha
Edison, r

g

do you know about the inventor Thomas Edison?

Read the quotation. What kind of person do you think he was?

Listen and read the text to find out.

Read the text again and match the headings (A-H) with the paragraphs (1-7). Use each heading once. There is one extra heading. Give reasons for your answers.

achieve your goals	E Start now to reach your potential
and failure	F Inventor of more than you might think
against the odds	G Strong belief in persistence
of keeping	H Take it easy for good ideas

What is the author's purpose in writing this text?
To entertain, to persuade the reader to do something or to inform the reader

5 **10.5.2** Choose the correct words.

- 1 A lot of Edison's inventions were **realistic/practical** ones that were useful in real life.
- 2 This is a **never-ending/long-lasting** light bulb; it lasts for 1,000 hours.
- 3 You have to work hard to **reach/** manage your goals in life.
- 4 Teams of people **contributed to/** achieved Edison's inventions.
- 5 You've been working too hard; you should take some time **out/** down.
- 6 Harry was so tired that he **fell/** dropped into a **heavy/deep** sleep.
- 7 I couldn't work out what to do so I decided to sleep **over/on** it.

6 **10.4.5** Match the words in bold in the text with their meanings:
slowly fall asleep, a way to make progress, stop trying, unable to do, not willing to accept/put up

- Good Ideas
- b) **10.4.6** What is the author's purpose in writing this article? To entertain, to persuade the reader to believe in himself/herself or to inform the reader about something? Give reasons.

6

Grammar

see
pp. GR16-
GR17

Quantifiers & countable/uncountable nouns

- 4** **10.6.2** Underline the correct words. Find more examples in the text. Which words are used with: *countable* or *uncountable nouns*? or *both*?
- 1 Almost **none/every** of Da Vinci's inventions were built during his lifetime.
 - 2 Gulnara only has a **few/a little** time left to finish her science project.
 - 3 The scientists don't have **much/many** money for the project.
 - 4 There are a **small amount of/hardly any** light bulbs in this shop.
 - 5 Thomas Edison invented **much/a lot of** useful things.
 - 6 **All/Every** of these inventions are amazing!
 - 7 **Either/Both** Berik and Sultan want to be inventors.
 - 8 **Few/Little** people realise how **many/much** inventions Edison was responsible for.
 - 9 Damir has been working on his invention for a **little/several** years.
 - 10 Edison experienced **many/much** failures in his life.
 - 11 Miras spends a **great deal of/all** time working in his lab.
 - 12 That scientist's name is **either/or** Sanjar or Yerasyl; I can't remember.
 - 13 Are there **any/much** light bulbs in the cupboard?

7

8

9

or clause	
wonder where/what/how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	<i>He asked himself, "Where should I go?"</i> <i>He asked himself, "What can I eat?"</i> <i>He asked himself, "How can I fix this?"</i>

Quantifiers

	COUNTABLE	UNCOUNTABLE
AFFIRMATIVE	a lot (of)/lots (of)/ (a) few/some	a lot (of)/lots (of)/ (a) little/some
NEGATIVE	(not) many/any	not much/any
INTERROGATIVE	how many	how much

- **A lot/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun. *I've got **a lot/lots of** CDs.*
*Are there **many** books in the library? Yes, there are **lots**.*
- **Much** is used with uncountable nouns and **many** is used with countable nouns. They are usually used in negative or interrogative sentences. *I haven't got **much** time.*
*Are there **many** paintings in the exhibition?*
- **How much/many** are used in interrogative sentences. **Much** is used with uncountable nouns and **many** is used with countable nouns. ***How much** milk do you need?*
***How many** visitors does she expect?*
- **A few** means **not many**, but enough. It is used with plural countable nouns. *There **a few** apples in the fridge. I can make an apple pie.*

...
this?"

He **wondered what** to eat.

→ He **wondered how** to fix that.

- **A little** means **not much**, but enough. It is used with uncountable nouns. *He put **a little** money aside so as to go on holiday this summer.*
Note: **few/little** means **hardly any, not enough** and can be used with **very** for emphasis. *(Very) **few** people go to work by bike. We've got (very) **little** time left. Hurry up!*
- **A couple of, several, a few, many, both, a (large/great/good) number of** are followed by a **countable noun**. *There were **several** people at the meeting.*
- **(Too) much, a little, a great/good deal of, a large/small amount/quantity of** are followed by an **uncountable noun**. *She has made **a good deal of** progress in her studies.*
- **A lot of, lots of, hardly any, some, no, plenty of** are followed by a **countable or uncountable noun**. *She has bought **a lot of** dresses. We've had **plenty of** rain this year.*

Countable/Uncountable nouns

Countable nouns are nouns which we **can count**. They have a **singular** and **plural** form. *one chair, two chairs, three chairs*

- We put **a/an** before countable nouns in the singular.
a + consonant sound *a hat, a dog*
an + vowel sound *an hour, an umbrella*
- We put **some** before countable nouns in the plural.
*There are **some** people in the living room.*

Uncountable nouns are nouns which we **cannot count**. They **only** have a **singular form**. These include:

food	<i>cheese, meat, salt, pepper, butter, bread, etc.</i>
liquids	<i>coffee, milk, tea, water, lemonade, etc.</i>
materials	<i>gold, iron, glass, silver, paper, wood, etc.</i>
subjects	<i>History, Chemistry, etc.</i>
sports	<i>tennis, football, etc.</i>
languages	<i>English, Spanish, etc.</i>
abstract nouns	<i>information, knowledge, love, happiness, beauty, advice, etc.</i>
other	<i>hair, money, accommodation, luggage, news, furniture, weather, snow, etc.</i>

- **Uncountable nouns** are followed by a verb in the singular. We do not use **a/an** with uncountable nouns. We can use **some**.
- We can use uncountable nouns with the following phrases of quantity when we want to say how much of something there is: **a piece** of paper/advice/information, etc., **a glass/bottle** of water, **a jar** of jam/honey, **a packet** of rice/tea, **a pot** of yoghurt, **a pot/cup** of tea, **a kilo** of meat, **a tube** of toothpaste, **a bar** of chocolate/soap, **a can** of soda, **a carton** of milk, **a bowl** of soup/sugar, etc.
- **Plural nouns** are nouns which represent a group of people or things and are followed by a plural verb. These include:
 - a) objects which consist of two parts such as **trousers, shorts, pyjamas, tights, glasses, scissors** etc. **The scissors are** very sharp. We can use a **singular verb** and the phrase **a pair of** before objects which consist of two parts. **There is a pair of scissors on the table.**
 - b) nouns such as **people, police, clothes**, etc. **The clothes are** nice.

can be used in the singular and plural with a

Plu

Noun

-s

-es

-ies

-ves

Note

- N
- v
- S
- n
- v
- N
- n

Irreg

foot
mou
shee
ox -

The

Form

scissors are very sharp. We can use a **singular verb** and the phrase **a pair of** before objects which consist of two parts. *There is a pair of scissors on the table.*

- b) nouns such as **people, police, clothes**, etc.
The clothes are nice.

Certain nouns can be used in the singular and plural with a different meaning.

- Anna has long **hair**. (all the hair on her head)
The dog left hairs all over the sofa. (single hairs)
- I need a **glass** of water. (container)
This statue is made of glass. (the material)
I've lost my reading glasses. (spectacles)
- He reads the **paper** every day. (newspaper)
I've made a paper plane. (material)
You need to sign these papers. (documents)
- The post requires previous **experience**. (knowledge of and practice in sth) *He wrote a book about the experiences he had while travelling.* (encounters)
- We gathered **wood** for the fire. (the material)
Let's take a walk in the wood(s). (forest)
- I don't like milk **chocolate**.
He ate a whole box of chocolates!
- He's looking for **work**. (employment)
These are works of local artists. (creations)
- Learning a new language takes **time**.
I've met Joshua several times. (occasions)
- Is there **room** for one more in the car? (space)
The hotel had no free rooms. (parts of a building)
- There were few **people** at the lecture.
The exchange of gifts is a custom shared by many peoples of the world. (nations)

TI
Fo

PRE
PRE
COI
PAS
PAS
CON
PRE
PERI
PAST
SIMI
FUTU
INFIN
MOD

Grammar Reference

Plurals/Irregular plurals

Nouns are made **plural** by adding:

-s	to the noun <i>books – books</i> , <i>pencil – pencils</i> etc.
-es	to nouns ending in -s , -ss , -sh , -ch , -x , -o <i>bus – buses</i> , <i>class – classes</i> , <i>brush – brushes</i> , <i>beach – beaches</i> , <i>box – boxes</i> , <i>tomato – tomatoes</i>
-ies	to nouns ending in a consonant + y <i>story – stories</i> , <i>lady – ladies</i>
-ves	to nouns ending in a -f/-fe <i>leaf – leaves</i> , <i>thief – thieves</i> BUT <i>chief – chiefs</i>

Notes:

- Nouns ending in a **vowel + o** (*video*) or **double o** (*zoo*) take **-s**
video → videos, *zoo → zoos*
- Some nouns ending in **-o** can take either **-es** or **-s**.
mosquito → mosquitoes/mosquitos,
volcano → volcanoes/volcanos
- Nouns ending in a **vowel + y** take **-s** in the plural.
monkey → monkeys, *boy → boys*

Irregular plurals: man – **men**, woman – **women**,
foot – **feet**, tooth – **teeth**, goose – **geese**, louse – **lice**,
mouse – **mice**, child – **children**, person – **people**,
sheep – **sheep**, deer – **deer**, fish – **fish**, salmon – **salmon**,
ox – **oxen**, aircraft – **aircraft**