

## Unit 2

# NOUNS & NOUN PHRASES

## I. INTRODUCTION: NOUNS AND THINGS

You all know what **nouns** are. Here are some common nouns in English:

*water, air, earth, rice, sand, gold, paper, money, time, advice, courage*

As you learned in school long ago, nouns are names of ‘things’ – some we can touch, and some we can’t. We can talk about any of them:

1. Water is hard to find in a desert.
2. Rice grows well in a hot, humid climate.
3. Courage is an admirable quality.

Notice that all the underlined nouns in the above examples can be used on their own in a sentence (without an article, etc.) – just as in Chinese. (Think of their Chinese equivalents and you will see.)

There is another thing that you should notice about nouns like the above: they all refer to things that do not have any *natural* shape, size, or boundary. Water is water. There can be a drop, a cupful, a tankful, or even an ocean of water, but it’s still the same substance, water. There’s no sense in talking about ‘one water’, ‘two waters’ and so on. The same goes for ‘air’, ‘rice’, ‘paper’, etc.

What happens if you do need to refer to a particular unit or quantity of water or rice or paper? You’ll need a ‘**measure word**’ of some sort, for example:

4. A drop of water cannot do much, but a million drops of water can.
5. There’s not even a grain of rice left in the bowl.
6. How many pieces of paper do you need?

Again, this is just like Chinese. (Think of the equivalents for ‘a drop of water’, ‘a grain of rice’ and ‘a piece of paper’ in Chinese – 「一滴水」, 「一粒米」, 「一張紙」)

Notice that, however large a quantity we may be talking about, the noun itself (*water, rice, paper, etc.*) does not change its form.

### QUESTION 1:

Find appropriate measure words for the other nouns mentioned above, and use each of them in a sentence:

<i>Air</i>	_____
<i>Earth</i>	_____
<i>Sand</i>	_____
<i>Gold</i>	_____
<i>Money</i>	_____
<i>Time</i>	_____
<i>Advice</i>	_____
<i>Courage</i>	_____

So far, it would seem that at least some nouns in English behave very much like nouns in Chinese – in being able to occur on their own ('Water is precious'), and in needing a measure word when quantity is involved ('many drops of water'). If all English nouns were like that, it might be easier in a way, as all nouns would then be unchanging in form, as in the case of *water*:

7. I can see water everywhere.
8. Water is essential for life.
9. After exercising, I have to drink a lot of water.

But are all nouns in English actually like that?

### QUESTION 2:

Consider the underlined nouns in the following sentences (which are basically similar to 7-9). What's wrong with them? How would you correct them?

10. I can see soldier everywhere.
11. Tree is essential for parks.
12. After school, I have to read a lot of book.

ANSWER:

## II. 'COUNT' AND 'MASS' NOUNS

You have just identified a major difficulty about using nouns in English, i.e. how to distinguish between nouns like *water*, *rice* and *paper* on the one hand, and nouns like *soldier*, *tree* and *book* on the other. There's nothing quite like this in Chinese, where all nouns are essentially like *water*, *rice* and *paper* in the way they are used.

But at least you realise that in English it is nouns like *soldier*, *tree* and *book* that behave differently from nouns in Chinese, and may pose more of a problem. Let's call these nouns by their modern name, **count nouns** (or 'countable nouns') -- nouns like *table*, *chair*, *house*, *car*, *flower*, *man*, *woman*, *teacher*, *school*, *month*, *year*, etc. The other group (*water* etc.) are **mass nouns** (or 'uncountable nouns').

### QUESTION 3

Compare the ways in which the nouns *money* and *flower* are used below. Write down all the grammatical differences that you find. Which is a count noun and which a mass noun?

#### Money

1. Money grows on trees.
2. \*Moneys grow on trees.
3. \*A money grows on trees.
4. Much/a little money is good.

#### Flower

- \*Flower grows on trees.
- Flowers grow on trees.
- A flower grows on trees.
- Many/a few flowers are good.

ANSWER:

The differences between the two types of nouns are:

#### MASS NOUN

#### COUNT NOUN

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The grammatical differences between count and mass nouns are relatively easy to describe (as you have done above). There is, however, no simple way of explaining why a noun behaves like a count or mass noun (or both). A good dictionary (such as the *Longman* or *Oxford Advanced Learners*) will label each noun as [C] (countable) or [U] (uncountable), according to its meanings. But are there any basic concepts which can help us distinguish the two, even if only roughly?

Try asking yourself this question:

- Does the noun refer to something that is *naturally* bounded? If so, it is more likely to be a count noun.

Think of something like ‘time’. Time is open-ended and without a natural or inherent boundary. The word *time* is, not surprisingly, a mass noun. ‘Time is precious’, ‘I don’t have much time’, etc. Now think of a *bounded* segment of time: e.g. a second, a minute, an hour, a day, a week, a month, a year, a century. However long or short, each of them has an inherent boundary, unlike ‘time’ itself. Not surprisingly, they are count nouns. ‘Do you have a minute’, ‘Many days later, he returned’, etc.

#### QUESTION 4:

Does the above idea help you to see why each of the nouns below is a **count** noun or a **mass** noun? Divide them into these two groups.

*water, lake, pond, sand, dune, money, dollar, cent, literature, novel, poem, vegetation, flower, tree, furniture, chair, table.*

MASS NOUNS:

COUNT NOUNS:

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### III. NUMBER & AGREEMENT

The distinction between ‘count’ and ‘mass’ nouns is not made just for fun. Whether a noun is a count noun or mass noun has some important consequences for the grammar of English. The most obvious is **number** – i.e. singular and plural forms of nouns:

Count nouns have a **singular** form (e.g. *book*) and a **plural** form (e.g. *books*)

Mass nouns only have a singular form

If you know that a certain noun is a count noun, number is usually a straightforward matter of adding a suffix *-s* to the plural form:

*A book, one book*      vs.      *ten books, many books, a lot of books*  
*I like to read a book*      vs.      *I like to read books*

Though there are a small number of irregular nouns in English which form the plural differently (like *man~men, child~children*), it is just a matter of memorizing a list of such nouns. What is more important – because it is a *systematic* aspect of English grammar –

is the fact that the form of the **verb** has to ‘agree’ with the **subject** in terms of **number** (singular or plural), if it is in the present tense, e.g.:

1. The student **drives** to school in a sports car.
2. The students **drive** to school in sports cars.

We have already touched on subject-verb agreement in Unit 1. It is one of those ‘meaningless’ things in English grammar which we have no choice but to learn -- just because it is there. Fortunately, the concept is a very simple one, and again fortunately, agreement applies only in the present tense but not in the past tense in English (except for one single verb, *be*).

However, there’s one major complication. A problem arises when the subject is not a single word but a **phrase**, e.g. ‘one of the boys’. What should the verb agree with, ‘one’ or ‘boys’? Should we say ‘One of the boys is brilliant’ or ‘One of the boys are brilliant’? What about ‘The boy who beat all his classmates’? Should the verb agree with ‘boy’ or ‘classmates’, and should we say ‘The boy who beat all his classmates is/are brilliant’?

## IV. THE NOUN PHRASE

At this point, we’ll need to step back and look at the larger picture of words and phrases in English.

Most students tend to think of sentences as being made up of individual **words**. This, of course, *appears* to be true some of the time. For example, the subject of the sentence ‘Girls are naughtier than boys’ is the word (the noun) ‘girls’.

However, the more you think about it, the more you will notice that words group themselves into **phrases**, and that, however long these phrases may be, they basically behave like one *single word*! For example, look at the underlined phrases in the following sentences. No matter how long or short, don’t all the phrases seem to be built around one single noun?

- a) The boy is a genius.
- b) The young boy is a genius.
- c) The young boy from Hong Kong is a genius.
- d) The young boy from Hong Kong who won the chess tournament is a genius.

### QUESTION 5:

What is each of the underlined phrases in sentences (a-d) above basically about? Which of these phrases can be replaced by the pronoun ‘he’?

ANSWER:

You will probably agree that each of the underlined phrases in (a-d) is about a certain ‘boy’ (and not about ‘Hong Kong’ or a ‘chess tournament’). All the other words in the phrase tell us something more about this ‘boy’ – e.g. ‘young’ (the boy is young), ‘who won the chess tournament’ (the boy won the chess tournament), and so on.

So, in a very real sense, the noun ‘boy’ is the **head** of the whole phrase. And since the head is a noun, the whole phrase behaves like a noun too, which is why, no matter how long the phrase is, it can be replaced by a pronoun like ‘he’. Let’s therefore call the whole phrase a **noun phrase**. All the underlined groups of words in sentences (a-d) are noun phrases, and the whole noun phrase (not just the noun) is the **subject** of the sentence.

It is not necessary to go too deeply into the structure of the noun phrase here, but just to give a brief overview:

- (i) a noun phrase (obviously) has a **noun** as its **head**.
- (ii) In addition, it may have a **determiner** (like ‘the’ in ‘the boy’) and one or more **adjectives** (e.g. ‘young’) before it.
- (iii) It may also have other words *following* it, such as a **prepositional phrase** (e.g. ‘from Hong Kong’) and a **relative clause** (e.g. ‘who won the chess tournament’).

We’ll have more to say about the determiner later on in this unit, and about the relative clause in Unit 10. For now, here’s a summary of what a complex noun phrase may contain:

[The]	[young]	<b>boy</b>	[from Hong Kong]	[who won the chess tournament]
DET	ADJ	<b>HEAD</b>	PREP PHR	REL CLAUSE

## V. SUBJECT-VERB AGREEMENT REVISITED

Let’s return now to the old problem of subject-verb agreement. If the subject of a sentence is a complex noun phrase instead of a simple noun, *what* does the verb agree with?

### QUESTION 6:

The subject of each of the following sentences is a noun phrase [enclosed in square brackets for easy identification]. In each noun phrase there are two or more nouns (given in **bold** print). Underline the noun which seems to you to control agreement with the verb.

1. [The **leader** of the **rebels**] has surrendered.

2. [The newly-elected **spokesman** for the **workers**] seems very inexperienced.
3. [The former **lovers** of the **president**] have come forward one by one.
4. [The **players** who lost to the **new-comer**] were taken by surprise.
5. [The **disease** which struck fear in **millions** of **people**] was SARS.

If you have chosen the correct answers in the above exercise, then the nouns that you underlined are the heads of the noun phrases. Yes, the **head** of a noun phrase controls subject-verb agreement, and not any other noun in the noun phrase. This seems reasonable enough, since the head is what the whole noun phrase is all about.

If this seems simple enough to you, then why do students still make so many mistakes with it? To say that the verb must agree with the head of the noun phrase is easy, but it may not be that easy for the learner to decide which noun is the head!

In Chinese, the head of a noun phrase is very easy to identify. It always occurs at the end of the noun phrase. So instead of [the young **boy** who won the chess tournaments], we have something like:

[the won the chess tournaments young **boy**] is a genius.  
[那個贏了象棋比賽的男孩] 是位天才

In that case, subject-verb agreement would be very simple, as the verb would always agree with the noun immediately before it (e.g. 'boy')!

But English grammar, unfortunately, does not work like that. The noun head in English may not be at the end of the noun phrase and closest to the verb -- as in '[the **boy** who won the chess tournaments] is a genius', where the verb 'is' is separated from the noun head 'boy' by several other words. So, to identify the noun head in an English noun phrase, you should always ask yourself, what is the whole phrase about? E.g., is it about a certain 'boy', or about 'chess tournaments', or something else?

### QUESTION 7:

In the following examples, put brackets around the whole **noun phrase**, and underline the **noun head**; also, give the correct present-tense form of the verb (in brackets) such that it agrees with the noun head.

1. The schedule showing the jetfoil arrivals and departures \_\_\_\_\_(be) out-of-date.
2. His book of old photographs \_\_\_\_\_(be) missing.
3. The recent development of new public facilities \_\_\_\_\_(have) led to an increase in tourism in the area.
4. The trees in the park \_\_\_\_\_(need) trimming.
5. The floods which hit Hunan Province recently \_\_\_\_\_ (have)

- caused untold damage.
6. The search for the terrorists \_\_\_\_\_(go) on.
  7. The new neighbour who moved in yesterday with 11 dogs \_\_\_\_\_  
(seem) a little weird.
  8. The Olympic athlete with the greatest number of gold medals \_\_\_\_\_ (be)  
Mark Spitz.
  9. A car with four doors \_\_\_\_\_(cost) a little more than one with  
two.
  10. The mathematician whose Nobel Prize surprised many people \_\_\_\_\_  
(be) John Nash.

## VI. THE DETERMINER

Now that we've introduced the concept of the noun phrase, let's look more closely at one of the most important parts of a noun phrase, which is the cause of a different kind of problem in the use of nouns and noun phrases by Chinese learners of English.

If you open an English dictionary, you will find entries like the following for nouns like *car* and *policeman*:

**Car:** *n.* motor vehicle with four wheels for carrying passengers

**Policeman:** *n.* male member of the police force

Notice that, in their bare form (i.e. 'car' or 'policeman'), these words refer to a *type* of object or person. 'Car' is a type of vehicle, and 'policeman' is a type of person. They do not refer to any actual, individual car or policeman in this world.

Therefore, when you use these nouns in their bare form in an actual sentence, there is something odd about it:

1. \* I saw car in the garage yesterday.
2. \* The robber shot policeman outside the bank.

When you see something, you see an actual object and not a type of object, and when you shoot somebody, you shoot an actual person, not a type of person!

### QUESTION 8:

What sort of words would you put before the nouns in the following sentences to make them sound right? (Think of as many different words as you can)



3. I saw \_\_\_\_ car in \_\_\_\_\_ garage yesterday.
4. \_\_\_\_\_ robber shot \_\_\_\_\_ policeman outside \_\_\_\_\_ bank.
5. \_\_\_\_\_ friend works in \_\_\_\_\_ restaurant.
6. \_\_\_\_\_ teacher gave \_\_\_\_\_ very boring lecture today.

**QUESTION 9:**

Why do you think the words that you used to fill in the blanks in Question 8 are needed? (There's no need to give a technical answer here – just use your own words.)

ANSWER:

Perhaps the basic idea is becoming clear to you now. A noun by itself (like 'car') only refers to a type of thing. To use it to refer to an individual thing in the real world, you will need to 'limit' it in some way, from a type to an individual case (out of the millions of possible cases). And what kind of word do we use for this purpose? The kind of words that you used to fill in the blanks in Question 8. Here are some possibilities for 'car' in sentence 3:

I saw	<i>a car the car this car that car her car your car etc.</i>	in the garage yesterday
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Each of these words – *a, the, this, that, her, your, etc.* -- 'limits' the noun *car* in some way, so that it refers to an individual car, and not just a type of object called 'car'.

Such words are known as **determiners**. Other words, like *each, every, some, one, two, etc.*, which refer to quantity, also act as determiners.

### QUESTION 10:

Underline all the determiners in the following paragraph.

Once upon a time, there was an old man in Northern China called Yu Gong ('Foolish Old Man'). In front of his house stood two tall mountains. To go to the nearest town, Yu Gong had to go around these mountains, which took a long time. So one day he called his family together, and announced that they would start digging and removing the mountains. He said, 'When my sons and I are dead and gone, their sons will carry on, and their sons and their sons...'

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Earlier on in this unit, we made a distinction between count nouns and mass nouns. Count nouns have a singular and a plural form (e.g. *house* and *houses*), while mass nouns only have a singular form (e.g. *gold*). Now here is another grammatical difference between the two:

**A singular count noun** *must* take a determiner

Thus, it would not be grammatical to say \*'This is house'. The singular count noun *house* must take a determiner, such as 'This is a/the/my/his house'. On the other hand, a singular mass noun, and a plural count noun, need not take a determiner (although they can): 'This is gold', 'These are houses', etc. are grammatical.

### QUESTION 11

In the following passage, some determiners have been left out. Fill in the blanks with a suitable determiner only where necessary.

After waiting for several years, \_\_\_ friend finally decided to buy \_DVD-player. He waited for such \_\_\_\_\_ long time because of \_\_\_\_\_ coding system which makes \_\_\_ DVDs from \_\_\_ different parts of \_\_\_ world incompatible, which is \_\_\_ terrible nuisance. Later on, \_\_\_ DVD-players which can play all codes became available, and that solved \_\_\_\_\_ problem. He now rents and watches \_\_\_ movie every day.

## VII. THE ARTICLE

By far, the most common determiners in English are the **articles**, namely *a (an)* and *the*. Many mistakes are made by students who choose the wrong article, and part of the reason may be that there are no real articles in Chinese. (There are Chinese words which are equivalent to ‘one’ and ‘that’, but nothing equivalent to ‘a’ and ‘the’.)

You all know that *a* is known as the ‘**indefinite** article’, and *the* as the ‘**definite** article’. It is not that simple to explain how they are used. Forget about the definitions you’ve learned for the moment, and try to analyse the following texts for yourself.

### QUESTION 12:

Underline all the definite and indefinite articles in the text below, and explain the choice of each of these articles in this context.

I’ve bought a new car. It is a Mazda sports car. It has a slim body and a powerful engine. The engine is turbo-charged, and the car can accelerate from 0 to 100 kph in 5 seconds.

The indefinite article *a/an* is used when:

The definite article *the* is used when:

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I’m sure you’ve found the above example relatively easy to explain. It seems quite straightforward when to use the definite or indefinite article -- or does it?

### QUESTION 13:

Underline all the definite and indefinite articles in the following text. Does the explanation you have given above explain the choice of articles here? If not, how can you explain these other uses of the articles?

I've bought a new car. The engine is turbo-charged and super powerful. The bumpers are made of a special material which can stand the severest punishment. The seats are made of the best leather, and are electrically operated.

ANSWER:

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You will have realized by now that it is not that easy and straightforward to explain when you can use the indefinite article *a* and the definite article *the*. To say that you use an indefinite article when you mention a noun for the first time in a text, and the definite article when you mention it again, is obviously not enough.

Rather than overwhelm you with a massive number of 'rules', you will learn more if you analyse and discuss with your classmates and teachers more examples of the correct and incorrect uses of the articles, and try to understand as much of this as you can. The questions below are designed to help you do this.

#### **QUESTION 14:**

Though it is true that you generally use the definite article *the* when you refer to a noun already mentioned before, it is of course not limited only to such cases. Consider the use of the definite article in the following examples. Why do you think *the* is used, even though the noun is mentioned for the first time?

1. Do you have the key?
2. Where's the switch?
3. Turn on the light.
4. Open the door.
5. He went to the library.
6. Call the police!
7. He complained to the manager.
8. She is at the airport.
9. What's the time?
10. What's the problem?

ANSWER:

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**QUESTION 15:**

Compare the following pairs of sentences (a/b), where an indefinite article is used in the first and a definite article in the second. Can you explain why the definite article is needed in the (b) sentences but not in (a)?

- 1a) This is an interesting book.
- 1b) This is the most interesting book I have ever read.
  
- 2a) I bought a book on astrology.
- 2b) I bought the only book on astrology in the bookstore.
  
- 3a) I had a girlfriend in school.
- 3b) She was the first girlfriend I ever had.
  
- 4a) He found a key in his pocket.
- 4b) He found the key to the safe in his pocket.

ANSWER:

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**QUESTION 16:**

In the following pairs of sentences (a/b), the same noun is used with or without a definite article. Is there a difference in meaning between the two sentences? If so, explain the difference.

- 1a) He loves children
- 1b) He loves the children
  
- 2a) Where can I buy DVDs?

2b) Where can I buy the DVDs?

3a) He kept stray dogs as pets.

3b) He kept the stray dogs as pets.

4a) They imported rice from Thailand.

4b) They imported the rice from Thailand.

5a) He found money under his bed.

5b) He found the money under his bed.

ANSWER:

**QUESTION 17:**

The following sentences were written by students. Identify and correct any errors that you find in their use of articles.

1.The majority of respondents agreed.

Correction: \_\_\_\_\_

2.Most of plants were giant plants.

\_\_\_\_\_

3.All of them agreed that ability to communicate was important.

\_\_\_\_\_

4.The vitamin can inhibit development of cancer.

\_\_\_\_\_

5.It contains large amount of carotene.

\_\_\_\_\_

6. It is used by human body.

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7. We should save the energy as much as possible.

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8. The layer of the mud became hard rock.

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## VIII. RECAPITULATION

To recapitulate, in this unit, you saw that a **noun phrase**, however long, behaves just like a single **noun**. Thus, in the sentence:

The powerful typhoon which swept past Hong Kong last week did not cause too much damage

the whole underlined phrase (the powerful typhoon which swept past Hong Kong last week) is a noun phrase, and it can be replaced by a pronoun 'it', just like any other noun. We'll summarise below what a noun phrase is made up of. First, and most obviously, it must have a **noun** – e.g. 'typhoon'. This is the '**head**' of the noun phrase: as we have seen in this unit, the noun head is what the whole noun phrase is all about, and it controls **agreement** with the verb.

Besides the head, a noun phrase may also have the following parts:

a) BEFORE THE NOUN:

- 1) A **determiner** – e.g. 'the typhoon'
- 2) One or more **adjectives** – e.g. 'the powerful, swift typhoon'

b) AFTER THE NOUN:

- 3) A **prepositional phrase** – e.g. 'the powerful typhoon from the south'
- 4) A **relative clause** – e.g. 'the powerful typhoon which swept past Hong Kong last week'

We'll look more closely at relative clauses later on in this course. Right now, the important thing is to learn to look at the whole noun phrase as one single unit, and to know where to look for the **noun head**.

To round off this unit and consolidate what you have learnt, here are some more exercises to sharpen your recognition of the noun phrase and noun head, and practice your use of

articles and determiners.

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## ADDITIONAL EXERCISES

### EXERCISE 1

In each of the sentences below, the subject is a **noun phrase**. Put brackets around the whole noun phrase, underline the **noun head**, and fill in the blank with the correct form of the verb given in brackets.

Example: The film which won the greatest number of Academy Awards \_\_\_\_\_(be)  
Lord of the Rings 3.

Answer: [The film which won the greatest number of Academy Awards] was Lord of the  
Rings 3.

1. The first anniversary of the Sept. 11 terrorist attacks \_\_\_\_\_ (be)  
commemorated all over the world.
2. The families of the victims \_\_\_\_\_(be) invited to attend memorial services  
in New York, Washington and Pennsylvania.
3. The names of all those who died in the World Trade Centre \_\_\_\_\_(be) read  
out by the former mayor of New York, Rudy Giuliani, and others.
4. Documentaries on the attacks and their aftermath \_\_\_\_\_(be) shown on TV  
in Hong Kong.
5. The documentary which caught the attention of most viewers \_\_\_\_\_(be)  
about a young fireman on his first job in New York.
6. The cameramen who shot this documentary \_\_\_\_\_ (be) two French  
brothers.
7. The film which they shot inside the World Trade Centre during the attack  
\_\_\_\_\_ (be) the only one of its kind.



## EXERCISE 2

In the following texts, some of the articles and other determiners have been left out. Fill in the blanks with suitable articles/determiners (*a, the, this, that, his, her, their* etc.), only if one is needed. Compare your answers with your classmates' and teachers', and discuss any problems or disagreements that you may have – especially if you are unable to understand why a certain determiner should or should not be used.

### **Text 1:**

\_\_\_\_\_ evidence is growing of \_\_\_\_\_ link between global warming and \_\_\_\_\_ floods and droughts that devastated parts of Asia, southern Africa and Europe \_\_\_\_\_ year, \_\_\_\_\_ head of \_\_\_\_\_ United Nations' body on climate change said yesterday.

Rajendra Pachauri, chairman of the Inter-governmental Panel on Climate Change, told summit delegates there was undeniable proof that \_\_\_\_\_ Earth was warming.

"I think the evidence is becoming stronger that \_\_\_\_\_ lot of these extreme [weather] events are part of \_\_\_\_\_ overall process of climate change . . . there is \_\_\_\_\_ fair amount of statistical evidence and there is certainly anecdotal evidence . . . and I think \_\_\_\_\_ indications are that there is \_\_\_\_\_ link there."

### **Text 2:**

\_\_\_\_\_ love-struck Chinese couple handcuffed themselves to each other during \_\_\_\_\_ tour outing and ended up being stopped by \_\_\_\_\_ policemen after \_\_\_\_\_ tourist mistook them for escaped convicts and alerted \_\_\_\_\_ authorities.

The man, identified only as Mr Wang, had returned to Shanghai recently to visit \_\_\_\_\_ girlfriend.

He had been studying in \_\_\_\_\_ Japan for two years, Shanghai Morning Post reported.

On \_\_\_\_\_ Wednesday night, \_\_\_\_\_ couple decided to travel to Hangzhou, the capital of Zhejiang province.

To show \_\_\_\_\_ deep love for her, he produced \_\_\_\_\_ pair of handcuffs and locked \_\_\_\_\_ wrists together, explaining to her that this was currently \_\_\_\_\_ most popular way of expressing love in Japan.

As they walked \_\_\_\_\_ hand in hand - literally - in \_\_\_\_\_ city, \_\_\_\_\_ tourist, thinking that they were \_\_\_\_\_ escaped convicts, reported them to \_\_\_\_\_ policeman.

**Text 3:**

\_\_\_\_\_ pet shop in Hong Kong is renting out \_\_\_\_\_ puppies in \_\_\_\_\_ effort to find \_\_\_\_\_ "solution to \_\_\_\_\_ problem of dogs being dumped by \_\_\_\_\_ owners" (South China Morning Post, August 29).

I am opposed to \_\_\_\_\_ horrible rental scheme, because it will not be good for \_\_\_\_\_ mental health of \_\_\_\_\_ puppies.

Imagine having \_\_\_\_\_ human baby on rental. \_\_\_\_\_ child would be traumatised and grow up without any sense of having \_\_\_\_\_ permanent identity. \_\_\_\_\_ puppies that are rented out will be troubled in \_\_\_\_\_ own canine way. As they grow up they may find it difficult to respond to \_\_\_\_\_ humans. It may be good for \_\_\_\_\_ pet shop's business, but \_\_\_\_\_ proprietor should think about how it will affect \_\_\_\_\_ dogs mentally.

**Text 4:**

Premier Zhu Rongji is more popular than President Jiang Zemin among \_\_\_\_\_ young Hong Kong people, \_\_\_\_\_ survey found yesterday - but late leaders Deng Xiaoping and Mao Zedong are admired even more.

Mr Zhu ranked fourth in \_\_\_\_\_ list of best leaders, with 23 votes, while Mr Jiang came 12th with only eight votes.

\_\_\_\_\_ survey of 502 people was conducted by \_\_\_\_\_ Hong Kong Federation of Youth Groups.

Topping \_\_\_\_\_ list was Sun Yat-sen, founder of \_\_\_\_\_ modern China, followed by Deng Xiaoping and Mao.

Former US president Bill Clinton, at seventh, was \_\_\_\_\_ highest-ranking foreign leader.

\_\_\_\_\_ phone survey was carried out \_\_\_\_\_ last month and respondents were aged 15 to 34.

Democratic Party legislator Cheung Man-kwong said that Mr Zhu had successfully established \_\_\_\_\_ good image among \_\_\_\_\_ Hong Kong public with \_\_\_\_\_ determination to fight corruption on \_\_\_\_\_ mainland.

"It seems that Zhu is \_\_\_\_\_ type of leader Hong Kong people would accept," he said.

Interviewees were also asked to list \_\_\_\_\_ qualities needed most by \_\_\_\_\_ good leader.

\_\_\_\_\_ integrity was ranked top, followed by \_\_\_\_\_ credibility, management skills and ability to communicate well.

**Text 5:**

Fixed-line phone networks were flooded with 26 million calls in \_\_\_\_\_ hour on Wednesday after \_\_\_\_\_ Observatory announced just before \_\_\_\_\_ midday that \_\_\_\_\_ No 8 typhoon signal would be hoisted.

\_\_\_\_\_ flood of calls between midday and 1pm was up to six times \_\_\_\_\_ capacity of \_\_\_\_\_ networks, which between them can handle only about four million calls an hour, \_\_\_\_\_ Office of the Telecommunications Authority (Ofa) said.

\_\_\_\_\_ mobile networks, which have \_\_\_\_\_ similar combined capacity, were flooded with 14 million calls in \_\_\_\_\_ same hour. There are four fixed-line operators and six mobile phone networks in \_\_\_\_\_ territory. Ofta secretary-general Anthony Wong Sei-kei defended the networks, saying all remained functioning and none crashed. "\_\_\_\_\_ reason people could not get through was because all the networks were over-loaded," he said.

