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The Use of Articles in English

Uzzhorod 2023

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Вживання артиклів в англійській мові

навчально-методичні матеріали

Ужгород 2023

Вживання артиклів в англійській мові: навчально-методичні матеріали для студентів вищих навчальних закладів. (англійською мовою) Укладачі: Андрусяк І.В., Сливка М.І. Ужгород, 2023. 83 с.

Навчально-методичні матеріали «Вживання артиклів в англійській мові» призначені для здобувачів вищої освіти денної та заочної форм навчання першого (бакалаврського) та другого (магістерського) рівнів вищої освіти спеціальності «014 Середня освіта (Мова та література (англійська)) та 035 Філологія» факультету іноземної філології Ужгородського національного університету та студентів інших закладів вищої освіти, які цікавляться запропонованою тематикою.

Збірник містить навчальні матеріали, що розкривають теоретичні та практичні аспекти вживання артиклів в англійській мові.

Посібник складається з 6 розділів. Кожен розділ містить спрощено сформульовані правила, таблиці, а також практичні вправи та тести на розпізнавання граматичних явищ, які мають бути засвоєні рецептивно. Посібник може використовуватися як для самостійної роботи студентів, так і для роботи під час аудиторних занять.

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Рекомендовано кафедрою англійської філології УжНУ (протокол № 8 від 30.06.2023) та вченою радою факультету іноземної філології (протокол № 6 від 14.09.2023).

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OVERVIEW

THE ARTICLE

WHAT ARE ARTICLES?

Articles belong to a syntactic class of words called determiners. Determiners are words that modify a noun, hence, they are used before a noun to clarify its meaning in the sentence. They show whether the noun is specific or general, singular or plural, etc. Determiners also include possessives like *my*, demonstratives like *this* and quantifiers like *all*.

There are two articles in English: the indefinite article *a /an* and the definite article *the*.

Position of Articles

Articles normally come at the beginning of noun phrases, before all other modifiers preceding a noun:

e.g. *a country's leading research university*

country's, leading, research are modifiers preceding the noun *university*

the first female naval pilot

first, female, naval are modifiers preceding the noun *pilot*

Form of Articles

The indefinite article has two forms: *a* [ə] and *an* [ən].

We use *a* in front of consonant sounds:

a man, a year, a university, a story

and *an* in front of vowel sounds:

an umbrella, an eye, an hour.

Note that *an* is used before the so-called «silent h»:

an hour, an heir, etc.

The definite article has one graphic form 'the' which is pronounced in two ways:

[ði] before a vowel sound: *the apple* [ði æpl]

and

[ðə] before a consonant sound: *the pen* [ðə pen].

The articles are normally unstressed in a sentence. There are also stressed forms – *a* [ei], *an* [æn], *the* [ð i:] which appear if the following word is emphasized or before a pause:

e.g. *It's **a** [ei] reason – it's not the only reason.*

Meaning and Use of Articles: Basic Information

The indefinite article has developed from the numeral *one* and retains some of its earlier meaning: it occurs only before singular nouns.

The definite article has developed from the O.E. demonstrative pronoun *se* and the demonstrative meaning is clearly felt: e. g. **The screenplay** (=this screenplay) is based on a novel.

Articles are used to show whether we are talking about things that are familiar both to the speaker or writer and to the listener or reader (*'definite'*), or that are not known to them both (*'indefinite'*).

M. Swan's two basic rules are (Swan 2005, p. 52):

1) To say 'You know which I mean', we put **the** before a noun.

I've been to the doctor. (You know which one: my doctor.)

Have you fed the dogs? (You know which ones I mean.)

Could you pass the salt? (You can see the salt that I want.)

2) When we can't say 'You know which I mean', we:

- put **a/an** before a singular countable noun:

There's a rat in the kitchen! I need an envelope.

- put no article with a plural or uncountable noun.

She's afraid of rats. I need help.

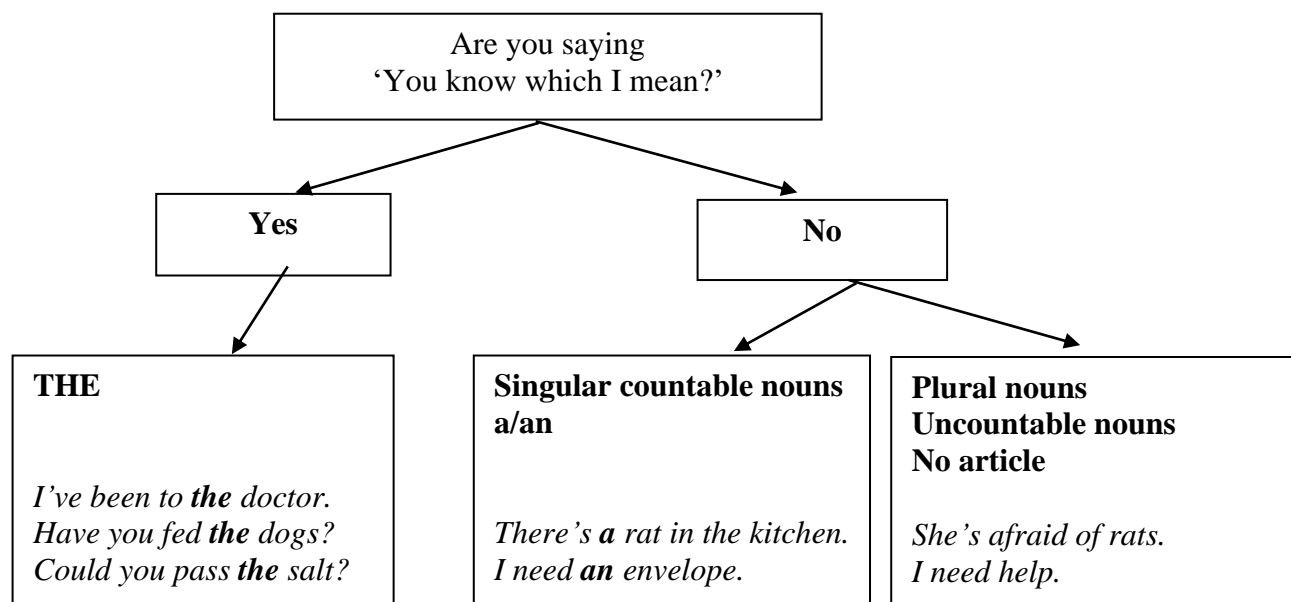


Figure 1. Meaning and Use of Articles (taken from Swan 2005, p. 52)

ASSIGNMENTS FOR SELF-CONTROL

1. How many articles are there in English? What are they?
2. What class of words do the articles belong to?
3. How many forms does the definite article have in English?
4. How many forms does the indefinite article have in English?

UNIT 1

SECTION I

ARTICLES WITH COUNTABLE NOUNS

NO ARTICLE

Countable nouns are used with no article:

Generalizing – talking in general

- We use **no article** with plural nouns to talk about things in general – to talk about all books, all people, etc. This is the most common way of referring generally to a whole group. Compare:

Move **the books** off that chair and sit down. (= particular books)

Books are expensive. (NOT ~~**The books** are expensive.~~ The sentence is about books in general – all books).

I'm studying **the life of Beethoven**. (= one particular life).

Life is complicated. (NOT ~~**The life** ...~~ The sentence is about the whole of life)

- **Most** (meaning 'the majority of') is used without *the*:

e.g. **Most birds** can fly. (NOT ~~**the most**...~~)

Most of the children got very tired. (NOT ~~**the most**...~~)

'Half-general'

- Some expressions are 'half-general' – in the middle between general and particular. If we talk about *African butterflies*, *British painters*, *European museums* we are not talking about all butterflies, all painters or all museums, but these are still rather general ideas (compared with *the butterflies I got before my exam*, *the painters I am fond of*, *the museums we visited in Europe*). In these 'half-general' expressions, we usually use **no article**.

e.g. *African butterflies*

- However, *the* is often used when the noun is followed by a limiting, defining phrase, especially one with *of*.

e.g. *the butterflies of Africa*

- This is common with abstract nouns as well. Compare:

e.g. *eighteenth century history* – *the history I did at school*

sixties music – *the music we heard last night*

poverty in Britain – *the poverty I grew up in*

A / AN

Countable nouns are used with *a / an*:

Nominating

- When the speaker denotes what kind of object he/she has to do with. In this case the indefinite article has **the nominating meaning**:

e.g. *She has **a watch** of her own.*

In the plural we normally express similar meaning with *some/any* or *no article*:

e.g. *I liked the room because there were **flowers** in it.*

*Have you got **any matches**?*

Classifying

- After a copular verb or *as* to classify people or things – to say what group, class or type they belong to (*the classifying meaning*):

e.g. *Her brother was **an artist**.*

*I'm looking forward to being **a grandmother**.*

*He decided to become **an engineer**.*

*Don't use your plate as **an ashtray**. (NOT ... ~~as ashtray~~)*

Generalizing

- When the noun is used in a general sense, i.e. to talk about *any one member* of a class (*the generalizing meaning* 'every, any, all'):

e.g. ***A drowning man** catches at a straw.*

***A spider** has eight legs (= any spider).*

***A seagull** is a large white and grey bird. (= all seagulls are...)*

WATCH OUT! We cannot use a singular noun with *a / an* in phrases that refer to the whole group:

e.g. ~~***A tiger** is in danger of becoming extinct.*~~

***Tigers** are in danger of becoming extinct.*

✓ The singular with *a / an* also loses its general meaning when it isn't the subject of the sentence. We use the plural (or *the...*, see below):

e.g. *I've been studying **a seagull**. (= one particular bird)*

*I've been studying **seagulls**. (= seagulls as a group)*

Numeric

- There are cases when the indefinite article preserves its old original meaning of 'one' (*the numeric meaning*):

e.g. ***A stitch** in time saves nine.*

- This meaning is generally found:

1) with nouns denoting time, measure and weight:

e.g. ***A week** or two passed.*

*sixty pence **a kilo** thirty miles **an hour** (or ... per hour) twice **a week***

2) with the numerals *hundred, thousand, million* and the nouns *dozen* and *score*:

e.g. ***An hour** in the morning is worth two in the evening.*

- However, we use *the* in measuring expressions beginning with *by*:

e.g. *Do you sell eggs by **the kilo** or by **the dozen**?*

*He sits watching TV by **the hour**.*

*Can I pay by **the month**?*

THE

Countable nouns are used with *the*:

Specifying

- When the noun denotes an object or objects which the speaker singles out from all the objects of a given class (***the specifying meaning***), i.e. when a listener / reader knows (or can work out) which particular person(s), thing(s) etc we are talking about. Compare:

*Did you lock **the car**?* (The listener knows very well which car is meant).

*We hired **a car** to go to Scotland.* (The listener does not know which one).

- The listener / reader may know which one(s) we mean because:

a we have mentioned it / them before:

e.g. *She's got two children: **a boy and a girl**. **The boy's** fourteen and **the girl's** eight.*

*'So what did you do then?' 'Gave **the money** straight back to **the policeman**.'* (The speaker uses *the* because the listener has already heard about the money and the policeman.)

b we say which one(s) we mean:

e.g. *Who's **the girl over there with John**?*

*Tell Pat **the story about John and Susie**.*

c it is clear from the situation which one(s) we mean:

e.g. *Could you close **the door**?* (Only one door is open.)

*Ann's in **the kitchen**.*

*What's **the time**?*

Generic

- With nouns used in ***a generic sense*** in academic or formal language, mainly to describe typical characteristics, i.e. the definite article is used with singular nouns referring to a class of objects as a whole.

e.g. ***The tragedy and the comedy** first appeared in Greece.*

***The seagull** is a scavenging bird.*

*I've been studying **the seagull**.* (possible, but formal)

WATCH OUT! We can't refer to a whole group in general by using a singular countable noun without an article:

e.g. ***Seagull** lives near the sea.*

***Seagulls** live near the sea.*

- ✓ However, this is the only possibility with uncountable nouns:

e.g. *Happiness is not an inevitable result of having money.*

✓ Therefore, three ways of making general statements are:

1) with *the* + *singular*:

e.g. *The cobra is dangerous.* (= a certain class of snakes as distinct from other classes, such as *the grass snake*)

2) with '*no article*' + *plural*:

e.g. *Cobras are dangerous.* (the whole class: all the creatures with the characteristics of snakes called *cobras*)

3) with *a / an* + *singular*:

e.g. *A cobra is a very poisonous snake.* (a cobra as an example of a class of reptile known as snake)

- The nouns '**man**', '**woman**' have no article when used in a general sense:

e.g. *Man is helpless in this case.*

Man and woman were created equal.

But in Modern English we more often use *a woman* and *a man*, or *men* and *women*:

e.g. *A woman without a man is like a fish without a bicycle.* (old feminist joke)

Men and women have similar abilities and needs.

- Plural nouns which denote social classes, religious groups, nationalities as undivided bodies:

e.g. *the Tories, the Conservatives, the Catholics, the Ukrainians, the Hungarians.*

- There are three groups of things that we commonly refer to as a general class with *the*: *parts of the body*, *musical instruments*, and *scientific inventions*.

Parts of the body

- When talking about *parts of someone's body*, or about their possessions, we usually use *possessives*, not *the*. This happens especially when the noun is related to the *subject* of the sentence:

e.g. *Katy broke her arm climbing.* (NOT ~~*Katy broke the arm climbing.*~~)

That seagull had hurt its wing. (NOT ~~*That seagull had hurt the wing.*~~)

However, *the* is used when the noun is related to the *object* of the sentence (or *the subject of passives*), and especially *in prepositional phrases*:

e.g. *The bird was shot in the wing.*

She gave me a pot on the back.

This can also happen in prepositional phrases after *be* + *adjective*:

e.g. *He's broad across the shoulders.*

Some of these are common phrases:

e.g. *I looked him straight in the eye.*

He's a pain in the neck.

I've got this annoying tune on the brain.

Musical instruments

- We often refer to **musical instruments** generically or talk about playing musical instruments with **the**:

e.g. **The horn** is one of the most difficult orchestral instruments to play.

*Who's that on **the piano**?*

However, when we talk about bands, orchestras, recordings, etc. we can omit **the**:

e.g. *I used to play **trumpet** in my school orchestra.*

*Does the recording have Clapton on **guitar**?*

Scientific inventions

- We talk about scientific instruments and inventions in general by using **the** with a singular countable noun:

e.g. *It would be difficult to imagine life without **the telephone**.*

However, we do not use **the** with all inventions:

e.g. *It would be very difficult these days to live life without **video / e-mail**.*

The definite article in the GENERIC MEANING is also found with:

- Collective nouns denoting social classes or groups as undivided bodies:

e.g. **the aristocracy, the nobility, the elite, the public, the press, the police.**

The combination **public opinion** is used without any article. The noun 'people' used generically takes the definite article:

e.g. *the Ukrainian people, the Polish people, the English people.*

The nouns 'mankind', 'humanity' take no article in this case:

e.g. **Mankind** lives on a wonderful planet.

Here are more examples of collective nouns:

media army jury family band
community audience staff committee cast

- Adjectives and participles used as abstract nouns:

e.g. *The listeners noted something beyond **the usual** in his voice.*

*You're asking me to do **the impossible**.*

*Of the two, **the former** is my preference.*

*In that case, **the latter** is fine for me.*

Some examples are common phrases:

into the open for the common good

out of the ordinary in the extreme on the loose

to the full

The good, the bad and the ugly (also a film title)

The survival of the fittest (= a saying)

Moving from *the sublime* to *the ridiculous* (= a saying)

The evil that men do lives after them;

The good is oft interred with their bones;

(from Julius Caesar, Shakespeare)

- Adjectives used to talk about certain well-known groups or classes of people, especially those in a particular physical or social condition:

e.g. *The unemployed* are losing hope.

He's collecting money for the blind.

The meaning is usually general, but occasionally a more limited group is referred to:

e.g. *The wounded* were taken to the nearest hospital.

The most common expressions of this kind are:

the blind

the old

the dead

the poor

the deaf

the rich

the handicapped

the unemployed

the jobless

the young

the mentally ill

Here are more examples:

the injured the penniless the well educated the famous

the very healthy the chronically sick the terminally ill

the mentally disabled the very old

- We use the same pattern (*the + adjective*) for most nationalities:

e.g. *the Swiss the British the French the Japanese*

WATCH OUT! Plural nationality nouns can be used with *the* or *without any article* to refer to the group as a whole:

the Americans or *Americans*.

- There are a few examples that can refer to one person, and we use a singular verb. These include *the accused, the undersigned, the deceased, the former* and *the latter*:

e.g. *The accused* was released on bail.

The deceased has left a very detailed will.

Plural meanings are also possible:

e.g. *The accused* were released on bail

WHACH OUT! Adjectives as personal nouns use a plural verb.

Adjectives as abstract nouns use a singular verb:

e.g. ~~**The rich** doesn't understand our problems.~~

~~**The unknown** are often very frightening.~~

The rich don't understand our problems.

The unknown is often very frightening.

✓ Adjectives without *the* are sometimes possible after quantifiers like *many* and *more*, in paired structures with *and* or *or* and after possessives:

e.g. *There are **more unemployed** than ever before. Opportunities for **both rich and poor** ... Give me **your tired, your poor**...*

EXERCISES

1. In these sentences, delete *a / an* or *the* if they are not needed.

1. He gained his doctorate with a thesis on the seagull.
2. I've always wanted a seagull as a pet.
3. I used to play a piano in a jazz band.
4. A cor anglais is a sort of oboe.
5. A baby deer can stand as soon as it's born.
6. The children need plenty of love.
7. The violin is really difficult.
8. This recording was made with Miles Davis on the trumpet.
9. She's an architect.
10. She drinks cough medicine by the litre.
11. The jury are still considering their verdict.
12. Media is interested in this story.

2. Underline and correct any errors in this passage.

A Great black-backed gull is the largest of the North Atlantic gulls. It can be a terrible killer in the seabird colonies, tearing its victims inside out. Formidable beak and great weight can be frightening, especially as it will swoop low to defend its territory from a human intruder. A duckling which strays from its parents are among its favourite prey; it can gulp them dump in a single mouthful.

Like its close relative, herring gulls, the Lesser black-backed gull is a scavenger; it sometimes follows the ship for offal thrown into the sea, and inland it searches a rubbish tip for anything edible.

3. Tick (✓) the sentences which are acceptable. Correct the mistakes in any that are not.

1. The sick and elderly were helped out of the building.
2. A deceased has not been named until relatives have been informed.

3. The extremely rich tends to live in one of the suburbs in the hills above the town.
4. This new research in venturing into the unknown.
5. You are asking me to do the impossible: I simply can't find them.
6. I am asking you to resign for the good of the company.
7. For a Hollywood film, it is definitely out of ordinary.
8. The supernatural are something I've always been interested in.
9. After the accident, the injured were taken to hospital.
10. This government doesn't care about poor.
11. Irish is very proud of their sense of humour.
12. ... Mr Gray and Mrs Cook; the latter is a well-known designer.
13. Schools should pay less attention to examination success, and more attention to the child.
14. Life would be quieter without the telephone.
15. Violin is more difficult than piano.
16. Do you like the horses?
17. Russians have a marvellous folksong tradition.
18. Should the police carry guns?
19. I live next to a nursing home for very old.
20. Young doesn't seem interested in politics these days.
21. Out with the old; bring in the new!
22. Computer technology is moving into unknown.
23. He gave all his money to the poor.

4. For each of the following sentences write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: The plight of those in need of accommodation has been given extensive exposure in the media for some years. **homeless**

The plight of the homeless has been given extensive exposure in the media for some years

1. You have to learn to accept the ups and downs of life. **rough, smooth**
2. Pilots have to be prepared to be surprised. **unexpected**
3. This should be returned to the sender of this letter as soon as possible. **undersigned**
4. 'Never mock those people who have serious problems', my mother used to say. **afflicted**
5. The astronauts began their journey into places that haven't been visited by humans before. **unknown**
6. The first of the two possibilities that have been just mentioned seems more likely. **former**
7. Nothing unusual or unexpected happened. **ordinary**
8. It must be wonderful to be able to take your meals outdoors every day. **open**
9. The man who has recently died left a large sum of money to his children. **deceased**
10. People who were ill were allowed to go free. **sick**
11. It was a great relief to know that nothing had to be kept hidden at last. **open**

12. People who have no job are calling for more government spending. **unemployed**
13. To appreciate this opera in the most complete way, you should read the story first. **full**
14. I found his remarks offensive to a very great degree. **extreme**
15. A serial killer has escaped from confinement. **loose**
16. This ward has been reserved for patients suffering from a terminal illness. **terminally ill**

5. Fill each of the numbered blanks in the passages below with one suitable word.

Political correctness has made and continues to make a significant impact on our language as we are all encouraged, for the common (1), to make increasing use of euphemistic paraphrase. We should turn our backs on expressions like ‘the (2)’ and embrace ‘..... (3) economically disadvantaged’. ‘The (4) challenged’ is recommended in place of ‘the blind’; ‘the chronically (5) of hearing’ is suggested as a substitute for ‘the (6)’. This is all very well and not asking the (7) of us. It is rather when the trend is taken to the (8) and ‘the (9)’ find themselves referred to as ‘the follically challenged’ that there is a risk of things getting out of hand. ‘Out with the (10) and in with the new’ may have its virtue as a saying, but so does ‘Let sleeping dogs lie’.

..... (11) violin has remained virtually unchanged since the 16th century. It evolved from (12) viol, (13) six-stringed instrument, which is played resting on or between one’s thighs.

The reasoning behind high levels of taxation is the redistribution of wealth from (14) rich to the (15), for the common (16). However, to do this in away which satisfies everybody is to ask the (17).

6. Supply the required articles for nouns in the following sentences, paying special attention to their generic use:

1. He killed reluctantly those animals he liked. He hated mink because it was most voracious little predator in bush. He liked skunk because it was fearless, he liked bear, because it was great fool, he liked racoon because it was clean, beaver because it was clever, but he despised fox, because it was cunning, wolf because it was ruthless, and squirrel because it was nuisance.
2. English are political nation, and I was often asked to houses where politics were ruling interest.
3. Princeton University is said to have collected data on the relative intelligence of men of various professions. According to them mathematicians rate highest, with physicists a close second.
4. There is so much of schoolgirl still about her.
5. “... Swiss haven’t had war in a hundred and fifty years and what have they produced?” Jimmy shrugged: “... cuckoo clock.”
6. When they are hurt, tough usually suffer more than tender.
7. He is man who is always ready to work round clock.
8. Hopkins was rich man as well as successful novelist.
9. man does not live by bread alone.
10. While waiting for flight, and without ever leaving terminal, visitor could shop, take bath, have his hair cut and suit pressed.
11. She spent great part of her life looking after sick.
12. When Tories say the class struggle no longer exists, they hope to persuade workers not to fight for their just demands.
13. roses are only flowers that everybody is certain to know.

14. "... French are easy-going people," her father used to say.
15. Slowly but surely man is conquering Nature.
16. "Only two kinds of people," she said, "arrive in noiseless cars: millionaires and police. Since we have no acquaintances among former and an ever-widening acquaintance with latter, I deducted who had arrived."
17. In many things it is hard to tell the difference between Labour and Tories.
18. No man born of woman can live in such conditions.
19. In the town there were lots of shops kept by Chinese.

7. Tick the underlined alternative that best fits the meaning of each sentence.

1. Accidents / the accident will happen, I'm afraid.
2. A tortoise is a / the sort of reptile.
3. My dog has hurt the / his leg.
4. Look me in the / my eye and tell me what you're saying is true.
5. A / The liver is used to help purify the blood.
6. Can't you think of anything else? You've got food on the / your brain.
7. Have you ever considered taking up a / the musical instrument?
8. What on earth is a / the CD Rom?
9. I used to play a / the trumpet when I was younger.
10. Frank Wittle invented a / the jet engine.
11. He's had a lot of trouble with the / his heart.
12. He stood in the doorway, his / the coat over the / his arm.
13. She hit him in the / his stomach.
14. Can't you look me in the / my eye?
15. The / a computer has replaced the / a typewriter.
16. A / The brain is a complex biological system.

8. Choose on of these nouns to complete each of the following sentences. (You will need to use one of the words twice). Write *the* or a possessive before it.

back head stomach foot eye hair toes throat teeth

1. Now he's released from the responsibilities of office, he can really let down.
2. The new male supervisor will really have to be on
3. A lot of young vandals who go looking for trouble are not right in
4. Can you do this calculation in ?
5. Wasn't it Goethe who said that a meal should pleasefirst and then
6. By having to go back on his tax pledges so soon, the Chancellor has shot himself in
7. He was obviously stabbed in by some of his so-called friends.

8. My intended apology stuck in as I saw him smirk.
9. Their letting me go after then years' service was a real kick in

SECTION II

ARTICLES WITH COUNTABLE NOUNS MODIFIED BY ATTRIBUTES

In accordance with their role in the choice of articles attributes may be divided into limiting and descriptive.

- A **limiting** attribute is used to point out a particular object (a person or thing) or a number of objects as distinct from all other objects of the same class or kind. A noun with a **limiting** attribute is used with **the definite article**:

e.g. *There was a crowd of people in **the principal street** of the village.*

- A **descriptive** attribute describes an object or a number of objects and gives additional information about them. It does not affect the use of articles. The use of articles depends on the context or the situation.

LIMITING

There are certain words that are always **limiting** because of their lexical meaning. They are:

✓ adjectives and adjective pronouns:

1. adjectives in the superlative degree:

e.g. *This is the **safest** way out, I'm sure.*

2. the adjectives

*same, only, very, main, principal, left, right, central,
following, present, former, latter, last, next:*

e.g. *They spent the **latter** part of the year on the farm.*

WATCH OUT! The adjective **only** is used as a descriptive attribute in combination with the nouns **daughter, son, child**:

e.g. *Isabel was an **only** daughter of wealthy parents.*

3. the adjectives

alleged, necessary, opposite, previous, lower, upper, usual, so-called

(they may be used both as limiting and descriptive attributes, though they occur more often as limiting attributes):

e.g. *He came in surrounded by the **usual** crowd.*

4. the adjectives

absent, present, proper, involved, concerned

(which are often postposed):

e.g. *The **people** involved were asked to come and testify.*

The most common expressions of this kind are:

***president elect, heir apparent, postmaster general,
attorney general, notary public, princess royal***

✓ **ordinal numerals:**

e.g. *The **second** attempt proved more successful than the first.*

WATCH OUT! The indefinite article is used when a noun modified by an ordinal numeral means ‘another’, ‘one more’:

e.g. *Encouraged by her smile the boy took **a third helping** of the apple pie.*

- Ordinal numerals used alone may have the zero article:

e.g. *She was **first** in her class.*

*Our team is **third** in the standings.*

✓ **prepositional gerundial phrases:**

e.g. *Lady Emily had **the reputation of being a beauty**.*

WATCH OUT! A prepositional gerundial phrase is treated as a descriptive attribute when its head-noun is an object of the verb ‘to have’:

e.g. *He had **a feeling of missing something important**.*

DESCRIPTIVE

The following words are used as **descriptive** attributes:

✓ **Postposed adjectives** which often occur as heads of adjective phrases:

e.g. *Edward was dressed in a shabby clothes, **none too clean**.*

*She has dark splendid eyes and a red mouth **tremulous with laughter**.*

✓ **Cardinal numerals** (are used only as descriptive attributes):

e.g. *They received **three invitations** to Sunday parties.*

WATCH OUT! If the situation requires the definite article is used:

e.g. ***The five days** seemed an age to him.*

- No article is used when a cardinal numeral follows a noun:

e.g. *Have you read **Chapter Ten**?*

Modification by of-phrases

- An of-structure may be used as a limiting or descriptive attribute.

Descriptive

- An of-phrase usually functions as a descriptive attribute when it is a part of the so-called partitive structure. Partitives are words (*a piece, a bit, a lump, etc*) used to refer to specific pieces of an **uncountable** substance, or to a limited number of **countable** items.
- Partitive of-phrases are used to indicate different categories of meaning:

Category	Example
mass	a mountain of work, a pile of washing, a pile of papers, a sheaf of documents
a small quantity / amount	a lump of sugar, a slice of lemon, a pinch of salt
a portion of liquid	a drop of milk, a pool of blood
speed of movement	a jet of water, a gush of blood
a group	a flock of sheep, a gang of youths
a container	a bottle of beer, a packet of cigarettes, a pot of tea, a box of matches
an example or part of an uncountable noun	an article of clothing, an item of news
measure	a temperature of 20 ⁰ , a height of two metres a length of cloth, a spoonful of medicine
origin	a native of Wales, a man of Kent, a descendant of a good family
characteristics of an object	a woman of great charm, a man of courage, a question of importance
age	a man of middle age, a boy of five
two objects of the same kind	a pair of gloves, a couple of apples, a pair of trousers
indication of implied analogy	a beast of a man, a peach of a girl, a fool of a woman
a fixed shape	a ball of wool, a stick of dynamite
types / species	a brand of soap, a kind of biscuit, a type of drug, a variety of pasta

WATCH OUT! We often leave out *a / an* after partitives followed by *of*:

e.g. *What **kind of person** is she?*

*Have you got **a cheaper sort of radio**?*

*They've developed **a new variety of sheep**.*

- Most of 'containers' used as partitives can be re-expressed as compounds to describe the container itself:

e.g. ***matchbox, teapot***

Thus *a teapot* describes the container (which may be full or empty), while *a pot of tea* describes a pot with tea in it.

- We use informal vocabulary in a variety of common phrases (both singular and plural):

a blob of glue a bit of land a heap of papers

piles of homework stacks of replies

mountains of washing

- Some examples depend on collocation:

e.g. *At last there's **a ray of hope**.*

*There wasn't **a speck of dust** to be seen*

*He was greeted with **a torrent of abuse**.*

*Her enquiries were met with **a wall of silence**.*

- In modern English **noun + noun** structure is normally used to say what things are made of:

e.g. ***a silk dress, a stone bridge, an iron rod, a gold ring***

In older English, the *of*-structure was more common in this case (e.g. *a dress of silk, a bridge of stone*), and it is still used in some metaphorical expressions:

e.g. *He rules his family with **a rod of iron**.*

*The flowers were like **a carpet of gold**.*

- The *of*-phrase is always a descriptive attribute in **the double genitive construction**:

e.g. ***a friend of mine / hers / his / my brother's**.*

Limiting

- Here are the most typical kinds of 'of-phrases' with a limiting force:

the city of Chicago the sound of the bell the figure of a man

the position of a teacher the foot of the hill the bank of the river

the wife of the local doctor the number of people

the shadow of a tree the shot of a gun the face of a woman

the manager of a hotel the edge of a table the story of his life

WATCH OUT! *The* is dropped after *the amount of / number of*.

e.g. *I was surprised at **the amount of money** collected.*

***The number of unemployed** is rising steadily.*

Modification by nouns in the genitive case

- In a noun phrase where an attribute is expressed by a noun in the genitive case the article or its absence mostly refers to the noun in the genitive case. The meanings of articles are the same as with nouns in the common case:

1. The specifying meaning:

e.g. *I was told by my friends not to believe **the girl's** tears.* (= tears of **this / that (definite) girl**).

2. The nominating meaning:

e.g. *She is **a neighbour's** daughter.* (the daughter of **a neighbour**)

3. The generalizing meaning:

e.g. *Very early in my life I was taught not to believe **a girl's** tears.* (= tears of **any girl**).

4. The generic meaning:

e.g. ***The poet's** talent (the talent of **the poet**) is born with him, but I doubt if this can be said of the artist.*

WATCH OUT! There is no article before an adverb or proper noun in the genitive case:

e.g. *We didn't go to **yesterday's** concert.*

***Margaret's** face was unmoved.*

- In the above mentioned examples the nouns in the genitive case function as determiners to the head noun. Such combinations can be substituted for by of-phrases. Other attributes to the head noun are placed after a noun in the genitive case:

e.g. *the boy's sister – the boy's **younger** sister*

*the girl's text-book – the girl's **new English** text-book*

- Attributes placed before nouns in the genitive case used as determiners never refer to the head noun:

e.g. *They saw **the old woman's** house before them, but there were no signs of life there.* (= *the house of the old woman* NOT ~~*the old house*~~)

- A noun in the genitive case may be used as a descriptive attribute to the head noun. The article or its absence then refer to the head noun:

e.g. *a women's college, a children's hospital, a doctor's degree, widow's weeds, a doll's house, sheep's eyes, cow's milk, lady's stockings, a lady's maid, a world's fair, a three months' leave, a summer's day, etc.*

WATCH OUT! A noun in the genitive case used as a descriptive attribute is not a determiner. Such a combination cannot be substituted for by an of-phrase:

e.g. *boy's clothes* (= a kind of clothes worn by boys) (NOT ~~*clothes of a boy*~~);

a women's magazine (= a magazine read by women) (NOT ~~*a magazine of women*~~)

- A noun in the genitive case used as a descriptive attribute may be preceded by other attributes referring to the head noun:

e.g. *They gave the girl a **beautiful doll's house** as a birthday present.*

*Go to bed and have a **good night's rest**.*

EXERCISES

1. Supply the required articles for nouns used singly and nouns modified by attributes expressed by various parts of speech, in the following sentences:

1. I still keep wondering if I'm doing right thing.
2. We needed house to stay in when we were in London.
3. There are some things gentleman can't do, Phil.
4. Every day, the Marches told each other latest pieces of family gossip.
5. You are only person whose opinion is of any value to me in present regrettable circumstances.
6. He told her he hated doctors.
7. She had laughing eyes and most charming smile.
8. They took all usual measures.
9. We talked about books. Charles had just finished last volume of Proust.
10. I went into room quietly and sat down opposite him without word.
11. We all know that men under the influence of passion say things and make promises which in calmer moments they forget.
12. She had strong opinions on all subjects.
13. Mr. March spent most of the night, talking to Francis about buying house. two of them were happy discussing plans and prices.
14. I told myself that in wartime letters are lost.
15. He is man to deal with it.
16. She went to writing-desk and brought out sealed envelope.
17. I'll book sleeper on Geneva-Paris train for tomorrow night.
18. second bell sounded, and Mr. March began to walk into theatre.
19. They never read anything but local paper, and local papers report London affairs in one line.
20. I now see for myself how things stand at home.
21. Well, there are hundred courses open for you to follow.
22. When he got back to hotel he took newspaper and read at his leisure story on page two.
23. He didn't like idea of staying with them for two days.
24. She wrote to her mother that things were going well and that she was not to be anxious.
25. I had brought all my possessions in two old suitcases.
26. For first term we shared same desk at the school because our names came next to each other in list.
27. There was a time when I believed people went to parties to enjoy themselves.

28. I haven't chance of getting this job anyhow.
29. Bill came out to meet them, wiping his hands on oily rag.
30. He took crumpled telegram out of his pocket and flattened it out on his knee with great care and studied it.
31. Mike waited in main hall while Henry escorted party to lift.
32. I don't believe word of it.
33. In London things were much as usual.
34. He was on his feet as soon as curtain came down at end of second act.
35. He asked where I had picked up such word.
36. She gave same answer as before.
37. He liked going to new places.
38. Of all papers I read this morning none interested me as much as this one.
39. It was only birthday he had celebrated since he was child.
40. He was most interesting man. .
41. He sent her..... offering of..... best flowers that Milford could supply.
42. In his digs Peter had no cooking facilities and he ate off newspapers.
43. He began to hum song. It was old popular song.
44. Then I heard voice asking if I was in.
45. I ate three cakes; he pressed me to have fourth but I didn't, in case he thought I was greedy.
46. I mean there are times when it's valuable for doctor to be independent of his job.
47. It was, after all, no disgrace to be connected with case reported in the Times.
48. young man listened to conversation with amused smile.
49. You should have accepted him on the spot. You mightn't get second chance.
50. My married daughter said exactly same thing.
51. He heard popular song played by dance band on the radio.

2. Supply the required articles for the countable nouns modified, by attributive clauses in the following sentences:

1. He began to climb stairs, which were dark and smelt of cats.
2. I read until breakfast time novel I had borrowed from Marion.
3. You don't have to go into reasons why they hate each other.
4. What he said reminded me of film I had seen.
5. The lieutenant offered Private Smith cigarette which he refused.
6. He was wearing tweed jacket with leather inserts at the elbows.
7. Charlotte did not like idea that Arthur could be better at anything than Joe.
8. This was sentence that made sense but had no meaning.
9. questions Ann asked always seemed to be questions to which Paul knew the answers.
10. Stanley knows woman in Milford who might be persuaded to come out by bus once a week to clean the house.
11. She was not little girl he had known, but she was not yet a woman either.

12. Her eyes were really like searchlights, picking out things that no one else saw.
13. fact that he would have the independent means made her feel relieved.
14. It was not job that he liked.
15. Without knowing her at all I got feeling that she was the strongest person in that family.
16. Her husband made her presents of books she did not have.
17. And then he put forward amazing suggestion that she should turn down the offer and settle in London.
18. She wanted to fill wine-glasses which she had received as a wedding present.
19. I liked reading in garden, which was several steps below the level of the yard.
20. I have impression that you don't trust me.

3. Supply the required articles for nouns modified by of-phrases:

1. She was drinking glass of orange juice.
2. My friend is man of culture and wide reading.
3. His voice was determined, lines of his face had grown harsh.
4. Tom sat down on edge of a log and looked at glassy surface of the lake.
5. deposit of 5 pounds is payable by anyone who wishes to become reader of the library.
6. The college ordinary course was planned to run for full academic year of forty seven weeks.
7. faint purring of a motor woke Julia the next morning.
8. "Come back in half an hour. I'll give you bottle of medicine," said the doctor.
9. The lamplight made his skin colour of red brick.
10. He found orchid of peculiar rarity.
11. He remembered soothing effect of her words.
12. He was disturbed by sound of a shot.
13. Willy leaned on back of the chair.
14. He always disliked anybody as soon as he was appointed to position of authority.
15. He always took line of least resistance.
16. I should like glass of water.
17. My grandfather was man of force and intellect.
18. From the kitchen came singing of a kettle on the stove.
19. "I'll have cup of tea with you," said my mother.
20. Heat up the water to temperature of 60°C.
21. Just then latch of the front door clicked, and my father came in.
22. From the sitting-room came chink of light beneath the door, and sound of whispers from my mother and her friends.
23. The wallpaper was dark blue with design of conventional flowers.
24. This machinery drills holes to depth of two miles, or even more.
25. The woman moved her chair slightly toward right side of the path.
26. He sent me box of cigars.
27. In the crate there were boxes of cigars.
28. There was party of twelve people arriving at the hotel.

29. head of the department was a man named Coles.
30. He was a cheerful little boy who brought large packets of curious boiled sweets every Monday.
31. They had started from Amman early in the morning with temperature of 98°F in the shade.

4. Add these examples to the appropriate category expressed by descriptive of-phrases:

A piece of information, a hive of bees, a section of newspaper, a family of mice, a gust of wind, a strip of land, a set of teeth, a slice of bread, a heap of rubbish, a bar of chocolate, a block of cement, a bouquet of flowers, a cake of soap, a pair of glasses, a bunch of grapes, a species of insect, a bit of advice, a gallon of petrol, a blade of grass, a breath of air, a barrel of beer, a jug of water, a peal of thunder, a fleet of ships, a portion of food, a roll of paper, a collection of coins, a herd of cattle, a lock of hair, a pint of milk, a branch of knowledge, a piece of research, a pair of shoes, a pair of socks, a pound of coffee, a crew of sailors, a crust of bread, a mug of cocoa, a clump of trees, a tin of soup, a gang of thieves, a vase of flowers, a cloud of dust, a circle of friends, a mob of hooligans.

5. Add one of the following nouns to complete these sentences.

bread paper grass lunch flu sunlight

1. He could eat only *a morsel of*
2. I think I've got *a touch of*
3. *A shaft of* came through the window.
4. I think I'll have *a spot of*
5. How many *sheets of* do you need?
6. *Tufts of* grew along the bank.

6. In the following groups, there is one noun that we cannot use in the phrase, either for reasons of meaning or collocation. Underline the one that doesn't fit.

- | | | |
|-----------------------|---------------|----------|
| 1) a torrent of water | 6) a touch of | frost |
| abuse | | salt |
| words | | flu |
| snow | | irony |
| 2) a pool of water | 7) a ray of | sunshine |
| spilt milk | | hope |
| blood | | paper |
| strawberries | | light |
| 3) a bunch of flowers | 8) a flock of | birds |
| people | | sheep |
| bread | | tourists |
| bananas | | grass |

- | | | | |
|---------------|----------|----------------|-----------|
| 4) a trace of | perfume | 9) a gang of | hooligans |
| | blood | | thieves |
| | smoke | | actors |
| | children | | kids |
| 5) a lump of | coal | 10) a point of | honour |
| | ideas | | question |
| | sugar | | order |
| | meat | | light |

7. Add these phrases to the following sentences. Some phrases can be used more than once.

ball of column of spurt of spot of troupe of drop of team of herd of band of

- Once again, the weapons inspectors were turned back at the border.
- The militia occupied a substantial territory in the north of the country.
- I'm sure I just felt a rain.
- A soldiers was marching down the road.
- The aeroplane exploded in a flames.
- A smoke rose into the air.
- He got a sudden of energy going down the back straight.
- I thought we were in a bother then for a minute.
- Her first real job was managing a actors touring Europe.
- Would you like a milk in your tea?
- Football fans were acting like a wild animals.

8. Underline the word or phrase that best completes each sentence.

- Even the tiniest of dust can damage delicate electrical equipment.
a piece b portion c shred d segment
- Lawyers claim that there isn't a of evidence that would stand up to examination.
a touch b tuft c shred d segment
- This particular species had of hair behind the ears.
a tufts b groups c morsels d pieces
- The journalists approached her with a of insistent questions about the new policy.
a jet b dribble c gush d stream
- News of the stock market crash caused a of panic among financial traders in the city.
a wave b piece c clump d column
- The plane crashed in a of fire.
a pile b spurt c mass d ball

7. I'm afraid I've completely lost the of the argument.

a stream **b** trace **c** thread **d** idea

8. You need to mix equal of oil and lemon juice.

a segments **b** portions **c** piles **d** pools

9. Do you want to open another of orange juice?

a packet **b** sack **c** cask **d** carton

10. A piece of paper was caught by a of wind.

a blow **b** spurt **c** gust **d** wave

9. Supply the required articles for nouns modified by other nouns in the genitive case:

1. He took doctor's arm and led him out of the room.

2. He went up to the third floor where assistants' office was located.

3. She lives in doll's house at the back of the garden.

4. That dog is a proper brute with strangers. I've known him bite clean through lady's stockings.

5. They were promised new boy's toys.

6. With one hand on young man's shoulder, he went up the stairs.

7. She is out visiting neighbour's daughter.

8. Thirty years before she taught at smart girls' school.

9. He sat on the floor stroking cat's fur.

10. After ... two months' leave I was sent to Officers' Training Camp in Dorset.

11. In that mood I was unsuitable for attending parents' meeting at the school.

12. The scheme of study in Teachers' Training College is based upon compulsory and optional subjects.

13. The theatre had three weeks' ballet season.

14. I stopped at the door to Holly's apartment.

15. chief's remarks left me indifferent.

16. She spoke guardedly, and her green eyes veiled themselves like parrot's eyes.

17. "Is that Mr. Blair?" woman's voice asked in the telephone.

18. Then she leaped to one side as car's brakes screamed behind her.

19. By clown's grimace on his face I understood what he was suffering.

10. Supply the required articles for countable nouns in the following text:

... king was ... very learned person. Yet, when he saw me walk on ... two legs he thought I was ... kind of mechanism made by some clever artist. But, when he heard my voice, and found that I could speak like ... person he was greatly astonished. He was not satisfied with ... story I told him of ... manner in which I had come into his kingdom. He thought that ... girl who found me and her father had taught me those words in order to sell me at ... better price.

He sent for ... three great scholars who were then in ... country. ... gentlemen, after they had examined me carefully, were of ... different opinions about me. However, after much argument, they agreed that I was only ... freak of nature. I was so small that I could not defend myself against ... other animals. They said I could not run as fast as ... other animals, nor climb ... trees, nor dig ... holes in ... earth to hide myself in. I was not ... dwarf, for ... queen's dwarf, ... smallest person ever known in ... kingdom, was nearly 30 feet high. They did not know what I was. Therefore I was ... freak of nature. Such ... conclusion would have satisfied ... philosophers of Europe who reason in ... same way.

After they had told me about their conclusion, I begged for permission to say ... word or two. I told ... king that I came from ... country where there lived ... people of my size. ... animals, .. trees and ... houses were all in proportion. Therefore in my country I might be able to defend myself, and get food for myself. To this they only answered with ... smile of contempt.

11. Supply the required articles for countable nouns in the following text:

The teacher rode to ... place where ... small brook crossed ... road. ... few logs, laid side by side, formed ... bridge over ... brook. This had always been considered ... haunted place, and as he approached it, his heart began to beat fast. He gave his horse ... kick; ... animal rushed forward but stopped just by ... bridge so suddenly that he nearly flew over ... horse's head. On ... edge of ... brook stood something big and black. It did not move. The hair of ... frightened teacher rose upon his head with terror. It was too late to turn back. Therefore he asked in ... trembling voice: "Who are you?" He received no answer.

Just then ... thing began to move, and stood in ... middle of ... road. Though the night was dark ... teacher could see ... gigantic horseman mounted on ... huge black horse. He became horror-struck. But the horror grew still worse when he saw that ... head which should have been on ... horseman's shoulders, was carried before him. ... teacher kicked his horse and went away, ... figure following. He looked behind him. He saw ... figure raise ... head and hurl it at him. He tried to get out of its way, but it was too late. It struck his head with ... terrible blow – he fell into the dust, and his horse, ... black horse and ... headless rider, passed by like ... whirlwind. When a little later ... teacher came to, he found ... hollow pumpkin by his side.

12. Supply the required articles for countable nouns in the following text:

..... story that impressed me concerned old Indian who kept snake in box. It was hooded cobra, and box had thick glass lid. Whenever there were new arrivals in barracks he always made same bet with them – to double their money if they could keep hand on glass for fifteen seconds. It seemed easy bet; glass was too thick to break. But as soon as snake struck at glass, no one could control impulse to snatch hand away. In this way, old man made great deal of money from new arrivals. One day, soldier with wooden hand asked if he could be allowed to wear glove while he laid his hand on box. old Indian agreed; he was aware that glove makes no difference to reflex of self-defence. soldier laid high stake. Everyone in barracks gathered round, hoping to see old man beaten at last. They were not disappointed; soldier kept his gloved hand on box while cobra struck again and again. old man suspected trickery and demanded to see hand, but crowd of British soldiers felt he had been fairly beaten, and forced him to pay up.

13. Supply the required articles for countable nouns in the following text:

We drank tea, then we all went out for ... walk before it grew dark. ... children were gathering ... chestnuts in ... woods, and ... others were playing with ... kites in ... meadow on ... edge of... wood. Some of ... best chestnuts were on ... highest branches, and they were throwing ... sticks to try to knock them down. Monty saw ... opportunity to display his athleticism; ... lower part of... trunk was too smooth to climb, but he asked me to bend down so that he could stand on my shoulders. Then he leapt on to ... low branch, and swarmed up to ... top. ... boys cheered as he broke off ... branch and threw it down. Then Monty dropped down and slipped into his overcoat, and we walked on.

We stopped on ... outskirts of ... wood above ... village, looked at ... view for ... few minutes, and then turned to walk back. At that moment ... boy came running up to us: "Mister, can yon help us to get ... kite down? It's stuck in ... tree."

We followed ... boy back into ... wood. When we saw ... tree we felt doubtful: it was ... very tall elm, and there were ... thorn bushes round its base that made it almost unapproachable. ... two more trees grew nearby whose branches touched it, but ... branches looked very thin. ... owner of ... kite had already climbed one of ... smaller trees and was trying to reach ... kite by throwing ... stave cut from ... hedge. It was already dusk, so it was not easy to see how ... kite could be approached. However, Monty saw that he was expected to climb, so he threw off his overcoat and jacket, and climbed. He managed to get ... great deal higher up ... smaller tree than ... kite's owner had climbed, and could touch ... kite with ... stave; but ... string was tangled in ... branches, and he could not dislodge it. I watched this for ... moment; then, when no one was looking, dropped my own coat and climbed up ... other tree. I soon saw that I could get from here on to ... elm if I was willing to jump across ... space of about six feet; it was not as dangerous as it looked from below, because ... branch from which I would jump was several feet above ... branch on which I would land. My light weight was in my favour; I got into ... good position, steadied myself and jumped. I managed to scramble on to ... other

branch without difficulty. From there on, it was easy. I climbed ... tree, which was as uncomplicated as ... ladder, untangled ... string, and let ... kite float across to Monty who caught it and took it down. Then I went down myself, descending ... lower part of ... trunk as if it had been ... drainpipe: this made my hands dirty, and took ... skin off my ankles, but it was not difficult or dangerous.

Nothing was said about it on ... way home. When we got back into ... cottage Monty and I washed our hands at ... sink. By the time I was ready, I knew I had missed ... six o'clock bus home. Monty then said that we could walk down to ... village and have ... drink at ... pub before we caught ... next bus.

In ... village, Monty suggested that we should go into ... pub. But I said that I was not yet allowed in ... pubs, being only seventeen. So Monty went inside and brought ... drinks out to us on ... tray. We sat on ... bench, feeling very cold and envying the warmth and light inside. By the time we had finished ... drinks I was warm and happy but we had to run for ... bus.

Unit 2

ARTICLES WITH UNCOUNTABLE NOUNS

SECTION 1

ARTICLES WITH NAMES OF SUBSTANCES AND MATERIALS

General

- Names of substances and materials are generally used **without any article**:

e.g. **Honey** is wholesome.

Sugar is bad for you.

Without **oil**, our industry would come to a halt.

Specific

- When a definite part of the substance is meant (when the noun is modified by a limiting attribute or is made definite by the situation) **the** is used:

e.g. **The meat** was good and **White Fang** was hungry.

The sugar you bought yesterday has got damp.

The oil I got on my trousers won't wash out.

Indefinite

- When an indefinite part of the substance is meant '**some**' or '**any**' is used:

e.g. We took **some bread** and **cheese** with us.

Countable or uncountable uses

- Names of substances and materials normally treated uncountable can have countable uses. In such cases the articles are used according to the general use of articles with countable nouns.

- Names of substances can be treated as countable when used in the meaning 'a type of' or 'a portion of':

e.g. Simon ordered **two beers** for us and **a coke** and **an ice** for Kit.

Have you got **a shampoo** for dry hair?

- Words for materials (*paper, glass, etc*) are uncountable, but we can often use the same word as a countable noun to refer to something made of material. Compare:

I'd like **some** typing **paper**. – I'm going out to buy **a paper** (= a newspaper).

The window's made of unbreakable **glass**. – Would you like **a glass** of water?

- And normally uncountable nouns (names of substances and materials) can often be used as countables if we are talking about different kinds of material, liquid etc., their varieties:

e.g. *Not all washing **powders** are kind to your hands.*

***The** 1961 **wines** were among the best this century.*

*This region produces **an excellent wine**.*

*Kalamata produces some of the best olive oil in the world; it's **an oil** of very high quality.*

- Such countable nouns as **a duck, a lamb, a chicken, a fish, a turkey, a salmon, a lobster, etc.** are used as names of substances when they denote flesh used for food:

e.g. ***Fried fish** is often eaten with chips.*

ARTICLES WITH ABSTRACT NOUNS

General

- Abstract uncountable nouns take no article when used in a general sense:

e.g. *While there is **life** there is **hope**.*

*Standards of **education** are falling.*

***Time** costs money.*

'Half-general'

- Some expressions with uncountable nouns, either names of materials, substances or abstract nouns, are '**half-general**' – in the middle between general and particular. If we talk about *European architecture, American literature* we are not talking about all architecture, all literature etc, but these are still rather general ideas (compared with *the architecture I did at university, the literature I am fond of*). In these 'half-general' expressions, we usually use **no article**. Compare:

eighteenth century history – the history I did at school

sixties music – the music we heard last night

poverty in Britain – the poverty I grew up in

- However, **the** is often used when the noun is followed by a limiting, defining phrase, especially one with *of*.

e.g. *the architecture of Europe*

the literature of America

- A phrase with *of* usually takes *the*, but with other phrases and clauses we can use a noun **without an article**:

e.g. ***Life in those days** wasn't easy. (life in those days is still a general idea)*

***Silk from Japan** was used to make the wedding dress. (silk from Japan means a type of material rather than a specific piece of material).*

Specific

- We use **the** with abstract nouns to refer to a specific example of something. To make clear which specific example we are referring to, we may add a qualifying clause with *of* (or another preposition), a relative clause or a limiting attribute:

General

*I like all kinds of **music**.*
*Is there **life** after **death**?*
*We must fight for **freedom**.*
***Truth** is the first victim of war.*
*You learn from **experience**.*
She ought to be in jail –
*she's a danger to **society**.*

Specific

***The music** of Skalkottas is virtually unknown outside Greece.*
*It was a film about **the life** of a popular explorer.*
*I was allowed **the freedom** of the house and garden.*
*We'll never know **the truth** about what really happened.*
***The terrible experience** was something he never got over.*
***The society** which they set out to create was based*
on mutual trust.

- Sometimes the qualifying clause is implied rather than stated explicitly. This is especially true of **truth**:
*e.g. I promise to tell the truth, **the whole truth** and nothing but **the truth**. (= about what happened).*

- The** is always used with such nouns as

the present **the past** **the future** **the singular** **the plural**

*e.g. I am certain nothing will happen in **the nearest future**.*

Modification by attributes

- Abstract uncountable nouns may be modified by descriptive attributes. **No article** is used when descriptive attributes are expressed by adjectives denoting:

1) nationality (**Ukrainian, French, English, German**):

e.g. English literature, French poetry, Italian music;

2) social characteristics (**feudal, capitalist, racial, religious**, etc.):

e.g. racial segregation, feudal law;

3) periods of time, often historical periods (**contemporary, modern, ancient, medieval, daily, further**):

e.g. modern art, ancient history, contemporary music;

4) authenticity or reliability (**true, authentic, solid, false, dubious, real, genuine, reliable**, etc.):

e.g. real freedom, genuine happiness, true friendship;

5) degree or extent (**perfect, great, sufficient, immense, utter, huge, tremendous, complete, absolute, infinite, considerable**, etc.):

e.g. immense joy, sheer foolishness, perfect law;

- 6) various genres or trends in art (**dramatic, theatrical, classical, romantic**, etc.):
e.g. *romantic prose, detective literature*;
- 7) man's social and spiritual life (**social, public, political, intellectual, spiritual, moral, mental, humane, personal, reasonable**, etc.):
e.g. *humane philosophy, public recognition*;
- 8) man's manner or behaviour (**polite, nervous, formal, serious**, etc.):
e.g. *nervous attitude, formal behaviour*;
- 9) position or locality (**outside, inside, inner, local, internal**, etc.):
e.g. *local distribution, inner vision, inside information*;
- 10) recurrent or going on without stopping phenomena (**continual, continuous, constant, incessant**, etc.):
e.g. *constant displeasure, incessant talk*;
- 11) some other adjectives of different meanings: **good, bad, free, critical, ordinary, plain, physical, human, consistent, etc.**:
e.g. *He lacked ordinary honesty*.
- **A / an** is obligatory if an abstract noun is modified by the adjectives **certain** or **peculiar**:
e.g. *There is a peculiar tension about her*.
 - **A / an** is omitted if an abstract noun modified by a descriptive attribute is used as:
 - 1) a predicative:
e.g. *It was gallant courage*.
 - 2) an attribute expressed by a prepositional phrase (mostly 'of-phrase'):
e.g. *She was a woman of wonderful generosity*.
 - 3) an adverbial modifier of manner expressed by a prepositional group (mostly with the prepositions *with* or *in*):
e.g. *He shouted at them in helpless rage*.

Countable or uncountable uses

- A number of abstract nouns may function both as uncountables and countables. In the latter case they follow the general rules for the use of articles with countable nouns:
e.g. *She was a beauty twenty years ago*.
- Many normally uncountable abstract nouns – especially nouns referring to human emotions and mental activity – can have '**partly countable**' uses. An abstract noun is used with **a / an** when a certain aspect of the notion is meant (an abstract noun expresses a certain kind of quality, emotion, state) or when the

meaning is particular rather than general. In such cases, the nouns are usually qualified by an adjective or phrase (such as a prepositional phrase or relative clause):

e.g. *He was filled with **a loathing he had never known**.*

*We need a secretary with **a knowledge of English**.*

*You've been **a great help**.*

*I need **a good sleep**.*

WATCH OUT! Some uncountable nouns cannot normally be used in this way, they are never used with *a / an* . Here are some of them:

advice assistance bliss breeding cunning
control evidence guidance health fun
information luck money nature news nonsense
permission progress trade weather work

e.g. *What **nasty weather** we are having today!*

- Note also:

*She speaks **very good English**.*

- Some nouns which are countable in other languages are countable in English. Examples are *information* (NOT ~~*an information*~~), *advice* (NOT ~~*an advice*~~); see supplement for a more complete list.

It is ... a ... What a...!

- The nouns

pity shame disgrace pleasure
relief comfort disappointment

are always used with *a / an* in sentences with the formal **it** as subject and in exclamatory sentences after **what**:

e.g. *It is **a pity**. What **a disgrace**!*

Measurements

- *A / an* is used with the nouns

period population distance height salary etc.

followed by 'of + numeral + noun':

e.g. *Gary was out of the city for **a period of ten days**.*

EXERCISES

1. Supply the required articles for nouns in the following sentences, paying special attention to uncountable abstract nouns :

1. He went back home with bitterness he had never known before.

2. This thought gave him immense satisfaction.
3. She thought that Francis would give her..... happiness Guy couldn't.
4. When I had received the invitation I felt certain curiosity.
5. With mock gallantry he took her hand and leaned over to kiss it.
6. There was quick, startled wonder in her eyes.
7. He was ashamed of harshness that leapt to his tongue.
8. He rose from chair and stood by window in agitated silence.
9. She went back to bed feeling curious emptiness.
10. He spoke with slow earnestness and his habitually solemn face had outraged look.
11. I had terrible youth though my father was great man.
12. I feel real fear as I watch Robert suffering.
13. I felt malicious delight at absurdity of his position.
14. music and philosophy are like wine. They are intended to enhance pleasure of being alive.
15. He spoke of it with boyish eagerness.
16. His confession forced upon me truth that I had never permitted myself to see.
17. doubt is essence of excitement.
18. He enjoyed warmth of her approval.
19. Dave played piano with peculiar delicacy.
20. At that early hour glassy sea often had immobility which seemed to make all earthy sorrows of little consequence.
21. He arranged everything with competence.
22. His eyes were so dark that the iris made one colour with the pupil and this gave them peculiar intensity.
23. As she learned to understand him better she discovered rare sensitiveness that lay under his aggressive manner.
24. He observed his guest with amused detachment.
25. He sometimes referred to his daughter's marriage with gloom.
26. A look of joy came into his eyes.
27. For next two days he was in state of great excitement.
28. kindness was not one of..... things she had normally met with in life.
29. courage and resourcefulness of women perpetually amazed him.
30. humour teaches tolerance.
31. I have greatest admiration for Racine.
32. My first inclination was not to give it serious attention.
33. He was sorry to leave his friend in comparative poverty.
34. I did not realize how motley are qualities that go to make up human being. Now I am well aware that pettiness and grandeur, malice and charity, hatred and love can find place side by side in same human heart.
35. In tone of most extreme politeness he said, 'I think we had better go downstairs.'
36. There was refinement in his face and spirituality that was oddly moving.
37. In acute distress I turned to window.

2. Correct any mistakes in these sentences. Tick (✓) sentences that are correct.

1. That's a really good advice.
2. Did Mozart have an unhappy childhood?
3. After interesting travel to Los Angeles, he wanted to live in the USA.
4. We learn many things throughout the life.
5. We need a secretary with a first-class knowledge of English.
6. She has always had a deep distrust of strangers.
7. That child shows surprising understanding of adult behaviour.
8. My parents wanted me to have good education.
9. She hasn't got enough experience for the job.
10. I had really strange experience last week.
11. It's hard to feel pity for people like that.
12. It's pity it's raining.
13. The whiskey is made from barley.
14. 'What's that on your coat?' 'It looks like paint'.
15. 'Where's cheese?' 'I ate it'.
16. I love cheese.
17. Why has light gone out?
18. Nothing can travel faster than the light.

3. Tick (✓) the underlined alternative that is correct.

1. I've got a new iron / new iron.
2. Steel is an alloy of an iron / of iron.
3. Paper / a paper is made from wood.
4. I broke a glass / glass this morning.
5. A glass / Glass is made from sand.
6. Would you like an ice / ice?
7. Ice / An ice floats.
8. The North Sea produces a light oil / light oil which is highly prized in the oil industry.
9. A beer / beer is expensive these days.
10. Music / the music usually helps me relax.
11. The music / music was far too loud.
12. Life / the life just isn't fair.
13. Life / The life of a Victorian factory worker wasn't easy.
14. I'm not an expert on Chinese history / the Chinese history.
15. I'm not an expert on the history of China / history of China.

4. Supply the required articles for nouns in the following sentences:

1. Everyone hates to have to go out in rainy weather.
2. work gave him increasing pleasure.
3. weather was so warm that we decided to go swimming.
4. He had romantic affection for all manifestations of nature.
5. What fine weather we're having today!
6. It would be fun for George to be Governor and for her to be the Governor's wife.
7. At first I found it difficult to understand English money.
8. I turned the radio on and listened to nine o'clock news.
9. In warm weather I spent most of the afternoon reading out in garden.
10. That morning nature was at its loveliest.
11. I did not enjoy my holiday because weather was very cold.
12. What's news?
13. 'Congratulations. That was very smart work altogether,' he said.
14. Have you heard news?
15. We have been having frosty weather for week.
16. I lent him five pounds last week. Do you think he will pay money back?
17. birds don't like this sort of weather.
18. 'James is not coming tonight.' 'Oh, that is bad news.'
19. You ought to stay at home in cold weather.
20. I know work I've done is good work, the best of my life.
21. He began to think of fun he had planned for this day.
22. weather is changing for the worse.
23. Your friend is great fun.
24. I'm not the man to give you advice.
25. He suddenly became aware that Mike had stopped work.
26. Now he remembered that he had given permission to remove crate.
27. That's best news I've heard yet.
28. We hid his watch for fun.
29. Uncle Nick made me feel that we had tremendous work to do.
30. Do you like such weather?
31. news from home is bad.
32. I'm going to cut grass in garden. It's hard work, but it has to be done.
33. Oh, this is not friendly advice.
34. I was trying not to think about work I was set to do.
35. Even if he comes with news I'm hoping for, the situation will remain difficult for a couple of days.
36. I just want to ask you for advice.
37. advice he had got from most of his friends was to turn down offer.
38. The Lieutenant told us to come back with information. So we must find out how many guns they have.

39. 'I didn't work there long. I fell ill and had to give up the job.' 'That's hard luck.'
40. information they received allowed them to prepare new defence position.
41. What good luck that I found you in!

5. Fill each of the numbered blanks in the passage with *a / an* or *the* as appropriate.

I felt really rotten at work the other day so I went into (1) stockroom for (2)..... nap – I thought I'd feel better after (3) good sleep. Unfortunately my boss who has (4)deep distrust of most of his employees as well as (5) history of suddenly firing his workers, decided there was some work he needed me to do urgently. My colleagues told him I'd been called out – lying is sometimes (6) necessary evil – but he had (7) better knowledge of (8) situation than they realised, and I was summoned to his office. I thought he would give me (9) hard time but he showed (10) tolerance that surprised me. Even so, it was (11) experience I wouldn't want to repeat.

6. Supply the required articles for nouns in the following sentences, paying special attention to uncountable concrete nouns (names of materials):

1. 'I shan't have fish,' said Robin.
2. Her room smelled of soot and face powder.
3. mud was drying rapidly, but car was still stuck.
4. James asked for water and drank it thirstily.
5. On the journey he drank tea, but in the cabin it was thick coffee with sugar and tinned milk.
6. They found plenty of signs of deer in snow.
7. men moved heavily as though they were walking in thick mud.
8. They were buying new furniture.
9. equipment from wrecked plane has to be saved.
10. The breeze blew candle wax into a runner down one side.
11. She had brown shining hair which hung down on either side other face.
12. Dinner began in silence. In silence soup was finished. It was excellent soup, though a little thick, and fish was brought. Someone said: 'It's the first spring day!' 'Spring!' said John. 'There isn't breath of air.' No one replied. fish was taken away. Then maid brought champagne.
13. Your design requires very expensive equipment.
14. boss took up pen, picked fly out of ink, and shook it on to piece of blotting paper.
15. Monty and I drank beer.
16. 'I knit them myself,' I heard woman say, 'of thick grey wool.'
17. She taught children to work with paper, which could be crumpled up at end of lesson, with plasticine, which could he squeezed back into shapeless lumps, with bricks and stones and coloured balls which could he jumbled together again.
18. lead salts are more soluble in cold water than hot.
19. machinery bores me.
20. bread in his haversack froze greily; and taste of frozen bread is horrid. little spikes of ice formed in cheese. tins of jam froze and had to be thawed before they could be eaten.
21. She stirred melting sugar with spoon.
22. But John treated me like precious china.

23. Father, at head of..... table, began to slice hot meat.

24. Barber went to bar and ordered coffee, then changed it to brandy because coffee wasn't enough after talk like that.

7. Put a line through all the articles that are not wanted in these sentences.

1. Thank a goodness that she has escaped without a harm to a life and a limb.
2. In the times gone by, the marriage was often a matter of the luck.
3. It was a love at the first sight that brought the couple together.
4. A man has always struggled with the dichotomy of the security of the permanence and the quest for the change.
5. Being on a duty for seventy hours certainly gives you a taste of what the life as a doctor is like.

8. Supply the required articles for nouns in the following descriptions of *weather* and *nature*:

1. But when day came weather, which had been fine and warm broke; sky was grey and drizzling rain was falling.
2. It was late afternoon and drizzle turned into steady rain. It was getting dark, and grey sky seemed to close overhead.
3. days and nights grew colder and colder. At noon sun was cold bloody smear in misty sky.
4. Dan and Ann were on skis. Sometimes he led way. Neither had to break trail, for crusted snow made their passage swift and effortless. Every so often mysterious stirring of air would send powdery snow sifting down from lofty trees. falling snow shone like diamonds in the moonlight.
5. '... sky is cloudy and it looks like rain.' '... rain will help things grow.'
6. Though rain ceased at noon air still felt moist.
7. birds' songs ceased; trees were still, and far over mountains there was mutter of dull menacing thunder.
8. We went to bed early, and in the night it rained little, not real rain but shower from mountains.
9. Jack sat smoking and looking silently out at drizzling rain.
10. On the whole we had fine weather.
11. fine weather held and we wandered in fields.
12. He was still asleep when snow began to fall in the early morning. It did not wake him. It covered his sleeping bag, and even his face and head, but he slept on until grey light of day disturbed him.
13. It was bleak and cold when I got there and thin rain was falling.
14. scent of lime trees hung over suburban street; lights were coming on in some of houses; red brick of new church was bright in sunset glow.
15. I must have fallen asleep because I woke suddenly with start and heard crack of thunder in air. I sat up. clock said five. I got up and went to window. There was not breath of wind. leaves hung listless on trees waiting. sky was slaty grey. jagged lightning split sky. Another flash rumbled in distance. No rain was falling. I went out into corridor and listened. I could not hear anything. I went to :..... head of..... stairs. hall was dark. I went down and stood on terrace. There was another burst of..... thunder. One spot of rain fell on my hand. It was very dark. I could see sea beyond valley like black lake. Another spot fell on my hand, and another crack of thunder came. One of maids began shutting windows in rooms upstairs.

SECTION 2

ARTICLES WITH NOUNS REFERRING TO UNIQUE OBJECTS AND NOTIONS

- We nearly always use *the* with some singular nouns because we consider there is only one in existence, i.e. because we are talking about something unique, like *the sun*, or something that is at least unique in our environment, like *the Government*, *the police*. Here is a list of some of these nouns :

the sun the sky the moon the universe the atmosphere the air
the ozone layer the past the future the countryside the seaside
the world the earth the ground the horizon the cosmos
the presidency the Vietnam War the Government the environment

e.g. *The sun was getting warmer.*

WATCH OUT! Logic is not always a reliable guide. We talk about *the atmosphere* and *the environment*. But we usually think of *nature* in a general sense and so omit *the*. Although we talk about *the universe*, we consider *space* as infinite and we use it without *the*:

e.g. ~~*The oldest man in the space was John Glenn.*~~

The oldest man in space was John Glenn.

- The noun *society* is used without any article:

e.g. *He's a danger to society.*

Physical Environment

- The* is used with a lot of general expressions that refer to our physical environment – the world around us and its climate – or to other common features of our lives. The use of *the* seems to suggest shared experience or knowledge. Some more examples are:

the town the mountains the fog the country the rain
the weather the sea the wind the night the sunshine

e.g. *My wife likes the sea, but I like the mountains. English people always talk about the weather.*

Parts of a Whole

- The* is often used to name parts of a whole. Most references of this kind refer to a single identifiable place or object. This extends to:

- 1) a room – *the ceiling, the door, the floor*;
- 2) a town – *the shops, the street*;
- 3) an appliance – *the on/off switch*.

EXERCISES

1. Supply the required articles for nouns in the following sentences, paying special attention to those indicating *unique objects and notions*:

1. sky was still dark to east, but it would soon be dawn.
2. In past when they had come to country in summer he had taken rest from research.
3. It was night still, but stars were pale in sky, and day was at hand.
4. It was August night of extreme beauty, moon was just about to rise over hills.
5. He explained later that he hadn't rung up again because he had had no more coppers for telephone.
6. Kim threw tremendous party. And, of course, press were also cordially invited.
7. Through gateway thousands of miners every day enter cages that plunge them more than mile into earth.
8. Coming down street, George had noticed that it was clear night with full moon and he insisted on going to the Embankment to see moonlight on the Thames.
9. cloud, hitherto unseen, came upon moon.
10. Aunt Bertha liked my company, let me listen to radio, and made me cakes and tarts.
11. stars were faint and dim and lovely in soft misty night sky.
12. 'We've got to make arrangements for future.' 'But have we future?' he asked.
13. It was perfect night and moon was just rising.
14. And curiously enough, at this moment, there came distinct rumble of thunder out of cloudless sky.
15. We hope for future and regret past.
16. Obviously we take different views of world. I want better world.
17. moon made faint pathway on water, but house was still lit up by setting sun.
18. There was hamburger stand block to east.
19. moon set, and in sky countless stars shone with their terrifying brilliance.
20. man is master of whole earth, above and below, from Equator to Poles.
21. It was glorious night. moon had sunk and left quiet earth alone with stars.
22. He was faced with nothing but decidedly bleak looking future.

2. In the following old person's recollections, articles are missing. Put in *a /an* and *the* as appropriate.

I remember in dim and distant past my children being obsessed by man called Bob Dylan. I have no idea if he's still alive, but impact he had in sixties and seventies was incredible. I remember one song called 'Blowing in Wind'; – my son – he's in his fifties now – sang it all day and all night, month in month out, for several years. And it was so silly: 'How many times must man look up before he can see sky?' I mean, question like that can't be taken seriously, can it? And 'How many times must white dove fly before it sleeps in sand?' And then answer to profound questions: 'Answer, my friend, is blowing in wind'. Generation after mine didn't know what life was all about, did they? We did, of course. 'Very thought of you'. 'Just way you look tonight'. 'Night they invented champagne'. They were real songs. But what came next? 'How many years can mountain exist before it is washed to sea?' An there was whole generation singing along to song. Funny world we live in, I say it's funny world we live in.

3. Correct any mistakes in these sentences. Tick (✓) sentences that are correct.

1. Do you prefer the town or the country?
2. My wife likes sea, but I prefer mountains.
3. What will music sound like in the future?
4. People's attitude to the education reflects their attitude to children.
5. English people always talk about a weather.
6. What exactly is the nature of your complaint?
7. I love nature.
8. It isn't always easy to fit in with the society.
9. When it comes to depression, laughter is often the best remedy.
10. The life is too short to waste time being angry with people.
11. We are just taking our first steps into the space.
12. Should the police carry guns?
13. Intelligence is something you are born with, not something you learn.
14. If you ask, I'm sure your uncle will give you a good advice.
15. Beauty is said to be skin-deep.
16. My next-door neighbour feels frustration of not having worked for three years.

4. In the following sentences *the* is missing in one or more cases. Write in *the* where necessary.

1. There are countless varieties of English in use in English-speaking world.
2. Concepts of language vary from country to country and from generation to generation; English you hear spoken nowadays is in no way recognisable as language used by last generation, let alone in time of Shakespeare.
3. Government is now insisting that mathematics is taught with methods reminiscent of 1950s.
4. Government is only possible if majority accept law of land.
5. When Julie walked into room, you could have cut atmosphere with a knife.
6. Music of today deserves a different name from music of Beethoven, Bach and other comparable geniuses.
7. People living inside Arctic Circle have a very different view of year from those living in, say, in Belgium.
8. Many people in public sector of work are just looking for sun, sand and relaxation when they go on holiday, and why not?

5. Correct the 8 errors in this extract from a composition.

The war takes over when politics fails. It is always frightening and unpleasant and the society does everything it can to avoid clashes between countries, but there often comes a point where avoidance is no longer an option. In the past, the mankind has fought wars for many different reasons but the history shows that one side always blames the other for starting it. Aggression starts because one side accuses the other of doing something aggressive. The other side denies it. The argument gets louder and more heated until suddenly patience are at an

end, the time for talk is over, and military power replaces spoken argument. Wars can be justified if they are fought for good reasons, but who is to say what is a good reason? History is written by the winners, and it is their version of the truth that we tend to work from. Our knowledge of the whole history of any war are likely to be limited by the lack of complete informations but if we are to learn any lessons for future, we must try to understand what happened.

Unit 3

ARTICLES WITH NOUNS IN SOME SYNTACTIC POSITION

Articles with Predicative Nouns

- Some clauses consist of a subject, the verb *be*, and an expression that describes the subject:

e.g. *Alice is a **ballet dancer**.*

The expression that describes the subject in clauses like this is called the ‘predicative’ or the ‘subject predicative’. Subject predicatives can follow not only *be*, but also other ‘link verbs’ like *become*, *look*, *seem*, *appear*, *feel* etc.

e.g. *I do **feel a fool**.*

*She **became a racehorse trainer**.*

In some structures the object of a verb can have a complement. This happens, for example, after *make*, *elect*, *call*, *appoint*, *choose*, *think*, *consider*, *fancy*, *imagine*, *name* etc:

e.g. *Why did they **elect him chairman**?*

- Singular nouns in the function of a predicative (either objective or subjective) are mostly used with *a / an* and plural nouns take *no article*:

e.g. *I am **an orphan**.*

*My father was **a sea captain** – he died when I was eight.*

*They are **nice people**.*

- If a predicative noun is modified by a limiting attribute *the* is used:

e.g. *This is **the most wonderful moment** in my life.*

- *The* is not used in titles like *Queen Elizabeth*, *President Lincoln*. Compare:

***Queen Elizabeth** had dinner with **President Kennedy**.*

***The Queen** had dinner with **the President**.*

- When a predicative noun denotes a unique post (rank, occupation, state, etc.), i.e. the only one in the organisation, it is used either with *the* or *without any article*:

e.g. *He was **the head** of a great publishing firm.*

*They appointed him **Head Librarian**.*

- Predicative nouns after the link verbs **to turn**, **to go** (‘change occupation or allegiance’) take *no article*:

e.g. *He turned **sailor**.*

*He went **Democrat**, though his brother remained a Republican.*

- When predicative nouns are followed by the adverb **enough** they are used *without any article*:

e.g. *He was **fool** enough to believe that.*

Articles with Nouns in Apposition

- Singular nouns in apposition are usually used with *a/ an* and plural nouns take *no article*:
e.g. *Jimmy, **a fat bald-headed man** of forty-five, had a passion for the theatre.*
*The only people you don't know here are Mr and Mrs Clair, **new friends of ours.***
- If a noun in apposition has a limiting attribute or if the speaker is certain that the object denoted by the appositive noun is known to the hearer, *the* is used:
e.g. *Monday, **the day of our departure**, was cold and rainy.*
- When an appositive noun denotes *a unique post* (rank, state, etc.) it is used either with *the* or *without any article*:
e.g. *Mr Turner, **head of the firm**, spent a few days with us.*

- Appositive nouns denoting *titles* (ranks, posts) take *no article* when they precede personal names:

e.g. *Dr Ross Lord Byron Sir Charles Queen Elizabeth*
Judge Parker President Bush Princess Margaret Major Rogers
Prof. Drake Colonel Casey Lady Clair Colonel Jackson
Chancellor Adenauer Pope John

- *The* is obligatory with foreign titles:
e.g. *the Emperor Napoleon, the Czar Peter*

- Appositive nouns denoting family relations *take no article* before personal names:

e.g. *Aunt Agatha Cousin George Uncle Tom*

WATCH OUT! Many titles can be used with surnames or on their own, capitalized in the latter case. Here are some of them:

Doctor Captain Colonel Major Professor etc

e.g. *May I introduce you to **Colonel Rogers**?*

*Yes, **Captain**.*

- ✓ *Headmaster* and *Matron* are not used with a name after them:

e.g. *Thank you, **Headmaster**.*

*Yes, **Matron**.*

- ✓ The only titles applied to relations which can be used with names or on their own are *uncle* and *aunt* (or *auntie*):

e.g. *Here comes **Uncle Charlie** / **Aunt Alice**.* (Note: first name only)

*Thank you, **Uncle** / **Aunt**.*

- ✓ Some other titles that are used on their own are:

Mother Mum (BrE) Mom (AmE) Mummy (BrE)
Mommy (AmE) Father Dad (BrE) Pop (AmE)
Pa Daddy Granddad Grandpa Grandma Baby

- ✓ *Mother* and *Sister* can be used for nuns and *Brother* for monks. *Sister* can be used for nurses, like *Nurse*.
- ✓ *Mother* + *surname* occurs as a nickname (e.g. *Mother Reilly*) and *Father* is used as a form of address for Roman Catholic priests (e.g. *Father O'Brien*).
- ✓ People often refer to (but do not usually address) grandparents as *Grandpa Jenkins* or *Grandma Jenkins* to distinguish them from another set of grandparents with a different surname.

- Other appositive nouns take *the* when used before personal names:

e.g. *the painter Hogarth* *the critic Hudson* *the girl Martha*
the student Jones *the Republican leader Forster*
the pianist Carter

Parallel Structures

- Articles are dropped in the so-called parallel structures (or double expressions) with prepositions.

from tree to tree *from street to street* *from house to house*
with knife and fork *with hat and coat* *from top to bottom*
on land and sea *arm in arm* *inch by inch*

- Some more examples of this kind are:

hand in hand *man to man* *face to face*
shoulder to shoulder *from beginning to end* *from north to south*
from floor to ceiling *from right to left* *day after day*

WATCH OUT! Articles are not dropped when single nouns follow prepositions:

e.g. *You can't get there without a car.*

Vocatives

- There is no article with vocatives, i.e. nouns used in addressing a person:

e.g. *Is he all right, doctor?*

'what' and 'such'

- After the exclamatory 'what' with singular countable nouns **a / an** is used:
e.g. *What **a horrible** story!* (NOT ~~*What horrible story!*~~)
- After the exclamatory 'what' with abstract uncountable nouns **no article** is used:
e.g. *What **extraordinary** advice!* (NOT ~~*What an extraordinary advice!*~~)
- **A / an** is used after *such* with singular uncountable nouns when we wish to emphasise degree. **No article** is used after *such* with plural countables and singular uncountable nouns:
e.g. *The child is **such a pest!***
*We had **such problems** getting through Customs!*
*Young people enjoy **such freedom** nowadays!*

Absolute Constructions

- Articles may be omitted in non-prepositional absolute constructions:
e.g. *She was alive, **eyes bright, smile inviting.***

as

- Nouns introduced by *as* are used both with **a / an** and **the**. The choice of article is determined by the general rules of their use:
e.g. *I agreed to say something **as a favour** to Max.*
*His treatise on economics was chosen **as the main textbook** at the University.*
- Sometimes the omission of articles is possible in this position, especially with nouns denoting unique posts, ranks, titles etc:
e.g. *His father once occupied this room **as President** of the Town Council.*

kind of etc

- We usually leave out **a / an** after *kind of, sort of, type of* and similar expressions.
e.g. *What **kind of person** is he?*
*Have you got a cheaper **sort of radio**?*
*They've developed a new variety of **sheep**?*

EXERCISES

1. Correct any mistakes in these sentences. Tick (✓) sentences that are correct.

1. He's a librarian.
2. He was elected the President in 1879.
3. I want to see the President.
4. What lovely dress!
5. My boss is such an idiot!
6. Nobody expected him to turn the traitor.
7. What nonsense!
8. It' a kind of a bottle-opener.
9. She was a child enough to feel sorry about the loss of the toy.
10. It's a type of beetle.
11. Since her return to Hong Kong Kitty had hesitated from day to day to go to her house.
12. Look here, the Doctor! My wife's got a crazy idea in her head.
13. And you really live by the river. What jolly life!
14. From time to time this morning I tried to concentrate, just on music, then on reading.

2. Supply the required articles for nouns in the following sentences, paying special attention to those used predicatively:

1. He was at that time lieutenant in British Army.
2. Mr. Richardson was owner and editor-in-chief of the publishing house.
3. Rudy had gift of being liked. That was why he had been elected president of his class three times in a row.
4. She was wife of doctor.
5. Philip was not humbug but hard and realistic man.
6. At the time I was manager of Crawford Street branch of bank.
7. I saw group of workmen coming toward us. One of them was fat, red-faced man, and I presume he was foreman.
8. Mr. Knight was excessively lazy man, who preferred to sit down.
9. It's girl called Betsy. She's boss's secretary.
10. Henry Green was son of..... general.
11. It seemed that Aunt Milly had been only relative to offer practical help.
12. His study was darkest room in house.
13. His father was good soldier.
14. I might be leader of party instead of you.
15. His wife and Sheila were active, strong women, who loved using their muscles.

16. I'm going to be president of this company.
17. This fellow is man I want for the job.
18. He was manager of largest estate in district.
19. man who wore glasses was husband of Mrs. Holt.
20. 'We are merely tourists,' Tom said.
21. 'She is very silly creature,' he said.
22. There seemed no reason why he should not eventually be made Governor.
23. 'I call it mediocre play,' he said.
24. On way back to our compartment we passed Natalie Winter. She was very shy woman. She was also star of the season.
25. She is proud of being daughter of..... poet.
26. If anyone could tell her what Mr. Potter wanted to know, Mrs. Ferguson was woman.
27. Even before George introduced me I knew that man was senior partner.
28. 'They've made me head of the department,' he whispered.
29. I know he is sculptor.
30. Katharine was wife of poor clerk in Ministry of Education.

3. Supply the required articles for nouns in the following sentences, paying special attention to those used in apposition:

1. Then Steve saw Professor Denton, head of History and Economics department.
2. The sun was hanging over the hill behind them, large red hall which had lost its fierceness.
3. Philip's wife, biggest snob in family, invited me to tea.
4. Then we were joined by two women, acquaintances of Charles and Ann.
5. Across from her sat Delaney, producer of the picture.
6. I said, 'This is Mary Summers, old school friend of mine.'
7. I have got job of secretary to our new MP.
8. figure 5 is same for Russian or American while word 'five' is not.
9. Admiral Lacey was red-faced man.
10. They sat in drawing-room round the portable wireless, present from Fleur.
11. Then he walked down Broadway, main street of town.
12. She was daughter of well-known theatrical manager, willowy, wispy, fair-haired girl with colourless eyes.
13. He assumed role of breadwinner for family.
14. General Holt withdrew his plan.
15. They had lunch at Hexley, small village on coast.
16. He was their favourite nephew, son of their dead elder sister.
17. Grant got little information from Andy, mail-car driver.
18. He introduced me to girl Patricia, and I was glad of an opportunity to look at her face.
19. Peter hit so hard that he broke my arm. I fell to ground yelling. Waters, gym teacher, carried me off field.

20. We spoke to Philip's secretary, youngish man called Williams.
21. Within a short time, Gregory married Zalia Phelps, daughter of Angus Phelps, planter in Georgia.
22. Sam, man who ran elevator, didn't like Peter.
23. Smiley, captain of team, got up on bench and told them of his plan.
24. nurse Everett, bony woman of fifty, opened door herself.
25. He would be given post of Minister of Justice.

4. Supply the required articles for nouns introduced by *as* in the following sentences:

1. I then stayed on with the company as manager.
2. The education office in the town hall had asked the school to recommend someone as junior clerk.
3. He was universally known as author of the book.
4. Margaret, who had not long graduated at Oxford, was working as secretary to a Labour member.
5. In 1976 I found myself working as clerk in the offices of the local electricity board.
6. She had given the watch to Julia as birthday present.
7. Ronald had been invited to the party as appropriate partner for Ann.
8. Maybe he'll take you as assistant.
9. After a time Mr. Jones engaged the young poet as tutor to his three sons.
10. He describes himself as independent radical.
11. He took for granted his position as head of the family.
12. His reputation as painter is well established now.
13. In 1939 I began to write a story with a senior civil servant as main character.
14. At the party, Katherine was acting as hostess.
15. I thought I would get a post as surgeon on a ship.

5. Supply the required articles for nouns in the following sentences, paying special attention to those used in some syntactic patterns:

1. My friend Herbert Holt is professor of English literature in one of smaller universities of the Middle West.
2. What sort of family has he?
3. I don't know any of people living in the house next door.
4. 'Well, boy, you are not going out tonight, are you?' his mother asked.
5. Grant is indifferent to that sort of thing.
6. I did not swear as some of boys in form habitually did.
7. 'Yeats is one of greatest poets of age,' I said.
8. We sat side by side smoking and thinking.
9. It was sort of occasion when one wants to help but doesn't know how.
10. He didn't want to walk home with any of other fellows.
11. Marion, like most of girls in group, came from lower middle-class family.
12. They cleaned house from top to bottom.

13. What long way you have travelled since your first book!
14. What kind of place are your friends living in?
15. I recognized some of facts.
16. He was man who wandered mysteriously from hotel to hotel.
17. What odd collection you've got in here!
18. Mrs. Warren bought one of elm-shaded villas at end of the High Street.
19. She would know names of nearly all of people who lived there.
20. She kept the bills on the mantelpiece, and none of shopkeepers were allowed to wait hour for their money.
21. While they went from room to room, Blair explained purpose of his visit.
22. He turned to me and said, 'What extraordinary names these boys seem to have!'

Unit 4

SPECIAL DIFFICULTIES IN THE USE OF ARTICLES

SECTION 1

Days, Months and Seasons

- Names of seasons, days and months **take no article** as a rule:
 e.g. *I like **spring**.*
*See you on **Tuesday**.*
*See you in **April**.*
- When the nouns are modified by a limiting attribute or when we are talking about particular summers, springs, days or months etc **the** is used:
 e.g. *It happened in **the spring of 1930**.*
*She died on **the Tuesday** after the accident.*
*It was **the January** after we went to Greece.*
- The** is obligatory with names of seasons after the prepositions **during, for, through**:
 e.g. *The family moved to the country for **the winter**.*
- The** is obligatory in **in the fall** (AmE)
- When these nouns are modified by a descriptive attribute **a / an** is used:
 e.g. *It was **a cold spring**.*
*We met on **a wet Monday** in June.*
*We're having **a very wet April**.*
- When names of seasons, days and months are modified by the adjectives **early, next, last** or **late**, **no article** is used:
 e.g. *It was **early spring**.*
*Where were you **last Saturday**?*
*We're moving **next September**.*

Times of the Day and Night

- This semantic group includes the following nouns:

<i>day</i>	<i>night</i>	<i>evening</i>	<i>morning</i>	<i>noon</i>	<i>afternoon</i>	<i>dusk</i>
<i>twilight</i>	<i>midnight</i>	<i>nightfall</i>	<i>daytime</i>	<i>sunrise</i>	<i>sunset</i>	
- No article** is used with names of times of the day and night:
 - when they denote 'light' or 'darkness':
 e.g. ***Dusk** fell without my noticing it.*
 - after the prepositions **at, after, before, by, till, until, towards, past**:

e.g. *All her life she always got up **at dawn**.*

3. in the function of a predicative:

e.g. *It was **dusk**.*

4. when they are modified by nouns denoting days of the week or the words **yesterday, tomorrow**:

e.g. *We'll meet **tomorrow morning**.*

5. in the following word combinations:

all day (night) day after day day in day out from morning till night
night after night day and night from day to day

- **The** is used:

1. when these nouns are modified by a limiting attribute or when the situation makes them definite:

e.g. *He will never forget **the day** when he met her.*

2. after the prepositions **in, during, through**:

e.g. ***in the morning during the day through the night***

3. when these nouns are preceded by the pronoun **other**:

e.g. *I met Jones in Oxford street **the other day**.*

- Names of times of the day and night are used with **a / an** when they are modified by a descriptive attribute:

e.g. *It was **a frosty night**.*

- **No article** is used when they are modified by the adjectives **late** or **early**:

e.g. *It was **early morning**.*

Meals

- Names of meals (**breakfast, lunch, dinner, supper, tea, high / meat tea**) generally take **no article**:

e.g. *He had **lunch** at this club.*

- **The** is used when names of meals are modified by a limiting attribute or when the situation makes them definite:

e.g. ***The dinner** was a success.*

- **A / an** is used when names of meals are modified by a descriptive attribute:

e.g. *We met at **a dinner** at the Snows.*

Diseases

- The names of diseases are usually uncountable in standard British English and take **no article** as a rule:

e.g. *Have you had **appendicitis**?*

*There's a lot of **flu** around at the moment.*

- **The** may be used informally before the names of some common illnesses such as *the measles, the flu, the mumps*.

e.g. *I think I've got (the) measles.*

- **The** is obligatory when we refer to some particular case:

e.g. *After the flu she felt dejected.*

- The words for some minor ailments are countable and are used with **a / an**. The most common examples are:

a cold a sore throat a headache a pain in the back a heart attack

e.g. *I've got a horrible cold.*

Have you got a headache?

WATCH OUT! *Toothache, earache, stomach-ache* and *backache* are more often uncountable in British English. In American English, these words are generally countable if they refer to particular attacks of pain. Compare:

e.g. *Love isn't as bad as toothache.* (BrE)

Love isn't as bad as a toothache. (AmE)

sea

- The noun 'sea' is generally used with **the**:
e.g. *The sea was calm.*
- **No article** is used in the expressions **to be at sea** and **to go to sea**:
e.g. *He went to sea when he was a boy of thirteen.*
- **A / an** is used when it is modified by a descriptive attribute:
e.g. *It was not a summer sea today.*

school, college, hospital etc

- This group of nouns includes such nouns as:

school college hospital prison jail
class university bed table church market

- **No article** is used when they denote activities associated with these places. The most common expressions with these nouns are as follows:

to be in, to go to – hospital, bed, prison, jail, church, class, (the) market;

to be at table;

to be at, to be in – college, university, school;

to go into – class, prison, jail, church, bed;

to come from – school, university, college, church;

to come out of – hospital, prison, jail;

to get out of, to stay in – bed;

to leave – college, school

- When these nouns denote a building or an object they are used with **the** or **a / an** according to the general rules for countable nouns. Compare:

e.g. *I met her at college.* (when we were students)

*I'll meet you at **the college**.* (The college is just a meeting place.)

Jane's in hospital. (as a patient)

*I left my coat at **the hospital** when I was visiting Jane.*

Who smokes in class? (= in the classroom?)

*Who smokes in **the class**?* (=Who is a smoker?)

- In American English, **university** and **hospital** are not used without articles.

e.g. *She was unhappy at **the university**.*

society

- The noun '**society**' is used **without any article** when it means 'an organized community to live in':

e.g. *He should be locked up; he's a danger to **society**!*

- In other meanings it may be used with **the** or **a / an**:

e.g. *Britain is **a multi-national society**.*

*Is greed a product of **the consumer society**?*

town, country

- The noun **town** takes **no article** when it is used in contrast with country or when it means a business centre of a town:

e.g. ***to be in town, to live in town, to come back to town, to stay in town, to leave town, to be out of town.***

- In other cases the noun **town** is used with **the** or **a / an**:

e.g. *It was **a small town** in Shropshire.*

- The noun **country** takes **the**:

e.g. ***to go to the country, to be in the country, to come from the country.***

(the) radio, television, (the) cinema and (the) theatre

- When we talk about television as a form of entertainment, we do not use articles.
e.g. *It's not easy to write plays for **television**.*
*Would you rather go and watch **TV**?*
*Is it a play for **television or radio**?*
- Articles are used when television means 'a television set'. Compare:
e.g. *What's on **TV**?*
*Look out! The cat's on **the TV**!*
- Articles are generally used with **radio**, **cinema** and **theatre**.
e.g. *I always listen to the radio while I'm driving.*
*It was a great treat to go to **the cinema** or **the theatre** when I was a child.*
- The article can be dropped when we talk about these institutions as art forms or professions.
e.g. ***Cinema** is different from **theatre** in several ways.*
*He's worked in **radio** all his life.*

names of languages

- Names of languages are used **without articles** when they are not followed by the noun **language**:
e.g. *She knows **English**.*
- **The** is used in:
 - 1) if the noun is modified by a limiting attribute:
e.g. ***The English** of America differs from **the English** of England.*
 - 2) in the following structures: *a translation from **the English**; What is **the English** for 'сочна'?*
 - 3) when the noun **language** is mentioned:
e.g. ***the English language**.*

common expressions

- Names of *musical instruments* are used with **the** when we speak about them in a general way:
e.g. *He plays **the piano** well.*

When these nouns have a concrete meaning articles are used according to the general rules for countable nouns:

e.g. *He made up his mind to buy **a piano**. You must have **the violin** repaired.*

- Nouns denoting *means of transport* take **no article** when they are used with the preposition **by**:
e.g. *to go, to come, to leave, to travel – by **train, plane, boat, bus, bicycle, coach, underground**.*

In other expressions articles must be used:

e.g. *to take **the (a) train**, to catch **the (a) train (bus)**, etc.*

- In other *by-phrases* expressing manner or instrument nouns take **no article**. Here are the most common examples:

by air by land by post by mail by phone by telegraph
by hand by accident by sight by chance by mistake by letter etc

- No article is used in the following *prepositional phrases*:

in detail in person in answer in honour (of)
in relation (to) in connection (with) in question in spite (of)
at random on account (of) on tiptoe on top of all
on deck on foot on leave on holiday
on vacation on consideration on principle on hand
off hand with regard (to) on examination at hand etc

- There is usually no article in *of-phrases* after the words **post, office, title, rank, degree**:

e.g. *He received the degree of **Doctor of Law** two years ago.*

- Names of *games* take no article after the verb **to play**:

e.g. *to play **tennis, cricket, volley-ball, cards, etc.***

- **The** is used in fixed expressions on the pattern **the sooner the better, the more the merrier** to show cause and effect: when one change is made, another follows:

e.g. ***The quicker** you are, **the more likely** you are to make mistakes.*

- **The** is used in some fixed time expressions:

all the while at the moment for the time being in the end etc

e.g. *I'm afraid, Mr Jay can't speak to you **at the moment**.*

WATCH OUT! The expression **for a while** is used with **a / an**.

SECTION 2

ARTICLES WITH NOUNS

MODIFIED BY CERTAIN ADJECTIVES, PRONOUNS, NUMERALS

Most

- **The** is used with **most + adjective** when it serves to form the superlative degree of an adjective:

e.g. *This is **the most interesting chapter** in the book.*

- *A / an* is used with **most** + *adjective* when a high degree of a quality is meant. In this case **most** has the same meaning as *very, exceedingly*:

e.g. *She is **a most charming girl**.*

- **The** is used before a noun in the structure **most of** when definite people or things are meant:

e.g. ***Most of the gentlemen** looked both angry and uncomfortable.*

- We use **no article** when we do not mean definite people or things, i.e. the noun is used in a general sense:

e.g. ***Most flowers** smell sweet.*

few, a few, the few; little, a little, the little

- **Few** means ‘мало’, it has a negative meaning:

e.g. *He was a very good man. There are **few** like him in the world today.*

- **A few** means ‘декілька’, it has a positive meaning:

e.g. *He left after **a few** moments.*

- **The few** means ‘ті небагато, (хто, що)’:

e.g. *You need not to fear **the few** remaining words we have to say.*

- **Little** means ‘мало’, it has a negative meaning:

e.g. *We can't go skiing today. There is too **little** snow.*

- **A little** means ‘деяка кількість’, it has a positive meaning:

e.g. *We have **a little** time*

The little means ‘та невелика кількість, (яка)’:

e.g. *Don't waste **the little** time you have.*

two, the two; three, the three; etc

- **Two** means ‘два’:

e.g. ***Two students** entered the room.*

- **The two** means ‘обидва, обидві’:

e.g. ***The two books** you lent me proved very interesting.*

another, the other

- **The** is used when two objects or two groups of objects are contrasted:
e.g. *Mrs Andrew and I remained in the room, and **the other** guests went to the pool with Patrick and Sonia.*

When the speaker is not sure that all the rest of the objects are meant **the** is not used:

e.g. *Some boys and girls were bathing in the sea, **other** holiday-makers were sitting or lying on the yellow sand of the beach.*

- **Other** may be used as a noun pronoun. **The** is used with it in the same way as with nouns modified by the adjective pronoun other.

- **A / an** with **other** is spelt as one word **another** which has the following meanings:

a) different:

e.g. *I have **another** plan in my mind.*

b) one more of the same kind, additional:

e.g. *Will you have **another** cup of tea?*

In this meaning **another** can be used with plural nouns preceded by *few* or a cardinal numeral:

e.g. *He gave me **another** five dollars.*

next, the next; last, the last

- **Next** means ‘майбутній’ when referring to time in present time contexts:
e.g. ***next** month, **next** week.*
- **The** is obligatory when the adjectives **next** and **last** are followed by an ordinal numeral:
e.g. ***The next** three months I studied philosophy.*
- **The next** means ‘наступний’:
e.g. ***the next** room, **at the next** lesson.*
- **Next time** means ‘наступного разу’:
e.g. *We shall discuss this matter **next time**.*
- Nouns modified by the adjective **last** are always used with **the**:
e.g. ***The last** word remained with George.*
- **The** is not used in the expressions **last month, last year, last week, last summer (winter, autumn, spring).**
- In reference to time viewed from the past both **next** and **the next** mean ‘наступний’:
e.g. *We spent a fortnight in Kyiv. **The next** week was spent in Odessa.*

a number, the number

- **A number of** means ‘many’. It is rendered in Ukrainian by ‘багато, ряд’:
e.g. *Drake knew a number of people with government connections.*
- **The number** means ‘число, кількість’:
e.g. *The number of mistakes he makes is startling.*

EXERCISES

1. Supply the required articles for nouns in the following sentences, paying special attention to those indicating parts of the day:

1. It was nearly midnight, and Margaret rose to go.
2. It was early morning when train pulled into station.
3. Outside was cold, drizzling twilight.
4. It was Saturday morning, and weekend guests were coming.
5. It was grey cold day. By nightfall, it would rain.
6. We got back to inn as night was falling.
7. I paid my first visit to them on clear cold February night.
8. Martha’s talent for sleeping was extraordinary. If nobody went in to awaken her in morning she would sleep till noon, till two o’clock in afternoon, even if she had gone to bed early evening before.
9. Charles was in a hurry to get back home by midnight.
10. Towards evening he called at their house, but found no one at home.
11. On Sunday morning weather was showery.
12. last evening the sirens went again.
13. She hastened out of..... house and to barn. evening was coming on.
14. All night snow fell.
15. Each day, coming to office, I looked forward to evening.
16. It was late afternoon and their shadows lay long across road.
17. It was summer afternoon, last day of the Bar final examination
18. evening flowed on. I sat working in late summer twilight.
19. As he drove me home through June dusk, James suddenly told me that he had left his wife.
20. He pulled aside each curtain to make sure that window behind it was latched for night.
21. His secretary said that Kevin was free in evening.
22. day passed quietly.
23. Robert decided to kill a great many birds with one stone by spending night in London.
24. night was still, and almost tepid.
25. couple next door wouldn’t leave until morning.

26. They played tennis and ping-pong in day. and in evening, in accordance with stiff routine of place, they sat down to poker.
27. Surely nothing could be going on there so late at night.
28. He let me sit up night with him and give him things to stop pain.
29. It was night, but street was brightly lit.

2. Supply the required articles for nouns in the following sentences, paying special attention to those denoting *seasons*:

1. We used cottage for week-ends in summer.
2. It was first day of summer.
3. Quite early in autumn he began visiting us two or three times each week.
4. As autumn passed, I saw good deal of Charles and Ann together.
5. It was remarkably fine autumn.
6. He walked along streets smelling spring in air.
7. spring had come early that year.
8. I saw him before he went down to Mr. Bell's country house for summer.
9. It was brilliant summer of 1971.
10. During winter I had heard a rumour that she was abroad.
11. They must have met in summer.
12. He felt more at home in winter than in summer because in winter there were firelights and drawn curtains and one's own company.
13. summer laded gloomily into autumn.
14. In autumn young Ben was to go away to a prep school and my job would be ended.
15. winter passed.
16. He went duck-shooting with the locals in autumn and trout fishing with Mr. Clark in spring.
17. I expect I shall loathe Manchester. However, I shall not be there long. I'm off to school in autumn.
18. It was summer and place broke out in red flowers.
19. "Can't you wait until winter?" Sam asked.
20. winter had now settled into bright cold days and hard cold nights.

3. Supply the required articles for countable and uncountable nouns as well as for nouns denoting *seasons* and *parts of the day*:

1. They watched him in nervous silence.
2. winter set in early and unexpectedly with heavy fall of snow.
3. It was dark night, with no moon.
4. It gave me intense satisfaction that they all enjoyed my article.
5. He went out shooting every morning in autumn.
6. In morning when he awoke, he found his breath frozen on blanket.
7. Because he had succeeded in bearing unbearable he was not man he had been year ago.
8. He soon learned that Grey was head of department.
9. Then spring came, late, cold and rainy.
10. I paid my first visit to his house on clear February night.

11. expedition started in autumn of 1967.
12. In garden there was patch of longish grass, bordered by flower-bed, and some raspberry canes. I was specially fond of trees – three pear trees by side wall and two apple trees in middle of grass.
13. letter began so tritely as though surgeon Dr. Larry Skeen was still small boy writing home from vacation camp.
14. magnificent spring afternoon was already deepening into dusk.
15. In winter this region is deep with snow.
16. He was bachelor with small income.
17. Isn't it nice that winter is behind us?
18. It was nearly sundown.
19. They had better finish work before winter.
20. In moment he was quiet again and stillness of room became oppressive.
21. house must be cold in winter.
22. Phillip called at our house on Tuesday afternoon.
23. Tom was trembling from head to foot with excitement.
24. We lay lazily, looking through reeds at glassy water. I stretched to pluck blade of grass. turf was rough and warm beneath my knees.

Ex. 4. Supply the required articles for nouns in the following sentences, paying special attention to those denoting *meals*:

1. substantial tea was laid on table.
2. invitations to dinner for sixteen people were sent out.
3. He said he would have very good dinner on train.
4. Hudson talked more during dinner than was usual with him.
5. So after I had finished supper I came back along passage to empty dark front room.
6. 'Nevil is coming to dinner,' she added.
7. She intended to have glorious supper for my sake.
8. He was afraid he would be late for lunch.
9. But now and then Maude prepared dinner for him in apartment.
10. lunch was finished and soon I left.
11. She had been smoking incessantly since they finished supper.
12. tea came in almost at once.
13. She made long telephone call from lobby and ate quick lunch.
14. If he were kept late at official dinner she would work herself into fever of apprehension.
15. tea tasted of straw.
16. He was giving big lunch on following day and at end of week grand dinner.
17. tea was over.
18. I found her in kitchen, peeling potatoes for..... lunch.
19. But hot bath and good dinner fixed him up.

20. She smelled strongly of scent, but not so strongly as to disguise fact that she had eaten at dinner dish highly flavoured with garlic.
21. 'For lunch,' she said, 'we could have cold meat, tea. bread and butter, and jam.'
22. I parked in front of restaurant near road and went in for cold lunch.
23. '..... dinner will be ready in few minutes,' she said.
24. Mr. Morley was not in best of tempers at breakfast. He complained of bacon and wondered why coffee had to have appearance of liquid mud. Mr. Morley was small man with decided jaw. His sister who kept house for him, was large woman. She eyed her brother thoughtfully and asked whether bath water had been cold again. When Mr. Morley expressed himself fully on point, he had second cup of despised coffee.

Ex. 5. Supply the required articles for nouns in the following sentences, paying special attention to those denoting *diseases*:

1. My daughter's children went down with chicken-pox.
2. She suffered from bronchitis.
3. Sheila who had recovered from measles was also there.
4. She had been absent less than week when operation for appendicitis was performed on her.
5. 'Were you sick?' 'I had fever.'
6. I am suffering from malaria and I am sure you don't know what it feels like when fever comes on.
7. boy sat upright against two pink pillows. mumps had not noticeably increased fatness of his face.
8. 'You've lost so much weight and your colour has changed.' 'I had jaundice,' Dan said shortly.
9. Mr. March always expressed gloomy concern if any one of his children had sore throat.
10. He was laid up with flu and did not let us know about it.
11. My father had asthma and climate of London always left him a little forlorn in morning.
12. Finally I came down with pneumonia. My mother took me home to nurse me. While I was getting over pneumonia I decided what I was going to do.
13. 'Your hair is short and curly.' 'I had scarlet fever and it had to be cut.'
14. That day I happened to have gripe and didn't know it.
15. In January I had diphtheria, with complications.

6. Supply the required articles for nouns in the following sentences, paying special attention to the nouns *bed, table, school, hospital, prison, church and town*:

I.

1. Then he carefully placed money on bed.
2. They were discussing it after..... supper, when children were in bed.
3. room was in darkness. I dimly perceived bed in corner.
4. doctor shrugged his shoulders and sat down beside bed.
5. He would pile journals and newspapers, books and pamphlets on bed, table and spare chairs.
6. When he finished at midnight, too exhausted to read any further, he went to bed.
7. bed itself was wide and high.
8. His aunt urged that he should be sent to bed on the spot.
9. I turned towards my own room where I assumed bed would have been made up for me.

10. He worked hard and often got out of bed at night to make sure that he had written point down.
11. I swung my feet off bed.
12. He was playing with dog's ears who had established himself by bed.
13. In few minutes she went to bed.
14. I pushed off bedclothes and sat on side of bed.

II.

1. She sat down beside table and began clipping stalks of flowers and arranging them in vase.
2. He would not argue with guest at table.
3. We sat at kitchen table talking about things.
4. Tom, who was reading at small table near him, looked up.
5. There used to be table near the window.

III.

1. Mr. Peck came in. He taught us algebra and geometry; he was man about fifty-five who had spent his whole life at school.
2. This talk went on throughout drive back to school.
3. Paula taught Greek and Latin at local school.
4. In fact, though clever, he was idle at school and far from bookish.
5. fees at secondary school were three guineas term.
6. In morning I went as usual to school.
7. He went to school to speak to head-master about his son.
8. At odd moments he glanced back on those wonderful two weeks before school began.

IV.

1. He's in hospital with couple of cracked ribs and broken shoulder.
2. He lives in one wing of house, and has turned the rest into hospital.
3. After lunch Dr. Rally went off to hospital.
4. She had met his father when he was captured and brought to Austrian hospital where she was nurse in first World War.
5. He told us that man had been gored by bull and was in hospital.
6. She told me that for while she had worked in hospital.
7. On day he was due to attend hospital she secretly phoned his doctor.
8. They had hospital in town during war.
9. Dan's scratched face became inflamed and poisoned and he went down with high fever and was carried off to hospital.
10. Doctor Linger is best man for you but he's at hospital doing emergency operation.
11. He is in hospital and his condition is reported as being serious.
12. My mother admitted that hospital to which Uncle Nick had been taken was lunatic asylum.
13. He was in hospital for few weeks, and came back more moody than ever.

V.

1. St. Peter's is church often chosen by fashionable people for funerals and weddings.

2. They stood for moment, then all together slowly moved towards church.
3. 'Do you go to church?' 'Occasionally.'
4. I could see from car church on sharply rising slope.
5. About half past ten cracked bell of small church began to ring.
6. They rode in silence for moment, church disappearing behind them.
7. 'Bertie,' she said to my father, 'I shall go to church this morning.'
8. She was dressed for church.

VI.

1. I'll drive you to town this morning.
2. We decided to spend summer in sea-side town.
3. They lived in same part of town.
4. town was not large enough for one to stay anonymous.
5. When will you drive back to town?
6. Blairhill was ancient town with winding alleys and old marketplace.
7. I walked with him through town.
8. I'm afraid you can't see Father today; he's out of town.
9. My Aunt Milly was well known all over town.

7. Supply the required articles for nouns in the following sentences, paying special attention to those used phraseologically:

1. We sent results of vote by letter.
2. He went to rotten log near at hand and began to dig under one end of it with his knife.
3. It was holiday, and no games on account of rain.
4. So I thought we would have good dinner and go to ballet.
5. His father had crept several times on tiptoe into room to see if he was stirring.
6. And on top of all that he had quarrel with his wife.
7. Let's go by underground.
8. On consideration I am not so sure you're right.
9. He took one of books at random.
10. He opposed my plan on principle.
11. I came across book by chance.
12. I'll make inventory of what we have on hand.
13. After she had leisurely dinner downstairs Julia played piano for while.
14. There was nothing to be said in answer to such bitter accusations.
15. His name was mentioned in connection with ping-pong championship.
16. He spent part of afternoon telling them news he could not tell them by telephone.
17. little car in question now stood outside front door.
18. He knew Marion Sharpe by sight as he knew everyone in Milford.
19. He asked man what was his idea with regard to best means for accomplishing his plan.

20. On examination object turned out to be page torn from book.
21. transport must come by sea to Plymouth.
22. I broke my spectacles by accident and then found I didn't really need them.
23. He was so uneasy that his presence was out of question.
24. 'Are you bad sailor?' she asked quickly. 'About as bad as is possible, in spite of having been at sea so much.'
25. They are at sea now. They write that they are having marvellous time.
26. Anna and her husband went out after tea to play cards, and took their baby, though Eugene said it would get too tired.
27. She went by coach, because it was cheaper.
28. Before long I reached several conclusions in relation to my unknown friend.
29. He tore open parcel that came from him by post.
30. He then went down to dinner, and ordered whole bottle of claret in honour of event.
31. They followed him through slight drizzle to garage. few men were sitting at table, playing cards, and girl was curled up on couch reading paperback book.
32. more money you make, more you spend.
33. more food is wasted than is eaten in this canteen.
34. more expensive petrol becomes, less people drive.
35. most doctors don't smoke.

Unit 5

ARTICLES WITH PROPER NOUNS

SECTION 1

ARTICLES WITH PERSONAL NAMES

No Article

- Personal names take *no article*:

e.g. ‘Do you know **Turner**?’ said **Burton** as I nodded a greeting.

- Some common names are treated as proper nouns when they are used by members of the family or by close friends, and therefore are used *without any article* (**Mother, Father, Aunt, Uncle, Cousin, Nurse, Cook, Brother, Sister, Baby**):

e.g. ‘What have you done to **Baby**?’ my **Mother** asked.

- However under certain conditions personal names are used with *the* or *a / an*.

the

- *The* with personal names is found in the following cases:

1. When a personal name has the plural form to indicate a whole family:

e.g. **The Granges** were the only people I knew in the town.

The Price sisters have opened a boutique.

2. When personal nouns are modified by adjectives:

e.g. I am **the celebrated Mortimer Ellis**, he said.

WATCH OUT! There is no article before personal names modified by the adjectives

old young dear poor little tiny honest

e.g. **Little Ann** wanted to play with the cat and I left her in the garden.

3. When personal nouns are specified by means of limiting attributes, postpositional phrases, clauses:

e.g. She was not **the Mary** of our youth.

The Smith you’re looking for no longer lives here.

a / an

- *A / an* occurs in the following cases:

1. When a personal name is used to indicate: a) a member of the family, an example of that class; b) one resembling somebody:

e.g. a) ‘The boy is **a Benbow**’ he replied hotly.

b) *His face reminded Michael of **a Lincoln grown old**.*

2. If a personal name is modified by the adjective *certtain* to refer to people whose identity is not yet known:

e.g. *A **certain George Reed** is waiting for you.*

3. *A / an* can be used before titles (Mr, Miss, Sir, Colonel) with the sense ‘a certain person whom I don’t know’:

e.g. *He was engaged to be married to **a Miss Smith**.*

Artists and their work

- The names of artists can represent their work as a whole (Brahms, Keats, Leonardo, Rembrandt etc). In this case they take no article:

e.g. ***Bach** gives me a lot of pleasure. (= Bach’s music)*

***Chaucer** is very entertaining. (= Chaucer’s music)*

They can be modified by adjectives: ***early Beethoven, late Schubert***, etc.

- When personal names denote things associated with the names of certain persons they turn into common nouns. Such nouns follow the general rules of the use of articles for common nouns:

e.g. *Every morning he drove out in **an old Ford**.*

SECTION 2**ARTICLES WITH GEOGRAPHIC NAMES*****No Article***

No article is used with:

- names of continents:

Africa, Europe, America, Asia, Antarctica

WATCH OUT! *the Arctic, the Antarctic*

- names of countries, counties, provinces, states

France, Italy, Texas, Wisconsin, Devonshire, Scotland, Argentina

WATCH OUT! *the Argentine, (the) Congo, (the) Lebanon, (the) Senegal, the Ruhr, the Saar, the Crimea, the Vatican, the Sudan, the Yemen*

- names of cities, towns, villages:

London, New York, Stockport, Staines

WATCH OUT! *the Hague*

- names of single mountains and islands:

Snowdon, Elbrus, Mount Everest, Cyprus, Man. Jersey, Java

- names of lakes, waterfalls and bays:

Lake Michigan, Lake Baikal, Silver Lake, Niagara Falls, Victoria Falls, Hudson Bay

- names of peninsulas and capes:

Hindustan, Labrador, Cape Horn

WATCH OUT! if the noun *peninsula* is added, the is used:

the Hindustan peninsula, the Balkan peninsula

THE

The is used with:

- names of seas, oceans, rivers, straits, canals:

the Atlantic (Ocean), The Mediterranean (Sea), the North Sea, the Thames, the Mississippi, the Bering Strait, the Suez Canal, the English Cannel

- names of mountain chains, mountain passes and groups of islands:

the Pennine Range, the Pennines, the Alps, the Saint Gotthard Pass, the Canary Islands, the Hawaii, the Bermudas

- definite articles are usually translated in the English versions of European mountain names, except those beginning *Le Mont*:

the Meije (= *La Meije*) *The Matternhorn* (= *Das Matternhorn*)

Mont Blanc (NOT ~~*the Mont Blanc*~~)

- names of countries, counties etc consisting of word groups with a common nouns like *republic, state, union, kingdom* etc:

the United States of America, the United Kingdom, the People's Republic of China

- names of deserts:

the Sahara, the Gobi

- geographic names having the plural form:

the Midlands, the Netherlands, the Yorkshire Forests

- geographical areas:

the Arctic, the Equator, the Middle East, the North Pole, the West**WATCH OUT! *Central Asia, Lower Egypt, Outer Mongolia, Upper Austria***

- with geographic names that take no article in the following cases:

1) when geographic names are specified by means of limiting attributes, postpositional phrases, clauses:

e.g. *It was not **the France** of his youth.*

The Chicago of the 1920s was a terrifying place.

2) in the pattern containing the preposition *of*:

e.g. ***the Bay of Biscay, the City of New York, the Mount of Olives, the Isle of Man, the Gulf of Mexico, the Strait of Dover***

A / An

- A / an is used when a geographic name is modified by a descriptive attribute:

e.g. *It was **a different Paris**, unknown to him.*

SECTION 3**ARTICLES WITH SOME SEMANTIC GROUPS OF PROPER NAMES*****No Article***

No article is used with proper names of the following semantic groups:

- names of streets, squares, parks:

Broadway, Fleet Street, Wall Street, Trafalgar Square, Central Park, Hyde Park

WATCH OUT! *the Strand, the High Street, the Main Street*

- names of airports and railway stations:

London Airport, Kennedy Airport, Victoria Station

- names of universities and colleges:

Oxford University, Harvard University, Hertford College

- names of magazines and journals:

National Geographic, Punch, Language

- names of days of the week and names of months:

Monday, Tuesday, April

- names of principal buildings, organisations of a town:

Buckingham Place, Westminster Abbey, St. Paul's Cathedral, Bristol Zoo, Manchester City Council, Gentleman Football Club

WATCH OUT! *the White House, the Tower, the Old Bailey*

In American English, *the* is more often used in such cases: ***the San Diego Zoo, the Detroit City Council***

- bridges:

Westminster Bridge, Tower Bridge

WATCH OUT! *the Golden Gate Bridge*

THE

The is used with names of:

- hotels:

the Hilton, the Grand Hotel

- museums, picture galleries:

the National Gallery, the British Museum, the Louvre, the Frick

- concert halls, theatres, cinemas:

the Carnegie hall, the Albert Hall, the Old Vic, the Odeon, the Playhouse

- monuments:

the Washington Monument, the Lincoln Memorial

- ships and boats:

the Titanic, the Queen Mary

- parties and institutions:

the Conservative Party, the Tories, the London City council, the House of Commons

WATCH OUT! *Parliament* is used without any article, *the British Parliament* takes *the*. (*The*) *Congress* is used either with *the* or without any article.

- newspapers:

the Morning Star, the Daily World, the Economist, the Times

EXERCISES

1. Supply the required articles for nouns in the following sentences, paying special attention to *geographic names*:

- He had pronounced views on what United States was doing for world.
- weather over Baltic was said to be worsening, every hour.
- This captain, he said, had made marine history by passing through Bosphorus and Dardanelles without aid of pilot.
- Mr. Roberts sipped cup of..... coffee and looked out over lake of Geneva.
- His ship nearly sank in Pacific.
- He told me how he had discovered statue, five hundred feet tall, buried in sand of Sahara.
- book was about author's wanderings in interior of Ceylon.
- man from Sudan carried his bags to car.
- She showed me pictures taken in Swiss Alps.
- 'I know there are British bases in Cyprus,' he said.
- He said it is story of writer who goes on voyage to South Seas.
- You oughtn't to spend winter in London with that cough and your chest. I'll give up my work if you'll come for month with me to some small place on Riviera.
- His fortieth birthday was at hand and he had never been farther west than Chicago.
- The article says that events in Asia and now in Africa are not without their repercussion in Latin America.
- They stood for some time, talking in quiet tones, comparing Thames with Seine.
- This was not Paris that he had accepted thirty years ago as his spiritual home.
- rains were moving north from Rhodesia.
- So George, after forming various vague plans for winter in Sicily or Island of Majorca had to admit that he had not money for it.
- He was well-known mountaineer scaling Andes.
- He went down road to library and came home with new book about headwaters of Amazon.
- 'Where is he?' asked Ann. 'He's in Buenos Aires.'
- There aren't many sharks in Mediterranean. It is down Red Sea that you get them in numbers.
- He retired to his hotel and sat in his shirt sleeves looking at Grand Canal.
- Asia Minor is part of..... Asia between Black Sea and Mediterranean Sea.
- They stayed in Venice for..... fortnight.

26. She was going on cruise down Adriatic.
27. You haven't come back to very cheery England.
28. He was staring out across Nile at distant hills.
29. And several hours later he stepped out upon soil of..... Newfoundland.
30. The firm made loans to Argentine and Brazil.

2. Supply the required articles for all kinds of nouns in the following sentences:

1. When he arrived in U.S.A. he, was virtually blind, and it was only thanks to skill of late Professor Smith, great American eye specialist that he became able to see again.
2. I felt sure that Colonel MacAndrew would not remember me.
3. They boasted that they had been flown over late battlefield at height of 3,000 feet.
4. French didn't allow publication of..... book in French.
5. It was quarter to three when telephone rang. Mr. Morels was sitting in easy-chair, happily digesting excellent lunch. He did not move when bell rang but waited for faithful George to come and take call.
6. Mr. Pyne amused himself that evening by going to cinema.
7. In dining-room child Terry was howling at top of his voice.
8. boy Roger had arrived home with measles; his mother blessed measles that brought him home.
9. Adams were pleasant people with large family.
10. 'Is your father businessman?' 'Not really. He is professor.' '..... teacher?' she asked with note of..... disappointment. 'Well, he is kind of authority, you know, people consult him.' 'About health? Is he doctor?' 'Not that sort of doctor, he is doctor of engineering, though.'
11. She said she was going to pictures and invited me to go with her.
12. three sat talking over plans for future.
13. He spoke with indifference, like man weary of whole subject.
14. It is necessary indeed to go back to middle of nineteenth century, when industrious and intelligent man called Sibert Mason, who had been head gardener at grand place in Sussex and had married cook, bought with his savings and hers few acres north of London and set up as market gardener.
15. I was sitting up in bed, sipping hot coffee, when nurse came into room.
16. Together they walked through mud and slush.
17. 'All men are sinners,' my aunt used to say.
18. I spent half my time teaching law and other half in London as consultant to big firm.
19. In afternoon three friends almost quarrelled.
20. Andy grinned from ear to ear.
21. I had read poetry at school, but as task.
22. Aunt Milly was enthusiastic liberal; my mother was patriotic, true-blue conservative.
23. box was wrapped in tissue paper.
24. His father was civil servant, who was secretary of Post Office in Ireland when, in 1916, headquarters in Dublin was seized by Republicans.
25. Let's not bother about present troubles and look forward to future.
26. 'You sit down,' he said. 'I'll cook you big breakfast.'
27. We were up before dawn and didn't stop work till nightfall.

28. He hadn't said word since dinner began.
29. They say he has great future in his firm.
30. He stayed in bed till midday.
31. president landed in New Delhi after five-hour visit to Kabul, capital of Afghanistan.
32. Meg wore attractive black and white dress and had had her hair done at hairdresser's.

3. Supply the required articles in the following text:

In 1923, at meeting of British Association for Advancement of Science in Liverpool, Rutherford announced: 'We are living in heroic age of physics.'

... curious thing was, all he said was absolutely true. There had never been such time. year 1932 was most spectacular year in history of..... science. Living in Cambridge, one could not help picking up human and intellectual excitement in air: James Chadwick, grey-faced after fortnight of work with three hours' sleep night, telling Kapitsa Club how he had discovered neutron; P.M.S. Blackett, most handsome of men, not quite so authoritative as usual, because it seemed too good to be true, showing plates which demonstrated existence of positive electron; John Cockcroft, normally not given to emotional display, saying to anyone whose face he recognized: 'We've split atom!'

During twenties and thirties Cambridge was metropolis of experimental physics for entire world. 'You're always at crest of wave,' someone said to Rutherford. 'Well, after all, I made wave, didn't I?' Rutherford replied.

He was big, rather clumsy man. He had large staring blue eyes and damp lower lip. He didn't look in least like intellectual. His was really ... kind of face that often goes with character and gifts. In fact, he came from very poor; his father was odd-job man in New Zealand and son of Scottish emigrant.

New Zealand was, in 1880-s, most remote of provinces, but Rutherford managed to get good education. He was as original as Einstein, but unlike Einstein he did not revolt against formal instruction; he was top in classics as well as in everything else. He started research on subject of wireless waves with equipment such as one might dig up today in African laboratory. That did not deter him. 'I could do research at North Pole,' he once proclaimed, and it was true. He brought his wireless work to Cambridge, anticipated Marconi and then dropped it because he saw field of radio-activity more scientifically interesting. His work led him directly to atomic energy industry, spending thousands of millions of pounds. He himself never earned, or wanted to earn, more than professor's salary. In his will he left precisely value of Nobel prize.

As soon as Rutherford got on to radio-activity, he was set on his life's work. His ideas were simple, rugged, material. He thought of atoms as though they were tennis balls. He discovered particles smaller than atoms, and discovered how they moved or bounced. Sometimes particles bounced wrong way. Then he inspected facts and made new but always simple picture. In that way he moved, as certainly as sleepwalker, from unstable radioactive atoms to discovery of..... nucleus and structure of atom. In 1919 he made one of significant discoveries of all time: he broke up nucleus of nitrogen by direct hit from alpha particle. That is, man could now get inside atomic nucleus.

Unit 6

PLACE OF ARTICLES

Articles normally come at the beginning of a noun phrase. But there are several groups of modifiers which are placed before the articles:

1. Nouns with the definite article follow **all**, **both** and **half**:

e.g. **Half the people** who want to learn to fly never come back for lesson number two. **Both the girls** were rosy-cheeked and plump like their mother.

Care should be taken in the following cases:

- * The definite article after **both** is not obligatory and can be dropped:
e.g. **Both men** wore conservative business suits.
- * **All** can precede nouns without the article if these nouns do not need an article in accordance with the rules:

e.g. **All children** like sweets.

But: **All the children** in the room looked at Santa Claus.

- * The definite article is not used if **all** is followed by a numeral:
e.g. **All three boys** were good at tennis.
- * When **all** is followed by the preposition **of** the definite article is used before a numeral:
e.g. **All of the three boys** were good at tennis.
- * The definite article is usually left out after **all** in **all day**, **all night**, **all week**, **all year**, **all winter** and **all summer**:
e.g. *We've been waiting to hear from you **all week**.*
- * The indefinite article is used after **half** in:
half an hour, **half a day**, **half a mile**, etc
(or **a half-hour**, **a half-day**, **a half-mile**, etc.):
e.g. *It took her **half an hour** to learn the rules.*

2. Nouns modified by articles are preceded by **double**, **once**, **twice**. The following patterns are possible:

- a) **double** + a noun with the definite article:

e.g. *This was **double the price** he had been offered before.*

- b) **once** + a noun with the indefinite article:

e.g. *I have to send the rent check **once a month**.*

- c) **twice** + a noun with the definite or the indefinite article:

e.g. ***Twice a month** he put on his best suit and went to the club. He is **twice the man** he was.*

3. The fractions **one-third**, **three-quarters**, etc. come before nouns with the definite article:

e.g. *He did only **one-third of the work**.*

4. Nouns with the indefinite article follow **such** and the exclamatory **what**:

e.g. **What a beautiful dress!** *She is **such an interesting girl**.*

5. Nouns with the indefinite article are used after **quite** and **rather**:

e.g. *It's **quite a long story** and not a nice one. He was **rather a curious man** to look at.*

Quite and **rather** can be placed after the indefinite article:

e.g. *He is **a rather clever man**. It's **a quite important problem**.*

6. Nouns with the indefinite article follow **many** (the verb is used in the singular). The combination of «**many + a + N sg**» stands for the grammatical plural form «**many + N pl**» and is usually used for emphasis:

e.g. ***Many a true word** is spoken in jest.*

7. **So, as, too, how, however** followed by an adjective precede nouns with the indefinite article:

e.g. *Youth lasts **so short a time**.*

ASSIGNMENTS FOR SELF-CONTROL

1. Speak on the groups of modifiers which are placed before the articles.
2. Describe patterns of the use of articles after *double, once* and *twice*.

EXERCISES

1. Explain the use and place of articles with the italicised nouns in the following sentences.

1. All *the newspapers* noted but one thing, his taking the money.
2. The party was quite *a success*.
3. Both *the children* are good at maths.
4. All *three brothers* were arrested.
5. I live half *a mile* from here.
6. What *a lovely dress* you have!
7. I haven't seen her all *day*.
8. She's quite *a woman*!
9. All *the people* stood up.
10. How much is half *a loaf of bread*?
11. All *children* can be difficult.

12. It's quite *a nice day!*
13. Could I have *a half pound of grapes?*
14. We watched quite *an interesting film* last night.
15. It was *a quite perfect day.*
16. Of all *the teas* I like the green tea most; it's a nice drink on a hot day.
17. The lady's niece, *a rather wealthy girl* of about twenty was living with them for a year to improve her English.
18. You haven't eaten all *the loaf*, have you?
19. All *men* are born equal.
20. He made so remarkable *a speech* that he was elected unanimously.

2. Supply the required articles for common nouns in their various uses in the following text:

Mr. Sutton was engineer who lived in next street, and he was probably only good mathematician in our district. I was at school with his son Gerald, gentle, bespectacled lad who was not particularly brilliant. Like myself, Mr. Sutton was interested in theory of numbers. I had tea with Gerald one day and talked to his father; I produced my copy of Diophantus's arithmetic, and we sat over it for rest of evening. I began making habit of seeing him two or three evenings week and talking over problems that interested me.

Apart from his engineering, Mr. Sutton had been self-taught, he had left school at fourteen and studied at night-school; consequently he had enormous respect for education. He had taught himself German and French, and even to play piano. He was not much liked by my father, who thought he was know-all. Mr. Sutton enjoyed standing in garden on starry nights and explaining names of all constellations to me; if we walked in his garden on sunny day, he would break off talk about mathematics to tell me botanical names of..... flowers. He spoke few words of dozen languages, and liked to be considered good linguist.

3. Supply the required articles for common nouns in their various uses in the following text:

... fire was low, and James asked me if I would mind getting in more coal, since my shoes were thicker than his and therefore more waterproof. coal was kept in shed at bottom of back garden, on other side of lawn. I took scuttle and shovel, and walked across wet lawn; it was dusk, and rain had stopped. Behind coal shed flowed stream, and I pushed my way through some stinging nettles to peep down at it. I always loved sound of running water. It was so pleasant that I stood there for few minutes, enjoying clean air and smell that came from orchard on other side of stream. Then I turned back to shed and began to fill scuttle with coal. As I did so, I had feeling of someone standing behind me. I cannot explain why I felt sure of this. When I turned round, holding full scuttle, I was aware that someone was looking at me from upstairs window of cottage, and I thought I could see face through dusk.

How to Teach Articles in the EFL Classroom

Assignment 1.

Explore grammar areas related to different CEFR levels (https://www.examenglish.com/CEFR/cefr_grammar.htm). Identify the scope of grammar knowledge and skills each level requires with respect to the use of articles in English.

Assignment 2.

Explore national education programs in foreign languages for 5-9 grades and identify the scope of grammatical knowledge and skills with respect to the use of articles in English.

Assignment 3.

Evaluate an English coursebook which is used in a secondary school in Ukraine using the following items:

- The presence or absence of the Grammar section;
- The predominant approach to teaching grammar (PPP, deductive, inductive, TBL, etc).
- The presence or absence of the sections related to the use of articles in English;
- The presence or absence of activities related to the use of articles in English.

Assignment 4.

Develop 3 activities for teaching articles in the EFL classroom considering the level and age of students.

Assignment 5.

Develop an effective grammar presentation for teaching articles in the EFL classroom considering the level and age of students.

Assignment 6.

Develop the PPP lesson for teaching articles in the EFL classroom. Follow the template (Appendix). Pay attention to the following:

- What kind of context will you choose?
- What activities might you plan for your learners using the PPP approach at each stage?
- How would your ideas be effective?

APPENDIX

Countable or uncountable

Not all languages treat things in the same way. For example, hair can be uncountable in English, but is plural countable in many languages; grapes is a plural countable word in English, but uncountable in some other languages. Here is a list of some common words which are usually uncountable in English, but which have countable equivalents in some other languages. Corresponding countable expressions are given:

Uncountable**Countable**

accommodation	a place to live (NOT an accommodation)
advice	a piece of advice (NOT an advice)
baggage	a piece of baggage; a case / trunk / bag etc
bread	a piece of bread; a loaf / roll etc
chess	a game of chess
chewing gum	a piece of chewing gum
clothing	an article of clothing; a garment
equipment	a piece of equipment; a tool
furniture	a piece of furniture; an article of furniture
grass	a blade of grass
information	a piece of information
knowledge	a fact
laughter	a laugh
lightning	a flash of lightning
luck	a bit / stroke of luck
luggage	a piece of luggage; a case / trunk / bag etc
money	a note; a coin; a sum
news	a piece of news
permission	—
poetry	a poem
progress	a step forward
publicity	an advertisement
research	a piece of research
rubbish	a piece of rubbish
spaghetti	a piece of spaghetti
thunder	a clap of thunder
traffic	—
travel	a journey / trip
work	a piece of work; a job

Lesson Planning Template

Type of Class:		Level:
Topic: (Not the grammar point! The context or situation):		
Target grammar item:		
Lesson objective (Your objective says what learners will be able to do (to read, to write, to say, to listen for) employing the target grammar.) <i>By the end of the lesson, learners will be able to ...</i>		
Stage	Time	Activity
Presentation A. How will you engage learners or arouse their interest in what is to follow? B. How will you introduce the target grammar item? How will you situate it / contextualize it? C. What examples will you give? How can you make sure that the examples are effective, memorable, and meaningful? D. How will you check learners' understanding?		
Restricted (Guided) Practice <ul style="list-style-type: none"> • How will you help learners focus on the target grammar item? • Is the practice activity contextualized? • How will learners get feedback on their accuracy? 		
Freer /Communicative Practice <ul style="list-style-type: none"> • How will you structure a safe environment for experimentation? • How will learners employ the target structure to engage in meaningful communication (speaking, writing)? 		

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5. Навчальні програми з іноземних мов для загальноосвітніх навчальних закладів і спеціалізованих шкіл із поглибленим вивченням іноземних мов. 5 – 9 класи. Англійська мова. Німецька мова. Французька мова. Іспанська мова. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-5-9-klas/programi-inozemni-movi-5-9-12.06.2017.pdf>