+49 511 4739339
james@englisch-lehrer.com · www.englisch-lehrer.com

C2 DETERMINERS ≈ 27 MIN

Determiner Nuance — *practice on paper*

You know the fine distinctions; now control purpose, role, group, distance, and tone in new business settings.

Choose the small word for **purpose and viewpoint** ; it also shapes **group and tone**

NAME _____ DATE _____

YOUR BUILD 1 · SORTING ◯ 2 · FILL-IN ◯ 3 · CORRECT ◯ 4 · WRITE ◯

BRICK 1 · SORT CLOSENESS OR DISTANCE · APPROX. 4 MIN ●○○

Sort each English phrase. The left gives an adopted or current choice with this; the right gives a distanced or rejected choice with that.

this approved route | this current draft | this chosen supplier | this adopted policy
this agreed schedule | that rejected bid | that abandoned plan | that failed forecast
that withdrawn claim | that discarded wording

ADOPTED OR CURRENT	DISTANCED OR REJECTED

BRICK 2 · COMPLETE THE NUANCED FORM · APPROX. 6 MIN ●●○

Insert exactly the English expression in brackets. Meaning and cue force one answer each.

01 Omar goes to _____ as a pupil each weekday. (use school)
02 The fire officer drove to _____ on River Lane to inspect its roof. (use the school)
03 In the launch memo, Priya was named _____ . (use COO)
04 Ask _____ identified by the audit team before publishing. (use the CFO)
05 _____ need stable access to professional training. (use The unemployed)
06 We recommend _____ for the pilot. (use this framework)
07 We rejected _____ after the trial. (use that method)
08 There is _____ time left, so one useful change remains. (use a little)

YOUR BUILD

1 · SORTING
2 · FILL-IN
3 · CORRECT
4 · WRITE

BRICK 3 · CORRECT VIEWPOINT AND TONE · APPROX. 7 MIN

Each sentence contains exactly one error or unsuitable tone choice. Follow the English cue and change only that part.

01 The cooperation matters during the merger. (delete "The" for a general claim)

02 We invest in the research to improve our methods. (delete "the" for research in general)

03 The contractor remains in the prison after sentencing. (delete "the" for inmate meaning)

04 A French joined the workshop. (replace "A French" with "A French person")

05 The unemployed needs clearer guidance. (replace "needs" with "need")

06 Three workable routes remain, so we have few choices. (insert "a" before "few")

BRICK 4 · WRITE PRECISE COMPARISONS · APPROX. 8 MIN

Write one English sentence for each prompt. Use the requested form so purpose, role, group, or tone is unambiguous.

01 Purpose and place: contrast a pupil with a technician visiting the school building.

02 Role: appoint someone COO, then use the to refer to the known role-holder.

03 Group: write a sentence about the Swiss and use a plural verb.

04 Viewpoint and tone: compare a current option with a rejected one and state the remaining scope.

MINI-CHECK — CAN I DO THIS YET?

- [ ] I distinguish institutional purpose from a particular building.
- [ ] I present a unique role with zero and identify its holder with the.
- [ ] I use the plus a suitable adjective as a plural group.
- [ ] I use this, that, little, and a little to control viewpoint and tone.

Still unsure? Name the purpose, role, group, or tone first, then choose the small form.

Answer key

Check only when you have finished. Every answer comes with the **why** — the rule matters more than the result.

BRICK 1 · SORTING

01 this approved route
Adopted or current: this keeps the choice close.

02 this current draft
Adopted or current: this keeps the choice close.

03 this chosen supplier
Adopted or current: this keeps the choice close.

04 this adopted policy
Adopted or current: this keeps the choice close.

05 this agreed schedule
Adopted or current: this keeps the choice close.

06 that rejected bid
Distanced or rejected: that creates distance.

07 that abandoned plan
Distanced or rejected: that creates distance.

08 that failed forecast
Distanced or rejected: that creates distance.

09 that withdrawn claim
Distanced or rejected: that creates distance.

10 that discarded wording
Distanced or rejected: that creates distance.

BRICK 2 · FILL-IN

01 Omar goes to **school** as a pupil each weekday.
Institutional purpose: pupils use zero.

02 The fire officer drove to **the school** on River Lane to inspect its roof.
Particular building: the identifies the place.

03 In the launch memo, Priya was named **COO**.
Unique role: zero presents the title.

04 Ask **the CFO** identified by the audit team before publishing.
Identified holder: the marks the intended person.

05 **The unemployed** need stable access to professional training.
Plural group: the plus adjective takes plural.

06 We recommend **this framework** for the pilot.
Current viewpoint: this keeps the choice close.

07 We rejected **that method** after the trial.
Distanced viewpoint: that creates distance.

08 There is **a little** time left, so one useful change remains.
Positive remainder: a little leaves scope.

BRICK 3 · CORRECT

01 **Cooperation** matters during the merger.
General claim: the abstract noun takes zero.

02 We invest in **research** to improve our methods.
General claim: research takes no the.

03 The contractor remains **in prison** after sentencing.
Inmate role: in prison uses zero.

04 **A French person** joined the workshop.
Single person: French needs a person noun.

05 The unemployed **need** clearer guidance.
Plural group: the unemployed takes a plural verb.

06 Three workable routes remain, so we have **a few** choices.
Positive remainder: a few leaves options available.

BRICK 4 · WRITE

Your sentences may differ if each small form clearly carries the intended purpose, viewpoint, or tone.

01 Jules goes to **school**; the technician goes to **the school** to test the alarm.
Purpose and place: zero contrasts with the.

02 The board appointed Lena **COO**; invite **the COO** who signed the handover.
Role: zero and the set different viewpoints.

03 **The Swiss** are included in the survey.
Plural group: the Swiss takes are.

04 **This option** preserves a little flexibility; **that proposal** leaves few workable routes.
Viewpoint and tone: small forms shape stance.

NEXT BRICKS — KEEP BUILDING FREE ONLINE

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Schaufelder Straße 11 · 30167
englisch-lehrer.com/hannover

BERLIN
Kurfürstendamm 30 · 10719
englisch-lehrer.com/berlin

ONLINE COURSES
englisch-lehrer.com/online
worldwide on Zoom

CONTACT
+49 511 4739339
james@englisch-lehrer.com