Section 11 determiners (2): quantifiers

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possible further activities

Finding more examples If you are studying determiners in general (and not just particular ones), you could ask students to see how many different determiners they can find in advertisements, magazines, public notices or other sources (using the internet if necessary).

Personalisation If there is nobody in the class who might be sensitive to references about over- or under-eating, ask students to complete some or all of the following sentences:

I don't eat enough …
I eat too much …
I should eat less …
I should eat more …

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language notes

When *all* comes in the verb phrase, the word order is the same as for some adverbs (see page 180).

Quite a common mistake is to use *all the* in generalising:

*All the languages are hard to learn.
*Nearly all the life depends on oxygen.

possible further activities

Personalisation Get students to complete one or both of the following sentences:

All I want is …
All I can remember from when I was … years old is …

Personalisation (generalisations) Get students to complete some or all of the following sentences (or others of your choice).

All my friends …
I have … all my life.
(Nearly) all children …
(Nearly) all women …
(Nearly) all men …
All countries …
All politicians …
All religions …

Class survey In groups, students try to find as many things as possible that they all have in common. (Give a time limit – perhaps 10 or 15 minutes.) Then they report to the class. ('We all like skiing.' 'We all hate pizza.' 'We have all been to Thailand.' 'We all live in cities.' 'We are all under 25.' 'We all speak Catalan.') You may need to revise the word order with *all*.

'Every day' and 'all day' etc Get students to tell you things that they do every day / morning / evening / etc. Ask if they do them all day. ('I brush my teeth every day.' 'Do you do it all day?' 'No!') Can they think of anything that happens/happened all day/evening/etc? ('On Monday we have lessons all day.' 'On Saturday I played football all afternoon.')

Internet (1) Get students to find three or more interesting sentences on the internet beginning "Why is everybody".

An asterisk (*) indicates an incorrect form or use.

Internet (2) Get students to see if they can find a few 'parallel' sentences on the internet, using *every* and *all* to say the same thing. A good place to start is with "every child" / "all children". There are plenty of pairs, for example, 'Every child has the right to education.' / 'All children have the right to education.'

Internet (3) Get students to find a few interesting sentences on the internet using *every day* and *all day*.

Internet (4): quotations Using internet quotation sites, students can try to find interesting or amusing quotations beginning or containing:
   "all men" "all women" "all children"
   "all English people / Americans / Germans / Italians" etc
Do they know, or can they find, a famous quotation from a book by George Orwell beginning "All animals …"? ('All animals are equal, but some animals are more equal than others', from *Animal Farm*.)

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language notes

The similarity in pronunciation (in some students' ears) between *whole* and *all* may cause confusion.

possible further activities

Personalisation Can students think of cases in their own experience where they had to study the whole of something? (a book, an author, a topic …)

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Similarities Mention two cities or countries. Students have to find one positive and one negative thing that they have in common, and make sentences with *both* and *neither*. (Help with vocabulary if necessary.) For example:
   (Dublin and Paris) Both cities are on rivers. Neither city is in England.
   (Japan and Mexico) Both countries are in the northern hemisphere. Neither country is in Africa.

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language notes

The difference in meaning between *every* and *each* is slight, and is a tendency rather than a hard-and-fast distinction.

possible further activities

Vocabulary expansion: parts of the body Revise or teach the following words for parts of the body (or some of them). All of these can be used with *each*; only five of them can be used with *every* (when talking about one person). Ask students which these are.
   lung kidney ankle wrist finger rib knuckle elbow knee thumb nostril
   earlobe hip shoulder shoulder-blade bicep big toe heel vein artery
The other obvious paired parts of the body (breast, nipple, testicle) may be considered taboo items: students will think of them (and teenagers will giggle), but it may not be appropriate to mention them.

Opinions Ask students to complete the following sentences with their own opinions:
   Every person should have the right to …
   Every child should learn …

Every person in the class should …
Every person in the country should …

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possible further activities

Possessions: 'hardly any' Get students to complete this sentence:
I've got hardly any …

Cooking Get students to think of something that they know how to cook. They write one or more sentences beginning in each of the following ways:
(to cook X)
You need a …
You don't need a …
You need some …
You don't need any …
You can cook X without any …
This is a good opportunity to teach some more vocabulary.

Vocabulary expansion Teach or revise words for people who lack something, using definitions with *no*. For example:
bald: A bald person has no hair.
broke (slang): If you're broke you've got no money.
naked: If you're naked you're wearing no clothes.
starving: If you're starving you've got no food.
unemployed: … no work.
overworked: … no free time.
lonely: … no friends.
an orphan: … no parents.
childless: … no children.
friendless: … no friends.
homeless: … no home.
toothless: … no teeth.
Then give the definitions; students have to remember the words (without looking at their notes). After that, do it the other way round: say the words, and students have to remember and write/say the definitions.

'None of us …' Get students to write sentences about things they believe about the whole class, using *none of us*:
None of us are …
None of us know …
None of us can …
None of us have …
If students are going to have to do formal writing for study or exams, you might prefer to have them use singular verbs.

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language notes

The first explanation here describes a tendency rather than a hard-and-fast rule. As with many grammatical distinctions, there are intermediate cases where both forms are possible.

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language notes

The CD-ROM has an exercise to help students distinguish the strong and weak pronunciations of *some*.

possible further activities

'Some' meaning 'an impressive number' Ask students to try to find internet examples of this use of *some*, searching for instance for "some sixteen", "some 2 million" etc.

Personalisation: opinions Ask students to complete the following sentence in one or more ways:

Some people think …, but I think …

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possible further activities

'Anybody can …' It's quite common to hear generalisations like 'Anybody can sing'. Ask students to think of other examples ('draw, dance, …'). Do they think they are true?

Medical advice How many pieces of medical advice can students think of beginning 'Any doctor will tell you …'?

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possible further activities

Students' generalisations Get students to complete some or all of the following generalisations. Do other students agree?

Most children …
Most people …
Most British people …
Most Americans …
Most teachers …
Most politicians …
Most governments …
Most men …
Most women …

Internet Can students find similar generalisations on the internet? Are they true?

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language notes

Some students may find the article in *a few/little* hard to perceive. The CD-ROM has an exercise which will help with this.

possible further activities

Personalisation Ask students to tell you about languages that they know just a little of, or things they know just a little about. ('I speak just a little German.' 'I know just a few words of Japanese.' 'I know just a little about Chinese history.')

Vocabulary expansion: negative characteristics Teach or revise adjectives for negative personality traits. For example:

talkative, reserved, shy, over-confident, aggressive, quarrelsome, timid, nervous, worried, self-critical, intolerant, lazy, untidy, forgetful, disorganised, extravagant

Then get students to write one or more sentences about themselves, or about somebody they know (relative, partner, friend, …), beginning:

I wish I / X was less …

(*I wish … were* is also possible in this structure, but *was* is perfectly correct in modern English.)

Possessions etc   Get students to complete one or both of these sentences:

I've got less … than I'd like.
I've got fewer … than I'd like.

Class survey   Find out who has got, for example, the fewest pairs of shoes in the class, or the least spare time, or the least distance to travel to the lessons; or who eats the least breakfast; or who spends the least time asleep.

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language notes

Enough can sometimes follow a noun ('time enough'), but this is relatively unusual.

possible further activities

Word order   Get students to write three sentences beginning in each of the following ways:

This country/city/place doesn't have enough good …
This country/city/place doesn't have good enough …

Personalisation: extending Exercise 3   Ask students to complete each of the following sentences:

I haven't got nearly enough …
I've got just enough …
I've got quite enough …
I've got more than enough …

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possible further activities

Places   Get students to work in groups, and give them five minutes to write as many sentences as they can about a place of your choice (the room, the school, the local town, another town, another country, …), beginning:

There is/are plenty of …
There is/are a lot/lots of …
There isn't much …
There aren't many …

Help with vocabulary as necessary. Which group can make the most sentences?

Internet   Get students to find three or more interesting sentences on the internet beginning "There are not many" and three or more beginning "There is not much".

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language notes

Plural expressions beginning *any/none/neither/either of* are most often followed by a plural verb (e.g. 'None of us know the answer'). An internet check will show that, for example, *none*

of us are/*have*/*know* is much more common than *none of us is*/*has*/*knows*. There is an old prescriptive rule (which some examiners and teachers may believe in) according to which a singular verb is supposed to be more 'correct' in this structure. Because of this, singular verbs are quite common in formal writing.

Some students may find unstressed *of* after quantifiers difficult to perceive. The CD-ROM has an exercise which will help with this.

possible further activities

Determiners in song titles How many of the following determiners (both with and without *of*) can students find in song titles?

some some of any any of no none of every every one of each each of most most of

Personalisation: 'most' and 'most of' Get students to complete the following sentences:
Most people …
Most of the people I know …

More personalisation: quantifiers with and without 'of' Get students to think of ten or more generalisations beginning *Most people* …, *Some people* …, *Not many people* … or *A few people* … . For example:
'Most people like pop music.' 'Some people are vegetarians.'
'Not many people can play the violin.'
Write these up. Then get students to choose one of the generalisations each, and say how many of their friends it's true of. ('Most of my friends are vegetarians.' 'All of my friends like pop music.' 'None of my friends like football.')