



Sentence
S u b j e c t
Predicate
N o u n
Article
Adjective
A d v e r b
Numeral
Pronoun

PRACTICAL ENGLISH GRAMMAR COURSE

1

Anzhelika Kulyk
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2026

GRAMMARmor



**КОЛЕДЖ ФАХОВОЇ ПЕРЕДВИЩОЇ ОСВІТИ
КОМУНАЛЬНОГО ЗАКЛАДУ ВИЩОЇ ОСВІТИ
«ВІННИЦЬКИЙ ГУМАНІТАРНО-ПЕДАГОГІЧНИЙ КОЛЕДЖ»**

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GRAMMAR MOR

Навчальний посібник з практичної граматики англійської мови

Частина 1

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Посібник укладено відповідно до програми зі спецкурсу «Практична граматика», профільний рівень: для здобувачів профільної повної загальної середньої освіти, профільний напрям: філологічний («Мова та література (англійська)») 10-11 клас. Також рекомендовано для абітурієнтів, які проходять підготовку до Національного мультипредметного тесту з англійської мови.

До першої частини посібника увійшли 16 тем, в яких розглядається просте речення, іменник, артикль, прикметник, прислівник, займенник та числівник. Кожна тема містить теоретичний матеріал для ґрунтовного ознайомлення та повторення, різноманітні вправи і тестові завдання, чисельні посилання на відповідні онлайн-ресурси, а також додатковий матеріал для поглибленого вивчення і вдосконалення граматичних навичок.

Враховуючи різний рівень володіння англійською мовою студентами, значна частина теоретичного матеріалу представлена українською мовою у вигляді таблиць.

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ПЕРЕДМОВА

Уявімо собі англійську мову як організм. Клітини – це слова, тканини – фрази, а скелет – це граматики. Саме вона тримає все разом: підтримує структуру та форму і дозволяє мові рухатись впевнено, чітко й красиво. Без граматики мова була б лише хаотичним набором звуків і букв – без форми, смислу та життя.

Цей навчальний посібник – своєрідний анатомічний атлас англійської мови у чотирьох частинах. Перша частина складається з двох розділів, шістнадцяти тем, які охоплюють просте речення, іменник, артикль, прикметник, прислівник, займенник та числівник. Тут ви знайдете теоретичний матеріал, викладений українською та англійською мовами, різноманітні вправи й тестові завдання, чисельні посилання на рекомендовані онлайн-ресурси та додатковий матеріал для поглибленого опрацювання тем, що сприятиме впевненому самостійному оволодінню граматичним матеріалом.

Автори діляться своїми перевіреними часом напрацюваннями у формі конспекту, який побудовано за принципом «необхідності і достатності» задля «істинності» кінцевого результату.

З допомогою нашого посібника досягніть «каркас» англійської мови – і ви краще зрозумієте її форму, душу і голос.

Бажаємо успіху!

Анжеліка Кулик, Ніна Ободянська

Розділ 1

ПРОСТЕ РЕЧЕННЯ

ІМЕННИК

АРТИКЛЬ

ТЕМА 1

РЕЧЕННЯ. ПОРЯДОК СЛІВ У ПРОСТОМУ РЕЧЕННІ.

КЛАСИФІКАЦІЯ УСІХ ТИПІВ РЕЧЕНЬ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 46-52 (див. нижче):

Ознайомтеся з теоретичним матеріалом, підготуйтеся до тесту.

✓ Повторення і закріплення:

Raymond Murphy ENGLISH GRAMMAR IN USE, Unit 49 (Questions), Unit 52 (Question tags): Study & Practice.

Синтаксис

Комунікативні типи речень: стверджувальні, питальні, спонукальні. Порядок слів у них

Речення — це одиниця мови, яка виражає закінчену думку і має певну граматичну форму й інтонацію.

Види речень залежно від структури

просте (Simple Sentence) (*She doesn't like her job. She can't leave it.*)

складне (Composite Sentence): головне речення (The Main Clause) + підрядне речення (The Subordinate Clause)

складносурядне (Compound Sentence) (два і більше незалежних речень)
(*She doesn't like her job, but she can't leave it.*)

складнопідрядне (Complex Sentence)
(*She can't leave her job even if she doesn't like it.*)

Просте речення — це речення, яке має одну граматичну основу, яка складається з головних членів: підмета та присудка чи з одного головного члена. Воно вживається незалежно чи як частина складного речення.

Складне речення — це речення, яке складається з двох чи кількох простих речень, які утворюють єдине смислове ціле та виражають закінчену думку.

Складносурядне речення складається з двох чи більше рівноправних простих речень, які не залежать одне від одного. Прості речення, які входять до складу складносурядного речення, з'єднуються сурядними сполучниками.

Складнопідрядне речення складається з нерівноправних речень: головного речення (*the Principal Clause*) та одного чи більше підрядних речень (*the Subordinate Clause*). Частини складнопідрядного речення пов'язані між собою сполучниками підрядності та сполучними словами.

Види речень залежно від мети висловлювання

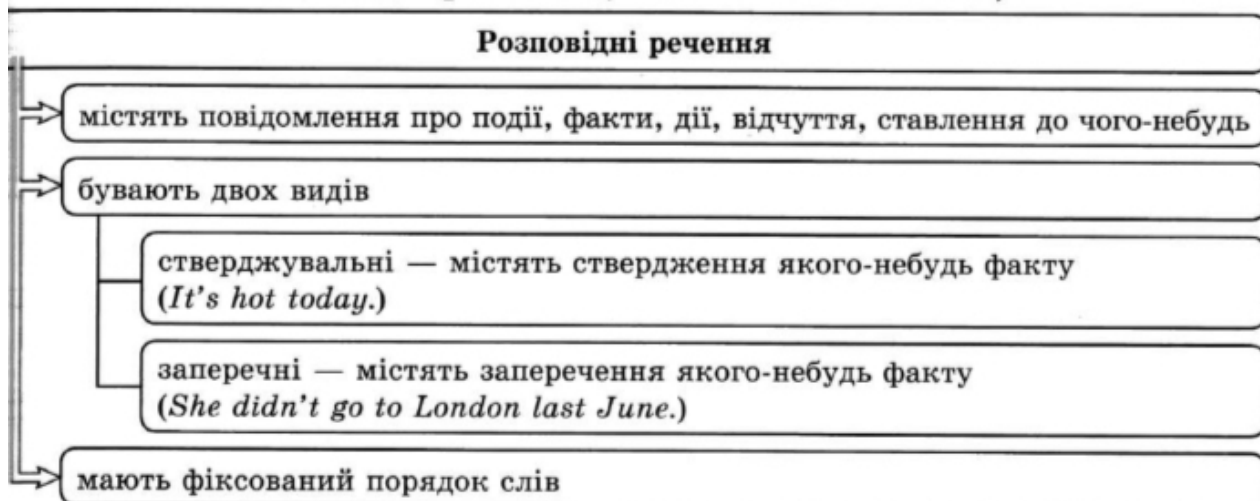
розповідні (Declarative Sentences) (*Everybody likes ice-cream.*)

питальні (Interrogative sentences) (*Does she speak German?*)

спонукальні (Imperative sentences) (*Do it now!*)

окличні (Exclamatory sentences) (*What a nice baby!*)

Розповідні речення (Declarative Sentences)



Розповідні стверджувальні речення

Порядок слів у розповідному стверджувальному реченні

Підмет	Присудок	Додаток			Обставина		
		безприймений непрямої	прямий	прийменниковий непрямої	способу дії	місця	часу
<i>She</i>	<i>bought</i>		<i>a book</i>				<i>yesterday.</i>
<i>I</i>	<i>have sent</i>	<i>my sister</i>	<i>a letter.</i>				
<i>I</i>	<i>have sent</i>		<i>it</i>	<i>to my sister.</i>			
<i>We</i>	<i>met</i>		<i>him</i>		<i>by chance</i>	<i>at the station</i>	<i>two days ago.</i>

Розповідні заперечні речення

В англійській мові у простому реченні можливе тільки одне заперечення.

He never comes to work on time. (Він ніколи не приходить на роботу вчасно.)

We don't know anybody here. (Ми нікого тут не знаємо.)

Порядок слів у розповідному заперечному реченні

Підмет	Допоміжне/ модальне дієслово, дієслово-зв'язка <i>to be + not</i>	Предикатив/ смислове дієслово	Додаток	Обставина
<i>My mother</i>	<i>has not (hasn't)</i>	<i>come</i>	<i>home</i>	<i>yet.</i>
<i>You</i>	<i>must not (mustn't)</i>	<i>leave</i>	<i>him</i>	<i>here.</i>
<i>The children</i>	<i>are not (aren't)</i>	<i>happy</i>		<i>at school.</i>

Способи вираження заперечення

заперечна частка **not**, яка ставиться після допоміжного чи модального дієслова, яке входить до складу присудка
(*I have not seen him today. You should not have said it.*)

заперечний займенник **no, nobody, no one, nothing**
(*She answered nothing. No one met him.*)

заперечний прислівник **never, nowhere**
(*We went nowhere yesterday.*)

протиставний сполучник **neither ... nor**
(*I could remember neither Tom nor Jane.*)

Питальні речення (Interrogative Sentences)

Типи питань

загальні (General Questions)

розчленовані (Disjunctive Questions)

спеціальні (Special Questions)

альтернативні (Alternative Questions)

Загальні питання

Загальні питання задаються до всього речення з метою отримати підтвердження чи заперечення висловленої у питанні думки. Вони вимагають відповіді *так* чи *ні*, починаються з допоміжного чи модального дієслова.

Порядок слів у загальному питанні

Допоміжне чи модальне дієслово	Підмет	Смислова частина присудка	Додаток	Обставина
<i>Do</i>	<i>you</i>	<i>watch</i>	<i>TV</i>	<i>in the evening?</i>
<i>Can</i>	<i>they</i>	<i>go</i>	<i>to the village</i>	<i>in June?</i>

Заперечна форма загальних питань

Порядок слів у заперечній формі загального питання

Розгорнута форма

Допоміжне чи модальне дієслово	Підмет	Заперечна частка <i>not</i>	Смислова частина присудка	Інші члени речення
<i>Do</i>	<i>you</i>	<i>not</i>	<i>read</i>	<i>books?</i>
<i>Can</i>	<i>they</i>	<i>not</i>	<i>go</i>	<i>to the village?</i>

Скорочена форма			
Допоміжне чи модальне дієслово + <i>not</i>	Підмет	Смислова частина присудка	Інші члени речення
<i>Don't</i>	<i>you</i>	<i>read</i>	<i>books?</i>
<i>Can't</i>	<i>they</i>	<i>go</i>	<i>to the village?</i>

Загальні питання в заперечній формі виражають здивування і відповідають питанням, які починаються зі слів *хіба? невже?*

Заперечна форма загальних питань утворюється за допомогою частки *not*, яка ставиться після підмета перед смисловим дієсловом.

Спеціальні питання

Спеціальні питання — це питання, які передбачають не просте підтвердження чи заперечення думки, висловленої в питанні, а отримання якої-небудь додаткової інформації.

Спеціальні питання починаються з питального слова чи групи слів, які замінюють той член речення, до якого відноситься питання.

Порядок слів у спеціальних питаннях до присудка (1), означення (2), додатка (3), обставини (4)

	Питальне слово	Допоміжне дієслово	Підмет	Смислова частина присудка	Додаток	Обставина
1	<i>What</i>	<i>did</i>	<i>John</i>	<i>do</i>		<i>yesterday?</i>
2	<i>How many books</i>	<i>has</i>	<i>she</i>	<i>got?</i>		
3	<i>Who</i>	<i>has</i>	<i>he</i>	<i>given</i>	<i>the book to?</i>	
	<i>To whom</i>	<i>has</i>	<i>he</i>	<i>given</i>	<i>the book?</i>	
4	<i>When</i>	<i>are</i>	<i>you</i>	<i>going to see</i>	<i>Ann?</i>	

Питальні слова у спеціальних питаннях

до підмета: <i>who?, what?</i>	до присудка: <i>what?</i>	до означення: <i>whose?, which?, how many/much?, what kind of?, what?</i>	до додатка: <i>whom?, who?, what?</i>	до обставини: <i>when?, where?, why?, how?, how long?</i>
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Порядок слів у спеціальних питаннях до підмета

Підмет	Присудок	Додаток	Обставина
<i>Who</i>	<i>is sitting</i>		<i>in the classroom?</i>

Порядок слів у спеціальних питаннях до означення підмета

Питальне слово	Підмет	Присудок	Додаток	Обставина
<i>Whose</i>	<i>book</i>	<i>is</i>		<i>on the shelf?</i>

Відповіді на спеціальні питання

Повна	з повторенням усіх членів речення, необхідних для відповіді (<i>When did you go to the park? — We went to the park yesterday.</i>)
Коротка	складається тільки з того члена речення, до якого відноситься питання (<i>When did you go to the park? — Yesterday.</i>)
	складається з підмета та присудка (допоміжне чи модальне дієслово) — для питань до підмета (<i>Who speaks German well? — Bob does.</i>)

Розчленовані питання

Розчленовані питання задаються, коли той, хто говорить, хоче отримати підтвердження висловлювання, яке міститься в розповідному реченні. Розчленоване питання складається з розповідного речення (стверджувального чи заперечного) і короткого загального питання. Коротке загальне питання відповідає словам *чи не так? так?*

Структура розчленованого питання: розповідне речення + коротке питання

стверджувальне розповідне речення	+	коротке загальне питання у заперечній формі	⇒	той, хто говорить, очікує стверджувальної відповіді
<i>She is home,</i>		<i>isn't she?</i>		
<i>She can swim,</i>		<i>can't she?</i>		
заперечне розповідне речення	+	коротке загальне питання у стверджувальній формі	⇒	той, хто говорить, очікує заперечної відповіді
<i>They won't help us,</i>		<i>will they?</i>		
<i>He hasn't seen me,</i>		<i>has he?</i>		

Відповіді на розчленовані питання

Перший елемент питання	Питання	Відповідь виражає	
		згоду з тим, хто говорить	незгоду з тим, хто говорить
стверджувальне речення <i>Tom went there alone,</i>	<i>didn't he?</i>	<i>Yes, he did.</i>	<i>No, he didn't.</i>
заперечне речення <i>She hasn't finished her work,</i>	<i>has she?</i>	<i>No, she hasn't.</i>	<i>Yes, she has.</i>

Альтернативні питання

Альтернативне питання задається, коли пропонується зробити вибір, віддати перевагу чому-небудь. Таке питання складається з двох загальних питань, з'єднаних сполучником **or** (*чи*). Друге питання є неповним.

Структура альтернативного питання до присудка (1), означення (2), додатка (3), обставини (4)

повне загальне питання		неповне загальне питання
1) <i>Does he play football</i> 2) <i>Did she buy a red dress</i> 3) <i>Will you wear a skirt</i> 4) <i>Have you been to Egypt</i>	or	<i>do karate?</i> <i>a blue one?</i> <i>jeans?</i> <i>to Turkey?</i>

Структура альтернативного питання до підмета

повне загальне питання		коротке загальне питання
<i>Did Lin tell you the news,</i>	or	<i>did Mike?</i>

Відповіді на альтернативні питання

повна — для питань до обставини, додатка, присудка й означення
(*Is he reading or writing? — He is reading.*)

коротка — для питань до підмета
(*Will you do the shopping, or will Sam? — Sam will.*)

Спонукальні речення (Imperative Sentences)

Способи вираження спонукування до дії

розповідне речення (*Give me the book. Don't be so lazy.*)

дієслово вживається у формі наказового способу

відсутній підмет

починається з присудка

порядок слів такий самий, як і в розповідному реченні

розповідне речення з коротким загальним питанням *will you?* чи *won't you?*
(*Come here, will you? Fetch me a drink, won't you?*)

питальне речення, яке починається з *will* чи *would*
(*Would you give me a cup of tea, please? Will you come here?*)

окличне речення (*Silence!*)

Спонукальні речення виражають спонукання до здійснення якої-небудь дії.
Ці речення:

- можуть бути як стверджувальними, так і заперечними;
- виражають наказ, прохання, пораду, заборону тощо.

Окличні речення (Exclamatory Sentences)

В окличних реченнях висловлювана думка супроводжується виявом здивування, радості, захоплення тощо. Такі речення часто починаються із займенника *what* (який, що за) чи прислівника *how* (як). *What* відноситься до іменника, а *how* — до прикметника чи прислівника (*What a wonderful day it is! How beautifully she sings!*).

4 Types of Sentences

mrmrsEnglish.com 🔍

Declarative Sentences

- I am very happy.
- She likes cold coffee.
- He plays football daily.
- They are best friends.
- The sky is blue.
- I love my family.

Interrogative Sentences

- Are you feeling fine?
- Do you like music?
- Can you help me?
- Is it raining outside?
- Are you coming today.
- Will you join us?

Imperative Sentences

- Please close the door.
- Turn off the light.
- Sit down quietly.
- Open your notebook.
- Keep your room clean.
- Don't touch that.
- Write your name here.

Exclamatory Sentences

- What a lovely day!
- How beautiful it looks!
- Wow, that's amazing!
- What a big surprise!
- How fast he runs!
- What a sweet baby!
- That's so exciting!

ТЕМА 2

РОЗПОВІДНІ РЕЧЕННЯ З HAVE/HAVE GOT. БЕЗОСОБОВІ РЕЧЕННЯ. СТРУКТУРА THERE IS/ARE

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 52-54 (див. нижче);

Черноватий Л.М., Карабан В.І. ПРАКТИЧНА ГРАМАТИКА АНГЛІЙСЬКОЇ
МОВИ З ВПРАВАМИ, ст. 10-11: Ознайомтеся з теоретичним матеріалом і
виконайте вправи.

✓ Повторення і закріплення:

Raymond Murphy ENGLISH GRAMMAR IN USE, Unit 18 (*Have and have got*),
Unit 84 (*There...and it...*): Study & Practice.

✓ Додатковий матеріал для ознайомлення:

AMERICAN ENGLISH/HAVE GOT vs. HAVE GOTTEN

<https://youtu.be/PPCwpiH9720?si=2cv0Uc768JAH851N>

Переглянувши відео, виписіть приклади вживання конструкції *have got* в
американському варіанті англійської мови (з 3 хв. 49 сек.). Поясніть
відмінності вживання конструкції *have got* в американській та британській
англійській.



HAVE & HAVE GOT

British English

Though the sentence “*I have a pen.*” is absolutely grammatical, there is a tendency to substitute *have* with *have got* to express possession, relationship, illness, etc. in the spoken language: *I’ve got a pen. I’ve got a brother. He’s got a stomachache.* However, this is true only about the Present, while in other cases *have* is mostly used: *I had a pen. I’ll have a brother.*

In writing, especially in the formal style, *have* is preferred: *The company has a number of questions as far as this issue is concerned.*

Have got can’t express the idea of repetition or habit, so *have* is used: *We don’t usually have coffee at home.*

American English

In informal speech *got* is sometimes used instead of *have got*: e.g. *I got a pen.* In other cases *have* is preferred.

When *have* doesn’t have the meaning of possession, only *have* but not *have got* is used, e.g. *have lunch/a beer/a bath/a walk*, etc.

EXERCISES

- I. British English.** Underline *have* or *have got* in the sentences below. Explain your choice.

Model: She’s got/has a computer. → Both options are possible, the former is more suitable for informal situations, the latter – for formal ones, especially in writing.

1. When are we going to *have got/have* lunch? 2. She’s *got/has* a new boyfriend again. 3. *Has/Does* he often *got/have* headaches? 4. They *had/had got* a new car then. 5. *Has/Does* she *got* a sister? 6. He *hasn’t/has not got* any friends. 7. It’s nice to *have got/have* a swim on a hot day like this. 8. Next year the school will *have got/have* a new gym. 9. I’ve *got/have* to *have got/have* my watch repaired. 10. He *did not have got/have* a house last year. 11. She’s *got/has* English twice a week. 12. She *had/had got* to *have got/have* her hair cut. 13. The General Manager’s *got/has* a few remarks on that. 14. Unfortunately she *had not got/did not have* enough money then. 15. He is not brave enough even to *have got/have* a try.

- II. American English.** Underline *have* or *have got* in the sentences below. Explain your choice.

Model: She *has/got* a computer. → Both options are possible, the former is more suitable for informal situations, the latter – for formal ones, especially in writing.

1. Fortunately he *had not got/did not have* many problems with that. 2. The Chief Executive Officer's *got/has* an offer to make. 3. They *had/had got* the washing machine serviced. 4. They did not *have got/have* very bad news after all. 5. We've *got/have* to *have got/have* our car repaired. 6. Next week we'll *have got/have* a birthday party. 7. It's nice to *have got/have* a good journey once in a while. 8. She *hasn't/has not got* any pets. 9. *Does she have/Has she got* a house? 10. We've *got/have* a grammar test once a month. 11. They *had/had got* similar overcoats. 12. Does she often *have got/have* accidents? 13. He's *got/has* a new car. 14. Why *don't* we *have got/have* a cup of coffee? 15. When are they going to *have got/have* a rest.

Речення з початковим *it*. Речення з *there is / there are*

Безособове речення (Impersonal Sentence) — двоскладне речення з формальним підметом, вираженим займенником *it*, який українською мовою не перекладається.

Вживання безособових речень із формальним підметом *it*

позначення часу, відстані, явищ природи, стану природи і навколишнього оточення (*It's six o'clock. It's a long way from here. It often rains in London. It is cold. It's getting dark.*)

конструкції з формальним підметом *it* (*I find it strange that he isn't here.*)

Конструкція *It's time*

<i>It's time</i>	<i>It's (high) time</i>	
інфінітив із часткою <i>to</i>	+ <i>for</i> + додаток + інфінітив із часткою <i>to</i>	+ форма Past Simple (дієслово <i>to be</i> стоїть у формі <i>were</i> для всіх осіб і чисел)
своечасність здійснення дії (пора що-небудь зробити)		дія вже повинна була бути здійснена (давно пора що-небудь зробити)
<i>It's six o'clock so it's time to go.</i>	<i>It's six o'clock so it's time for us to go.</i>	<i>It's six o'clock so it's time we went.</i>

Конструкція *It takes smb. ... to do smth*

It takes smb. ... to do something використовується для позначення кількості часу, який ким-небудь витрачається, був витрачений чи буде витрачений на виконання конкретної дії.

**Формальний підмет *it* українською мовою не перекладається.
Вся конструкція перекладається**

складнопідрядним реченням мети: *У мене йде (вказати час) на те, щоб (дія, позначена дієсловом). It takes me 5 minutes to get dressed. — У мене йде 5 хвилин на те, щоб одягнутися.*

простим реченням: *У мене йде (вказати час) на (дія, позначена іменником або віддієслівним іменником). It takes me 5 minutes to get dressed. — У мене йде 5 хвилин на одягання.*

Структура конструкції

Формальний підмет <i>it</i>	Дієслово <i>take</i> у потрібній формі	Особа, яка виконує дію (особовий займенник в об'єктно-му відмінку / іменник у називному відмінку)	Проміжок часу на виконання дії в одиницях виміру часу	Дія (інфінітив дієслова з часткою <i>to</i>)
<i>It</i>	<i>takes</i>	<i>John</i>	<i>ten minutes</i>	<i>to get to work.</i>
<i>It</i>	<i>will take</i>	<i>me</i>	<i>two hours</i>	<i>to write the essay.</i>

Конструкція *there is / there are*

Конструкція *there is / there are* (є, знаходиться, існує) вживається для вираження наявності чи існування в певному місці якого-небудь предмета, особи, явища, вираженого підметом і ще не відомого співбесіднику.

Структура речення з конструкцією *there is / there are*

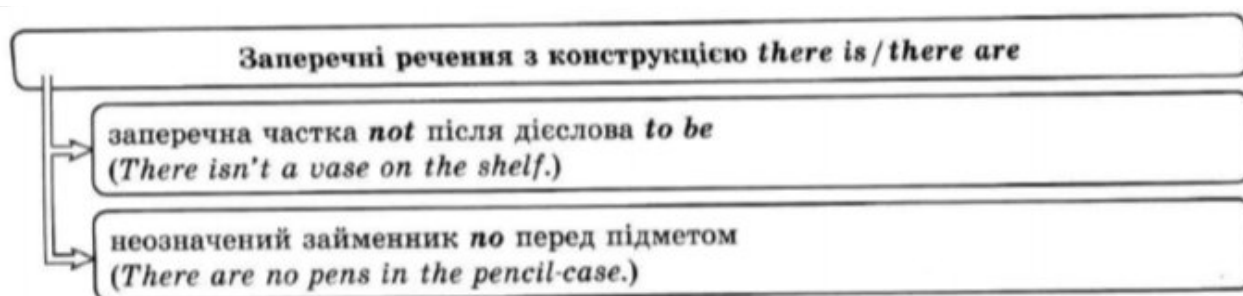
Стверджувальне розповідне речення	+	Підмет	+	Обставина місця
<i>There is</i>		<i>a chair</i>		<i>at the table.</i>

Конструкція *there is / there are* не має самостійного значення і українською мовою не перекладається. Речення в українській мові, які відповідають англійським реченням з конструкцією *there is / there are*, починаються з обставини місця.

Форма дієслова *to be* в таких конструкціях узгоджується в числі з першим підметом (*There is an armchair and two chairs at the table. There are two chairs and an armchair at the table.*).

There is a lamp on the table. —
На столі лампа.

The lamp is on the table. —
Лампа на столі.



IMPERSONAL STRUCTURES WITH “IT”

It as an “empty” subject (without a real meaning) is used

- to express time, weather and temperature: *It's nine o'clock/cold/ten degrees above zero;*
- to introduce information about distances: *It's a hundred miles to London.*
- to prepare the “real” subject (an infinitive or a clause): *It's nice to see you. It's nice that you came.*
- in the expression *It's (high) time*: *It's time to start working. It's high time for you to go.*

“THERE IS/ARE” CONSTRUCTION

This structure is used to inform about the location of new objects. There are two basic conditions for its use: 1) the object should be indefinite (i.e. it can't be used with the definite article); 2) there should be an indication about the location of the object(s), though such indication may be sometimes omitted, because it might be clear from the situation or due to some other factors. Compare:

There is a book on the table. – The book is on the table.

In the first sentence, *a book* is mentioned for the first time and is not concrete for the listener, while in the second sentence this book has already been mentioned or is otherwise known to the listener.

There are is often used in counting: *There are 20 students in the group.*

The general meaning of *there is/are* structure is that of existence. Therefore it can be used to express this meaning even if the location is not indicated:

Once upon a time there was a king. There has never been a king like him.

There is/are is often used in combination with *sense/use/point + in + V-ing*; *need + to + V*:

There is no sense/ use/ point in going there. There is no need to go there.

There can be used not only with *be*, but also with some other verbs to express the meaning of existence:

- with modals, *appear* or *seem*: *There might be a house there. There appears/seems to be a house there.*
- with verbs which express a state: *There once lived a king. There once existed a queen. There remained nothing more to be seen.*
- with verbs expressing the meaning of *arrival* (more characteristic of a formal style): *Suddenly there came the soldiers. There followed a long speech.*



IMPERSONAL VOCABULARY

~ these phrases can be replaced by short alternatives ~

it phrase	alternative
It goes without saying that	Of course,
It is quite clear that	Obviously
It is worth pointing out that	Another point is
It does not seem unreasonable to suggest that	In my opinion
It is often argued that	People say
It is sometimes suggested that	People say
It is particularly significant that	Importantly,
It could be argued that	Perhaps
It is likely that	Probably

there phrase	alternative
There is not a shadow of doubt that	Certainly
There is the possibility that	Possibly
There can be no doubt that	I am sure
There are those who maintain that	Some people say
There is a school of thought that	Some people say
There is a strong likelihood that	Probably

EXERCISES

- III.** John and Jane, newly married students, are looking for a flat to rent for the coming academic year. John has found one. He phones Jane who has some questions. Reproduce their dialogue using the pictures and the words in the box.

Model: Jane: Is there a double bed in the bedroom?

John: Yes, there is one. It's very big.

armchairs, pictures, desk, table lamp, dressing table, full-length mirror, sofa, radio, TV-set, bedside tables, bookcase, bookshelves, carpets, fireplace, standard lamp, curtains, hardwood floor, piano



- IV. Interrogative Sentences.** John is talking to Jane on the phone. He is describing the kitchen in their new flat. The line is bad and Jane can't hear some words (in bold type) very well so she has to ask questions from time to time. Reproduce their dialogue according to the model.

Model: John: There's a **cooker** in the corner.

Jane: What is there in the corner?

John said:

It's an **electric** cooker. The cooker's **white**. It's got **three** hotplates. There's a **handle** between the knobs and the oven window. The cooker's got **four** knobs. There's a **microwave** there, too. There are two cupboards **on the wall** and there's a **floor** cupboard, too. The cupboard's got some drawers for **spoons and forks and knives**. The cupboards are **brown**. There's a **sink** on the right of the cooker. It's made of **stainless steel**. There are **two** water taps there. There's a **dishwasher** on the right of the sink. The fridge is **on the left of the cooker**. It's **light green**. There are some **kitchen utensils** on the wall above the counter. There's a **small** table in the middle of the kitchen. It's made of **natural wood**. Ah, and there two **wooden** stools there, too. There's **linoleum** on the floor, it's **light brown**. And there's some white **plastic** on the ceiling. That's about all.



ТЕМА 3

ПІДМЕТ І ПРИСУДОК. УЗГОДЖЕННЯ ПІДМЕТА З ПРИСУДКОМ

✓ **Рекомендований матеріал для ознайомлення:**

<https://grammarway.com/ua/principal-parts-of-the-sentence> (Підмет і присудок);

<https://englishprime.ua/uk/skazuemoe-v-anglijskom-yazyke/> (Узгодження підмета з присудком).

Складіть конспект за питаннями Теми 3. Підготуйтеся до тесту.

ТЕМА 4

ІМЕННИК. УТВОРЕННЯ ТА ОСОБЛИВОСТІ ВЖИВАННЯ МНОЖИНИ ІМЕННИКІВ. ЗЛІЧУВАНІ ТА НЕЗЛІЧУВАНІ ІМЕННИКИ

✓ **Рекомендований матеріал для ознайомлення:**

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст.70, 72-73;

Анжеліка Кулик. THE NOUN. USE OF ARTICLES/Навчально-методичний посібник, ст. 6-20: Ознайомтеся з теоретичним матеріалом і виконайте вправи (див. нижче).

✓ **Закріплення і поглиблення:**

Raymond Murphy ENGLISH GRAMMAR IN USE, U-69, 70, 71, 79: Study & Practice (Exercises optional).

✓ **Повторення і фонетичні вправи:**

https://www.grammar.cl/Notes/Plural_Nouns.htm

Перегляньте відео, повторюючи слова за диктором.

✓ **Додатковий матеріал (Wordwall activities):**

<https://wordwall.net/resource/4617103/plural-nouns/plurals-formation>

<https://wordwall.net/resource/35894647/english/as2-unit-6-nouns-groups>

<https://wordwall.net/resource/60874344/plural-nouns-crossword-irregular>

Морфологія

Іменники у множині, утворені за правилом, і винятки

Іменник — частина мови, яка означає предмети, речі, живі істоти, явища та абстрактні поняття.

Лексико-граматичні розряди іменників

Назви істот	Назви неістот			
Власні	Загальні			
	конкретні	збірні	речовинні	абстрактні

Власні іменники позначають предмети і явища, єдині свого роду

імена, прізвища, прізвиська окремих осіб і тварин (<i>Jack, Twain</i>)	географічні назви (<i>London, France, the Thames</i>)	назви вулиць, будівель, мостів тощо (<i>Trafalgar Square, Hyde Park, Tower of London, Waterloo Bridge</i>)	назви кораблів, готелів, клубів тощо (<i>Titanic, Rotary Club</i>)	назви газет і журналів (<i>the Morning Star, National Geographic</i>)	назви місяців і днів тижня (<i>January, Monday</i>)	національності та назви національних мов (<i>the Chinese, Chinese</i>)	астрономічні назви (<i>the Sun, the Milky Way, the Earth</i>)
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Загальні іменники позначають узагальнені назви для всіх однорідних предметів (*a country, a house*).

Конкретні іменники позначають окремі предмети (*a bag, books*).

Збірні іменники позначають назви груп осіб чи тварин, які розглядаються як одне ціле (*a family, a crowd*).

Речовинні іменники позначають різні речовини (*salt, water, sand*).

Абстрактні іменники позначають ознаки, дії, стани, почуття, явища, науки, мистецтва тощо (*darkness, winter, love, work*).

Число іменників

Утворення множини іменників

Додавання закінчення -s до форми однини	
іменники, які закінчуються на голосну + -y (<i>a boy — boys, a day — days</i>)	іменники, які закінчуються на голосну + -o (<i>a studio — studios</i>)
іменники, які закінчуються на -oo (<i>a zoo — zoos</i>)	іменники, які закінчуються на -th (<i>a path — paths, a month — months</i>)
іменники іншомовного походження (<i>a piano — pianos</i>)	скорочення й аббревіатури (<i>an MP — MPs, a UFO — UFOs, a photograph / photo — photos</i>)
іменники, які закінчуються на -f / -fe (<i>belief, cliff, cuff, grief, gulf, proof, roof, safe</i>) (<i>a belief — beliefs, a cliff — cliffs</i>)	
Додавання закінчення -es до форми однини	
іменники, які закінчуються на приголосну + -y із заміною кінцевої -y на -i (<i>a lady — ladies</i>)	іменники, які закінчуються на -ch, -tch, -sh, -s, -ss, -x, -z (<i>a bus — buses, a brush — brushes</i>)
іменники, які закінчуються на приголосну + -o (<i>a potato — potatoes</i>)	іменники, які закінчуються на -f / -fe (<i>calf, elf, half, knife, leaf, life, loaf, self, sheaf, shelf, thief, wife, wolf</i>) із заміною кінцевої -f / кінцевих -fe на -v (<i>a knife — knives, a wolf — wolves</i>)
Додавання закінчення -s / -es до форми однини	
іменники, які закінчуються на -f / -fe (<i>handkerchief, hoof, scarf, wharf</i>) (<i>a hoof — hoofs / hooves, a wharf — wharfs / wharves</i>)	іменники, які закінчуються на приголосну + -o (<i>buffalo, flamingo, mosquito, tornado, volcano, zero, etc.</i>) (<i>buffaloes / buffalos, tornadoes / tornados</i>)

Винятки

- іменники, які мають одну і ту ж форму однини та множини (*a carp — many carp, a cod — many cod, a crossroads — many crossroads, a deer — many deer, a headquarters — many headquarters, a means — many means, a pike — many pike, a salmon — many salmon, a series — many series, a sheep — many sheep, a species — many species, a swine — many swine, a trout — many trout, a works (= factory) — many works, etc.*);
- іменники, які мають тільки форму множини ((*good*) *looks, arms (= weapons), belongings (= the things you own), binoculars, clothes, congratulations, customs (= bringing things into a country), earnings, glasses, goods, greens (= vegetables), outskirts, pants, premises, pyjamas, remains (= what is left), riches, savings, scales, scissors, spectacles, spirits (= alcohol), stairs, surroundings, thanks, troops (= soldiers), trousers, wages, etc.*);
- зміна кореневих голосних (*a foot — feet, a goose — geese, a louse — lice, a man — men, a mouse — mice, a tooth — teeth, a woman — women*);
- додавання закінчення **-en** або **-ren** (*a child — children, an ox — oxen*);
- іменники, які мають тільки форму однини (*advice, assistance, bliss, breeding, cunning, control, evidence, guidance, health, fun, information, luck, money, nature, news, nonsense, permission, progress, trade, weather, work, etc.*).

Складені іменники (закінчення -s / -es)

Структура іменника	Місце закінчення	Приклади
містить тільки один іменник	іменник	<i>a passer-by — passers-by</i>
прикметник + іменник		<i>a frying pan — frying pans</i>
іменник + прийменник + іменник	перший іменник	<i>a mother-in-law — mothers-in-law</i>
іменник + іменник	другий іменник	<i>a hotel-keeper — hotel-keepers, a ball game — ball games</i>
не містить іменника	у кінці слова	<i>a letdown — letdowns</i>
перше слово <i>man</i> або <i>woman</i>	обидва іменники ставляться у множині	<i>a man pilot — men pilots, a woman pilot — women pilots</i>

THE NOUN. TYPES OF NOUNS

A **noun** is a word that names something, such as a person, place, thing, or idea. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, object complement, appositive, or modifier.

What are the types of nouns?

Type of nouns	What is it?	Examples
Common	undefined or generic people, places or things	<i>house, cat, county</i>
Proper	a specific person, place or thing (names & titles)	<i>Spain, Fido, Sony</i>
Singular	refers to only one person, place or thing	<i>horse, doll, river</i>
Plural	refers to more than one of something	<i>horses, dolls, rivers</i>
Concrete	something that can be perceived through the five senses	<i>table, plum, rabbit</i>
Abstract	intangible ideas that can't be perceived with the five senses,	<i>love, creativity, democracy</i>

	such as social concepts, political theories, and character traits	
Collective	refers to a group that functions as one unit or performs the same action at the same time	<i>crowd, flock, committee</i>
Compound	combines two or more words into one	<i>dry-cleaning, toothpaste, ice cream</i>
Countable	a noun that you can count	<i>root, plate, orange</i>
Uncountable	a noun that cannot be counted	<i>salt, seafood, advice</i>

SINGULAR AND PLURAL NOUNS

Singular nouns refer to a single entity; *plural nouns* refer to multiples.

1. Most nouns become plural simply by adding “-s” to the end of the word:

lamp → lamps

month → months

hand → hands

2. Nouns ending in “-s,” “-ss,” “-x,” “-z,” “-ch” or “-sh” usually become plural by adding an “-es” to the singular form. The plural ending “-es” is pronounced /ɪz/:

bus → buses

waltz → waltzes

cross → crosses

church → churches

fox → foxes

brush → brushes

3. Some words that end in “-s” or “-z” require that you double those letters before adding the “-es” to form the plural:

quiz → quizzes

4. For nouns that end in a consonant plus “-y,” change the “-y” to “-ies”:

baby → babies

city → *cities*

fairy → *fairies*

5. Nouns that end in a vowel plus “-y” become plural by adding “-s” to it:

toy → *toys*

boy → *boys*

ray → *rays*

6. Some nouns that end in “-f(e)” become plural by changing the “-f(e)” to “-ves”:

life → *lives*

wife → *wives*

knife → *knives*

* The following nouns ending in “-f” change the final letter into “-v” and “-ves”:

calf – *calves*, *self* – *selves*, *sheaf* – *sheaves*, *half* – *halves*, *shelf* – *shelves*, *wolf* – *wolves*, *loaf* – *loaves*, *leaf* – *leaves*, *wife* – *wives*, *life* – *lives*, *thief* – *thieves*, *knife* – *knives*, *elf* – *elves*, *scarf* – *scarves*, *turf* – *turves*, *wharf* – *wharves*.

** The following nouns ending in “-f(e)” add “-s” in the ordinary way: *dwarf*, *giraffe*, *muff*, *proof*, *sheriff*, *plaintiff*, *tariff*, *cliff*, *handkerchief*, *safe*.

7. Nouns that end in “-o” typically get “-es” added to them to form the plural:

potato → *potatoes*

tomato → *tomatoes*

* The following nouns ending in “-o” have the plural endings in “-es”: *domino* – *dominoes*, *echo* – *echoes*, *embargo* – *embargoes*, *hero* – *heroes*, *Negro* – *Negroes*, *potato* – *potatoes*, *tomato* – *tomatoes*, *veto* – *veto*es.

** The following nouns ending in “-o” have the plural endings in “-es” or “-s”: *buffalo*, *cargo*, *flamingo*, *fresco*, *ghetto*, *innuendo*, *mango*, *manifesto*, *memento*, *mosquito*, *motto*, *salvo*, *stiletto*, *tornado*, *torpedo*, *volcano*.

*** The following nouns ending in “-o” have the plural endings in “-s”: *radio*, *piano*, *photo*, *rhino*, *hippo*, *video*.

8. For singular nouns that end in “-us,” the plural ending is usually changed to “-i”:

cactus → *cacti*
fungus → *fungi*
octopus → *octopi*

9. If the singular form of the noun ends in “-sis”, the plural gets changed to “-ses”:

analysis → *analyses*
basis → *bases*
crisis → *crises*

10. Some singular nouns that end in “-on,” get these letters replaced by “-a” to become plural:

criterion → *criteria*
phenomenon → *phenomena*

11. Nouns that end in “-um” become plural by replacing “-um” with “-a”:

bacterium → *bacteria*
datum → *data*

12. Compound nouns usually form the plural by adding “-s” to the main word:

attorney-at-law → *attorneys-at-law*
brother-in-law → *brothers-in-law*
editor-in-chief → *editors-in-chief*

* Compounds with a mass noun as a final element have no plural forms (*moonlight, sunshine*).

Compounds with a count noun as a final element normally take the plural ending at the end of the compound (*bookshelves, police stations*).

Compounds having *man/woman* component change both parts in the plural if both parts of the compound are evenly stressed (*menservants, women teachers*). However, if the stress is on the second element, the plural ending is added only to

it (*man-holes, woman-haters*). The same is true about: *boy (girl) friends, lady drivers*.

If the compound consists of “count noun + preposition/prepositional phrase”, only the noun component takes the plural form (*passers-by, fathers-in-law, men-of-war*). In other cases, the plural ending is added to the last element (*cover-ups, show-offs*). If the compound consists of “count noun + adjective”, only the noun component takes the plural form (*attorneys general, courts martial, notaries public*).

IRREGULAR PLURAL NOUNS

Irregular plural nouns are nouns that do not become plural by adding “-s” or “-es”, as most nouns in the English language do.

The following nouns have special plural forms, usually with vowel sounds different from their singular forms:

<i>child</i> → <i>children</i>	<i>louse</i> → <i>lice</i>
<i>person</i> → <i>people</i>	<i>mouse</i> → <i>mice</i>
<i>ox</i> → <i>oxen</i>	<i>goose</i> → <i>geese</i>
<i>foot</i> → <i>feet</i>	<i>tooth</i> → <i>teeth</i>
<i>man</i> → <i>men</i>	<i>woman</i> → <i>women</i>

Some English nouns are identical in their singular and plural forms. Many of these are the names of animals.

<i>sheep</i>	<i>shrimp</i>	<i>fruit</i>	<i>watercraft</i>	<i>dice</i>
<i>fish</i>	<i>deer</i>	<i>grapefruit</i>	<i>aircraft</i>	<i>insignia</i>
<i>moose</i>	<i>trout</i>	<i>series</i>	<i>spacecraft</i>	<i>offspring</i>
<i>swine</i>	<i>pike</i>	<i>species</i>	<i>hovercraft</i>	

* Names of nationalities ending in “-ese” may be used both in singular and plural:
He is a Chinese / They are Chinese.

ENGLISH
GRAMMAR

PLURAL NOUNS

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Regular Nouns

add -S

1 car	2 cars
1 dog	2 dogs
1 book	2 books
1 house	2 houses
1 apple	2 apples

Ends in S, CH, SH, X or Z

add -ES

1 bus	2 buses
1 match	2 matches
1 dish	2 dishes
1 box	2 boxes
1 quiz	2 quizzes

Ends in F or FE

remove F/FE add -VES

1 leaf	2 leaves
1 wolf	2 wolves
1 life	2 lives
1 knife	2 knives
Exceptions:	roof - roofs cliff - cliffs

Ends in VOWEL + Y

add -S

1 day	2 days
1 key	2 keys
1 boy	2 boys
1 guy	2 guys
1 donkey	2 donkeys

Ends in CONSONANT + Y

remove Y add -IES

1 city	2 cities
1 baby	2 babies
1 story	2 stories
1 party	2 parties
1 country	2 countries

Irregular Nouns

1 man	2 men
1 child	2 children
1 foot	2 feet
1 tooth	2 teeth
1 mouse	2 mice
1 person	2 people

Ends in VOWEL + O

add -S

1 zoo	2 zoos
1 radio	2 radios
1 stereo	2 stereos
1 video	2 videos
1 kangaroo	2 kangaroos

Ends in CONSONANT + O

add -ES

1 hero	2 heroes
1 echo	2 echoes
1 tomato	2 tomatoes
1 potato	2 potatoes
Exceptions:	piano - pianos photo - photos

No Change

1 sheep	2 sheep
1 deer	2 deer
1 fish	2 fish
1 series	2 series
1 species	2 species

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EXERCISES

I. Give the plural of the following nouns.

Face, portfolio, swine, house, tomato, hearth, mother-in-law, basis, clergyman, ox, cry, key, fox, downfall, looker-on, rock, bush, enemy, leaf, roof, genius, hero, bunch, sheep, ship, criterion, youth, journey, penknife, man-of-war, loss, datum, goose, deer, pie, Englishwoman, wolf, mouse, formula, bath, volcano, possibility, joy, forget-me-not, foot, handkerchief, thief, crisis, stepdaughter, birth, echo, finger-tip, court martial, mischief-maker, extremity, spy, lie.

II. Write the correct singular or plural form of each noun.

SINGULAR	PLURAL
foot	
	pockets
	teeth
buffalo	
century	
	pike
flash	
oasis	
donkey	
	oxen
mosquito	
	loaves
day	
path	
veto	
	people
phenomenon	
branch	
	data
cliff	
church	
	flies

III. Write the plural forms of these special nouns.

a) I can see two (fish) _____ in the fish tank.

- b) How many (child) _____ are there in the school yard?
- c) We still need three more forks and (knife) _____ for our dinner guests.
- d) Many trees lose their (leaf) _____ in the fall.
- e) Many (deer) _____ live in that forest.
- f) Sharks can grow thousands of (tooth) _____ in a lifetime.
- g) What is the population of Mexico? How many (person) _____ live there?
- h) Cats like to catch (mouse) _____.
- i) I really want to sit down. My (foot) _____ are killing me!
- j) (Octopus) _____ have eight arms and live in the sea.
- k) There are lots of ducks and (goose) _____ in this park.
- l) The policeman followed the three (man) _____ out of the bank.
- m) Many husbands and (wife) _____ eat at restaurants on Valentine's Day.
- n) (Wolf) _____ look very much like large dogs.
- o) Farmer Brown has lots of (sheep) _____.
- p) How many (woman) _____ work in your office?

IV. Fill in the table below according to the way the plural forms are written.

First element in plural	Last element in plural
<i>attorneys general</i>	<i>assistant directors</i>

1. attorney general; 2. notary public; 3. passer-by; 4. assistant director; 5. boyfriend;
 6. grown-up; 7. sit-in; 8. take-off; 9. forget-me-not; 10. cover-up; 11. show-off;
 12. looker-on; 13. bird-of-prey; 14. comrade in arm; 15. bride-to-be; 16. man-of-war;
 17. fountain pen; 18. breakdown; 19. stand-by; 20. spoonful; 21. summing-up;
 22. tooth brush; 23. postman; 24. commander-in-chief; 25. merry-go-round.

COUNTABLE AND UNCOUNTABLE NOUNS

Some nouns refer to things which, in English, are treated as separate items which can be counted. These are called **countable nouns**. Countable nouns can be singular or plural. They can be used with *a/an* and with numbers and many other determiners (e.g. *these, a few*). Here are some examples:

a car, three cars
my cousin, my two cousins
a book, a box full of books
a city, several big cities

In English grammar, some things are seen as a whole or mass. These are called **uncountable nouns**, because they cannot be separated or counted. Some examples of uncountable nouns are:

Ideas and experiences:	<i>advice, information, progress, news, luck, fun, work</i>
Materials and substances:	<i>water, rice, cement, gold, milk</i>
Weather words:	<i>weather, thunder, lightning, rain, snow</i>
Names for groups or collections of things:	<i>furniture, equipment, rubbish, baggage/luggage</i>
Other common uncountable nouns include:	<i>accommodation, homework, knowledge, money, permission, research, traffic, travel</i>

These nouns are not used with *a/an* or numbers and are not used in the plural:

*We're going to get new **furniture** for the living room.*

Not: ~~We're going to get a new furniture for the living room.~~ or ~~We're going to get new furnitures for the living room.~~

*We had terrible **weather** last week.*

Not: ~~We had a terrible weather last week.~~

*We need **rice** next time we go shopping.*

To refer to one or more quantities of an uncountable noun, expressions such as *a bit of, a piece of, an item of* or words for containers and measures must be used:

*He bought **a** very expensive **piece of furniture** for his new apartment.*

*Maggie always has some exciting **bits of news** when she comes to see us.*

*I think we'll need **five bags of cement** for the patio.*

*There's **a liter of milk** in the fridge for you. And I bought you **a bar of chocolate**.*

Countable phrases for uncountable nouns

We can sometimes use countable noun phrases to talk about an individual example of the thing an uncountable noun refers to.

Uncountable

accommodation

baggage/luggage

bread

lightning

luck

money

poetry

rain

travel

work

Countable

a house, a flat, a place to live, a place to stay

a suitcase, a bag, a rucksack

a loaf (of bread), a (bread) roll

a flash of lightning

a stroke of luck

a note, a coin, a sum of money, a euro, a dollar

a poem

a shower, a downpour, a storm

a journey, a trip

a job, a task

*Finding **a place to live** is difficult if you're a student and you've got no money. (or Finding **accommodation** ...)*

Not: ~~Finding an accommodation~~ ...

*She brought **two big suitcases** and **a rucksack** with her.*

Not: ~~She brought two big luggages~~ ...

*I read **a poem** once about someone riding a horse at night.*

Not: ~~I read a poetry~~ ...

We went on **a trip** to the Amazon when we were in Brazil.

Not: ~~We went on a travel~~ ...

Invariable nouns ending in “-s”

Some nouns, which end in “-s” and look as if they were plural, are in fact non-count nouns: when they are the subject of a verb, the verb is in the singular. These nouns refer mainly to subjects of study and activities:

<i>acoustics</i>	<i>economics</i>	<i>mathematics</i>	<i>statistics</i>
<i>aerobics</i>	<i>electronics</i>	<i>mechanics</i>	<i>ceramics</i>
<i>aeronautics</i>	<i>genetics</i>	<i>physics</i>	<i>classics</i>
<i>athletics</i>	<i>linguistics</i>	<i>politics</i>	<i>phonetics</i>

When those nouns don't refer to subjects of study and activities, they may be used in plural: *The statistics (=figures) on murders are interesting. His politics (=actions) are clearly right-wing.*

Some nouns of this kind refer to games:

<i>billiards</i>	<i>darts</i>
<i>bowls</i>	<i>draughts</i>
<i>cards</i>	<i>skittles</i>

Some to diseases:

<i>bronchitis</i>	<i>rickets</i>
<i>diabetes</i>	<i>rabies</i>
<i>measles</i>	<i>tuberculosis</i>
<i>mumps</i>	<i>shingles</i>

Nouns used only in the plural (pluralia tantum)

There are two groups of nouns that are usually plural: nouns referring to clothes and some other things that people wear, and nouns referring to tools and some other things that people use.

Here are some common plural nouns which refer to clothes and other things that people wear:

<i>bermudas</i>	<i>culottes</i>	<i>panties</i>	<i>spectacles</i>
<i>braces</i>	<i>glasses</i>	<i>pants</i>	<i>tights</i>
<i>briefs</i>	<i>jeans</i>	<i>pajamas</i>	<i>trousers</i>
<i>cords</i>	<i>knickers</i>	<i>shorts</i>	<i>trunks</i>
<i>corduroys</i>	<i>overalls</i>	<i>slacks</i>	<i>underpants</i>

Here are plural nouns referring to tools and other things that people use:

<i>binoculars</i>	<i>nutcrackers</i>	<i>scales</i>
<i>clippers</i>	<i>pincers</i>	<i>scissors</i>
<i>dividers</i>	<i>pliers</i>	<i>tongs</i>

Here are some other plural nouns:

<i>expenses</i>	<i>greens</i>	<i>particulars</i>	<i>proceeds</i>	<i>remains</i>
<i>goods</i>	<i>looks</i>	<i>premises</i>	<i>specifics</i>	<i>troops</i>

Countable and uncountable nouns with different meanings

Some nouns can be used either countably or uncountably, but with different meanings.

Countable use

*We bought **a new iron** and an ironing board.*

*I broke **a glass** yesterday.*

*Would you **like a chocolate**?*

*Let's get **a paper** and see what's on at the cinema.*

*'Hamlet' is one of Shakespeare's most famous **works**.*

Uncountable use

*People believed that ships made of **iron** would sink.*

*The table was made of hardened **glass**.*

*Would you like **some chocolate**?*

*The printer has run out of **paper**.*

*I had **work** to do so I couldn't go out.*

Uncountable nouns used countably

Sometimes uncountable nouns are used countably, to mean “a measure of something” or “a type or example of something”:

*Can I have **two teas** and **one coffee**, please?* (two cups of tea and one cup of coffee ...?)

A: *How many **sugars** do you want in your tea?* (How many spoonfuls/lumps of sugar?)

B: *Just one, please.*

*To some degree we tend to eat the **foods** that we ate as children.* (i.e. types of food)

Some abstract nouns can be used uncountably or countably. The uncountable use has a more general meaning. The countable use has a more particular meaning. Nouns of this type include: *education, experience, hatred, help, knowledge, life, love, sleep, time, understanding.*

Uncountable use

*Good **education** is the best investment in Britain's future.*

(education in general)

***Love** is like a physical pain for some people.*

(love in general/all love)

*They have a quiz every week, with questions about **general knowledge**.*

(all knowledge/knowledge in general)

Countable use

*The first daughter had **a very expensive education** at a private school in France.*

(the time one person spent at school)

*I've always had **a love of poetry**, ever since I was a child.*

(a specific liking for something)

*The job requires **a knowledge of statistics and basic computing**.*

(a specific type of knowledge)

***Time** passes more and more quickly as you grow older.*

(time in general)

*We had **a great time** in Ibiza. We didn't want to come home.*

(a specific period of time)

Collective nouns

A **collective noun** is a noun that refers to some sort of group or collective of people, animals, things, etc.:

<i>army</i>	<i>audience</i>	<i>group</i>	<i>majority</i>
<i>association</i>	<i>club (e.g. sports club)</i>	<i>staff</i>	<i>gang</i>
<i>brood</i>	<i>government</i>	<i>company</i>	<i>public</i>
<i>cast</i>	<i>enemy</i>	<i>flock</i>	<i>union</i>
<i>crew</i>	<i>regiment</i>	<i>herd</i>	<i>committee</i>
<i>class (in a school)</i>	<i>family</i>	<i>team</i>	<i>crowd</i>

We can use these group nouns either as singular nouns or as plural nouns:

*My **family** is very dear to me.*

*I have a large **family**. **They are** very dear to me.* = The members of my family

*The **government** is very unpopular.*

*The **government are** always changing **their** minds.*

Sometimes we think of the group as a single thing:

*The **audience** always **enjoys** the show.*

*The **group consists** of two men and three women.*

Sometimes we think of the group as several individuals:

*The **audience clapped their** hands.*

*The largest **group are** the boys.*

Although we can use a plural verb after a collective noun, these nouns do not behave like the plural forms of count nouns. For example, we cannot use numbers in front of them. We cannot say “*Three enemies were killed*”. We have to say “*Three of the enemy were killed*”.

The names of many organisations and teams are also group nouns, but they are usually plural in spoken English:

Barcelona are winning 2–0.

The United Oil Company are putting prices up by 12 per cent.

and the ***police*** is ***always plural***:

The police are offering a £5,000 reward.

EXERCISES

V. Put the words in the correct category.

Countable nouns	Uncountable nouns
<i>ram</i>	<i>mutton</i>

1. money; 2. coin; 3. season; 4. silver; 5. mutton; 6. point; 7. cow; 8. pasture; 8. gold; 9. movement; 10. sea; 12. lemon; 13. furniture; 14. news; 15. advice; 16. heart; 17. time; 18. eye; 19. coconut; 20. water; 21. sand; 22. mistake; 23. life; 24. ram; 25. mercury; 26. turtle; 27. coffee; 28. veal; 29. colour; 30. night.

VI. Fill in the gaps in the sentences below.

- a) Measles quite serious.
- b) The cattle thoroughbred.
- c) The premises comfortable.
- d) The billiards exciting, and the draughts interesting.
- e) Shingles infectious.
- f) The tights pretty expensive.
- g) Cards popular with many people.
- h) Rickets disease of childhood.
- i) The greens well-cooked.
- j) The police efficient.
- k) The herd branded with the letter B.

- l) The headquarters in the forest.
- m) Mumps said to be pretty dangerous.
- n) The news good.
- o) Their politics complicated.
- p) Politics dirty business.
- q) Vermin harmful.
- r) His manners good.
- s) Youth reckless.
- t) The clothes really smart.
- u) The surroundings pleasant.
- v) Mathematics difficult to many people.
- w) These binoculars excellent.
- x) Dominoes popular in this country.
- y) Physics his favourite subject.
- z) Braces absolutely necessary here.

VII. Choose the correct word or phrase and complete the sentences.

- a) Are you ready to order? – Yes, please. Can I have *chicken/a chicken* and rice?
- b) *How much chicken/How many chickens* do you have in your henhouse?
- c) *Chocolate/A chocolate* is a candy made from cacao beans.
- d) OK. You can choose *chocolate/a chocolate* from my box, but I'll take one from your box.
- e) Do as much *exercise/many exercises* as you can and you'll improve your English in a month or two.
- f) Sharon, you should take more *exercise/exercises* if you want to lose weight.
- g) Josh has *little experience/few experiences* in the kitchen, but he does know how to make really good scrambled eggs.
- h) I met my boss only once and it was *experience/an experience* I will never forget.
- i) Don't forget to turn all the *light/lights* off before you leave the house.
- j) Our apartment is surrounded by tall trees so it doesn't get *light/a light*.
- k) Excuse me. Do you have *free room/a free room* at your hotel for tonight?
- l) I got rid of some old books to make *room/a room* for contemporary American writers.

ТЕМА 5

РІД ТА ВІДМІНКИ ІМЕННИКІВ. УТВОРЕННЯ ПРИСВІЙНОГО ВІДМІНКУ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 70-72;

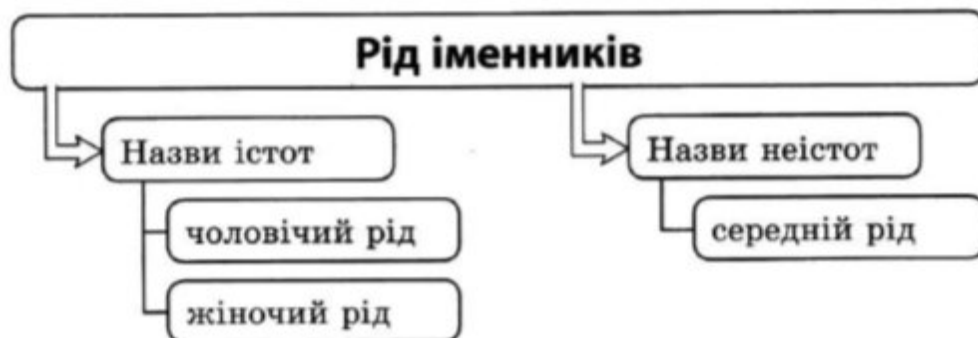
Анжеліка Кулик. THE NOUN. USE OF ARTICLES/Навчально-методичний посібник, ст. 25-28: Ознайомтеся з теоретичним матеріалом і виконайте вправу (див. нижче).

✓ Закріплення і поглиблення:

Raymond Murphy ENGLISH GRAMMAR IN USE, U-81, 82A: Study & Practice.

✓ Додатковий матеріал:

Виконайте тест за посиланням: <https://share.google/omd1uWZHRaKyNqkwa>



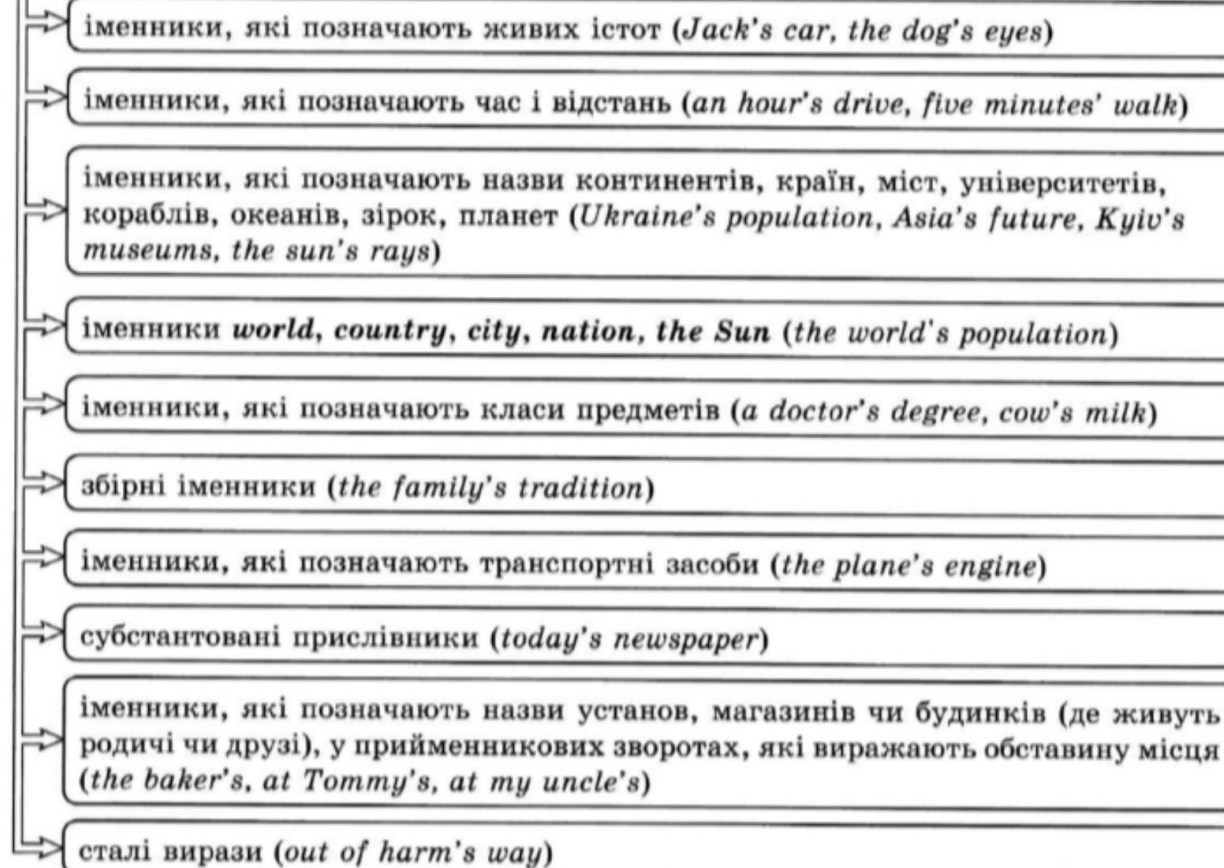
Рід іменників в англійській мові визначається значенням слова.

Чоловічий рід	особи чоловічої статі (<i>a man, a boy</i>)
	тварини чоловічої статі (<i>He's got a dog. His name is Rascal.</i>)
Жіночий рід	особи жіночої статі (<i>a woman, a girl</i>)
	тварини жіночої статі (<i>She's got a cat. Her name is Ami.</i>)
	транспортні засоби (<i>Where is our ship? — She isn't at the seaport.</i>)
	країни (<i>Ukraine sent her delegation to the conference.</i>)
Середній рід	неістоти (<i>a pen, a table</i>)
	тварини, чия стать невідома або неважлива (<i>a cat, a dog</i>)
	іменник <i>baby</i> , якщо його стать невідома або неважлива

Відмінок іменників

Іменник має два відмінки: загальний і присвійний. Іменник у загальному відмінку не має спеціальних відмінкових закінчень (*a boy, a tree*). Іменник у присвійному відмінку вживається у функції означення і стоїть перед означуваним іменником (*a man's hat, the men's hats, the students' books*).

Присвійний відмінок у лексичних категоріях



Утворення форм присвійного відмінка

- Додавання до іменника 's:
 - іменники в однині (*my sister's doll*);
 - іменники, які не мають у множині закінчення *-s /-es* (*the children's toys*);
 - коли дві особи чи більше є володарями одного і того ж предмета, закінчення присвійного відмінка додається до останнього іменника (*Peter and Helen's flat*);
 - складені іменники (*my brother-in-law's library*);
- Додавання до іменника тільки апострофа ('):
 - іменники, які закінчуються у множині на *-s /-es* (*my sisters' dolls*).

POSSESSION

Possessive 's

We use apostrophe s ('s), also called possessive 's, as a determiner to show that something belongs to someone or something:

Is that Olivia's bag?

Britain's coastline is very beautiful.

We can also use it in complex noun phrases (underlined):

Greg is her youngest daughter's husband.

We can use two possessive 's constructions in the same noun phrase:

*We went to **Jake's father's** funeral.*

We also use possessive 's to talk about time and duration:

*Is that **yesterday's** paper?*

*I've only had one **week's** holiday so far this year.*

We use 's after a singular noun and ' after a plural noun.

singular noun + 's

The girl's bedroom

(The bedroom belongs to one girl.)

plural noun + '

The girls' bedroom.

(The bedroom belongs to more than one girl.)

We use 's with irregular plural nouns (e.g. *children, men, people, women*):

*The **children's** parents decided which university they would go to.*

*They have no respect for other **people's** property.*

Possessives with of

Noun phrase + of + possessive pronoun

We can talk about possession using the pattern: noun phrase + *of* + possessive pronoun:

*A friend **of** mine told me that all of the tickets have already sold out.*

A: *Where's Martin?*

B: *He's gone to pick up a cousin **of** his at the station.*

*Is Linda McGrath a close friend **of** yours?*

Noun phrase + of + possessive 's noun phrase

We can also use the noun phrase + *of* pattern before a noun phrase with possessive 's:

*He's a brother **of** Maria's.*

*A friend **of** my sister's has opened a café on Dawson Street.*

*She was a daughter **of** the President's.*

's or of or either?

There are some general rules about when to use 's and when to use *of* but there are many cases where both are possible:

*The film's hero or The hero **of** the film*

*The car's safety record or The safety record **of** the car*

*The report's conclusion or The conclusion **of** the report*

Sometimes when we first mention a noun, we use *of*, and later when we refer to it again, we use 's:

*The **mountains of Pakistan** are mostly in the north. At least one hundred of them are above 7,000 metres ... Most **of Pakistan's mountains** are in the spectacular Karakoram range.*

When we don't use 's

We don't use 's when the noun is not a person, animal, country, organisation, etc., or when the noun phrase is very long:

*The name **of the ship** was 'Wonder Queen'.* (preferred to *The ship's name was 'Wonder Queen'.*)

*The house **of the oldest woman in the village**.* (preferred to *The oldest woman in the village's house.*)

When we don't use of

When we are talking about things that belong to us, relationships and characteristics of people, animals, countries, categories, groups or organisations made up of people, we usually use 's:

*The **men's** dressing room is on the left at the end of the corridor.*

Not: ~~The dressing room of the men ...~~

*The **cat's** paw was badly cut.*

Not: ~~The paw of the cat ...~~

EXERCISE

Join the sentences below by using possessive forms.

- a) The student has a pen. The pen is on the table.

The student's pen is on the table.

- b) The man has a car. The car is in the garage.

- c) My friends had a party. The party was fun.

- d) The women have kids. The kids are playing.

- e) India has a population. The population is very large.

- f) The children have a mother. The mother is over there.

- g) My sisters have friends. The friends are interesting.

- h) The teachers had a meeting. The meeting was last week.

ТЕМА 6

Артикль. Загальне поняття про вживання артикля в англійській мові. Неозначений артикль

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 73-74;

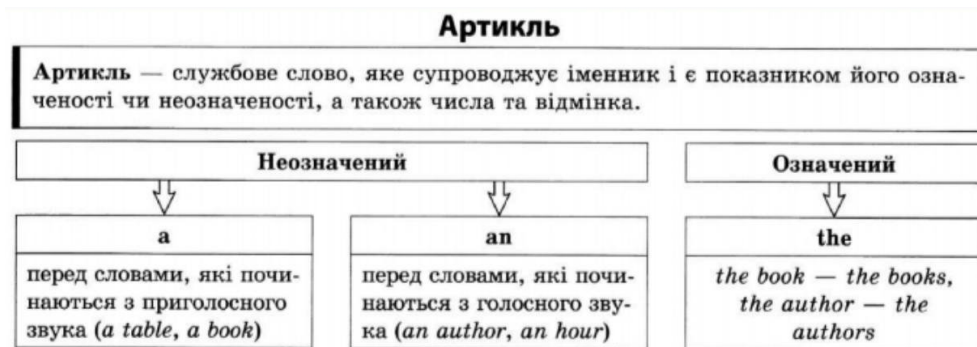
Анжеліка Кулик. THE NOUN. USE OF ARTICLES/Навчально-методичний посібник, ст. 27-29: Ознайомтеся з теоретичним матеріалом.

✓ Закріплення і поглиблення:

Raymond Murphy ENGLISH GRAMMAR IN USE, U-71: Study & Practice.

✓ Додатковий матеріал:

Перевірте себе, виконавши тест: <https://share.google/TWXiS9SM6vFjvEWHd>



Вживання неозначеного артикля

- з іменником, який позначає яку-небудь особу чи предмет, який згадується вперше (*He bought a car yesterday.*);
- коли мається на увазі будь-який представник даного класу осіб чи предметів (*A cat has four paws.*);
- з іменником у функції прикладки чи предикатива (*My father is an engineer. This is John, a neighbour of mine.*);
- у значенні числівника «один» (*He didn't say a word.*);
- перед числівниками *hundred, thousand, million* (*He has won a million dollars.*);
- у виразах, які позначають швидкість, вартість, співвідношення (*a/an = per*) (*He comes here four times a week.*);
- для вираження кількості у виразах *a dozen, a score, a lot of, a great many, a great deal of, a couple of* (*He spends a great deal of money on his car.*);
- в окличних реченнях, які починаються із займенника *what* (який, що за) (*What a big house they've got!*);
- з іменами людей у значенні «якийсь, ще один, новий» (*There is a Mr Smith to see you.*);
- якщо перед іменником стоїть означення, виражене порядковим числівником у значенні «інший, ще один» (*There came a knock on the door, then a second.*);
- якщо іменник, який означає прийом їжі, позначає урочистий захід або перед ним стоїть описове означення (*He gave us a good breakfast.*);
- перед іменником, який піддається лічбі і стоїть в однині після *such, quite* и *rather* (*She is such a nice woman.*);
- з іменником, який не піддається лічбі, коли йдеться про різновиди поняття, явища чи речовини або одиницю речовини (*It is a very good wine. Simon ordered a coke and an ice cream for Kit.*);
- в сталих виразах *as a rule, to be in a hurry, to be at a loss, in a low /loud voice, at a glance*, etc.

THE ARTICLE

In English there are three articles: *zero article*, *indefinite article* and *definite article*. Articles are used before nouns or noun equivalents and are a type of adjective. The indefinite article (*a*, *an*) is used before a noun that is general or when its identity is not known. The definite article (*the*) is used before a noun to indicate that the identity of the noun is known to the reader.

THE INDEFINITE ARTICLE

Indefinite articles are used when we are referring to an unspecified thing or quantity. We use them when we don't know (or don't care) which thing we're talking about. The two indefinite articles in English are *a* and *an*. The indefinite article *an* is used to make pronunciation easier when reading a text aloud. The general rule is to use *a* when the indefinite article precedes a word beginning with a consonant sound and *an* when it precedes a word starting with a vowel sound.

<i>a toy</i>	<i>an operation</i>
<i>a book</i>	<i>an idea</i>
<i>a house</i>	<i>an apple</i>
<i>a university</i>	<i>an hourglass</i>

We use the article ***a/an*** with singular countable nouns when we talk about things in general:

A plane is more comfortable than ***a train***.

A baker sells bread, cakes, pies.

The indefinite article is used in certain ***expressions of quantity***:

*I'm having **a lot of problems** with Michael.*

*I think **a great many people** will agree with me on that.*

The indefinite article is used with certain numbers and fractions:

<i>a/one hundred, a/one thousand,</i>	<i>a dozen</i>
<i>a/one million</i>	<i>a quarter of an hour</i>
<i>one and a half kilos/a kilo and a half</i>	<i>half a minute</i>
<i>a/one third</i>	<i>a/one quarter</i>

In expressions of **measurement**, the indefinite article can replace the more formal **per**:

*He was driving at **80 miles an hour** when the car skidded.*

*"How much are those tomatoes?" "**Three euros a kilo.**"*

*I go to the sauna **twice a month.***

The indefinite article is used before a noun which **describes or classifies** something:

*That was **a lovely dinner!***

*Mary is **a teacher.***

*The koala is **a marsupial.***

The indefinite article is used with names of certain **illnesses**:

*Is it **a cold** or just **an allergy?***

*I have **a splitting headache.***

But:

***The flu** is a virus that can make you sick for a week or longer.*

*(**The**) **measles** is best known for its characteristic skin rash.*

The indefinite article can be used with a **proper name** to express **uncertainty** about the person's identity or that the speaker **does not know the person**:

***A Mr Smith** was looking for you this morning. (Someone called Mr Smith was looking for you this morning.)*

The indefinite article can also be used **before a proper name to refer to the characteristic features of the person**:

*He was **an Einstein** of his time.*

A **proper name with an indefinite article** can refer to **a work of art created by the person**:

*He bought **a Picasso** at Sotheby's in 1970. (He bought a painting by Picasso.)*

Descriptive adjectives are preceded by indefinite articles:

*That is **a great shot.***

*He is **a good person.***

We **do not use a/an** with uncountable or plural nouns.

*Would you like **some tea?***

ТЕМА 7

ВЖИВАННЯ ОЗНАЧЕНОГО АРТИКЛЯ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 74-75 (див. нижче);

Анжеліка Кулик. THE NOUN. USE OF ARTICLES/Навчально-методичний посібник, ст. 30-34: Ознайомтеся з теоретичним матеріалом.

✓ Закріплення і поглиблення:

Raymond Murphy ENGLISH GRAMMAR IN USE, U. 72-76: Study & Practice (Exercises optional).

✓ Додатковий матеріал:

Перевірте себе, виконавши тести: <https://share.google/qW1TlnWhFlfK5vAdO>

Вживання означеного артикля

- якщо перед іменником стоїть означення, виражене прикметником найвищого ступеня порівняння, порядковим числівником чи словами, які обмежують означення: *same, only, very, main, left, right, central, following, present, former, latter, last, next* (*He is the best friend I've ever had; His office is on the third floor.*);
- якщо із ситуації чи контексту ясно, яка саме особа чи предмет мається на увазі (*Please pass the salt.*);
- якщо раніше названа особа чи предмет знову згадується в бесіді або тексті (*John was born in a small seaside town. The town was beautiful.*);
- перед іменником, який позначає особу чи предмет, єдині свого роду чи в цій ситуації (*the Earth, the Sun, the Moon, etc.*) (*Who is the director of your institution?*);
- якщо іменник в однині позначає цілий клас тварин чи предметів, групу людей (*The whale is an endangered species.*);
- перед частково субстантивованими прикметниками (*Fortune favours the brave.*);
- перед прізвищами, вжитими у множині для позначення членів однієї і тієї ж сім'ї (*The Browns have lived here since 2009.*);
- перед назвами океанів, морів, річок, озер, проток, каналів, місцевостей, пустель, гірських хребтів і перевалів, груп островів (*the Atlantic (Ocean), the Black Sea, the Dnieper, the Alps, the Hawaii*);
- перед географічними назвами у множині (*the Netherlands*);
- перед іменами власними, утвореними за моделями: прикметник + іменник чи іменник + *of* + іменник (*the Tower of London, the Arabian Gulf*);
- перед назвами націй і народів (*the Japanese*);
- перед назвами кораблів, готелів, музеїв, клубів, газет, муз. груп, пам'ятників, ресторанів, кінотеатрів, політичних партій (*the Titanic, the Louvre, the Beatles*);
- перед назвами країн, до складу яких входять слова *republic, union, kingdom, state*, а також назвами-аббревіатурами (*The USA and the UK are English-speaking countries.*);
- в сталих виразах *in the morning (afternoon, evening), in the original, on the whole, the other day, on the one hand / on the other hand, to tell the truth, etc.*

THE DEFINITE ARTICLE

The **definite article** in English is **the**, and we can use it with singular and plural nouns. It is used when we speak about something specific or something that has already been mentioned in the conversation:

*They had **a** long meeting. When **the** meeting ended they had **a** coffee break.*

***The** doctor I saw yesterday was very kind.*

*I must buy **some** sugar. **The** sugar bowl is empty.*

The definite article is used **before a noun when it represents a whole class** of things:

***The computer** has made text editing easier.*

***The polar bear** is threatened with extinction.*

In less formal styles, *the* + noun can be replaced by a plural form without an article:

***Computers** have made text editing easier.*

***Polar bears** are threatened with extinction.*

The indefinite article is not possible in this sense as it would refer to one or any member of the class but not the class as a whole:

~~A polar bear is threatened with extinction.~~

~~A computer has made text editing easier.~~

Man or *mankind* can be used to represent the human race and has no article:

***Man** will eventually destroy himself.*

However, the more gender-neutral term *humankind* is preferable to *man* or *mankind*:

***Humankind** will eventually destroy itself.*

The definite article is used before **ordinal numbers** (followed by nouns) and **superlative adjectives**:

*This is **the first** time I've ridden a horse.*

*The 20th century has seen **the bloodiest** wars in the history of humankind.*

*Jill is **the most intelligent** girl in the class.*

Most has meanings which do not take the definite article *the*:

*That was **most kind** of you. (very kind)*

***Most people** who lose weight regain it in a very short time. (the majority of people)*

The definite article is also used **before only, next, last, same, right and wrong + noun**:

*You are **the only person** I can tell.*

*When is **the next train** to Cambridge?*

*They have **the same surname**, but they are not relatives.*

*What is **the right answer**?*

The is compulsory when one is mentioning **things that are one of a kind in the universe**: *the sun, the moon, the wind, the sky, the world, the south, the north, the west, the east, the horizon, the globe, the Cosmos, the equator, the hemisphere, the atmosphere, the Milky Way* (but: *Orion, Cassiopeia*).

* We should bear in mind, however, that there are other suns and moons in the universe, and when we refer to these they might not be considered as unique:

*The planet Mars has **two moons**.*

*Every solar system has **a sun**.*

** Names of planets are used without any article: *Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.*

But: *Earth – the Earth, the earth.*

The definite article is often used with historical references:

***The Iraq War** has divided the international public.*

***The Renaissance** started in Italy and slowly spread throughout Europe.*

But: *This course surveys the second wave of **English Romanticism**.*

The definite article is used with musical instruments and dances:

*I can't play **the piano**.*

*Can you do **the foxtrot**?*

When speaking about *members of the same family collectively*, the article **the is used before the surname**. In this way, we designate a group of people – a family – with one word. The surname must be in the plural form:

***The Smiths** are coming for dinner today.*

*Have you seen **the Johnsons** recently?*

The definite article is used with *a proper name if the reference is unclear without an additional phrase*:

*No, I mean **the Mr Brown** from Australia.*

The definite article is used with *titles and positions which are unique*:

*Barthez has never been **the goalkeeper for Crystal Palace FC**.*

***The head of department** allowed me to retake the exam.*

***The Queen** will be opening a new music hall next month.*

***The Pope** is the head of the Roman Catholic Church.*

The definite article can be *used before an adjective to refer to all the people described by it*. If *the + adjective* is followed by a verb, it will take a plural form:

***The rich** get rich, and **the poor** stay poor.*

*Only **the brave** are free.*

Many adjectives that describe a *nationality* behave in the same way unless they end in *-an*:

***The English** are famous for being very polite.*

***The French** eat a lot of cheese.*

But: ***Canadians** play a lot of hockey.*

Names of ***hotels, ships, newspapers, historic documents, bands, orchestras*** and ***choirs*** are used with the definite article: *the Metropol hotel, the Arctica icebreaker, the Times, the Magna Carta, the Bach Choir, the Philadelphia Orchestra, the Beatles.*

The definite article is used before ***a place name if it consists of an adjective followed by a noun:***

the National Gallery

the British Council

the British Isles

the Royal Court

The definite article is also used ***if the name of a place or an institution contains the possessive of-construction:***

the University of Chicago

the Island of Lesbos

the Leaning Tower of Pisa

the Isle of Man

the Tower of London

the Gulf of Maine

the Cape of Good Hope

Names of ***month, days, meals*** and ***seasons*** are normally used with no article. However, ***when modified by a particularizing attribute***, these nouns are used with the definite article:

*I remember **the May** of 2002.*

*It was **the Tuesday** Ann arrived on.*

*We didn't like **the dinner**.*

*It happened in **the spring** of 1969.*

Names of ***languages*** are used with the definite ***article if the word “language” is present:***

*This book was printed in **the English language**.*

* If the word “language” is absent, normally no article is used: *He speaks English well*. However, if there is a particularizing attribute, the definite article is used: ***The English of America is not identical to the English of Britain.***

The is used with names of ***museums, picture galleries*** and ***monuments***: *the National Gallery, the British Museum, the Louvre, the Washington Monument*.

Names of ***parties*** and ***institutions*** are used with the definite article: *the Conservative Party, the Tories, the London City council, the House of Commons*. But: *Parliament* is used without any article, *the British Parliament* takes the.

Names of streets and squares are used without articles except: *the High Street, the Strand*.

The is used with ***names of theories, effects, devices, scales***, and so on ***modified by a proper noun used as an adjective***: *the Doppler effect, the Hubble telescope, the Kelvin scale*. But: when a proper noun is used in possessive form, no article is used. *Einstein’s theory, Wegener’s hypothesis*.

ТЕМА 8

ВЖИВАННЯ НУЛЬОВОГО АРТИКЛЯ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 75;

Анжеліка Кулик. THE NOUN. USE OF ARTICLES/Навчально-методичний посібник, ст. 35-38: Ознайомтеся з теоретичним матеріалом і виконайте вправу (див. нижче).

✓ Закріплення і поглиблення:

Raymond Murphy ENGLISH GRAMMAR IN USE, U. 77-78: Study & Practice.

✓ Додатковий матеріал:

Вживання артикля з прийменниками часу: <https://eclins.com/prepositions-of-time/>: Вивчіть фрази. Перевірте себе, виконавши онлайн тест.

Артикль не вживається

- з іменами власними (*John is a very nice lad.*);
- з іменниками *baby, mother, father, aunt, uncle, sister, brother, cousin* у значенні членів сім'ї (*Father wants us to move into a smaller place.*);
- із загальними іменниками у функції звертання (*Good morning, doctor!*);
- з іменниками, які піддаються лічбі, у множині й іменниками, які не піддаються лічбі, коли ми говоримо про що-небудь взагалі або вперше називаємо предмети чи поняття (*Do you like cats? Knowledge is very important nowadays.*);
- з іменниками, перед якими стоїть означення, виражене присвійним (вказівним, питальним) займенником чи неозначеними займенниками *some, any, no, each, every* (*My room is large. This magazine is very interesting.*);
- з назвами днів тижня, місяців і пір року (*We'll see you on Sunday.*);
- з назвами континентів, більшості країн, міст, окремих гір та островів, озер (якщо перед назвою озера стоїть іменник *lake*) (*Africa, France, London, Hoverla, Cyprus, lake Synevyr*);
- з назвами вулиць, аеропортів, станцій (*You should go from Heathrow Airport to Oxford Street.*);
- з назвами мов, ігор, журналів, часу прийому їжі (*He plays golf. I have breakfast at eight.*).

THE ZERO ARTICLE

In English grammar, the term *zero article* refers to an occasion in speech or writing where a noun or noun phrase is not preceded by an article (*a, an, or the*). The zero article is also known as the *zero determiner*.

In general, no article is used with **proper nouns**, **mass nouns** where the reference is indefinite, or **plural count nouns** where the reference is indefinite. Also, no article is generally used when referring to **means of transport** (*by plane*) or common **expressions of time and place** (*at midnight, in jail*).

A **proper name** is normally not preceded by an article:

Turner is my favourite painter.

Where's Peter?

Uncle Jerry visited us the other day.

No article is used with the **names of railway stations, bridges, magazines and journals, names of principal buildings, organizations of a town, names of universities and colleges**: *Oxford University, Harvard University, National Geographic, Buckingham Palace, Westminster Abbey, St. Paul's Cathedral, Bristol Zoo, Manchester City Council, Westminster Bridge, Tower Bridge.*

Names of **places and institutions which consist of a proper name** and another noun do not take an article:

Johns Hopkins University

George Washington Bridge

Trafalgar Square

JFK Airport (John F. Kennedy

Victoria Station

International Airport)

Names of **meals** normally do not take an article:

Did you have breakfast this morning?

I'll have fruit for lunch.

Let's go out for dinner tonight.

Names of **days, months, seasons and holidays** are normally not preceded by an article:

on Monday

in summer

in March

at Christmas

The same is true for **certain parts of the day** (with the exception of *in the morning/afternoon/evening*):

<i>at noon</i>	<i>before dusk</i>
<i>at night</i>	<i>after sunset</i>
<i>at midnight</i>	<i>at sunrise</i>

Names of ***pubs, restaurants etc.*** that use ***the possessive 's construction*** do not take an article:

*We went to **Maggie's** last night.*

*Let's meet at **Jack's Diner**.*

Names of ***sports, games and activities*** are not preceded by an article:

*I love **swimming**.*

***Rummy** is definitely much more difficult than **solitaire**.*

*She suggested playing **Activity**.*

Continents do not take an article:

<i>Africa</i>	<i>Europe</i>
<i>Antarctica</i>	<i>North America</i>
<i>Asia</i>	<i>South America</i>
<i>Australia</i>	

But: *the Americas* (North and South America), *the Antarctic*, *the Arctic*.

No article is used with the names of ***waterfalls, bays and capes***: *Niagara Falls*, *Cape Horn*.

Nouns that refer to certain ***places and institutions*** do not take an article ***when we are talking about the purpose they are used for***:

*The children are at **school**. (studying)*

*What time do you usually go to **bed**? (to sleep)*

*The murderer was sentenced to 10 years in **prison**. (as a punishment)*

Other examples are:

<i>church</i>	<i>hospital</i>
<i>class</i>	<i>market</i>
<i>college</i>	<i>town</i>
<i>court</i>	<i>university</i>

But if we mean the place (usually the building) itself, the definite article *the* is used:

*He went to **the bed** to check if the children were sleeping.*

*In 1985, there was a fire in **the school**.*

***The prison** is outside of the city.*

Certain prepositional phrases do not take an article:

in charge

by heart

in tears

beyond control

in danger

on time

at war

by car

But if there is a word or phrase that modifies the noun, an article is used:

*We drove **in a red car**.*

*Hurricanes are **beyond the control of governments**.*

*He got wounded **in the Second World War**.*

EXERCISE

Fill in “the”, “a/an” or – (no article).

- a) When mom was ill _____ lot of her friends came to _____ hospital to visit her.
- b) We had _____ very nice meal. _____ cheese was exceptionally good.
- c) He lives in _____ apartment in _____ middle of _____ Bronx.
- d) I like _____ coffee but I don't like _____ coffee they make at _____ office.
- e) _____ World War II ended in 1945.
- f) Don't stay in that hotel. _____ beds there are very uncomfortable.
- g) John doesn't usually go to _____ church on _____ Sundays.
- h) _____ freedom and _____ independence are very valuable in _____ modern life.
- i) They got married but _____ marriage wasn't very successful.
- j) The man went to _____ prison because he had killed two women.
- k) Angela is looking for _____ romantic holiday somewhere in _____ south.
- l) Neill Armstrong made _____ first footprint on _____ moon.
- m) _____ French drink a lot of wine.
- n) It was _____ cold morning on _____ first Monday in April.

ТЕМА 9

ВЖИВАННЯ АРТИКЛЯ З ГЕОГРАФІЧНИМИ НАЗВАМИ

✓ Рекомендований матеріал для ознайомлення:

Анжеліка Кулик. THE NOUN. USE OF ARTICLES/Навчально-методичний посібник, ст. 34-35, 38-40: Ознайомтеся з теоретичним матеріалом і виконайте вправи (див. нижче).

✓ Закріплення і поглиблення:

Raymond Murphy ENGLISH GRAMMAR IN USE, U. 77-78: Study & Practice.

✓ Додатковий матеріал:

Перевірте себе, виконавши тести:

<https://share.google/YLOX6LvEqX0aG7XwA>

<https://share.google/SpGCvN0yXRl4gl0yt>

THE DEFINITE ARTICLE WITH GEOGRAPHICAL NAMES

Normally geographical names are used with no article: *London, France, Central America*. But when there is a particularizing attribute, the definite article is used: *The London I remember was not **the London** of today*.

We use *the* before ***countries that contain a word like “Union”, “Emirates”, “Kingdom.”*** These words mean that the country is a group of smaller states: *the United States, the Republic of Ireland, the Czech Republic, the United Arab Emirates*.

We also use *the* before ***countries that end in a plural “s”***: *the Philippines* (= the full name is *The Republic of the Philippines*), *the Bahamas* (= the full name is *The Republic of the Bahamas*), *the Netherlands, the Lebanon* (= the full name is *The Republic of Lebanon*), *the Congo* (= the full name is *Democratic Republic of the Congo*).

Names of ***towns, states and provinces*** are used ***with no article except***: *the Hague, the West Indies, the Ruhr, the Riviera, the Crimea, the Caucasus, the Vatican*.

The is used with names of **rivers, seas, oceans, canals**: *the Nile / the Nile River, the Caspian Sea, the Pacific / the Pacific Ocean, the Mediterranean / the Mediterranean Sea, the Panama Canal*.

The names of **lakes** are used with **no article if the word “lake” is present**, but **when it is omitted the definite article is used**: *Lake Ontario – the Ontario, Lake Baikal – the Baikal*.

The definite article is used with the names of **deserts**: *the Sahara / the Sahara Desert*.

The names of **mountain chains** are used with the definite article: *the Alps, the Cordeliers*. However, if **a single mountain peak** is named, **no article** is used: *Everest, Mont Blanc* (but: *the Matterhorn*).

Names of **groups of islands** are used with the definite article: *the Bermudas, the Caribbeans*. But if **an isolated island** is meant, **no article** is used: *Madagascar, Ceylon*.

The names of **peninsulas** are used with **the definite article if the word “peninsula” is present**, but when it is omitted no article is used: *the Labrador Peninsula – Labrador*.

EXERCISES

I. Cross out the superfluous definite articles.

- a) He's traveling in the Americas. He left the Hawaii yesterday in the morning. And he arrived in the Galapagos Islands in the evening.
- b) He lives in the capital, the Vilnius. And he plays with the Vilnius Philharmonic.
- c) The Nile flows into the Mediterranean, doesn't it? – Yes. And does it flow through the Sahara?
- d) The Everest, the highest mountain in the world, is in the Himalayas.
- e) The Great Lakes are in the central North America. The largest of the lakes is the Lake Superior.
- f) The “Benelux” describes the group of the countries that include the Belgium, the Netherlands and the Luxembourg.

- g) The Ruzyně is the name of the Prague's main airport, isn't it?
- h) She's from the America. From the United States of the America.
- i) The Picasso's famous painting Guernica is not at the Prado, but it is in the Madrid.

II. Fill in the blanks.

- a) After _____ tour in _____ Austrian Alps they had gone to _____ Montreux to enjoy for _____ day or two _____ charms of _____ Lake of Geneva.
- b) Dusk was already falling on _____ curve of _____ Thames.
- c) I hear he is off to _____ Central Africa.
- d) In "Ivanhoe" Walter Scott describes _____ England of _____ Middle Ages.
- e) Capetown is in _____ South Africa.
- f) In _____ heart of _____ Central Asia there lies _____ Khoresm, _____ small island in _____ sea of sand.
- g) _____ road ends in the low hills that come to _____ sea, _____ elements of _____ Atlas Mountains.
- h) We've been touring _____ world. We tried _____ South Africa. We lasted three days in _____ Australia.
- i) Have you ever been to _____ United States?
- j) Michael looked at his parent. Did he quite understand _____ England of today?

III. Write the definite article where is necessary.

Titanic	Corsica (island)
Euphrates (river)	Tirana (city)
Peloponnese (peninsula)	Erie (lake)
Balkan Peninsula	Mafia Archipelago
Savoy (hotel)	Tasman Sea
Namib (desert)	Kelvin scale
Finnish (language)	Morning Star (newspaper)
Oxford University	Alaska (state)
Himalayas (mountain range)	Arctic Ocean
French (people)	Angel Falls (waterfall)
Lake Zürich	Dominican Republic
North America	Sea of Japan
Fleet Street	Marseille (city)

ПІДСУМКОВИЙ ТЕСТ ПО ТЕМІ «ІМЕННИК ТА АРТИКЛЬ»

Correct the mistakes in the following sentences:

1. The Saturn is the second largest planet of the solar system in mass and size and the sixth nearest planet in distance to the Sun.
2. I like to go to partyes because I like to meet and talk to people.
3. The Ceylon is an island lying in the Indian Ocean and separated from peninsular India by the Palk Strait.
4. An polar bear is threatened with extinction.
5. He got wounded in the Second World War.
6. We our dog left at the kennel when we went away.
7. There was a celebration as the ship crossed equator.
8. On a stormy night you could hear the howling of a pride of wolves.
9. A young horse is called foal. (T/F)
10. It is fall. The leafs are falling from the trees.
11. Carpathians have been divided into the Western and the Eastern Carpathians.
12. My moneys and my keys are in my pocket.
13. He has dedicated his life to scientific researches.
14. A pictures are beautiful. You're a good photographer.
15. He bought a very expensive furniture for his new apartment.
16. How long is an elephants trunk?
17. His office is on a third floor.
18. What is the population of Mexico? How much people live there?
19. Many deers live in that forest.
20. There are a litre of milk in the fridge for you.
21. Let's go and have a coffee. We have little time before the train leaves.
22. I read an poem once about someone riding a horse at night.
23. Would you like any chocolate?
24. People believed that ships made of irons would sink.

25. I broke a glasses yesterday.
26. In winter, I leave the house before the sunrise.
27. A French drink a lot of wine.
28. Love are like a physical pain for some people.
29. On my African trip, I saw a pack of lions.
30. What big house they've got!
31. It would be perfect for a honeymoon trip to the Asia.
32. How many sugars do you want in your tea?
33. The police is offering a £5,000 reward.
34. I am going to buy some breads.
35. Indonesia has several active volcano.
36. The football is game in which two teams of 11 players, using any part of their bodies except their hands and arms, try to maneuver the ball into the opposing team's goal.
37. It was a Tuesday Ann arrived on.
38. Venice is situated at the northwestern end of an Adriatic Sea.
39. Baboon have large heads and sharp tooth. They eat leaves, roots, insects, and eggs.
40. She had got a book about Ancient Egypt.
41. A female form of bachelor is bride. (T/F)
42. Could I some information have?
43. There's an hair on my jacket.
44. It happened in autumn of 1969.
45. How much times do you need to finish your work?
46. I'm peeling the potatos.
47. I need some advices.
48. The Lake Erie forms the boundary between Canada to the north and the United States to the west, south, and east.
49. Sandra is nurse. She works at a hospital.

50. I'd like some information about trains to the Paris.
51. I really like that movie. I saw it three time.
52. Sonya is wearing a silver jewelry. She's wearing a necklace and some earrings.
53. I've got a little ideas, but what do you think I should do?
54. A doctor I saw yesterday was very kind.
55. Does he has new girlfriend?
56. The University of Oxford is one of the world's great universities.
57. Your luggage are too heavy.
58. My friend's cat had a group of kittens on the weekend.
59. Arithmetic a is part of mathematics.
60. A pyjamas are on the bed.
61. I'm a bit worried because I can't find much books about the European Union in the library.
62. The cattle is grazing.
63. It wasn't your fault. It was the accident.
64. She bought too much chairs.
65. The greens well-cooked are.
66. How many chicken do you have in your henhouse?
67. The female fox is called bitch. (T/F)
68. United States has a population of around 250 million.
69. No news are good news.
70. The longest river in Denmark is Gudenå.
71. Portuguese is somewhat similar to Spanish, is it?
72. Here is your binoculars. Take them.
73. I was attacked by a flock of bees.
74. I don't think I can lift this box on my own. I need a few help.
75. The people in Brazil speak the Portugese.

76. Check Republic is a country in central Europe.
77. Alex saw some mices running across the floor.
78. The Namib is a cool coastal desert extending for 1,900 km along the Atlantic coast of the Africa.
79. I like to drink a bottles of mineral water after I exercise.
80. Measles were widespread ten years ago.
81. The Netherlands is a country located in northwestern Europe, also known as the Holland.
82. Did you know that Jason's dog has had three beautiful puppy?
83. Have do you got a box of matches with you?
84. The baby got two new tooth.
85. The mountains of Pakistan are mostly in north.
86. He was driving at 80 miles hour when the car skidded.
87. He is the good person.
88. Our modern understanding of gravity comes from Albert Einstein theory of general relativity.
89. Bananas is yellow.
90. I'm not busy tonight. I don't have some homework to do.
91. I don't like hot weathers.
92. I usually have a egg for breakfast.
93. She has a breakfast at 9.
94. A lot of student have financial problems.
95. The Jeff is a friendly person. He has a lot of friends.
96. Vicky doesn't like living in London. She has a few friends there.
97. You are an only person I can tell

Розділ 2

ПРИКМЕТНИК

ПРИСЛІВНИК

ЗАЙМЕННИК

ЧИСЛІВНИК

ТЕМА 10

ПРИКМЕТНИК. ПЕРЕХІД ПРИКМЕТНИКІВ В ІМЕННИКИ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 79;

Анжеліка Кулик. THE ADJECTIVE/Навчально-методичний посібник:
Ознайомтеся з теоретичним матеріалом (див. нижче).

✓ Закріплення і поглиблення:

Raymond Murphy ENGLISH GRAMMAR IN USE, U. 98-99: Study & Practice.

✓ Додатковий матеріал:

Перевірте себе, виконавши тести:

<https://www.liveworksheets.com/worksheet/en/english-second-language-esl/614953>;

Переглянувши відео *Adjectives Used As Nouns*, випишіть, перекладіть та вивчіть субстантивовані прикметники:

https://youtu.be/i3cOg9O_bwM?si=2NpNQEHfgTdZ16mO

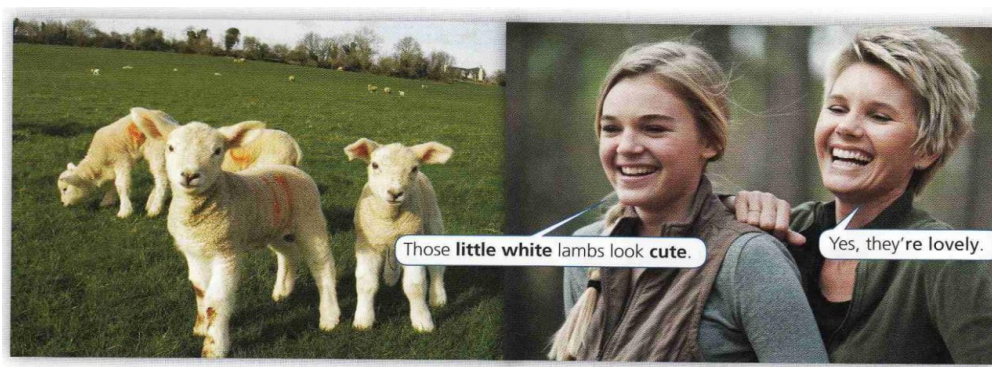
Прикметник — частина мови, яка позначає ознаку предмета та відповідає на питання *який?*

Прикметники в англійській мові не змінюються ні за родами, ні за числами, ні за відмінками (*an old man* — старий чоловік, *old men* — старі чоловіки, *with an old man* — зі старим чоловіком). Можуть змінюватися тільки за ступенями порівняння (*short* — *shorter* — *shortest*).

Розряди прикметників

Якісні прикметники (Qualitative Adjectives)	Відносні прикметники (Relative Adjectives)
позначають такі ознаки предмета, які відрізняють один предмет від іншого (<i>large, red, difficult</i>)	позначають такі ознаки предмета, які не можуть бути в предметі більшою чи меншою мірою (<i>wooden, rural</i>)
мають ступені порівняння (<i>large</i> — <i>larger</i> — <i>largest</i> ; <i>difficult</i> — <i>more difficult</i> — <i>most difficult</i>)	не мають ступенів порівняння
можуть поєднуватися з прислівниками ступеня <i>very, so, too, quite, fairly</i> (<i>very small, so beautiful</i>)	не можуть поєднуватися з прислівниками ступеня

THE ADJECTIVE



1 ADJECTIVES WITH NOUNS

Adjectives give more information about nouns. Their form does not change for singular and plural nouns or for male ♂ and female ♀:

*A **young** girl and two **young** boys came to the party.*

Adjectives usually come before a noun: ✓ a white lamb ✗ ~~a lamb white~~

- We can put two or more adjectives before a noun. We don't usually use *and*:

✗ ~~a little and white lamb~~ ✓ a little white lamb

- But if both adjectives describe colours or two similar qualities, we put *and* between them:

*a **black and white** horse*

*a **long and boring** film*

2 ADJECTIVES WITH VERBS

We can use adjectives after the verbs *be*, *appear*, *become*, *get*, *feel*, *look*, *seem* and *taste*:
*The lambs **are** lovely.* (= They are lovely lambs.) *That lamb **looks** cute.*

*Our new teacher **seems** nice.* *Can we go home now? I'm **getting** tired.*

- We use *and* between two adjectives after a verb: *That flight was **long and tiring**.*
- The adjectives *alive*, *afraid*, *alone*, *asleep* and *awake* are always used after a verb.

We cannot use them in front of a noun:

✗ ~~*They are asleep children.*~~ ✓ *Be quiet. The children **are** asleep.*

3 -ED AND -ING FORMS

We sometimes use verbs ending in *-ed* and *-ing* as adjectives:

*I like **painted** furniture.* *Do you like **smoked** meat?* *The police are looking for a **missing** person.*
*Some people say Leonardo da Vinci invented the first **flying** machine.*

Many *-ed* and *-ing* adjectives describe feelings, but we use them in different ways. We use

- *-ed* adjectives to describe how we feel: *I'm **confused**.* *The students are **interested**.*
- *-ing* adjectives to describe the thing that causes our feelings:
*The rules are **confusing**.* *It's an **interesting** lesson.*

We often use *-ing* adjectives to ask about or give an opinion about something:

*Do you think horror films are **frightening**?* (= Do they frighten you?)

*My cousin is really **boring**.* (= He makes me feel bored.)

We don't use *-ing* adjectives to talk about how we feel:

Tell me more about the course. ✗ ~~*I'm very interesting.*~~ ✓ *I'm very **interested**.*

4 ORDER OF ADJECTIVES

There are *opinion adjectives* and *fact adjectives*. *Opinion adjectives* such as *smart*, *bad*, *comfortable*, etc. **show what a person thinks of somebody or something**. *Fact adjectives* such as *short*, *big*, *old*, etc. **give us factual information** about age, size, colour, origin, material, etc. Opinion adjectives go before fact adjectives:
✓ *a handsome young man*

When there are two or more fact adjectives in a sentence, they usually go in the following order:

Order	Type	Examples
1	Opinion	beautiful, expensive, informative, cute
2	Size	small, big, tall, enormous, massive
3	Age	old, young, youthful, ancient, new
4	Shape	round, rectangular, square
5	Colour	red, yellow, blue, green
6	Origin	Singaporean, Japanese, American
7	Material	metal, wood, plastic, rubber, glass, silk
8	Purpose	cooking, hammering, sewing, washing

If there are several adjectives modifying the same noun phrase, then their order is as follows:

1 Value	2 Size	3 Age/ Temperature	4 Shape	5 Colour	6 Origin	7 Material
nice expensive cheap	big small heavy	old new cold	round circular square	white blue red	domestic French rural	woolen stone plastic

5 SUBSTANTIVIZED ADJECTIVES

*the young the old the elderly the rich the poor the sick the homeless
the disabled the unemployed the blind the deaf the injured the dead*

Some adjectives can be used as nouns if they describe a particular group,
e.g. all the people who are rich = *the rich*. We use a plural verb:

***The rich** are getting richer and **the poor** are getting poorer.*

We can use nationality adjectives that end in *-ch/-sh/-ese* in the same way,
e.g. *French, Spanish, Dutch, Japanese* (► Unit 95.2):

***The French** have elected a new president.* (all the French people)

***The Irish** are voting on the new European Union tomorrow.* (all the Irish people)

We can't use other nationality words in this way:

*✗ ~~The Brazilian are used to hot weather.~~ ✓ **Brazilians** are used to hot weather.*

Adjectives used as nouns

The blind	People who...	cannot see
The deaf		cannot hear
The destitute		have no money or possessions
The dead		are no longer alive
The dying		are about to die
The elderly		are old
The faithful		believe in a religion
The homeless		have no home
The injured		have been injured in an accident
The insane		are mentally ill

Adjectives used as nouns

The jobless	People who...	are unemployed
The old		are no longer young
The poor		have little money
The rich		have a lot of money
The sick		are physically or mentally ill
The wealthy		are rich
The wicked		are morally bad
The wounded		are injured by a weapon
The young		are not yet old

DESCRIPTIVE WORDS

Large	Fast	Said	Hard
big colossal enormous gigantic huge massive substantial tremendous	accelerated active agile brisk nimble quick speedy swift	asked called exclaimed remarked replied responded stated told	challenging complicated demanding grueling puzzling rigid tough tricky
Happy	Kind	Small	Walk
blissful cheerful delighted elated glad joyful joyful	benevolent considerate courteous helpful loving patient thoughtful	diminutive little miniature minute petite puny teeny	hike march pace saunter shuffle stroll wander
Funny	Easy	Run	Sad
amusing comical entertaining gleeful hilarious humorous whimsical	apparent carefree effortless manageable obvious plain simple snap uncomplicated	dart dash jog race scamper scurry sprint	dejected depressed disheartened forlorn glaomy glum joyless unhappy

ADJECTIVES AND PREPOSITIONS

Some predicative adjectives are usually followed by a prepositional phrase and have to be followed by a particular preposition. Here are some of them.

- a) **Adj + at:** amazed, amused, astonished, bad, brilliant, clever, good, hopeless, quick, shocked, surprised, weak;
- b) **Adj + about:** angry, anxious, crazy, curious, doubtful, glad, happy, honest, mad, mistaken, sad, serious, sincere, sorry, suspicious, wrong;
- c) **Adj + for:** bad, convenient, famous, late, prepared, qualified, ready, sorry, suitable, useful, responsible, eligible;
- d) **Adj + to:** accustomed, adjacent, allergic, attentive, attuned, blind, close, contrary, devoted, harmful, married, new, subject, superior, peculiar, proportional, proportionate, sensitive;
- e) **Adj + of:** afraid, ahead, ashamed, capable, certain, characteristic, confident, critical, envious, fond, full, guilty, independent, jealous, incapable, indicative, proud, sick, mindful, sure, suspicious, representative, tired;
- f) **Adj + with:** compatible, angry, disgusted, satisfied, annoyed, filled, familiar, busy, patient, disappointed, delighted, pleased;
- g) **Adj + from:** absent, different, safe, separate;
- h) **Adj + on:** dependent, intent, keen;
- i) **Adj + in:** experienced, interested

ТЕМА 11

УТВОРЕННЯ СТУПЕНІВ ПОРІВНЯННЯ ПРИКМЕТНИКІВ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 79-80;

Анжеліка Кулик. THE ADJECTIVE/Навчально-методичний посібник;

Azar B.S., Hagen S.A. FUNDAMENTALS OF ENGLISH GRAMMAR, pp. 328-333: Ознайомтеся з теоретичним матеріалом і виконайте вправи (див. нижче).

✓ Закріплення і поглиблення:

Raymond Murphy ENGLISH GRAMMAR IN USE, U. 105-108: Study & Practice (optional).

✓ Додатковий матеріал:

Перевірте себе, виконавши тест:

<https://www.english-4u.de/en/grammar-quizzes/comparison.htm>

Ступені порівняння прикметників (Degrees of Comparison)

Ступені порівняння

- **позитивний ступінь** — позначає якість предмета без порівняння цієї якості в іншому предметі (*nice, amazing*);
- **вищий ступінь** — показує, що в тому чи іншому предметі ознака проявляється більшою чи меншою мірою, ніж в іншому (*clever — cleverer, wonderful — more wonderful*):
 - проста форма (*higher*);
 - складена форма (*more careful*);
- **найвищий ступінь** — показує, що той чи інший предмет перевершує решту предметів за будь-якою ознакою (*clever — cleverest, wonderful — most wonderful*):
 - проста форма (*highest*);
 - складена форма (*most careful*).

Способи утворення ступенів порівняння прикметників

- додавання суфіксів **-er** і **-est** до форми прикметника в позитивному ступені:
 - односкладові прикметники (*fat — fatter — fattest, big — bigger — biggest*);
 - двоскладові прикметники, які закінчуються на **-y, -er, -le, -ly, -ow** (*simple — simpler — simplest; easy — easier — easiest*);
- вживання слів **more** і **most** перед формою прикметника в позитивному ступені:
 - багатоскладові прикметники (*active — more active — most active, important — more important — most important*);
 - двоскладові прикметники з наголосом на другий склад (*polite — more polite — most polite*);
 - прикметники, які утворені від дієслів і закінчуються на **-ing** і **-ed** (*boring — more boring — most boring*);
 - прикметники, які використовуються предикативно (*afraid — more afraid — most afraid*);

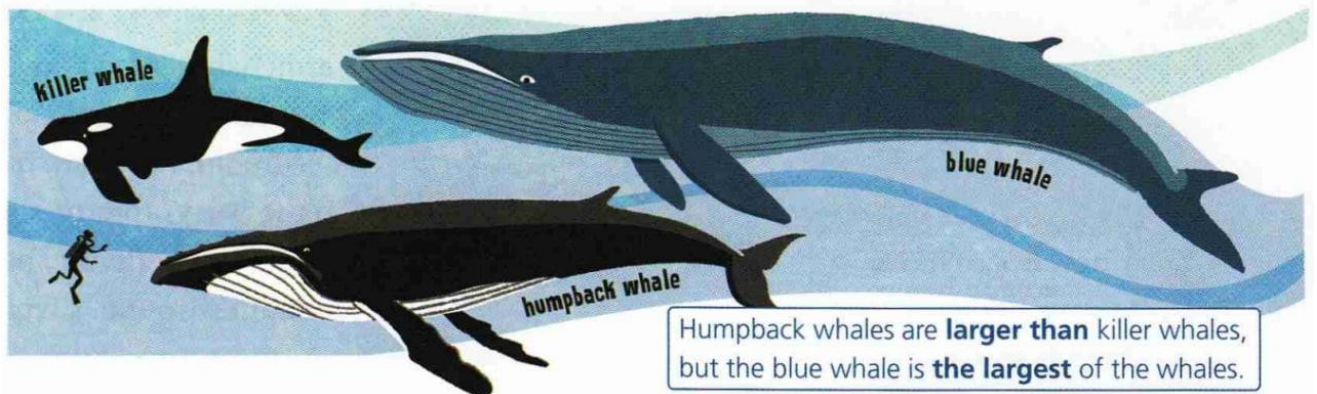
- утворення ступенів порівняння від різних коренів *good — better — best, bad — worse — worst, much / many — more — most, old — older / oldest (вік) — elder / eldest* (за порядком), *late — later / latest* (за часом) — *latter / last* (за порядком), *far — farther / farthest* (про відстань) — *further / furthest* (за порядком, за часом), *near — nearer — nearest* (про відстань) / *next* (за порядком), *little — less / lesser — least*;
- утворення ступенів порівняння шляхом додавання суфіксів *-er* і *-est* чи вживання слів *more* і *most* для прикметників *common, handsome, quiet, wicked, pleasant, cruel* (*common — commoner / more common — commonest / most common*).

Іменник, який визначається прикметником у найвищому ступені, вживається з означеним артиклем (*This is the most beautiful park in the city.*)

Порівняльні конструкції з прикметниками

- прикметник у вищому ступені + сполучник *than* — для порівняння двох осіб або предметів (*He is older than I am. The dress is more expensive than I expected.*);
- *(not) as* + прикметник позитивного ступеня + *as* — для порівняння двох осіб або предметів однакової якості (*This girl is (not) as tall as that one.*);
- прикметник у найвищому ступені + словосполучення з прийменником *in / of* або прислівником *ever* для порівняння одного предмета чи особи з двома (або більше) іншими (*This is the worst song I've ever heard. The happiest day of his life was his wedding.*);
- прикметник у вищому ступені + *and* + прикметник у вищому ступені для опису ситуації, яка змінюється (*The temperature is becoming lower and lower. The children were getting more and more interested.*);
- *the* + прикметник у вищому ступені + *the* + прикметник у вищому ступені для опису якостей, які змінюються паралельно (*The higher they rise, the thinner the air becomes.*).

DEGREES OF COMPARISON



For comparison, adjectives have got two forms: the comparative and the superlative.

All one-syllable adjectives, adjectives of two syllables ending in -y, -er, -le, -ow and those having the stress on the second syllable form their comparatives and superlatives by means of the endings -er and -est. E.g.:

cold – colder – the coldest
heavy – heavier – the heaviest
polite – politer – the politest

Adjectives of three or more syllables and many adjectives of two syllables form their degrees of comparison by placing **more** and **most**, **less** and **least** before the adjective. E.g.:

difficult – more difficult – the most difficult
interesting – less interesting – the least interesting

The noun modified by an adjective in the superlative degree has the definite article because the superlative degree always implies limitation.

Spelling rules

1. If the adjective ends in a consonant preceded by a stressed short vowel the consonant is doubled before **-er**, **-est**. E.g.:

sad – sadder – the saddest
big – bigger – the biggest

2. If the adjective ends in **y** preceded by a consonant, **y** is changed into **i** before **-er**, **-est**. E.g.:

busy – busier – the busiest
happy – happier – the happiest

3. If the adjective ends in **-e** the **e** is dropped before **-er** and **-est**:

brave – braver – the bravest
fine – finer – the finest

Some adjectives have **irregular degrees of comparison**:

good – better – the best
bad – worse – the worst
little – less – the least
far – farther (further) – the farthest (furthest)

The comparative degree can be emphasized by means of the words (**very**) **much**, **far**, **still**, **a lot**, **a little (bit)**, **rather**. E.g. *This film is much better. It is still colder today.*

When equal degrees of a quality are compared, the adjective in the positive degree is placed within **as ... as**. E.g. *February was as cold as January.*

To express a smaller degree of a quality the adjective in the positive degree is placed within **not as (so) ... as**. E.g. *June is not so hot as July.*

To describe that something is increasing or decreasing the following structure is used: *The weather is getting colder and colder. Things are becoming more and more expensive.*

To describe the relations between the increase or decrease of two qualities the following structure is used:

The less we learn, the less we forget.
The less we forget, the more we know.

9-3 Comparative and Superlative Forms of Adjectives and Adverbs

	Comparative		Superlative	
ONE-SYLLABLE ADJECTIVES	old wise	older wiser	the oldest the wisest	For most one-syllable adjectives, -er and -est are added.
TWO-SYLLABLE ADJECTIVES	famous pleasant	more famous more pleasant	the most famous the most pleasant	For most two-syllable adjectives, more and most are used.
	clever gentle friendly	cleverer more clever gentler more gentle friendlier more friendly	the cleverest the most clever the gentlest the most gentle the friendliest the most friendly	Some two-syllable adjectives use either -er/-est or more/most : <i>able, angry, clever, common, cruel, friendly, gentle, handsome, narrow, pleasant, polite, quiet, simple, sour.</i>
	busy pretty	busier prettier	the busiest the prettiest	-Er and -est are used with two-syllable adjectives that end in -y . The -y is changed to -i .
	important fascinating	more important more fascinating	the most important the most fascinating	More and most are used with long adjectives.
ADJECTIVES WITH THREE OR MORE SYLLABLES	important fascinating	more important more fascinating	the most important the most fascinating	More and most are used with long adjectives.
IRREGULAR ADJECTIVES	good bad	better worse	the best the worst	Good and bad have irregular comparative and superlative forms.
-LY ADVERBS	carefully slowly	more carefully more slowly	the most carefully the most slowly	More and most are used with adverbs that end in -ly .*
ONE-SYLLABLE ADVERBS	fast hard	faster harder	the fastest the hardest	The -er and -est forms are used with one-syllable adverbs.
IRREGULAR ADVERBS	well badly far	better worse farther/further	the best the worst the farthest/furthest	Both farther and further are used to compare physical distances: <i>I walked farther than my friend did.</i> OR <i>I walked further than my friend did.</i> Further also means "additional": <i>I need further information.</i> NOTE: Farther cannot be used when the meaning is "additional."

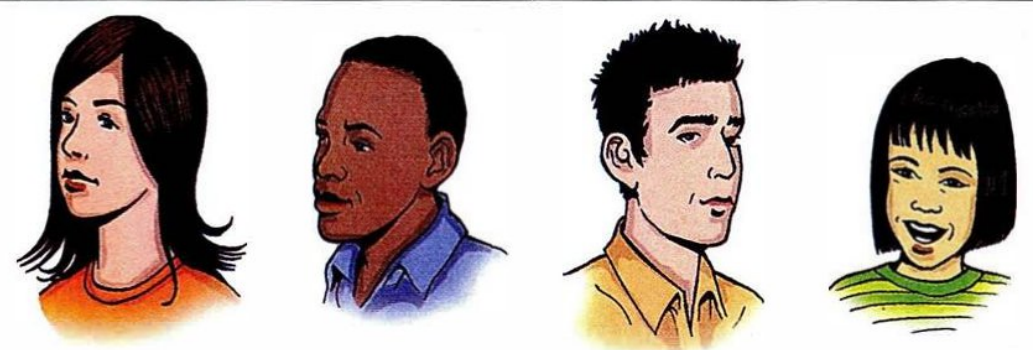
EXERCISES

I. Give the COMPARATIVE and SUPERLATIVE forms of the following adjectives and adverbs.

- | | |
|--------------------------------------|----------------|
| 1. high – <i>higher, the highest</i> | 13. good |
| 2. careful | 14. bad |
| 3. slow | 15. clear |
| 4. slowly | 16. clearly |
| 5. active | 17. happy |
| 6. funny | 18. confusing |
| 7. wet* | 19. courageous |
| 8. sweet* | 20. common |
| 9. late* | 21. friendly |
| 10. thin | 22. red |
| 11. clean | 23. wild |
| 12. serious | 24. dangerous |

9-1 Making Comparisons with *As ... As*

(a) Tina is 21 years old. Sam is also 21. Tina is as old as Sam (is). (b) Mike came as quickly as he could.	As ... as is used to say that the two parts of a comparison are equal or the same in some way. In (a): as + adjective + as In (b): as + adverb + as
(c) Ted is 20. Tina is 21. Ted is not as old as Tina. (d) Ted is not quite as old as Tina. (e) Amy is 5. She is not nearly as old as Tina.	Negative form: not as ... as. * Quite and nearly are often used with the negative. In (d): not quite as ... as = a small difference. In (e): not nearly as ... as = a big difference.
(f) Sam is just as old as Tina. (g) Ted is nearly/almost as old as Tina.	Common modifiers of as ... as are just (meaning "exactly") and nearly/almost.



Tina
21

Sam
21

Ted
20

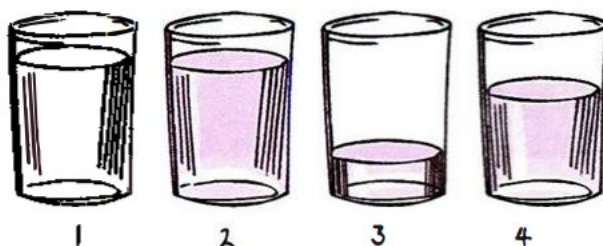
Amy
5

*Also possible: *not so ... as*: Ted is *not so old as* Tina.

□ Exercise 2. Looking at grammar. (Chart 9-1)

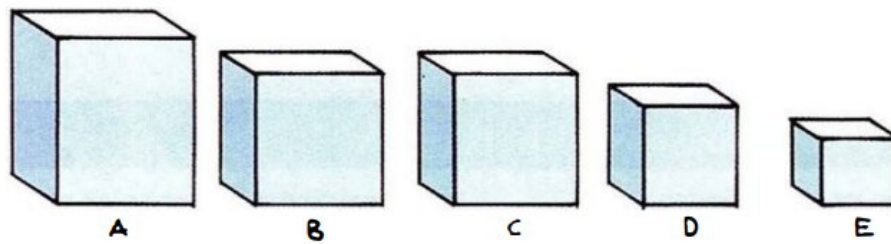
Complete the sentences, with **just as**, **almost as/not quite as**, or **not nearly as**.

Part I. Compare the fullness of the glasses.



- Glass 4 is almost as / not quite as full as Glass 2.
- Glass 3 is _____ full as Glass 2.
- Glass 1 is _____ full as Glass 2.

Part II. Compare the size of the boxes.



4. Box B is _____ big as Box A.
5. Box E is _____ big as Box A.
6. Box C is _____ big as Box B.
7. Box E is _____ big as Box D.

☐ **Exercise 3. Looking at grammar.** (Chart 9-1)

Complete the sentences with **as ... as** and words from the list. Give your own opinion.
Use negative verbs where appropriate.

a housefly / an ant
a lake / an ocean
a lemon / a watermelon
a lion / a tiger
a shower / a bath

good health / money
honey / sugar
monkeys / people
reading a book / listening to music
the sun / the moon

1. An ant isn't as _____ big as a housefly _____.
2. A lion is as _____ dangerous and wild as a tiger _____.
3. _____ large as _____.
4. _____ sweet as _____.
5. _____ important as _____.
6. _____ quiet as _____.
7. _____ hot as _____.
8. _____ good at climbing trees as _____.
9. _____ relaxing as _____.

□ **Exercise 5. Game.** (Chart 9-1)

As ... as is used in many traditional phrases. These phrases are generally spoken rather than written. See how many of them you're familiar with by completing the sentences with the given words. Work in teams. The team with the most correct answers wins.

✓ a bear
a bird

a cat
a feather

a hornet
a kite

a mule
a rock

an ox
the hills



ox



mule

1. When will dinner be ready? I'm **as hungry as** a bear.
2. Did Toshi really lift that heavy box all by himself? He must be **as strong as** _____.
3. It was a lovely summer day. School was out, and there was nothing in particular that I had to do. I felt **as free as** _____.
4. Marco won't change his mind. He's **as stubborn as** _____.
5. How can anyone expect me to sleep in this bed? It's **as hard as** _____.
6. Of course I've heard that joke before! It's **as old as** _____.
7. Why are you walking back and forth? What's the matter? You're **as nervous as** _____.
8. Thanks for offering to help, but I can carry the box alone. It looks heavy, but it isn't. It's **as light as** _____.
9. When Erica received the good news, she felt **as high as** _____.
10. A: Was he angry?
B: You'd better believe it! He was **as mad as** _____.



hornet

9-2 Comparative and Superlative

(a) "A" is older than "B."	The comparative compares <i>this</i> to <i>that</i> or <i>these</i> to <i>those</i> . Form: -er or more (See Chart 9-3.) Notice: A comparative is followed by than .
(b) "A" and "B" are older than "C" and "D."	
(c) Ed is more generous than his brother.	
(d) "A," "B," "C," and "D" are sisters. "A" is the oldest of all four sisters.	The superlative compares one part of a whole group to all the rest of the group. Form: -est or most (See Chart 9-3 for forms.) Notice: A superlative begins with the .
(e) A woman in Turkey claims to be the oldest person in the world .	
(f) Ed is the most generous person in his family .	

□ **Exercise 7. Game.** (Chart 9-2)

Work in teams. Decide if the sentences are true (T) or false (F). The team with the most correct answers wins.

- | | | |
|--|---|---|
| 1. Canada is larger than France. | T | F |
| 2. Russia and Canada are the largest countries in the world. | T | F |
| 3. The South Pole is generally colder than the North Pole. | T | F |
| 4. The Pacific Ocean is the coldest ocean in the world. | T | F |
| 5. The Mediterranean Sea is the biggest sea of all. | T | F |
| 6. In general, Libya is hotter than Mexico. | T | F |
| 7. Africa is larger than Asia. | T | F |
| 8. Argentina has the highest and lowest points in South America. | T | F |
| 9. The nearest continent to Antarctica is Australia. | T | F |
| 10. The longest country in the world is Chile. | T | F |

□ **Exercise 10. Looking at grammar.** (Charts 9-2 and 9-3)

Write the comparative and superlative forms of the following adjectives and adverbs.

- | | | | |
|----------|----------------------------|--------------|-------|
| 1. high | <u>higher, the highest</u> | 8. dangerous | _____ |
| 2. good | _____ | 9. slowly | _____ |
| 3. lazy | _____ | 10. common | _____ |
| 4. hot* | _____ | 11. friendly | _____ |
| 5. neat* | _____ | 12. careful | _____ |
| 6. late* | _____ | 13. bad | _____ |
| 7. happy | _____ | 14. far | _____ |

□ **Exercise 11. Looking at grammar.** (Charts 9-2 and 9-3)

Complete the sentences with the correct comparative form (*more/-er*) of the adjectives in the list.

clean
confusing

dangerous
dark

funny
pretty

✓sweet
wet

1. Oranges are sweeter than lemons.
2. I heard some polite laughter when I told my jokes, but everyone laughed loudly when Janet told hers. Her jokes are always much _____ than mine.
3. Many more people die in car accidents than in plane accidents. Statistics show that driving your own car is _____ than flying in an airplane.
4. Professor Sato speaks clearly, but I have trouble understanding Professor Larson's lectures. Her lectures are much _____ than Professor Sato's.
5. Is there a storm coming? The sky looks _____ than it did an hour ago.
6. That tablecloth has some stains on it. Take this one. It's _____.
7. We're having another beautiful sunrise. It looks like an orange fireball. The sky is even _____ than yesterday.
8. If a cat and a duck are out in the rain, the cat will get much _____ than the duck. The water will just roll off the duck's feathers, but it will soak into the cat's hair.

*Spelling notes:

- When a one-syllable adjective ends in *one vowel + a consonant*, double the consonant and add *-er/-est*: *sad, sadder, saddest*.
- When an adjective ends in *two vowels + a consonant*, do NOT double the consonant: *cool, cooler, coolest*.
- When an adjective ends in *-e*, do NOT double the consonant: *wide, wider, widest*.

ТЕМА 12

ПРИСЛІВНИК. КЛАСИФІКАЦІЯ ПРИСЛІВНИКІВ. СТУПЕНІ ПОРІВНЯННЯ ПРИСЛІВНИКІВ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 80-82;

Анжеліка Кулик. THE ADVERB/Навчально-методичний посібник.

✓ Закріплення і поглиблення:

Raymond Murphy ENGLISH GRAMMAR IN USE, U. 100-101: Study & Practice.

✓ Додатковий матеріал:

Перевірте себе, виконавши тести:

<https://share.google/MQXDHQrXBvG7v9WQL>

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<https://test-english.com/grammar-points/a2/comparative-superlative-adjectives-adverbs/>

https://test-english.com/grammar-points/b1/comparative-superlative-adjectives-adverbs/?_cf_chl_tk=7FBLhD9G.2bg9qW4TzLRoPhsd5CrujDP7IPhYA_ypEk-1732248360-1.0.1.1-JL1YkSwJfp40fMdvSS00uo94mmMWbcv6AIZ9RhQw9Wc

Прислівники у вищому та найвищому ступенях, а також прислівники, які виражають кількість

Прислівник — це частина мови, яка позначає ознаку дії (стану) або якості, ступінь стану або якості і відповідає на питання *як? яким чином?* та ін.

Позначає ознаку	До чого відноситься	Приклади
дії	до дієслова	<i>She works hard.</i>
іншої ознаки	до прикметника, до іншого прислівника	<i>He is a very good pupil. He knows English quite well.</i>
предмета	до іменника	<i>Read the above statement again.</i>

Розряди прислівників за значенням

Розряди	На які питання відповідають	Приклади
Місця і напрямку	де? куди? звідки?	<i>here, inside, abroad</i>
Часу	коли?	<i>now, soon, yesterday</i>
Міри та ступеня	якою мірою? наскільки?	<i>too, enough, almost</i>
Способу дії	як? яким чином?	<i>badly, quickly, suddenly</i>

Розряди	На які питання відповідають	Приклади
Частоти	як часто?	<i>sometimes; often</i>
Причини і наслідку	чому?	<i>therefore, as a result</i>

Крім указаних вище розрядів прислівників, в англійській мові додатково виділяють прислівники:

- фокусні — звертають увагу слухача на слово, яке вони характеризують (*just, even, only, really, simply, merely*);
- ступеня впевненості (*certainly, definitely, probably, obviously*);
- питальні (*when, where, how*);
- сполучникові (*however, besides, when, where, how*).

Ступені порівняння прислівників

- позитивний (*fast, easily, badly*);
- вищий (*fast — faster, easily — more easily, badly — worse*);
- найвищий (*fast — fastest, easily — most easily, badly — worst*).

Способи утворення ступенів порівняння прислівників

додавання суфіксів <i>-er</i> та <i>-est</i> до форми прислівника в позитивному ступені	односкладові прислівники та прислівник <i>early</i> (<i>hard — harder — hardest, early — earlier — earliest</i>)
вживання слів <i>more</i> і <i>most</i> перед формою прислівника в позитивному ступені	всі інші прислівники (<i>easily — more easily — most easily, quickly — more quickly — most quickly</i>)
утворення ступенів порівняння від різних коренів	<i>badly — worse — worst, well — better — best, little — less — least, much — more — most, far — farther</i> (про відстань) / <i>further</i> (про час і порядок руху) — <i>farthest</i> (про відстань) / <i>furthest</i> (про час і порядок руху)
утворення ступенів порівняння шляхом додавання суфіксів <i>-er</i> та <i>-est</i> або вживання слів <i>more</i> і <i>most</i> для прислівників <i>often, quickly, slowly</i> (<i>often — oftener / more often — oftenest / most often</i>)	

Деякі прислівники мають дві форми: одну, яка співпадає з формою відповідного прикметника, та іншу, яка має суфікс *-ly*. У деяких випадках значення прислівників із суфіксом *-ly* відрізняється від значення прислівників, які співпадають за формою з прикметником.

Прислівник із суфіксом <i>-ly</i>	Значення	Прислівник, який співпадає за формою з прикметником	Значення
<i>lately</i>	недавно	<i>late</i>	пізно
<i>nearly</i>	майже	<i>near</i>	близько
<i>prettilly</i>	ошатно	<i>pretty</i>	дуже
<i>highly</i>	високо (в переносному значенні)	<i>high</i>	високо (в прямому значенні)
<i>hardly</i>	ледь	<i>hard</i>	завзято
<i>cleanly</i>	чисто	<i>clean</i>	спритно
<i>closely</i>	уважно	<i>close</i>	близько
<i>shortly</i>	незабаром	<i>short</i>	різко
<i>easily</i>	без проблем	<i>easy</i>	спокійно
<i>freely</i>	вільно	<i>free</i>	безплатно
<i>widely</i>	у різних місцях	<i>wide</i>	широко

ADVERBS: USES

Adverbs are one of the four major word classes, along with nouns, verbs and adjectives. We **use adverbs** to add more information about a verb, an adjective, another adverb, a clause or a whole sentence.

*Can you move it **carefully**? It's fragile.*

***Quickly**! We're late.*

*She swims **really** well.*

*Don't go so **fast**.*

*You have to turn it **clockwise**.*

*Come over **here**.*

***Actually**, I don't know her.*

*I haven't seen them **recently**.*

*The bathroom's **upstairs** on the left.*

ADVERBS: MEANINGS AND FUNCTIONS

Adverbs have many different meanings and functions. They are especially important for indicating the time, manner, place, direction, degree and frequency of something.

Types of adverbs

time (when)	<i>I never get up early at the weekends.</i>
manner (how)	<i>Walk across the road carefully!</i>
place (where)	<i>When we got there, the tickets had sold out.</i>
direction (which way)	<i>I moved it forward.</i>
degree (how much)	<i>It's rather cold, isn't it?</i>
frequency (how often)	<i>I'm always losing my keys.</i>

ADVERBS: FORMS

Adverbs ending in -ly. Adverbs have a strong connection with adjectives. Adjectives and adverbs are usually based on the same word. Adverbs often have the form of **an adjective + -ly**.

Compare:

adjective

adverb

*He was **calm** when I told him.*

*He behaved **calmly**.*

*That was a **beautiful** presentation, Your work is **beautifully** presented,
Carla. Carla.*

Adverbs ending in **-ly** are usually adverbs of manner (*slowly*) and degree (*almost*).

Adverbs formed from **adjectives ending in -l** have **double l**:

beautiful → beautifully,

careful → carefully,

hopeful → hopefully,

historical → historically

*Magda looked **hopefully** at her mother.*

***Historically**, there was never any conflict between the two communities.*

Adverbs formed from **adjectives ending in -y** change the **y** to **i**:

easy → easily,

busy → busily,

lucky → luckily

***Luckily**, I had a backup copy of the data on a disk.*

*I've never seen him react so **angrily**.*

Adverbs ending in **a consonant +e** keep the **e**:

definite → *definitely*,
fortunate → *fortunately*,
extreme → *extremely*,
absolute → *absolutely*

*I am **extremely** grateful to you.*

*We were **absolutely** exhausted at the end of it all.*

The adverb for *good* is **well**:

*Sophia is a **good** writer. → Sophia writes **well**.*

Adverbs with the same form as adjectives

Some adverbs have the same form as adjectives.

The most common are: *fast* (not ~~fastly~~), *left*, *hard*, *outside*, *right*, *straight*, *late*, *well*, and time words such as *daily*, *weekly*, *monthly*, *yearly*.

Compare:

adjective	adverb
<i>This coconut is really hard. You'll need a hammer to break it up.</i>	<i>You have to bang the door hard to shut it.</i>
<i>She drives a fast car.</i>	<i>They can swim quite fast now actually.</i>
<i>An outside light would be a really good idea for our house.</i>	<i>When I went outside, the light came on automatically.</i>
<i>I get a monthly pay cheque.</i>	<i>My company pays me monthly.</i>

Adjectives ending in -ly

Some adjectives end in *-ly*, e.g. *lively*, *lonely*, *ugly*. We don't form adverbs from these adjectives because they are not easy to pronounce. We usually reword what we want to say instead (*in a ... way*).

*Don't act **in a silly way**.*

Not: ~~Don't act sillily.~~

*She said it **in a friendly way**.*

Not: ~~She said it friendlily.~~

ADVERBS: DEGREES OF COMPARISON

Some adverbs have degrees of comparison. The three grades are called **positive**, **comparative**, and **superlative** degrees. If the adverb is a word of one syllable, the comparative degree is formed by adding **-er** and the superlative by adding **-est**:

fast → faster → (the) fastest,

hard → harder → (the) hardest.

Adverbs ending in **-ly** form the comparative by means of **more** and the superlative by means of **most**:

wisely → more/less wisely → (the) most/least wisely,

beautifully → more/less beautifully → (the) most/least beautifully.

Some adverbs have irregular forms of comparison:

well → better → (the) best

badly → worse → (the) worst

little → less → (the) least

much → more → (the) most

far → further/farther → (the) furthest/farthest

NATURAL ENGLISH We often leave out *the* in superlative adverbs, especially irregular ones:

*Karl played **best** in last Saturday's match.*

We don't use superlative adverbs very often; we prefer to use a superlative adjective:

*Karl played **best** in last Saturday's match. → Karl was **the best player**.*

9-3 Comparative and Superlative Forms of Adjectives and Adverbs

	Comparative		Superlative	
ONE-SYLLABLE ADJECTIVES	old wise	older wiser	the oldest the wisest	For most one-syllable adjectives, -er and -est are added.
TWO-SYLLABLE ADJECTIVES	famous pleasant	more famous more pleasant	the most famous the most pleasant	For most two-syllable adjectives, more and most are used.
	clever gentle friendly	cleverer more clever gentler more gentle friendlier more friendly	the cleverest the most clever the gentlest the most gentle the friendliest the most friendly	Some two-syllable adjectives use either -er/-est or more/most : <i>able, angry, clever, common, cruel, friendly, gentle, handsome, narrow, pleasant, polite, quiet, simple, sour.</i>
	busy pretty	busier prettier	the busiest the prettiest	-Er and -est are used with two-syllable adjectives that end in -y . The -y is changed to -i .
	important fascinating	more important more fascinating	the most important the most fascinating	More and most are used with long adjectives.
ADJECTIVES WITH THREE OR MORE SYLLABLES	important fascinating	more important more fascinating	the most important the most fascinating	More and most are used with long adjectives.
IRREGULAR ADJECTIVES	good bad	better worse	the best the worst	Good and bad have irregular comparative and superlative forms.
-LY ADVERBS	carefully slowly	more carefully more slowly	the most carefully the most slowly	More and most are used with adverbs that end in -ly .*
ONE-SYLLABLE ADVERBS	fast hard	faster harder	the fastest the hardest	The -er and -est forms are used with one-syllable adverbs.
IRREGULAR ADVERBS	well badly far	better worse farther/further	the best the worst the farthest/furthest	Both farther and further are used to compare physical distances: <i>I walked farther than my friend did.</i> OR <i>I walked further than my friend did.</i> Further also means "additional": <i>I need further information.</i> NOTE: Farther cannot be used when the meaning is "additional."

ТЕМА 13

ЧИСЛІВНИК. КІЛЬКІСНІ, ПОРЯДКОВІ І ДРОБОВІ ЧИСЛІВНИКИ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 82-83;

Анжеліка Кулик. THE NUMERAL/Навчально-методичний посібник:
Ознайомтеся з теоретичним матеріалом і виконайте вправи I-III.

✓ Додатковий матеріал:

Перевірте себе, виконавши тести:

<https://share.google/AZdOPUTkZa7TTJJVb>

Числівники

Числівник — частина мови, яка позначає кількість предметів, число, а також порядок предметів при лічбі та відповідає на питання *скільки? котрий? (який?)* (*six, sixth, eighty-seven, eighty-seventh*).

Числівники		
прості (<i>one, first, thousand</i>)	похідні — містять суфікси <i>-th, -ty, -teen</i> (<i>fifth, fifty, fifteen</i>)	складені — складаються з двох і більше слів (<i>five hundred and sixty-nine</i>)

Кількісні числівники

- указують на кількість предметів і відповідають на питання *скільки?* (*three books, one bus*);
- вживаються як прикметники перед іменниками без артикля або присвійного чи вказівного займенника (*Three students were late.*);
- вживаються для позначення років, віку, арифметичних дій, грошових сум (*nineteen forty-five, twenty-five pounds; He is sixteen years old. Seven and five is twelve.*);
- вживаються для позначення номерів розділів, сторінок, частин книг, номерів будинків, кімнат, автобусів, розмірів взуття і предметів одягу (*page twenty-five, room ten*);
- вживаються для позначення чисельника в простих дробах (*two thirds*).

Порядкові числівники

- указують на порядок предметів при лічбі та відповідають на питання *котрий?* (*the third day, the first floor*);
- утворюються від відповідних кількісних числівників додаванням закінчення *-th* (*ten — tenth, fifty — fiftieth*) (винятки: *first, second, third*);
- іменник, перед яким стоїть порядковий числівник, як правило, вживається з означеним артиклем *the* (*She lives on the third floor.*);
- вживаються для позначення дат (*the sixteenth of May*);
- вживаються для позначення знаменника в простих дробах (*two thirds*).

EXERCISES

I. Translate into Ukrainian:

English	Ukrainian
cardinals	
ordinal numerals	
fractions	
to be equal to	
addition	
subtraction	
twelve minus five equals seven	
division	
thirty divided by two equals fifteen	
multiplication	
six times eight is forty-eight	
five multiplied by three equals fifteen	
decimal fractions	
four plus six equals ten	
even numbers	
odd numbers	
nine squared/nine to second power	

two cubed/two to third power	
the square root of one hundred is equal to ten	

II. Write in words the following numerals:

Numerals	Words	Numerals	Words
49		12	
1 st		13 th	
1969		0.7	
500		1000 th	
Henry V		15	
3 rd		1 ¹ / ₅	
761 st		20 000	
$\frac{3}{4}$		4 th	
11		2.3	
20		33 rd	
6 th		89	
52 nd		12 th	
1 432 090		9 ⁵ / ₇	
9647 th		40 th	

III. Fill in the sentences writing the cardinal or ordinal numerals in brackets.

- 0) Sunday is _____ (7) day of the week.
Sunday is the seventh day of the week.
- 1) He was _____ (1) in this long line.

- 2) _____ (14) sentence must be translated into French.
- 3) This exercise is on _____ (11) page.
- 4) Marilyn has _____ (5) nice kittens.
- 5) The Moors live on _____ (13) floor in flat _____ (66).
- 6) Jane bought _____ (9) new balls for her children to play.
- 7) She bought _____ (10) fur coat. She has a collection of them.
- 8) We have _____ (50) bushes of roses in our garden.
- 9) They played _____ (12) games of chess last week.
- 10) You have made a mistake in _____ (3) sentence.
- 11) *Hotel California* is _____ (5) studio album by American rock band *Eagles*.

ТЕМА 14

ЗАЙМЕННИК. ТИПИ ЗАЙМЕННИКІВ. ОСОБОВІ І ПРИСВІЙНІ ЗАЙМЕННИКИ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 75-78;

Анжеліка Кулик. THE PRONOUN/Навчально-методичний посібник:
Ознайомтеся з теоретичним матеріалом і виконайте вправи I-II.

Займенники особові, присвійні, вказівні, неозначені, відносні, питальні

Займенник — це частина мови, яка вказує на особу, предмети, на їхні ознаки, кількість, але не називає їх. Займенники вживаються в реченнях замість іменника чи прикметника, іноді — замість числівника.

Лексико-граматичні розряди займенника

Особові займенники змінюються за числами і мають два відмінки	
називний	об'єктний
<i>I, you, he, she, it, we, you, they</i>	<i>me, you, him, her, it, us, you, them</i>
виконують функцію підмета та називної частини складеного присудка (<i>I saw John yesterday.</i>)	виконують функцію прямого та безпосереднього непрямого додатка (<i>I saw him in the street. He gave me the letter.</i>)

- особові (*I, you, he, she, it, we, you, they*);
- присвійні (*my, your, his, her, its, our, your, their, mine, yours, his, hers, its, ours, theirs*);
- вказівні (*this (these), that (those), the same, such*);
- неозначені (*some, any, each, every, other, another, one, much, many, few, little, no, none, all, either*);
- відносні (*who (whom), what, whose, which*);
- питальні (*who, whom, whose, what, which*);
- зворотні (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*);
- взаємні (*each other, one another*);
- сполучникові (*who (whom), whose, which, that*).

Форми присвійних займенників

Залежна	Незалежна
<i>my, your, his, her, its, our, your, their</i>	<i>mine, yours, his, hers, its, ours, yours, theirs</i>
вживається як означення (<i>This is my book.</i>)	вживається без іменника, самостійно (<i>This book is mine.</i>)

Вказівні займенники вказують на особу чи предмет, а також на їхні ознаки, необхідні для їх виділення серед інших осіб, предметів, ознак. Вказівні займенники змінюються за числами.

Однина	Множина
<i>this / that</i>	<i>these / those</i>

This / these	That / those
предмети, які знаходяться поряд із тим, хто говорить (<i>This is my dog.</i>) відносяться до теперішнього періоду (<i>He isn't working these days.</i>)	предмети, які знаходяться на значній відстані від того, хто говорить (<i>I work at that table.</i>) відносяться до періоду в минулому чи майбутньому (<i>That night was very cold.</i>)

Неозначені займенники вказують на неозначені предмети, ознаки, кількість.

Узгодження займенників із формами дієслова-присудка

Однина		Множина	Однина чи множина
<i>anybody</i>	<i>nobody</i>	<i>several</i>	<i>all</i>
<i>anything</i>	<i>nothing</i>	<i>both</i>	<i>more</i>
<i>anyone</i>	<i>no one</i>	<i>others</i>	<i>some</i>
<i>everybody</i>	<i>each</i>	<i>few</i>	<i>most</i>
<i>everything</i>	<i>either</i>	<i>many</i>	<i>none</i>
<i>everyone</i>	<i>neither</i>	<i>any</i>	
<i>somebody</i>	<i>one</i>		
<i>something</i>	<i>much</i>		
<i>someone</i>			

Займенники *some, someone, somebody, something* вживаються:

- у стверджувальних реченнях (*Somebody is waiting for you.*);
- у спеціальних питаннях (*Why didn't you buy some milk?*);
- у загальних питаннях, які виражають пропозицію або прохання (*Can I have something to drink?*).

Займенники *any, anyone, anybody, anything* вживаються:

- у заперечних реченнях (*There isn't anybody in the room.*);
- у загальних питаннях (*Have you got anything interesting to read?*);
- в умовних реченнях (*If you see any apples, please buy some.*);
- у стверджувальних і питальних реченнях зі значенням «всякий», «будь-який» (*You may come at any time you like. May I do anything I like?*).

Займенник *one* вживається:

- для позначення неозначеної особи (*One should be careful when driving a car.*);
- замість раніше згаданого іменника, який піддається лічбі, щоб уникнути його повторення (*This dress is more beautiful than that one.*).

Займенники *no, none* вживаються:

<i>No</i>	<i>None</i>
як займенник-прикметник перед іменниками в однині і множині (<i>I have no English books.</i>)	як займенник-іменник і замінює як іменники, які піддаються лічбі, так і іменники, які не піддаються лічбі (<i>Is there any milk in the fridge? — No, there is none.</i>)

Займенники ***nobody, nothing, no one*** вживаються з дієсловом у стверджувальній формі (*I know nothing about the accident. Nobody has told me about it.*)

Займенники *each, every, everyone, everything, everybody* вживаються:

<i>each, every</i>	<i>everyone, everything, everybody</i>
у функції означення перед іменником в однині	у функції підмета чи додатка
співвідноситься з обмеженим колом осіб чи предметів (<i>Trees line each side of the street.</i>)	співвідноситься з необмеженим колом осіб чи предметів (<i>Every street has two sides.</i>)
	мають значення «кожен, всякий, усі» (<i>I saw everyone there.</i>)

Займенники *other, another* вживаються:

<i>other</i>	<i>another</i>
у функції означення до іменника як в однині, так і в множині (<i>He's got other plans. The shop is on the other side of the street.</i>)	у функції означення до іменника в однині (<i>This apple is sour; give me another one.</i>)

Займенники *either, neither*

- відносяться до двох осіб або предметів (*You may take either book. We accepted neither offer.*);
- вживаються у функції означення (*Either/Neither sister has been abroad.*);
- вживаються самостійно (*Which book can I take? — Either./Neither.*);
- у поєднанні з прийменником ***of*** вживаються у функції підмета (*Either/Neither of the examples is correct.*).

Займенники *much, many* вживаються:

<i>much</i>	<i>many</i>
перед іменниками, які не піддаються лічбі (<i>I haven't got much work to do today.</i>)	перед іменниками, які піддаються лічбі (<i>You haven't made many mistakes this time.</i>)
у функції додатка (<i>Our friendship means much to me.</i>)	
у функції підмета (<i>Much depends on what answer he will give. Many think that the situation will improve.</i>)	
у стверджувальних реченнях у функції підмета чи означення до підмета (<i>Much time was wasted. Many people saw him.</i>)	
у стверджувальних реченнях після прислівників ступеня <i>very, rather, too, so, as, how</i> (<i>You spent too much time on this translation. He's got so many friends in Paris!</i>)	

Займенники *little, few* вживаються:

<i>little</i>	<i>few</i>
перед іменниками, які не піддаються лічбі (<i>I have little money.</i>)	перед іменниками, які піддаються лічбі (<i>I have few relatives here.</i>)
у функції означення (<i>I have little money. There were very few people there.</i>)	
у функції підмета (<i>Little has been said about it. Few have been found to deny his genius.</i>)	
з неозначеним артиклем у значенні «небагато, трохи» (<i>I've got a little time. He's got a few friends.</i>)	

PRONOUNS

We use pronouns in place of nouns and noun phrases:

*The children were in the garden. **They** were getting wet.*

[pointing to a parcel]

A: *What's in **that**?*

B: *I don't know. **It's** for **you**.*

***You** don't need to make **me** a cup of tea. I'll do **it myself**.*

There are different types of pronouns:

Type of pronoun	Examples
Personal	<i>I/me, you, we/us, she/her, it, they/them</i>
Possessive	<i>my, your, her, their, mine, ours, hers</i>
Reflexive	<i>ourselves, myself, himself</i>
Interrogative	<i>who, whose, which, what</i>
Demonstrative	<i>this, that, these, those</i>
Indefinite	<i>some, any, somebody, something, anybody, anything, someone, anyone, one</i>
Reciprocal	<i>each other, one another</i>
Relative	<i>who, whom, whose, which, that</i>
Defining	<i>each, every, everybody, -one, -thing, all, either, both, other, another</i>
Negative	<i>no, none, neither, nobody, no one, nothing</i>
Quantitative	<i>many, much, few, little</i>

PERSONAL PRONOUNS

Personal pronouns have the grammatical categories of person, case, number and (in the third person singular) gender. The personal pronouns have two cases: the nominative case and the objective case.

Personal Pronouns	
Nominative Case	Objective Case
I	me
he	his
she	her
it	it
we	us
you	you
they	them

We use subject pronouns as the **subject** of a verb:

***I** like your dress.*

***You** are late.*

***He** is my friend.*

***It** is raining.*

***She** is on holiday.*

***We** live in England.*

***They** come from London.*

We use object pronouns as the **object** of a verb:

Can you help me, please?

I can see you.

She doesn't like him.

I saw her in town today.

We saw them in town yesterday, but they didn't see us.

and after **prepositions**:

*She is waiting **for** me.*

*I'll get it **for** you.*

*Give it **to** him.*

*Why are you looking **at** her?*

*Don't take it **from** us.*

*I'll speak **to** them.*

POSSESSIVE PRONOUNS

A possessive pronoun takes the place of a noun to show possession or ownership, indicating that something belongs to someone. Possessive pronouns have two forms, namely the dependent form and the independent (or absolute) form.

Possessive Pronouns	
Dependent Form	Independent Form
my	mine
your	yours
his	his
her	hers
its	its
our	ours
their	theirs

Independent possessive pronouns are positioned after a noun in a sentence or clause, whereas **dependent** pronouns are placed before a noun. Independent possessive pronouns typically are positioned toward the end of a sentence or clause. These pronouns **cannot** precede a noun:

The brown cat is **ours**. – This is **our** brown cat.

This is **her** lipstick. – This lipstick is **hers**.

EXERCISES

I. Choose the correct pronoun in italics.

1. I go to school with *he/him* every day.
2. I see *she/her* at the university every Friday.
3. She speaks to *we/us* every morning.
4. Isn't *she/her* a nice person?
5. *He/Him* is going to New York on vacation.
6. *She/Her* and John gave the money to the boy.
7. *Your/Yours* record is scratched and *my/mine* is too.
8. I hurt *my/mine* leg.
9. John put on *his/him* new coat.
10. *We/our* girls are going camping over the weekend.

II. Fill in the blanks below to complete the sentences. Use the proper possessive pronouns.

1. We bought that house last year. It is _____.
2. This car belongs to Mr. and Mrs. Smith. It is _____.
3. I think I saw John drop this pen. I think it is _____.
4. This book is _____. It has my name on it.
5. My brother and I made that chair. It's _____.
6. Excuse me. This phone is _____. You forgot to take it with you.
7. Her sister drew the picture. It's _____.
8. The little boy shouted, "Give the ball to me! It's _____!"
9. That's _____. We bought it last night at the department store.
10. The bicycles were _____, so they rode them home after school.
11. A: Are you sure this book belongs to your mother? B: Yes, it's _____.
12. This is _____ - you ordered the pizza. I ordered the spaghetti.
13. A: Is this Robert's? B: No, it's not _____.
14. I think these keys are _____. I left them on the table.
15. Thomas can find his classroom, but Susan and Mary can't find _____.

ТЕМА 15

ЗВОРОТНІ ТА ВКАЗІВНІ ЗАЙМЕННИКИ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 75-78 (див. Тема 6);

Анжеліка Кулик. THE PRONOUN/Навчально-методичний посібник:

Ознайомтеся з теоретичним матеріалом і виконайте вправи I-III.

✓ Закріплення і поглиблення:

Raymond Murphy ENGLISH GRAMMAR IN USE, U. 83: Study & Practice.

✓ Додатковий матеріал:

Перевірте себе, виконавши тести:

<https://share.google/WLbEr13MFNwkQtK8I>

REFLEXIVE PRONOUNS

Reflexive pronouns end in *-self* or *-selves*. They refer back to the subject forms of personal pronouns (underlined in the example below):

We didn't decorate it **ourselves**. Someone else did it for us.

Personal Pronoun	Reflexive Pronoun
I	myself
you (singular)	yourself
he	himself
she	herself
it	itself
one	oneself
we	ourselves
you (plural)	yourselves
they	themselves

Reflexive pronouns for the same subject and object

We often use reflexive pronouns when the subject and the object of the verb refer to the same person or thing:

*He cut **himself** on the broken glass.*

*She made **herself** a cup of tea and sat down in front of the television.*

*Parents often blame **themselves** for the way their children behave.*

We use a reflexive pronoun to make it clear who or what is being referred to.

Compare:	
<i>Agnes looked at herself in the mirror.</i>	The subject and the object are the same.
<i>Agnes looked at her in the mirror.</i>	The subject and the object are different. Agnes is looking at someone else in the mirror.

Reflexive pronouns + *by* meaning *alone*

We often use reflexive pronouns with *by* to mean ‘alone’ or ‘without any help’:

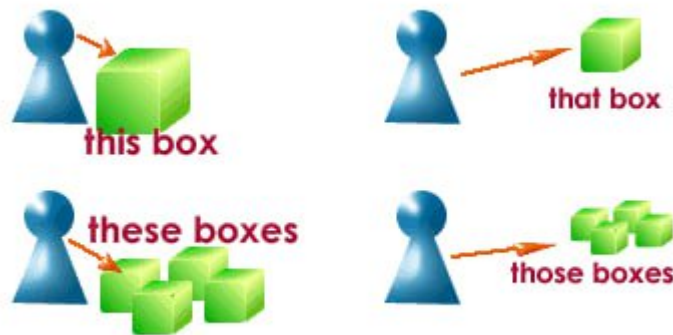
*Why don't you go **by yourself**?*

*The children made the entire meal **by themselves**.*

DEMONSTRATIVE PRONOUNS

English demonstratives are words used to indicate the proximity of an object or group of objects to the speaker and the listener. The four most commonly used demonstratives in English are **this**, **that**, **these**, and **those**.

This and **these** are used to refer to objects or groups of objects that are near the speaker, while **that** and **those** are used to refer to objects or groups of objects that are farther away.



For example, *this book* and *these pencils* are used to refer to objects that are close to the speaker, while *that car* and *those buildings* are used to refer to objects that are farther away.

EXERCISES

I. Complete each of the sentences below with the appropriate reflexive pronoun.

- 1) My sister likes to practice his English by talking to _____.
- 2) Bonnie wasn't careful and she cut _____ with a knife.
- 3) My nephew and I looked at _____ in the mirror.
- 4) The repair shop was closed, so I fixed the car _____.
- 5) Did you enjoy _____ at the party last night?
- 6) Cats can get clean by licking _____.
- 7) (A) Did the cleaners clean the house?
(B) No, he did it _____!
- 8) Mr. Blackmore burned _____ while he was cooking.
- 9) She dried _____ after she took a shower and went downstairs.
- 10) Can you teach _____ to play the piano?
- 11) My little niece dressed _____. She didn't need any help.
- 12) Why is your dog scratching _____? Does it have fleas?
- 13) Tommy and Jamie, did you ask _____ the question?
- 14) Mrs. Brown, please help _____ to the cookies and drinks.
- 15) I introduced _____ to my new classmates.

II. Change the following sentences from singular to plural:

Singular	Plural
<i>This book is good.</i>	<i>These books are good.</i>
This girl has dolls.	
That is my notebook.	
This boy is fourteen years old.	
That dog is black.	

III. Correct the mistakes:

Sentence	Correct variant
<i>Those car is beautiful.</i>	<i>That car is beautiful.</i>
This boots are made for walking.	
That bags are expensive.	
Take this keys.	
Give me those shirt.	
Drive me to this bus stop there.	
Go to that shelf and bring these books.	

ТЕМА 16

ЗАПИТАЛЬНІ, ВІДНОСНІ ТА ВЗАЄМНІ ЗАЙМЕННИКИ

✓ Рекомендований матеріал для ознайомлення:

Ільченко В.В. НМТ ЕКСПРЕС-ПІДГОТОВКА, ст. 75-78 (див. Тема 6);

Анжеліка Кулик. THE PRONOUN/Навчально-методичний посібник:

Ознайомтеся з теоретичним матеріалом і виконайте вправи I-III.

✓ Додатковий матеріал:

Перевірте себе, виконавши тести:

<https://share.google/NudonsT8i8xyYELG6>

<https://share.google/UNHoWWVrvVSilnGEq>

<https://share.google/WH2DCys5QNK7K4iGh>

INTERROGATIVE PRONOUNS

Interrogative pronouns are used to ask questions. The main English interrogative pronouns are *what*, *which*, *who*, *whom*, and *whose*.

Pronoun	Asks about...	Question	Answer
What	An animal or thing from a large or unspecified number of options.	<i>What is the country with the highest proportion of vegetarians?</i>	<i>India is the country with the highest proportion of vegetarians.</i>
Which	An animal or thing from a limited number of options.	<i>Which is your favourite flavour, vanilla or strawberry?</i>	<i>Strawberry is my favourite flavour.</i>
Who	A person who is the subject of the sentence	<i>Who made this mess?</i>	<i>Danny made this mess.</i>

	(person performing an action).		
Whom	A person who is the object of the sentence (person acted upon).	<i>To whom did you speak?</i>	<i>I spoke to Jennifer.</i>
Whose	The owner of something.	<i>Whose is that handbag?</i>	<i>That handbag is Natalie's.</i>

What vs whom

Who and **whom** play different roles in a sentence, and it's important to use them correctly in academic writing (even though in everyday communication, people rarely use *whom* at all).

Who functions as a **subject pronoun** (i.e., the person/people performing an action).

Whom functions as an **object pronoun** (i.e., the person/people being acted upon).

Who is making that noise?

Whom have you told about this?

*I'm not sure from **whom** he got that idea.*

What vs which

What and **which** are sometimes used interchangeably, but they differ slightly in meaning. **What** is used in questions where there is a wide range of possible answers.

Which is used when there are only a few possible answers to choose from, either explicitly listed or implied by the nature of the question.

What is your favourite food?

*Which is better, *The Hobbit* or *The Lord of the Rings*?*

*It's difficult to say **what** will happen next.*

Which of the following statements is true?

RELATIVE PRONOUNS

Relative pronouns introduce relative clauses. The main English relative pronouns are ***which, that, who, whose, and whom***.

Pronoun	Usage	Example
who	people and sometimes pet animals	<i>My neighbor Jamil, whom I'd never met before, came over to introduce himself yesterday.</i>
that	people, animals and things; informal	<i>She blamed herself for everything that happened.</i>
which	animals and things	<i>The new sports complex, which will be built on the site of the old power station, will provide facilities for cricket, soccer, bowls and badminton.</i>
whose	possessive meaning; for people and animals usually; sometimes for things in formal situations	<i>He's _____ marrying a girl whose family don't seem to like him.</i>
whom	people in formal styles or in writing; often with a preposition; rarely in conversation; used instead of <i>who</i> if <i>who</i> is the object	<i>There was only one person to whom the old man spoke.</i>

That vs which

That and **which** are both normally used when the antecedent is an animal or thing, not a person. Which one you use depends on whether the relative clause is restrictive or nonrestrictive.

A **restrictive clause** provides essential identifying information about the antecedent. In other words, if you removed a restrictive clause, the meaning of the sentence would change drastically, becoming much less specific. You should use **that** to introduce a restrictive clause.

*The houses **that** I lived in previously were all quite small.*

*The subject **that** I liked best in school was chemistry.*

A **nonrestrictive clause**, on the other hand, provides information that could be removed without affecting the basic meaning of the sentence. These clauses are separated by commas from the rest of the sentence, and they are introduced by **which**.

*My previous house, **which** was quite small, was in Coventry.*

*I did well in chemistry, **which** was always my favorite subject.*

Who vs whom

The difference between who and whom is rarely observed in everyday speech nowadays – people mostly just say who – but you should distinguish between them in formal and academic writing. **Who** functions as the subject of the clause (i.e., the person/people performing the action). **Whom** functions as the object of the clause (i.e., the person/people being acted upon).

*She was the last person to **whom** I wanted to speak, but I greeted her warmly all the same.*

*I don't like people **who** only talk about themselves.*

*My neighbour Jamil, **whom** I'd never met before, came over to introduce himself yesterday.*

Tip!

If you struggle to remember the difference, try imagining how the sentence would be phrased using personal pronouns. If you use *he*, *she*, or *they*, then **who** is the right choice. If you use *him*, *her*, or *them*, then **whom** is correct. For example, *I'd never met him before* becomes *whom I'd never met before*.

RECIPROCAL PRONOUNS

A **reciprocal pronoun** is a pronoun that expresses a mutual relationship. Putting it another way, reciprocal pronouns refer to a situation where someone or something performs an action on others and receives the same action in return.

There are two reciprocal pronouns, and both of them consist of two words – **each other** and **one another**.

How to use reciprocal pronouns

There is one important thing to know about reciprocal pronouns that separates them from other pronouns. Unlike other pronouns, reciprocal pronouns typically only make grammatical sense when they are used as objects. This means that we usually do not put a reciprocal pronoun as the subject of a sentence, clause, or phrase.

Correct: *Barry and Mary are friends. They smiled at **each other**.*

Incorrect: *Barry and Mary are friends. **Each other** smiled at them.*

It is also important to know that reciprocal pronouns have different meanings than reflexive pronouns. These two types of pronouns usually cannot be used interchangeably because the meaning of the sentence will change. For example:

Reciprocal pronoun: *Jenny and Kenny hugged **each other**.* (This sentence means Jenny hugged Kenny and Kenny hugged Jenny.)

Reflexive pronoun: *Jenny and Kenny hugged **themselves**.* (This sentence means that Jenny hugged herself and Kenny hugged himself.)

It is possible to use **each other** and **one another** as possessive words:

*The students looked over **each other's** homework.*

*The countries agreed to respect **one another's** trade routes.*

Difference

Each other is less formal, and is used more. This is more applicable when talking about only two people (or things). **One another** is more formal, and is used less in comparison. Using **one another** is more relevant when there are more than two people (or things).

EXERCISES

I. Add an interrogative pronoun to complete each question sentence.

- 1) _____ would you prefer, an apple or orange?
- 2) _____ story books are these?
- 3) _____ house should we go to on Saturday to watch the game?
- 4) _____ is the title of the poem that you liked?
- 5) _____ is your dog's name?
- 6) To _____ was the angry phone call made?
- 7) _____ one of the sandwiches is made with ham?
- 8) _____ is knocking at the door?
- 9) To _____ should I address the letter?
- 10) _____ is that for?

II. Complete the sentences with relative pronouns.

- 1) He is the young man, _____ wife left him for someone else.
- 2) Where is the money _____ I gave you yesterday?
- 3) The story is about a young woman _____ 5-year old son suddenly disappears.
- 4) My dad, _____ travels a lot on business, is in Australia at the moment.

- 5) We stayed at the famous Rockstar hotel, _____also had an indoor swimming pool.
- 6) I have to buy a present for my mother, _____ birthday is next week.
- 7) Did you write back to the person _____ offered you a job?

III. Fill in the blanks with the appropriate reciprocal pronoun.

- 1) Dahlia and John gave _____diamond rings on their wedding day.
- 2) The winners congratulated _____ after the results were announced.
- 3) The company employees send _____ emails to communicate.
- 4) The effects of the coffee and the beer cancel _____ out.
- 5) “If we don’t help _____ every now and again, we won’t survive,” Jackson said to Jeffrey.
- 6) The best national teams in Europe play football against _____.
- 7) Albert and Sally never agree with _____.

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