

5 Complete each sentence with *a/an* or *the*, or leave the space blank.

- 1 She was *the* first woman to cross Atlantic in canoe.
- 2 Go down High Street and turn right into Mill Road.
- 3 Please let me carry shopping. It's least I can do.
- 4 I don't like milk in coffee.
- 5 At end of busy day, sleep is best tonic.
- 6 James Joyce I knew wasn't novelist and wasn't Irish either.
- 7 We'll go for walk if sun comes out.
- 8 This is last time I do you favour for a while.
- 9 I'm staying in Hilton so you can leave me message.
- 10 Jim became furniture salesman after losing first job he had.

6 There are ten extra appearances of *the* in the following text. Underline them.

Word processing and the calculator are without a shadow of doubt here to stay, and in the many respects our lives are the much richer for them. But the teachers and other academics are claiming that we are now starting to feel the first significant wave of their effects on a generation of the users. It seems nobody under the age of 20 can spell or add up any more. Even several professors at leading universities have commented on the detrimental effect the digital revolution has had on the most intelligent young minds in the country. At the root of one part of the problem, evidently, lies the automatic spellcheck now widely available on the word processing software. Professor John Silver of the Sydney University, Australia, said: 'Why should we bother to learn how to spell correctly, or for that matter to learn even the most basic of the mathematical sums, when at the press of a button we have our problem answered for us? The implications are enormous. Will the adults of the future look to the computer to make the decisions for them, to tell them who to marry or what kind of the house to buy? Are we heading for a future individual incapable of the independent human thought?'