

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД
«УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ**

Мигалець О. І.

**МЕТОДИЧНА РОЗРОБКА
З ДИСЦИПЛІНИ
«ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ»**

Для студентів I курсу денної форми навчання

Галузей знань: 03 Гуманітарні науки,
01 Освіта / Педагогіка

Спеціальностей: 014.02 Середня освіта. Мова і література (нім, фр.),
035.041 Філологія (германські мови та літератури (переклад включно))

Ужгород – 2019

УДК 811.111(076)

М 57

Методична розробка з навчальної дисципліни «Практичний курс англійської мови» призначена для студентів I курсу денної форми навчання, спеціальностей 014.02 Середня освіта. Мова і література (нім, фр.) та 035.041 Філологія (германські мови та літератури (переклад включно)), які вивчають англійську мову як другу іноземну.

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Рекомендовано до друку Вченою радою факультету іноземної філології Ужгородського національного університету (протокол № 6 від 30 вересня 2019 р.), кафедрою англійської філології Ужгородського національного університету (протокол №2 від 27 вересня 2019 р.)

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LIST OF NAMES AND EXPRESSIONS

- adjective** – прикметник
adverb – прислівник
appropriate – відповідний, підходящий
article – артикль
consonant – приголосний (звук)
contents – зміст
conversation – розмова, бесіда
countable – злічуваний
ending – закінчення
exercise – вправа
introduction – вступ
irregular – неправильний
little, few – мало, небагато, декілька
many, a lot of, lots of – багато
most (of) – більшість (з)
necessary – необхідний, потрібний
none (of) – жоден (з)
not enough – недостатньо
noun – іменник
numeral – числівник
parentheses / brackets – дужки
plural – множина
possessive case – присвійний відмінок
pronoun – займенник
proper names – власні назви
regular – правильний
right or wrong – правильно чи неправильно
singular – однина
some (of) – деякі (з)
subject-verb agreement – узгодження підмета з присудком
to answer the question – відповісти на запитання
to choose – вибирати
to correct the mistakes – виправити помилки
to listen – слухати
too much, too many – занадто багато
to translate into English / Ukrainian – перекласти англійською / українською мовами
to underline – підкреслити
to write the sentences – написати речення
uncountable – незлічуваний
verb – дієслово
vowel sound – голосний звук

ВСТУП

Методична розробка з дисципліни «Практичний курс англійської мови» призначена для студентів I курсу денної форми навчання, спеціальностей 014.02 Середня освіта. Мова і література (нім, фр.) та 035.041 Філологія (германські мови та літератури (переклад включно)), які вивчають англійську мову як другу іноземну.

Мета методичної розробки полягає в навчанні практичного використання граматичного матеріалу в письмових та усних висловлюваннях на теми різного характеру в рамках загальнолітературної мови. Програма також передбачає розвиток критичного аналітичного мислення й формування у студентів навичок лінгвістичного аналізу мовних явищ. Студенти повинні оволодіти граматичним матеріалом на рівні програмних вимог.

Завдання:

- сформувати у студентів уміння і навички усного (говоріння, слухання) і писемного (читання, письмо) мовлення;

- навчити студентів правильно і вільно використовувати граматичні структури, передбачені програмою в усному і писемному мовленні, а також демонструвати знання синтаксичної організації англійської мови у спілкуванні;

- розвивати у студентів здатність вести бесіду англійською мовою на запропоновану тему з використанням лексичних і граматичних конструкцій, властивих сучасній англійській мові;

- розвивати навички і вміння роботи над завданнями різної складності.

Передумовою для вивчення дисципліни «Практичний курс англійської мови» для студентів I курсу денної форми навчання є наявність умінь та навичок англомовного усного та письмового мовлення, набутих по закінченні повної загальної середньої освіти.

Очікувані результати навчання з навчальної дисципліни.

Програму побудовано в такий спосіб, щоб вивчення нової граматичної теми включало в себе елементи повторення раніше засвоєного матеріалу та сприяло поглибленню знань з певної теми.

Найефективнішою формою засвоєння граматичного матеріалу кожного заняття є теорія та вправи за розробленими моделями. Методична розробка складається з 18 підрозділів: уживання іменників у однині та множині, злічувані / незлічувані іменники, іменники, які вживаються тільки в однині / множині, збірні іменники, узгодження підмета з присудком, уживання *a / an, the, Ø*, уживання *some / any*, уживання *much, many, a lot of, lots of* та *a little, a few / too much, too many, not enough / all (of), most (of), some (of), no/none (of)*.

До складу граматичних вправ входить робота за запропонованими моделями, а також творчі вправи на сполучуваність слів, ситуативні, складання діалогів, коротке викладення тексту за ключовими словами,

переклад, відповіді на запитання тощо. При написанні цієї методичної розробки максимально враховувалися потреби, інтереси і особисті якості студента(тки), який (яка) виступає повноправним учасником процесу навчання. Методична розробка побудована на принципах інтерактивної взаємодії студентів із викладачем. Такий підхід до процесу навчання сприяє розвитку самостійності студента (тки), його (її) творчій активності та відповідальності за результати навчання.

Структура методичної розробки побудована таким чином, щоб забезпечити формування загальних компетенцій студентів та послідовний розвиток різних видів діяльності від рівня «елементарного користувача» до рівня «незалежного користувача».

За час навчання студенти повинні опрацювати та засвоїти на відповідному рівні необхідний граматичний матеріал, виконати належним чином усі завдання, що передбачені навчальною програмою із дисципліни, яка складається з практичних занять та самостійної роботи, під час яких студенти опрацьовують та засвоюють передбачений програмою матеріал і набувають практичних навичок у різних видах мовленнєвої діяльності.

В результаті вивчення програмового матеріалу студент (тка) повинен (на) *знати*: уживання іменників у однині та множині, злічуваних та незлічуваних іменників, збірних іменників, узгодження підмета з присудком, уживання артикля, уживання *some / any, much, many, a lot of, lots of* та *a little, a few / too much, too many, not enough / all (of), most (of), some (of), no/none (of)*.

Засвоївши програмовий матеріал, студент (тка) повинен (на) *вміти*:

- утворювати множину та відмінки іменника;
- розрізняти злічувані та незлічувані іменники;
- правильно вживати збірні іменники;
- формувати правильне узгодження підмета із присудком;
- правильно вживати означений та неозначений артиклі;
- демонструвати правильне використання *some / any; much, many, a lot of, lots of; a little, a few; too much, too many, not enough; all (of), most (of), some (of), no/none (of)*;
- складати розповідні, питальні та спонукальні речення залежно від мети спілкування і характеру акту мовлення.

USING NOUNS

Singular and plural nouns

Regular plurals

The plural of most nouns is made by just adding **-s** to the singular (e.g. dog – dogs, book – books). But there are some special cases.

1. If the singular noun ends in **-s, -sh, -ch, -ss, -x, -z**, the plural is made by adding **-es**:

church – churches

bush - bushes

bus – buses

buzz - buzzes

box - boxes

Nouns ending in a single **-z** have plurals in **-zzes**:

quiz – quizzes

2. Nouns ending in **-o** have the ending **[z]**:

hero - heroes ['hɪərəʊz]

The regular plural inflexion of nouns in **-o** has two spellings; **-os** which occurs in the following cases:

- after a vowel - *bamboos, embryos, folios, kangaroos, radios, studios, zoos*;
- in proper names - *Romeos, Eskimos, Filipinos*;
- in abbreviations, *kilos* (kilogramme), *photos* (photograph), *pros* (professional);
- also in some borrowed words: *pianos, concertos, dynamos, quartos, solos, tangos, tobaccos*.

In other cases the spelling is **-oes**: *tomatoes, potatoes, echoes, Negroes, torpedoes*.

Note: Some nouns may form their plural in either way: **oes/os**: *cargo(e)s, banjo(e)s, halo(e)s*.

3. If the singular ends in consonants + **y** (e.g. **-by, -dy, -ry, -ty**), the plural is normally made by changing **y** to **i** and adding **-es**.

baby – babies

lady – ladies

party – parties

- a) if the singular ends in vowel + **y**, the plural is made by adding **-s**.

day – days

guy – guys

boy – boys

donkey – donkeys

- b) proper names ending in consonant + **y** usually have plurals in **-ys**.

Do you know the Kennedys? (NOT ... ~~the Kennedies?~~)

- c) in compounds:

lay-bys

stand-bys

4. The plural of abbreviations is sometimes formed in spelling by doubling a letter:

Ms (manuscript) – *MSS*

Mr (Mister) – *Messrs* ['mesəz]

p. (page) – *pp.*

Co. (Company) – *Co.s* [kouz]

Irregular and special plurals

1. The following nouns ending in **-f(e)** form their plural changing **-f(e)** into **-v(e)**: the ending in this case is pronounced [z]:

calf - calves	self - selves
elf - elves	sheaf - sheaves
half - halves	shelf - shelves
knife - knives	thief - thieves
leaf - leaves	wife - wives
life - lives	wolf - wolves
loaf - loaves	

Other nouns ending in **-f(e)** have the plural inflexion **-s** in the regular way: *proof - proofs, chief - chiefs, safe - safes, roof - roofs*; the ending is pronounced [s].

In a few cases both **-fs** and **-ves** forms are possible: scarf - scarfs/scarves, dwarf - dwarfs/dwarves, hoof - hoofs/hooves.

2. Other irregular plurals:

man - men	louse - lice
woman - women	child - children
tooth - teeth	ox - oxen
foot - feet	penny - pence
goose - geese	person - people
mouse - mice	

3. The word *penny* has two plural forms:

pence (irregular) - in British currency to denote a coin of this value or a sum of money: Here is *ten pence* (in one coin or as a sum of money);

pennies (regular) - for individual coins: Here are *ten pennies*.

4. *Person* is sometimes used as a plural of *person* in official language. There is also a singular noun *people* (plural *peoples*) meaning 'nation'.

5. Plural same as singular.

- a) Some words endings in **-s** do not change in the plural. Common examples:

barracks - barracks	species - species
series - series	headquarters - headquarters
crossroads - crossroads	means - means

- b) Other nouns which do not change in the plural are *sheep, swine, deer, grouse* and the names of some other living creatures, especially those that are hunted or used for food. *Fish* has a rare plural *fishes*, but the normal plural is *fish*:

sheep - sheep	deer - deer
swine - swine	grouse - grouse

This *deer* looks small. All those *deer* are big.

I bought *a grouse* (three *grouse* for dinner).

There're so *many fish*, they splinter the paddles.

- c) identical singular and plural forms are also typical of nationality nouns in **-ese, -ss**: *Chinese, Japanese, Portuguese, Swiss*.

e.g. I met *a Japanese*. I met *many Japanese*.

Note: The word for people of the country is the same as the plural noun; the other way is to use substantivized adjectives in this sense: Englishmen – the English; Dutchmen – the Dutch.

d) names, indicating number, such as: *pair, couple, dozen, score, stone, head* have the same form for both the singular and plural when they are preceded by a numeral, that is, they function as an indication of a kind of measure: *two dozen of handkerchiefs, five dozen of eggs.*

The child weighs two stone. One thousand head of cattle.

But when they have no number as predeterminer they take the usual plural form: *dozens of times, to go in pairs.*

6. Some words come from foreign languages have special plurals. Examples:

analysis – analyses	formula – formulae/formulas
appendix – appendices/ appendixes	hypothesis – hypotheses
bacterium – bacteria	nucleus – nuclei
basis – bases	oasis – oases
cactus – cacti/cactuses	phenomenon – phenomena
crisis – crises	radius – radii
curriculum - curricula	stimulus – stimuli
criterion – criteria	thesis – theses
datum – data	vertebra – vertebrae
diagnosis – diagnoses	

EXERCISES

A. Practice the pronunciation of -s/es at the end of the words.

Group A. Final -s is pronounced /z/ after voiced sounds.

- | | | |
|-------------|----------|------------|
| 1. taxicabs | 5. rooms | 9. trees |
| 2. beds | 6. coins | 10. cities |
| 3. dogs | 7. years | 11. boys |
| 4. balls | 8. lives | 12. days |

Group B. Final -s is pronounced /s/ after voiceless sounds.

- | | | |
|-----------|------------|--------------|
| 13. books | 15. cups | 17. cats |
| 14. desks | 16. groups | 18. students |

Group C. Final -s/-es is pronounced /əz/.

- after “s” sounds:

19. classes	21. horses	23. sentences
20. glasses	22. places	
- after “z” sounds:

24. sizes	25. exercises	26. noises
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- after “sh” sounds:

27. dishes	28. bushes	
------------	------------	--
- after “ch” sounds:

29. matches	30. sandwiches	
-------------	----------------	--
- after “ge/dge” sounds:

31. pages	32. oranges	33. bridges
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B. Write the correct form -z / s or -es and practice saying the words.

- | | |
|--------------------------------|-----------------------------|
| 1. names = name / <u>z</u> / | 11. months = month / / |
| 2. clocks = clock / <u>s</u> / | 12. eyelashes = eyelash / / |
| 3. eyes = eye / / | 13. itches = itch / / |
| 4. heads = head / / | 14. glasses = glass / / |
| 5. boats = boat / / | 15. prices = price / / |
| 6. ribs = rib / / | 16. prizes = prize / / |
| 7. lips = lip / / | 17. faxes = fax / / |
| 8. hills = hill / / | 18. bridges = bridge / / |
| 9. cars = car / / | 19. cages = cage / / |
| 10. ways = way / / | |

C. Write the plural forms of the nouns, following the model.

- | | |
|------------------------------------|--------------------------------|
| 1. one potato, two <u>potatoes</u> | 20. a goose, a lot of _____ |
| 2. a library, many _____ | 21. an attorney, a few _____ |
| 3. one child, two _____ | 22. a butterfly, several _____ |
| 4. a leaf, a lot of _____ | 23. one category, two _____ |
| 5. a wish, many _____ | 24. one sheep, two _____ |
| 6. one fish, two _____ | 25. a wolf, some _____ |
| 7. an opinion, many _____ | 26. one stitch, two _____ |
| 8. a mouse, several _____ | 27. one foot, three _____ |
| 9. a sandwich, some _____ | 28. one piano, two _____ |
| 10. a man, many _____ | 29. a belief, many _____ |
| 11. one woman, two _____ | 30. monkey _____ |
| 12. a flash, three _____ | 31. fox _____ |
| 13. one tomato, a few _____ | 32. echo _____ |
| 14. one tooth, two _____ | 33. industry _____ |
| 15. one half, two _____ | 34. analysis _____ |
| 16. a tax, a lot of _____ | 35. hypothesis _____ |
| 17. a possibility, several _____ | 36. curriculum _____ |
| 18. a thief, many _____ | 37. bacterium _____ |
| 19. a hero, many _____ | 38. phenomenon _____ |

D. Complete the sentences choosing the plural form of the words from the lists. Each word should be used only once.

baby	country	key	tray	bush
potato	sandwich	tomato	tax	zoo
boy	cowboy	lady	party	class
wife	leaf	thief	match	dish
city	dictionary	knife	life	glass

1. Mr. and Mrs. Parker have one daughter and two sons. They have one girl and two _____.

2. The students in my class from many _____.
3. Women give birth to _____.
4. My money and my _____ are in my pocket.
5. I know the names of many _____ in the United States and Canada.
6. I like to go to _____ because I like to meet and talk to people.
7. People carry their food on _____ in a cafeteria.
8. We always use our _____ when we write compositions.
9. Good evening, _____ and gentlemen.
10. _____ ride horses.
11. It is fall. The _____ are falling from the trees.
12. Sue and Ann are married. They have husbands. They are _____.
13. We all have some problems in our _____.
14. Police officers catch _____.
15. Please put the _____, forks, and spoons on the table.
16. Bob drinks eight _____ of water every day.
17. Please put the _____ and the silverware on the table.
18. All citizens pay money to the government every year. They pay their _____.
19. I can see trees and _____ outside the window.
20. I want to light the candles. I need some _____.
21. When I make a salad, I use lettuce and _____.
22. Sometimes Sue has a hamburger and French-fried _____ for dinner.
23. We often eat _____ for lunch.
24. Tom is a student. He likes his _____.
25. Some animals live all of their lives in _____.

E. Underline each noun. Write the correct plural form if necessary.

1. Chicago has busy street and highway. *streets ... highways*
2. Box have six side.
3. Big city have many problem.
4. Banana grow in hot, humid area.
5. Insect don't have nose.
6. Lamb are the offspring of sheep.
7. Library keep book on shelf.
8. Parent support their child.
9. Indonesia has several active volcano.
10. Baboon are big monkey. They have large head and sharp tooth. They eat leaf, root, insect, and egg.

COUNTABLE AND UNCOUNTABLE NOUNS

1. **Countable** nouns are the names of separate objects, peoples, ideas, etc., which can be counted. We can use numbers and the article **a/an** and **some** with countable nouns; they have plurals.

a cat – three cats

a newspaper – two newspapers

*She has got **a book/some books** about Ancient Egypt*

2. **Uncountable** nouns are the names of materials, liquids, abstract qualities, collections and other things which we see as masses without clear boundaries, and not as separate objects. Uncountable nouns are always singular. With uncountable nouns we cannot use **a/an**.

*Sue has got **some money** to go on holiday this year.*

*Could I have **some information**?*

Some Common Uncountable Nouns:

This list is a sample of nouns that are commonly used as uncountable nouns. Many other nouns can also be used as uncountable nouns.

<p>(a) WHOLE GROUP MADE UP OF SIMILAR ITEMS: baggage, clothing, equipment, food, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, makeup, money/cash/change, postage, scenery, traffic, etc.</p>
<p>(b) FLUIDS: water, coffee, tea, milk, oil, soup, gasoline, blood, etc. (c) SOLIDS: ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc. (d) GASES: steam, air, oxygen, nitrogen, smoke, smog, pollution, etc. (e) PARTICLES: rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sugar, wheat, etc.</p>
<p>(f) ABSTRACTIONS: – beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, patience, peace, pride, progress, recreation, significance, sleep, truth, violence, wealth, etc. – advice, information, news, evidence, proof, etc. – time, space, energy, etc. – homework, work, etc. – grammar, slang, vocabulary, etc.</p> <p>(g) LANGUAGES: Arabic, Chinese, English, Spanish, etc. (h) FIELDS OF STUDY: chemistry, engineering, history, literature, mathematics, psychology, etc. (i) RECREATION: baseball, soccer, tennis, chess, bridge, poker, etc. (j) ACTIVITIES: driving, studying, swimming, travelling, walking, etc. (and other gerunds)</p>
<p>(k) NATURAL PHENOMENA: weather, dew, fog, hail, heat, humidity, lightning, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity, etc.</p>

3. We cannot use numbers with uncountable nouns, and most are singular with no plurals. E.g. clear water (NOT ~~a clear water~~, ~~two clear waters~~).
4. There are some nouns which may be classified both as countable and uncountable.

<i>Noun</i>	<i>Used as uncountable noun</i>	<i>Used as a countable noun</i>
glass	Windows are made of glass .	I drank a glass of water. Janet wears glasses when she reads.
hair	Rita has brown hair .	There's a hair on my jacket.
iron	Iron is a metal.	I pressed my shirt with an iron .
light	I opened the curtain to let in some light .	Please turn off the lights .
paper	I need some paper to write a letter.	I wrote a paper for Prof. Lee. I bought a paper .
time	How much time do you need to finish your work?	How many times have you been in Mexico?
work	I have some work to do tonight.	That painting is a work of art.
coffee	I had some coffee after dinner.	Two coffees , please.
chicken fish lamb	I had some chicken/some fish/some lamb for dinner. (the dish)	She drew a picture of a chicken/a fish/a lamb . (a bird/fish/lamb)
language	All children must learn a foreign language . (abstract, all languages)	How many languages do you speak? (a specific variety)
business	I enjoy doing business (buying and selling)	I run a small business . (=a company)
chocolate	I like chocolate . (substance)	He brought me a box of chocolates . (pieces of candies)
experience	You need experience for this job. (knowledge)	We had many interesting experiences during our holiday. (things that happened to us)
space	There are hundreds of satellites out in space .	We finally found a space in the car park.
potato	Would you like some potato ?	I'm peeling the potatoes .

EXERCISES

A. Look at the *italicized* nouns in the sentences. Write "C" above the countable noun and "U" above the uncountable noun.

1. He sits on *a chair*.
2. He sits on *furniture*.
3. She has *a coin*.
4. She has *some money*.
5. The street is full of *traffic*.
6. There are *a lot of cars* in the street.
7. I know *a fact* about bees.

- | | |
|---|--|
| 8. I have <i>some information</i> about bees. | 14. We are learning new <i>vocabulary</i> every day. |
| 9. The teacher gives us <i>homework</i> . | 15. I need <i>some advice</i> . |
| 10. We have <i>an assignment</i> . | 16. Tom has <i>a good job</i> . |
| 11. I like <i>music</i> . | 17. He likes his <i>work</i> . |
| 12. Would you like <i>some coffee</i> ? | 18. Maria wears <i>a lot of bracelets</i> . |
| 13. Our school has <i>a library</i> . | |

B. Work in small groups. List the uncountable nouns. Then find the countable nouns that are close in meaning. Use *a/an* with the countable nouns.

<i>advice</i>	<i>furniture</i>	<i>money</i>
<i>assignment</i>	<i>homework</i>	<i>music</i>
<i>bracelet</i>	<i>information</i>	<i>song</i>
<i>cloud</i>	<i>jewelry</i>	<i>suggestion</i>
<i>coin</i>	<i>job</i>	<i>weather</i>
<i>desk</i>	<i>letter</i>	<i>work</i>
<i>fact</i>	<i>mail</i>	

UNCOUNTABLE	COUNTABLE
1. _____ <i>mail</i> _____	_____ <i>a letter</i> _____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

C. Choose *a, an, some, any* or (-) to complete the following sentences.

1. My trousers need ironing. Have you got ... ***an*** ... iron?
2. Could you go to the baker's and buy loaf, please?
3. I'd likeinformation about trains to Paris.
4. Louise hasvery good health.
5. The war ended years ago.
6. Vanessa bought paper and read it on the bus.
7. Could you give meadvice, please?
8. Do you know people in this village?

D. Complete the sentences with the given words. Choose words in parentheses as necessary.

chicken Joe, would you like (*a, some*) _____ chicken for dinner

	tonight?
<i>chicken</i>	My grandmother raises _____ in her yard.
<i>time</i>	It took a lot of _____ to write my composition.
<i>time</i>	I really like that movie. I saw it three _____.
<i>paper</i>	Students in Prof. Young's literature class have to write a lot of _____.
<i>paper</i>	Students who take thorough lecture notes use a lot of _____.
<i>paper</i>	The New York Times is (<i>a, some</i>) famous _____.
<i>work</i>	Rodin's statue of "The Thinker" is one of my favorite _____ of art.
<i>work</i>	I have a lot of _____ to do tomorrow at my office.
<i>light</i>	If _____ accidentally (<i>get, gets</i>) in a darkroom, (<i>it, they</i>) can ruin photographic negatives.
<i>light</i>	There (<i>is, are</i>) a lot of fluorescent _____ on the ceilings of the school building.
<i>hair</i>	Erin has straight _____, and Sara has curly _____.
<i>hair</i>	Brian has a white cat. When I stood up from Brian's sofa, my black slacks were covered with short white _____.
<i>glass</i>	I wear _____ because I'm nearsighted.
<i>glass</i>	In some countries, people use _____ for their tea; in other countries, they use cups.
<i>glass</i>	Framed paintings are usually covered with _____ to protect them.
<i>iron</i>	_____ (<i>is, are</i>) necessary to animal and plant life.
<i>iron</i>	_____ (<i>is, are</i>) used to make clothes look neat.
<i>experience</i>	Grandfather had a lot of interesting _____ in his long career as a diplomat.
<i>experience</i>	You should apply for the job at the electronics company only if you have a lot of _____ in that field.

E. Use *a/an* or *some* with the nouns in the sentences.

1. Sonya is wearing some silver jewelry. She's wearing a necklace and some earrings.
2. I'm busy. I have _____ homework to do.
3. Jane is very busy. She has _____ work to do.
4. Jane has _____ job. She is _____ teacher.
5. We have _____ table, _____ sofa, and _____ chairs in our living room.
6. We have _____ furniture in our living room.
7. Susan has a CD player. She is listening to _____ music.
8. I'm hungry. U would like _____ orange.

- Laura: Oh, surely the hotel will have one.
3. Vicky: I was going to have some juice, but I can't find.
Rachel: If you turned on, you might be able to see properly.
4. Claire: I've never met your brother.
Mark: Oh, he's usually very busy because he runs But he's been ill recently. The doctor has ordered him to spend resting.
5. Daniel: How did your interview go?
Emma: Well, I didn't get the job. I think they really wanted someone with of the work, and that's what I haven't got. So it was a bit of a waste of time. And the train coming back was two hours late. That's I don't want to repeat.

I. Complete the conversation. Choose the most appropriate word from those given in brackets.

- Jessica: What are you doing, Andrew?
Andrew: I'm writing (0) (*essay/an essay*).
Jessica: Oh, you've got (1) (*computer/a computer*). Do you always write (2) (*essay/essays*) on your computer?
Andrew: Yes, but I'm not doing very well today. I've been working on my plan for about three (3) (*hour/hours*) now.
Jessica: You've got lots of books to help you, though. I haven't got as (4) (*many/much*) books as you. That's because I haven't got much (5) (*money/moneys*). Quite often I can't even afford to buy (6) (*food/a food*).
Andrew: Really? That can't be (7) (*many/much*) fun.
Jessica: I'd like to get (8) (*job/a job*) I can do in my spare time and earn (9) (*a/some*) money. I've got (10) (*a few/a little*) ideas, but what do you think I should do?
Andrew: I know someone who paints (11) (*picture/pictures*) and sells them. Why don't you do that?
Jessica: Because I'm no good at painting.

SINGULAR INVARIABLE NOUNS

Nouns which are always singular in form (except the word “news”) and take the verb in the singular. Here belong:

1. **material nouns:** *jewellery, furniture, equipment, luggage, hardware etc.*
Our furniture **is** made of wood.
This jewellery **is** unique.
Your luggage **was** too heavy.
2. **abstract nouns:** *advice, news, information, money, progress, weather, work, knowledge etc.*
It **is** fine weather today.
This equipment **was** made in Italy.
His progress **is** very slow.
3. **names of diseases:** *measles, mumps, diabetes, rickets, shingles, hepatitis.*
Hepatitis **is** becoming a very common disease.
Diabetes is an illness.
4. **games:** *billiards, bowls, dominoes, draughts.* (But when used attributively no plural is used: *a billiard table*).
5. **some proper nouns:** *Algiers, Brussels, Marseilles, Naples, Wales, the United Nations, the United States.*
6. **the names of some branches of study in -ics:** *economics, linguistics, mathematics, classics, phonetics, physics, athletics, ceramics, ethics, gymnastics, politics, statistics, but: arithmetic.*
Mathematics **is** a difficult subject.
Arithmetic **is** a part of mathematics.

Note: *Statistics* is singular when it refers to a field of study: *e.g. Statistics is an interesting field of study.* When it refers to particular numbers, it is used as countable noun: *e.g. This statistic is correct. Those statistics are incorrect.*

7. **Names of languages:** *English, Spanish, Chinese, Japanese, Vietnamese, Portuguese, French.*

Note: *The English* = people living in England, nation › **plural verb**
e.g. The English *drink* tea.

PLURAL INVARIABLE NOUNS

1. **Nouns which occur only in the plural form and require the verb in the plural.** There are about 50 of these. The commonest are: *arms (= weapons), clothes, riches, goods, contents, customs, holidays, manners, earnings, savings, proceedings, outskirts, surroundings, headquarters, regards, stairs, preserves, thanks, wages, belongings, remains etc.*

- Here also belong names of objects which have two inseparable parts: *binoculars, breeches, braces, flannels, glasses, pants, pincers, pliers, pyjamas, scales, scissors, shorts, spectacles, suspenders, tights, tongs, trousers, jeans.*

Her clothes **are** very trendy.

Your pyjamas **are** on the bed.

These tights **are** of the finest quality.

My jeans **are** denim blue.

- These nouns can be used in singular and countable by means of *a pair of*:
a pair of shoes/boots/socks/earrings,
a pair of trousers/jeans/shorts/pyjamas/leggings/tights,
a pair of scissors/pliers/tweezers

Accordingly they are used with the verb-predicate in the singular (this pair of trousers is ...).

2. **Collective nouns:** *family, crew, team, cast, company, committee, ministry, government, staff, crowd, class, council, gang, clan, etc.* can take singular or plural verbs depending on whether the group acts as a unity (singular) or as separate individuals (plural).

If you think of the group as a single body , it is <u>singular</u> and agrees with the verb in the singular.	If you think of all the individuals who make up the group, it is <u>plural</u> .
<i>The staff is well-trained and efficient.</i>	<i>The staff are going to buy a leaving present for their boss.</i>
<i>My family is big.</i>	<i>The family were on friendly terms.</i>
<i>The crew on the ship was excellent.</i>	<i>The crew have taken their posts.</i>
<i>The crowd was enormous.</i>	<i>The crowd were watching the scene.</i>
<i>The British Government is starting its work next week.</i>	<i>The British Government are demanding compensations.</i>

- **Names of multitude:** *police, people, clergy, cattle, poultry, vermin, gentry, etc.* are singular in form, but plural in meaning and require the verb in the plural. They are always associated with the idea of plurality; they denote a group of separate individuals.

*The local people **are** very friendly.*

***Are** the police here? Police **are** coming soon.*

*The cattle **are** grazing.*

EXERCISES

A. Trevor and Laura are shopping. Choose the most appropriate word from those given in brackets.

Trevor: These trousers *is/are* a bit tight. They (1) (*doesn't/don't*) feel very comfortable. And I think the blue ones (2) (*goes/go*) better with the jacket.

Laura: That jacket (3) (*is/are*) too long.

Trevor: Well, the jeans (4) (*fits/fit*) all right. Perhaps I'll buy the jeans instead.

Laura: Yes, the jeans (5) (*looks/look*) good on you. I like the style. I think they (6) (*suits/suit*) you. Now you get changed while I look for (7) (*a/some*) shorts. And I might get (8) (*a/some*) skirt.

B. Complete what Rachel says to Vicky. Put *of, some* (2) or *pair* (2) in each space.

This old suitcase was in the corridor. I don't know who left it here. It's been here for about three days, so I'm having a look inside. There's a pair (1) pyjamas, (2)..... jeans, two (3).....of tights and a (4)..... of sunglasses. There are (5)..... red shorts, too.

C. Fill in the gaps in each of the following sentences by choosing the most appropriate word from those given in brackets.

1. The police been called. (*has / have*)
2. Cattle domestic animals. (*is / are*)
3. Measles an infection disease. (*is / are*)
4. The news interesting. (*is / are*)
5. Mathematics easy for her. (*is / are*)
6. Those people from Canada. (*is / are*)
7. English spoken in many questions. (*is / are*)
8. Chinese his native language. (*is / are*)
9. The Chinese an interesting history. (*has / have*)
10. Where my glasses? (*is / are*)

D. Underline the correct answer in parentheses.

1. The United States (*has / have*) a population of around 250 million.
2. Physics (*seeks, seek*) to understand the mysteries of the physical world.
3. Statistics (*is, are*) a branch of mathematics.
4. The statistics in that report on oil production (*is, are*) incorrect.
5. Many people in the world (*does, do*) not have enough to eat.
6. The police (*is, are*) prepared in case there is a riot.
7. No news (*is, are*) good news.
8. Diabetes (*is, are*) an infectious and often fatal disease.
9. The English (*is, are*) proud, independent people.
10. English (*is, are*) not my native language.
11. Portuguese (*is, are*) somewhat similar to Spanish, (*isn't, aren't*) it?

12. Where (*is, are*) my shorts? Have you seen them anywhere? I can't find them.
13. Why (*is, are*) the police here?
14. How many people (*is, are*) there in Canada?
15. Here (*is, are*) your binoculars. Take them.

E. Choose the most appropriate word from those given in the box, and put it into the correct form to fill in the gaps in the following sentences.

<i>cattle</i>	<i>police</i>	<i>team</i>
<i>choir</i>	<i>erowd</i>	<i>crew</i>
<i>orchestra</i>	<i>population</i>	

E.g. The crowd are all enjoying the game.

1. This United the best one Tom has ever seen.
2. The hoping they can take part in a national singing contest.
3. The ship's all very tired after a long sea voyage.
4. The one of the biggest that has played at one of our concerts.
5. The installing cameras to photograph speeding motorists.
6. At the moment beef cheap because sales of beef are low.
7. The country's growing rapidly because of immigration.

PIECE AND GROUP-WORDS

1. Uncountable nouns: pieces

To talk about a limited quantity of something we can use a word for a piece or unit, together with *of*, before an uncountable noun. The most general words of this kind are *piece* and *bit*. *Bit* (informal) suggests a small quantity.

a piece/bit of cake/bread	a piece of furniture/glass/chalk/wisdom
a piece/bit of news/information/advice	some pieces/bits of paper/wood

2. Many uncountable nouns combine with a set of nouns showing some part of material or abstract notion. Here are some typical **partitives** for material and abstract nouns:

a packet of biscuits a blade of grass a drop of water/oil/vinegar a bar of chocolate/soap a tin of soup a bouquet of flowers a speck of dust a loaf of bread a pack of lies a glass of water a bottle of milk a cup of coffee a pinch of salt a sip of tea a grain of sand/salt/rice/corn/dust/truth	a segment of orange a shower/spot of rain a slice of bread/cake/meat a pack of cards an article of clothing a cloud of smoke a chip of china a box of matches a tube of toothpaste a mug of cocoa a clap of thunder a sheet of paper a spoonful of medicine a portion of food
Pairs	
a pair of shoes/boots/socks/earrings	a pair of scissors/pliers/tweezers
a pair of trousers /jeans/shorts/pyjamas/leggings/tights	

• *Collective nouns standing for people:*

army	government	patrol
audience	clan	brigade
band	committee	troupe
choir	family	tribe
congress	class	company
crew	company	cast
gang	group	colony

7. _____ meat
8. _____ wine
9. _____ fruit
10. _____ rice

B. Let's talk: pairwork.

Work with a partner. Look at the list of food and drinks. Check (✓) what you eat and drink every day. Add your own words to the list. Then tell your partner the usual quantity you have every day. Use *a piece of, two pieces of, a cup of, three cups of, a glass of, a bowl of*, or *one, two, a, some*, etc. in your answers. Share a few of your partner's answers with the class.

E.g.:

✓ egg

_____ banana

_____ coffee

✓ fruit

_____ ice cream

_____ orange juice

Partner A: I have one egg every day.

I usually eat two pieces of fruit.

I like a bowl of ice cream at night.

I drink a glass of orange juice every morning.

List of food and drinks:

_____ egg

_____ soup

_____ fruit

_____ bread

_____ banana

_____ apples

_____ rice

_____ ice cream

_____ water

_____ chicken

_____ cheese

_____ tea

C. Match the words in the list on the left with the ones they collocate with on the right.

1.	a blade of	food	
2.	an article of	soup	
3.	a grain of	water	
4.	a pack of	china	
5.	a flight of	chalk	
6.	a bunch of	sand	
7.	a loaf of	clothing	
8.	a glass of	stairs	
9.	a grain of	orange	
10.	a pinch of	toothpaste	
11.	a portion of	cake	

12.	a stick of	grass	
13.	a sip of	paper	
14.	a grain of	bread	
15.	a bottle of	rain	
16.	a piece of	thunder	
17.	a chip of	truth	
18.	a bar of	matches	
19.	a box of	chocolate	
20.	a tube of	advice	
21.	a mug of	lies	
22.	a tin of	cocoa	
23.	a clap of	shoes	
24.	a bouquet of	bananas	
25.	a pair of	keys	
26.	a bunch of	flowers	
27.	a sheet of	tea	
28.	a segment of	rice	
29.	a shower of	milk	
30.	a piece of	salt	

D. Circle the correct verb form.

- Eight hours of sleep *is / are* enough.
- Two and two *is / are* four.
- Ten dollars *is / are* too much to pay.
- Five thousand miles *is / are* too far to travel.
- Fifty minutes *is / are* the maximum length of time allowed for the exam.
- Twenty dollars *is / are* an unreasonable price for the necklace.
- Six and seven *is / are* thirteen.
- Two hours *is / are* too long to wait, don't you think?

E. Fill in the blanks with the correct answers.

- I had so much fun in Egypt swimming with a _____ of fish.
a) army b) shoal c) team
- I was attacked by a _____ of bees.
a) swarm b) package c) flock
- On the ferry ride from Victoria, I saw a _____ of whales in the ocean.
a) crowd b) shoal c) gang
- Last Sunday, I went with my friends to the park. We had to eat our lunch quickly because an _____ of ants attacked our food.
a) colony b) flight c) army
- On my African trip, I saw a _____ of lions.
a) gang b) pack c) pride
- The man never cleaned his office. He left a _____ of files and papers on his desk.

- a) deck b) army c) pile
7. The boy saw a _____ of sheep grazing in the fields.
a) swarm b) flock c) flight
8. I like to play card games. So when I go camping, I usually take a _____ of cards with me.
a) herd b) school c) pack
9. On a stormy night you could hear the howling of a _____ of wolves.
a) swarm b) pack c) gang
10. There was a _____ of people in the Art Gallery.
a) crowd b) school c) gang
11. My friend's cat had a _____ of kittens on the weekend.
a) swarm b) litter c) colony

F. Match both parts together.

1.	a flight	of	girls
2.	a pride		lice
3.	a colony		sheep
4.	a herd		ants
5.	a shoal		rats
6.	a parade		dogs
7.	a litter		insects
8.	a flock		birds
9.	a pack		people
10.	a flight		bees
11.	a skulk		butterflies
12.	a swarm		foxes
13.	a flock		lions
14.	a crowd		ants
15.	a flock		wolves
16.	a colony		chickens
17.	a pack		kittens
18.	a swarm		elephants
19.	a flock		fish
20.	a colony		cattle

G. Complete the sentences with the nouns following the pattern.

- I'm going to the store. I need to buy a carton of orange juice/milk/etc.
- I also need a tube of _____ and two bars of _____.
- I need to find a can of _____ and a jar of _____.
- I need to get a loaf of _____ and a box of _____.
- I would like a head of _____ if it looks fresh.
- Finally, I would like a couple of bottles of _____ and a jar of _____.

SUBJECT-VERB AGREEMENT

- **Subjects** and **verbs** must **agree** with one another in **number** (singular or plural). Thus, singular subjects take singular verbs, and plural subjects plural verbs.

The cat jumps over the fence.
singular singular

The cats jump over the fence.
plural plural

- Subject separated from the verb: you must always check the subject and the verb to be sure they agree. Sometimes it is difficult to decide exactly what the subject is if the subject and the verb are separated.

The girls in the house are playing.
plural subject plural verb

- The subject and the verb can be separated by a prepositional phrase. The prepositional phrase has no effect on the verb.

subject + [prepositional phrase] + verb

The study of languages is very interesting.
singular subject singular verb

- The following expressions have no effect on the verb.

together with accompanied by along with as well as

The singer, along with her manager and friends, is going to a party.
singular subject singular verb

My mum, accompanied by my dad and sisters, is arriving tonight.
singular subject singular verb

- After a singular or an uncountable noun and after he, she or it, we use a singular verb.

After a plural noun or they, and after nouns joined by and, we use a plural verb.

This toy doesn't work. The singer and her manager are going to a party.
singular singular plural subject plural verb

- **Words that always take singular verbs and pronouns**: These words must be followed by singular verbs and pronouns in formal written English:

any/no + singular noun		some + singular noun	every	each either* neither*
<i>anybody</i>	<i>nobody</i>	<i>somebody</i>	<i>everybody</i>	
<i>anyone</i>	<i>no one</i>	<i>someone</i>	<i>everyone</i>	
<i>anything</i>	<i>nothing</i>	<i>something</i>	<i>everything</i>	

Everyone was pleased.

Something is wrong.

Somebody was under the table.

Nobody works better than Kate does.

***Either** and **neither** are singular if they are not used with or and nor.

If either of you takes a vacation now, we will not be able to finish the work.

- When **either** and **neither** are followed by *or* and *nor* the verb may be *singular* or *plural* depending on whether the noun following *or* and *nor* is singular or plural. If *or* or *nor* appears alone, the same rule applies.

neither/either + noun + nor/or + plural noun + plural verb
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Neither/Either Tom **nor/or** *his friends* are going to the party today.
plural noun plural verb

John **or** *George* is bringing the car.
singular singular

neither/either + noun + nor/or + singular noun + singular verb
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Neither/Either Tom **nor/or** *Kate* is going to the party today.
singular singular
noun verb

Mary **nor** *her friends* are going to class today.
plural plural

- **None/no:** **None** can take either a singular or plural verb depending on the noun which follows it.

none + of the + uncount. n. + sing. v. <i>None</i> of the <i>money</i> <u>has</u> been found.	none + of the + plural count. n. + pl. v. <i>None</i> of the students <u>have</u> finished the exam yet.
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no + <i>singular/uncountable noun</i> + <i>sing. v.</i> <i>No example</i> <u>is</u> relevant in this case.	no + <i>plural noun</i> + <i>plural verb</i> <i>No examples</i> <u>are</u> relevant in this case.
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- After **all** and a **plural noun**, we use a plural verb.
All the seats have a number.

- **Collective nouns:** Many words indicating a number of people or animals are singular. These nouns are **usually singular**. In some cases they are plural if the sentence indicates that the individual members are acting separately.

<i>congress</i>	<i>family</i>	<i>group</i>	<i>committee</i>	<i>class</i>
<i>organization</i>	<i>team</i>	<i>army</i>	<i>club</i>	<i>crowd</i>
<i>government</i>	<i>jury</i>	<i>majority*</i>	<i>minority</i>	<i>public</i>

- ***Majority** can be singular or plural. If it is alone it is usually singular; if it is followed by a plural noun, it is usually plural.

The majority believes that we are in no danger.

The majority of the students believe him to be innocent.

Examples of collective nouns:

The family was shocked by the news. The crowd was wild.

Our team is going to lose the game.

- The following nouns are used to indicate groups of certain animals. It is not necessary to learn the nouns; however, they mean the same as *group* and thus are considered singular.

<i>pack of dogs</i>	<i>herd of cattle</i>	<i>pride of lions</i>
<i>flock of birds, sheep</i>	<i>school of fish</i>	

The flock of birds is flying in the sky.

A pack of dogs is running away.

- A number of/the number of:

<u>A number of</u> + pl. n. + pl. v. ... <u>A number of students</u> <u>are going</u> to the picnic.	<u>The number of</u> + pl. n. + sing. v. ... <u>The number of days</u> in a week <u>is</u> seven.
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- The following nouns are always considered plural. They cannot be singular. In order to speak of them as singular, one must say: “*a pair of*”

<i>scissors</i>	<i>shorts</i>	<i>pants</i>
<i>trousers</i>	<i>glasses</i>	<i>pliers</i>
<i>jeans</i>	<i>tweezers</i>	<i>tongs</i>

The trousers are in the drawer.

A pair of trousers is in the drawer.

The jeans are new.

A pair of jeans was in the washing machine.

- In most expressions *of* quantity, the verb is determined by the noun (or pronoun) that follows *of*.

<i>Some of + sing. n. = singular verb</i>	<i>Some of + pl. n. = plural verb</i>
Some of <u>the book</u> <u>is</u> good. <i>singular singular</i>	Some of <u>the books</u> <u>are</u> good. <i>plural plural</i>
Two-thirds of <u>the money</u> <u>is</u> mine. <i>singular singular</i>	Two-thirds of <u>the pennies</u> <u>are</u> mine. <i>plural plural</i>

- After *one of*, *each of*, *every one of*, and *a lot of* we use a *singular* verb.

One of my parents is in the house.

Each of my friends is in the cafe.

Every one of my friends is in the house.

EXERCISES

A. Underline and identify the subject (s) and the verb (v). Correct errors in agreement.

1. Earthquakes occurs every day of the year.
2. Candles burn slowly.
3. My mother speak Spanish.
4. My aunt and uncle speak Spanish.
5. Oscar speaks Spanish and English.
6. The students in this class speaks English very well.
7. Every students in my class speak English well.
8. There are five student from Korea in Mr. Brown's class.
9. There's a vacant apartment in my building.
10. Does people in the United States like Chinese food?
11. The people in Brazil speaks Portuguese.
12. There is many different kinds of fish in the ocean.
13. The neighbors in the apartment next to mine is very friendly and helpful.
14. Every students in this room have a grammar book.

B. Mark and Sarah are in an antique shop. Complete the conversation by choosing the correct form of the verb.

Sarah: This table (1) (is/are) lovely.

Mark: Yes, the wood (2) (is/are) beautiful, isn't it?

Sarah: The style and the colour (3) (is/are) both perfect for what we want.

Mark: These chairs (4) (looks/look) very stylish, too, but they (5) (is/are) rather expensive.

Sarah: Can you see if the table (6) (has/have) got a price on?

Mark: Yes, it has. It says it (7) (costs/cost) 2.000 dollars. That's ridiculous.

Sarah: Don't you think prices (8) (has/have) gone up recently? Those tables we saw last month (9) (wasn't/weren't) so expensive.

C. Vicky has been to a very grand party. She is telling her parents about it. Put in *was* or *were*.

I really enjoyed the party. It (1) was wonderful. Each guest (2) was _____ welcomed by the hostess in person. All the rooms (3) were _____ crowded with people. Everyone (4) was _____ enjoying themselves. A lot of people (5) were _____ dancing, and a number of people (6) were _____ swimming in the pool in the garden. All the people there (7) were _____ very smart. One of the guests (8) was _____ a TV personality – the chat show host Guy Shapiro. I didn't know many of the guests. None of my friends (9) were _____ there.

D. The BBC is making a documentary about police work. A policeman is talking about his job. Choose the correct form.

1. Every policeman *is/are* given special training for the job.

2. No two days are the same. Each day *is/are* different.
3. But the job *isn't/aren't* as exciting or glamorous as some people think.
4. Not all policemen *is/are* allowed to carry guns.
5. A number of police officers here *works/work* with dogs.
6. An officer and his dog *has/have* to work closely together.
7. One of our jobs *is/are* to prevent crime happening in the first place.
8. A lot of crime *is/are* caused by people being careless.
9. Sorry, I have to go now. Someone *has/have* just reported a robbery.

E. Choose the correct answer from those given in parentheses.

1. One of the photos (is/are) missing.
2. Some of the cities I would like to visit (is/are) Rome and Venice.
3. The window (is/are) open.
4. Bread and butter (is, are) our daily food.
5. Gold, as well as platinum, (has/have) risen in price.
6. She (was/were) upset.
7. A number of students in the class (speaks, speak) English very well.
8. Every child (is/are) protected under the law.
9. Some of the desks in the classroom (is/are) broken.
10. Twenty minutes (isn't/aren't) enough time to finish this test.
11. Five miles (is/are) too much to run in one day.
12. The soup (tastes/taste) good.
13. Each student in the class (has/have) to have a book.
14. This method (doesn't/don't) work.
15. The famous singer and composer (has/have) arrived.
16. The famous singer, along with her composer (has/have) arrived.
17. The doors (is/are) open.
18. Anna, as well as her two older sisters, (is, are) in college.
19. Five minutes (doesn't/don't) seem long to wait.
20. Her eyes (was/were) wet.
21. The biscuits (taste/tastes) good.
22. One of the countries I would like to visit (is/are) Italy.
23. The door and the window (is/are) close.
24. These methods (don't/doesn't) work.
25. The boss, as well as his colleagues, (has, have) been robbed.
26. Neither (likes, like) the friends of the other.
27. Either the man or his wife (knows, know) the truth of the matter.
28. Some of the fruit in this bowl (is, are) red.
29. One of my best friends (is, are) coming to visit me next month.
30. A hundred metres (isn't/aren't) far to swim.

POSSESSIVE 'S AND OF PHRASE

We usually use the possessive 's for people, groups of people and animals, not for things.

1. We add 's to singular nouns and plural nouns that don't end in -s:

Jane's phone

men's work

my friend's house

the children's clothes

Sarah's shoes

women's dresses

a child's voice

2. If a singular nouns end in -s, we can use an apostrophe and -s – ('s) or an apostrophe ('):

Charles's flat/Charles' flat

Thomas's bicycle/Thomas' bicycle

3. We add an apostrophe (') to plural nouns that end in -s:

the boys' names

the girls' voices

the students' books

the Smiths' car

4. We can omit the second noun when the meaning is clear from the context: when we are talking about where someone lives or works, or for some shops and businesses:

*'Did you go to **John's party**?' 'No, I went to **Clare's**.' (=Clare's party)*

*We had dinner at **Barbara's**. (= Barbara's house)*

*He's going to **the chemist's**. (= the chemist's shop)*

5. Classical names ending in -s usually add only the apostrophe:

Pythagoras' Theorem Archimedes' Law Sophocles' plays

6. We use 's after more than one noun:

I went to Roger and Clare's house Emma and Ben's mother

7. With compounds, the last word takes the 's:

my brother-in-law's guitar

8. 's can also be used after initials:

the PM's secretary/briefcase the VIP's escort

The use of the possessive/genitive case and of-phrase

1. With nouns denoting inanimate objects or abstract notions the **of + noun phrase** is used:

the door of the garage

the owner of the restaurant

the name of the book

the front of the train

2. We say the beginning/end/middle of ..., the top/bottom of ..., the front/back/side of ...:

the beginning of the month (not ~~the month's beginning~~)

the top of the hill

the back of the car

13. How long is an elephants trunk?
14. A monkeys hand looks like a human hand.
15. Monkeys hands have thumbs.

B. Read the following sentences and fill in each blank with a suitable word from the list below.

son, children, wife, mother, brother, sister, daughter

1. My husband's brother is my brother-in-law.
2. My father's is my uncle.
3. My mother's is my grandmother.
4. My sister's are my nieces and nephews.
5. My aunt's is my mother.
6. My wife's is my mother-in-law.
7. My brother's is my sister-in-law
8. My father's and are my grandparents.
9. My niece is my brother's
10. My nephew is my sister's

C. Complete the sentences. Use your classmates' names.

1. hair is short and straight.
2. grammar book is on her desk.
3. last name is
4. I don't know address.
5. eyes are brown.
6. shirt is blue.
7. briefcase is on the floor.
8. I need to borrow dictionary.

D. Choose A, B or C to make the sentence complete.

1. The work hard.
 A. students B. student's C. students'
2. My name is Honey.
 A. cats B. cat's C. cats'
3. My are traveling in Spain.
 A. cousins B. cousin's C. cousins'
4. My meeting them in two weeks.

- | | | | |
|-----|--|-------------|-------------|
| | A. uncle | B. uncle's | C. uncles' |
| 5. | Two of my live near me. | | |
| | A. friends | B. friend's | C. friends' |
| 6. | My names are Mark and Kevin. | | |
| | A. friend | B. friend's | C. friends' |
| 7. | My best name is Rob. | | |
| | A. friends | B. friend's | C. friends' |
| 8. | The three coats are in the closet. | | |
| | A. boys | B. boy's | C. boys' |
| 9. | The riding his bike. | | |
| | A. boys | B. boy's | C. boys' |
| 10. | We have three and one girl in my family. | | |
| | A. boys | B. boy's | C. boys' |

E. Complete the sentences with the possessive forms of the nouns in *italics*.

- | | | |
|-----|-------------------|---|
| 1. | <i>children</i> | That store sells books. |
| 2. | <i>girl</i> | Rita is a name. |
| 3. | <i>girls</i> | Rita and Sue are names. |
| 4. | <i>women</i> | Rita and Sue are names. |
| 5. | <i>uncle</i> | Roberto is living at his house. |
| 6. | <i>person</i> | A biography is the story of a life. |
| 7. | <i>people</i> | Biographies are the stories of lives. |
| 8. | <i>students</i> | lives are busy. |
| 9. | <i>brother</i> | Do you know my wife? |
| 10. | <i>brothers</i> | Do you know my wives? |
| 11. | <i>wife</i> | Ron fixed his old sewing machine. |
| 12. | <i>dog</i> | My name is Fido. |
| 13. | <i>dogs</i> | My names are Fido and Rover. |
| 14. | <i>men</i> | Are Jim and Tom names? |
| 15. | <i>man, woman</i> | Chris can be a nickname or a
..... nickname. |
| 16. | <i>children</i> | Our school is near our house. |

F. Add *apostrophe* and *final -s* to make possessive nouns.

- Someone stole Paul bicycle.
- Do you know Yuko roommate?
- I can't remember all of my classmate names.
- My roommate desk is always a mess.
- What is your parent new address?
- It's important to respect other people opinions.
- My husband sister is visiting us this week.

8. Excuse me. Where is the men room?
9. That store sells children toys.
10. I have my father nose.
11. Where is Rosa apartment?
12. Does that store sell women clothes?

G. Complete the sentences. Use the words in brackets.

1. hobbies are very expensive. (some people)
2. Is this bag or yours? (Fiona)
3. performance in the play was excellent. (Dan)
4. Did you see the basketball final? (men)
5. name is Indie. (the black horse)
6. clothes are much nicer than mine. (my sisters)
7. I love voice. (that singer)
8. Some of ideas are a bit old-fashioned. (my parents)
9. There are some great programmes on this channel.
(children)
10. Did you like costumes? (the dancers)
11. Sometimes we can hear television through the wall.
(our neighbours)
12. What's band called? (your friend)
13. food is in these packets. (the dogs)

Test 1

Choose A, B or C to make the sentence complete.

1. Customers are permitted to take up to six of clothing into the fitting room.
A. article B. articles C. articleless
2. I'd like a bunch of, please, and a of bananas.
A. flowers... bunch B. flower ... bunches C. floweres ... bunch
3. I'd like two..... of bread, please, and a carton of milk.
A. loafs B. loafes C. loaves
4. Alex saw some running across the floor.
A. mices B. mouses C. mice
5. New scientific are made every day in all over the world.
A. discoveries... B. discoveries...laboratories C. discovery...laboratories
laboratory
6. Thunder and lightning are of nature.
A. phenomena B. phenomenon C. phenomenas
7. The police prepared in case there is a riot.
A. are B. is C. -
8. His jeans from a famous designer.
A. is B. are C. there is
9. The police already here. Do you see..... in the yard?
A. are ... they B. isthey C. are.....them
10. I like to drink a of mineral water after I exercise.
A. pound B. teaspoon C. bottle
11. My cat eats a..... of tuna every day.
A. bottle B. loaf C. can
12. Pick up of whole wheat bread at the bakery.
A. a pound B. a box C. a loaf
13. My friend's cat had a of kittens on the weekend.
A. gaggle B. litter C. colony
14. The jury..... their seats in the courtroom.
A. take B. takes C. taken
15. Helen bought several
A. jewelry B. necklace C. rings
16. Sam knows a lot of
A. vocabulary B. dictionary C. words
17. I'd like some of ice.
A. blocks B. cubes C. packet
18. We need some of paper.
A. sheets B. slices C. pieces
19. Too many and not enough Indians.
A. chief B. chieves C. chiefs
20. The news I have heard good.
A. are B. is C. were
21. Measles widespread ten years ago.

17. _____ is a branch of economics.
a) Statistic b) Statistical c) Statistics
18. The baby got two new _____ .
a) teeth b) tooths c) teeths
19. I need some _____ to light the fire.
a) match b) matchs c) matches
20. Alex saw some _____ running across the floor.
a) mouse b) mice c) mices
21. If a house plant is given too much water, its lower _____ turn yellow.
a) leaf b) leafs c) leaves
22. New scientific _____ are made every day.
a) discovery b) discoverys c) discoveries
23. When we spoke in the cave, we could hear _____ of our voices.
a) echo b) echos c) echoes
24. The music building at the university has 27 _____.
a) piano b) pianoes c) pianos
25. People get most of their news about the world through the mass _____.
a) media b) medias c) medium

THE USE OF A / AN or ZERO ARTICLE

We use <u>a</u> and <u>an</u> before different sounds. Before words that begin with:		
a +	an +	
a consonant sound: <i>b, c, l, m, p, s, t</i> . E.g.: <i>a pen, a book, a man, a table</i>	a vowel sound: <i>a, e, i, o, u</i> E.g.: <i>an actor, an invitation, an aunt, an excellent teacher</i>	
<i>u</i> or <i>eu</i> , when they sound like <i>y</i> E.g.: <i>a Europe, a uniform</i>	<i>h</i> when you don't pronounce the <i>h</i> E.g.: <i>an hour</i>	
USING <u>A</u> OR <u>Ø</u> (<u>ZERO ARTICLE</u>)		USING <u>A</u> OR <u>SOME</u>
SINGULAR COUNTABLE NOUNS	(a) <i>A dog</i> makes a good pet. (b) <i>A banana</i> is yellow. (c) <i>A pencil</i> contains lead.	A speaker uses <i>a</i> with a singular countable noun when s/he is making a generalization. In (a): The speaker is talking about any dog, all dogs, dogs in general.
PLURAL COUNTABLE NOUNS	(d) <i>Ø Dogs</i> make good pets. (e) <i>Ø Bananas</i> are yellow. (f) <i>Ø Pencils</i> contain lead.	(j) I saw <i>a dog</i> in my yard. (k) Mary ate <i>a banana</i> . (l) I need <i>a pencil</i> .
UNCOUNTABLE NOUNS	(g) <i>Ø Fruit</i> is good for you. (h) <i>Ø Coffee</i> contains caffeine. (i) I like <i>Ø music</i> .	A speaker uses no article (<i>Ø</i>) with a plural countable noun when s/he is making a generalization.* In (d): The speaker is talking about any dog, all dogs, dogs in general. <i>Note:</i> (a) and (d) have the same meaning.
UNCOUNTABLE NOUNS	(g) <i>Ø Fruit</i> is good for you. (h) <i>Ø Coffee</i> contains caffeine. (i) I like <i>Ø music</i> .	(m) I saw <i>some dogs</i> in my yard. (n) Mary bought <i>some bananas</i> . (o) Bob has <i>some pencils</i> in his pocket.
UNCOUNTABLE NOUNS	(g) <i>Ø Fruit</i> is good for you. (h) <i>Ø Coffee</i> contains caffeine. (i) I like <i>Ø music</i> .	(p) I bought <i>some fruit</i> . (q) Bob drank <i>some coffee</i> . (r) Would you like to listen to <i>some music</i> ?

*Sometimes a speaker uses an expression of quantity (e.g., *almost all, most, some*) when s/he makes a generalization: *Almost all dogs make good pets. Most dogs are friendly. Some dogs have short hair.*

USING <i>THE</i>		
<p>A speaker uses a with a singular countable noun when s/he is talking about one thing (or person) that is not specific.</p> <p>In (j): The speaker is saying, "I saw one dog (not two dogs, some dogs, many dogs).</p> <p>It wasn't a specific dog (e.g., your dog, the neighbor's dog, that dog).</p> <p>It was only one dog out of the whole group of animals called dogs!"</p>	<p>(s) Did you feed the dog?</p> <p>(t) I had a banana and an apple. I gave the banana to Mary.</p> <p>(u) The pencil on that desk is Jim's.</p> <p>(v) The sun is shining.</p> <p>(w) Please close the door.</p> <p>(x) Mary is in the kitchen.</p>	<p>The is used in front of</p> <p>(1) singular countable nouns: the dog.</p> <p>(2) plural countable nouns: the dogs.</p> <p>(3) uncountable nouns: the fruit.</p> <p>A speaker uses the (not a, Ø, or some) when the speaker and the listener are thinking about the same specific person (s) or thing (s).</p> <p>In (s): The speaker and the listener are thinking about the same specific dog.</p>
<p>A speaker often uses some* with a plural countable noun when s/he is talking about things (or people) that are not specific.</p> <p>In (m): The speaker is saying, "I saw more than one dog. They weren't specific dogs (e.g., your dogs, the neighbor's dogs, those dogs).</p> <p>The exact number of dogs isn't important (two dogs, five dogs);</p> <p>I'm simply saying that I saw an indefinite number of dogs."</p>	<p>(y) Did you feed the dogs?</p> <p>(z) I had some bananas and apples. I gave the bananas to Mary.</p> <p>(aa) The pencils on that desk are Jim's.</p> <p>(bb) Please turn off the lights.</p>	<p>The listener knows which dog the speaker is talking about: the dog that they own, the dog that they feed every day.</p> <p>There is only one dog that the speaker could possibly be talking about.</p> <p>In (t): A speaker uses the when s/he mentions a noun the second time.</p> <p>First mention: I had a banana</p>
<p>A speaker often uses some* with an uncountable noun when she is talking about something that is not specific.</p> <p>In (p): The speaker is saying, "I bought an indefinite amount of fruit.</p> <p>The exact amount (e.g., two pounds of fruit, four bananas, and two apples) isn't important.</p> <p>And I'm not talking about specific fruit (e.g., that fruit, the fruit in that bowl.)"</p>	<p>(CC) The fruit in this bowl is ripe.</p> <p>(dd) I drank some coffee and some milk. The coffee was hot.</p> <p>(ee) I can't hear you. The music is too loud.</p> <p>(ff) The air is cold today.</p>	<p>Second mention: I gave the banana</p> <p>In the second mention, the listener now knows which banana the speaker is talking about: the banana the speaker had (not the banana John had, not the banana in that bowl).</p>

*In addition to **some**, a speaker might use *several*, *a few*, *a lot of*, *etc.*, with a plural countable noun, or *a little*, *a lot of*, *etc.*, with an uncountable noun.

EXERCISES

A. Here are some conversations. Try to decide whether the speakers would probably use the or a/an. Are the speakers thinking about the same objects or persons?

1. A: Did you have a good time at the party last night?
B: Yes.
A: So did I. I'm glad that you decided to go with me.
2. A: What did you do last night?
B: I went to a party.
A: Oh? Where was it?
3. A: Do you have _____ car?
B: No. But I have _____ bicycle.
4. A: Do you need _____ car today, honey?
B: Yes. I have a lot of errands to do. Why don't I drive you to work today?
A: Okay. But be sure to fill _____ car up with gas sometime today.
5. A: I bought _____ table yesterday.
B: Oh? I didn't know you went shopping for furniture.
6. A: Have you seen my keys?
B: Yes. They're on _____ table next to _____ front door.
7. A: Is Mr. Jones _____ graduate student?
B: No. He's _____ professor.
8. A: Where's _____ professor?
B: She's absent today.
9. A: Would you like to go to _____ zoo this afternoon?
B: Sure. Why not?
10. A: Does San Diego have _____ zoo?
B: Yes. It's world famous.
11. A: Let's listen to _____ radio.
B: Okay. I'll turn it on.
12. A: Does your car have _____ radio?
B: Yes, and _____ CD player.
13. A: Did you lock _____ door?
B: Yes.
A: Did you check _____ stove?
B: Yes.
A: Did you close all _____ windows downstairs?
B: Yes.
A: Did you set _____ alarm?
B: Yes.
A: Then let's turn out _____ lights.
B: Goodnight, dear.
A: Goodnight, dear.
14. A: Where's Dennis?
B: He's in _____ kitchen.

15. A: Do you like your new apartment?

B: Yes. It has _____ big kitchen.

B. Complete the sentences with the given nouns. Use *the* for specific statements.

1. *flowers*
 - a. The flowers in that vase are beautiful.
 - b. Flowers are beautiful.
2. *mountains*
 - a. _____ are beautiful.
 - b. _____ in Colorado are beautiful.
3. *water*
 - a. _____ consists of hydrogen and oxygen.
 - b. I don't want to go swimming today _____ is too cold.
4. *information*
 - a. _____ in today's newspaper is alarming.
 - b. The Internet is a widely used source of _____.
5. *health*
 - a. _____ is more important than money.
 - b. Doctors are concerned with _____ of their patients.
6. *men*
women
 - a. _____ generally have stronger muscles than _____.
 - b. At the party last night, _____ sat on one side of the room, and _____ sat on the other.
7. *problems*
 - a. Everyone has _____.
 - b. Irene told me about _____ she had with her car yesterday.
8. *happiness*
 - a. I can't express _____ I felt when I heard the good news.
 - b. Everyone seeks _____.
9. *vegetables*
 - a. _____ are good for you.
 - b. _____ we had for dinner last night were overcooked.
10. *gold*
 - a. _____ is a precious metal.
 - b. _____ in Mary's ring is 24 karats.

C. Add *the* if necessary. Otherwise, use Ø to show that no article is necessary.

1. Please pass me the butter.
2. _____ butter is a dairy product.
3. _____ air is free.
4. _____ air is humid today.
5. A: _____ windows are closed. Please open them.
B: Okay.
6. _____ windows are made of _____ glass.
7. As every parent knows, _____ children require a lot of time and attention.
8. A: Frank, where are _____ children?
B: Next door at the Jacksons'.
9. _____ paper is made from _____ trees or other plants.

10. _____ paper in my notebook is lined.
11. _____ nurses are trained to care for sick and injured people.
12. When I was in Memorial Hospital, _____ nurses were wonderful.
13. I'm studying _____ English. I'm studying _____ grammar.
14. _____ grammar in this chapter isn't easy.
15. All of our food comes from _____ plants. Some food, such as _____ (fruit and _____ vegetables, comes directly from _____ plants. Other food, such as _____ meat, comes indirectly from _____ plants.
16. I'm not very good at keeping houseplants alive. _____ plants in my apartment have to be tough. They survive in spite of me.

D. Write *a/an, some, or the* in the blanks.

1. I had a banana and an apple. I gave the banana to Mary. I ate the apple.
2. I had _____ bananas and _____ apples. I gave _____ bananas to Mary. I ate _____ apples.
3. I have _____ desk and _____ bed in my room. _____ desk is hard. _____ bed is hard, too, even though it's supposed to be soft.
4. I forgot to bring my things with me to class yesterday, so I borrowed _____ pen and _____ paper from Joe. I returned _____ pen, but I used _____ paper for my homework.
5. A: What did you do last weekend?
B: I went on _____ picnic Saturday and saw _____ movie Sunday.
A: Did you have fun?
B : _____ picnic was fun, but _____ movie was boring.
6. Yesterday I saw _____ dog and _____ cat. _____ dog was chasing _____ cat. _____ cat was chasing _____ mouse. mouse ran into _____ hole, but _____ hole was very small. _____ cat couldn't get into _____ hole, so it ran up _____ tree. _____ dog med to climb _____ tree too, but it couldn't.
7. I bought _____ bag of flour and _____ sugar to make _____ cookies. _____ sugar was okay, but I had to return flour _____. When I opened _____ flour, I found _____ little bugs in it. I took it back to the people at the store and showed them _____ little bugs. They gave me _____ new bag of flour. _____ new bag didn't have any bugs in it.
8. Once upon a time, _____ princess fell in love with _____ prince. _____ princess wanted to marry _____ prince, who lived in _____ distant land. She summoned _____ messenger to take _____ things to _____ prince to show him her love. _____ messenger took _____ jewels and _____ robe made of yellow and red silk to _____ prince. _____ princess anxiously awaited _____ messenger's return. She hoped that _____ prince would send her _____ tokens of his love. But when _____ messenger returned, he brought back _____ jewels and _____ beautiful silk robe that _____ princess had sent. Why? Why? she wondered. Then _____ messenger told her: _____ prince already had _____ wife.

E. Write *a/an*, \emptyset , or *the* in the blanks.

1. I have a window in my bedroom. I keep it open at night because I like \emptyset fresh air. The window is above my bed.
2. Kathy bought radio. She likes to listen to music when she studies.
3. A: Would you please turn radio down? music is too loud.
B: No problem.
4. good book is friend for life.
5. Last week I read book about life of Gandhi.
6. A: Let's go swimming in lake today.
B: That sounds like good idea.
7. lake is a body of water that is smaller than sea but larger than pond. ocean is larger than sea.
8. During our vacation in Brazil, we walked along beach in front of our hotel and looked at ocean.
9. water is essential to human life, but don't drink water in the Flat River. It'll kill you! pollution in that river is terrible.
10. People can drink fresh water. They can't drink seawater because it contains salt.
11. Ted, pass salt, please. And pepper. Thanks.
12. different countries have different geography. Italy is located on peninsula. Japan is island nation.
13. A: How did you get here? Did you walk?
B: No, I took taxi.
14. There are some wonderful small markets in my neighborhood. You can always get fresh fish at Mr. Rico's fish market.
15. good food keeps us healthy and adds pleasure to our lives.
16. A: Well, are you ready to leave?
B: Anytime you are.
A: Let me take just one last sip of coffee. I've really enjoyed this meal.
B: I agree. food was excellent – especially fish. And service was exceptionally good. Let's leave waitress good tip.
A: Yes, let's do that. I usually tip around fifteen percent, sometimes eighteen percent. Does that sound about right to you?
17. A: We're ready to go, kids. Get in car.
B: Just a minute! We forgot something.
A: Marge, can you get kids in car, please?
B: Just a minute, Harry. They're coming.
18. In ancient times, people did not use coins for money. Instead they used shells, beads, or salt. The first coins were made around 2600 years ago. Today, most money is made from paper. In the future, maybe we'll use only plastic cards and there will be no paper money.
19. A: Can I have some money, Dad?

B: What for?

A: I want to go to the movies with my friends and hang around the mall.

B: What you need is a job! _____ money doesn't grow on _____ trees, you know.

20. A doctor cures _____ sick people. _____ farmer grows _____ crops. _____ architect designs _____ buildings. _____ artist creates _____ new ways of looking at _____ world and _____ life.
21. _____ earthquakes are _____ rare events in central Africa.
22. My city experienced _____ earthquake recently. I was riding my bicycle when _____ earthquake occurred. _____ ground beneath me trembled so hard that it shook me off my bike.
23. A: I saw _____ good program on TV last night.
B: Oh? What was it?
A: It was _____ documentary about wildlife in Indonesia. It was really interesting. Did you see it too?
B: No, I watched _____ old movie. It wasn't very good. I wish I'd known about _____ documentary. I would have watched it.
24. _____ modern people, just like their ancestors, are curious about _____ universe. Where did _____ moon come from? Does _____ life exist on other planets? What is _____ star? How large is _____ universe? How long will _____ sun continue to burn?

USING **THE** OR **ZERO ARTICLE** (Ø) WITH NAMES

<i>No article</i> used with:	<i>The</i> is used with:
<p>titled names</p> <p>(a) We met Ø <i>Mr. Wang</i>. I know Ø <i>Doctor Smith</i>. Ø <i>President Rice</i> has been in the news.</p> <p><i>INCORRECT: We met the Mr. Wang.</i></p>	<p>names of countries consisting of word groups with a common nouns like <i>republic, state, union, kingdom etc.</i></p> <p>(d) He lives in the <i>United States</i>.</p> <p>Others: <i>the Czech Republic, the United Arab Emirates, the United Kingdom, the People's Republic of China, the Dominican Republic.</i></p>
<p>names of continents</p> <p>(b) He lives in Ø <i>Europe</i>. Ø <i>Asia</i> is the largest continent. Have you ever been in Ø <i>Africa</i>?</p> <p><i>INCORRECT: He lives in the Europe.</i></p>	<p>geographic names having the plural form</p> <p>The <i>Netherlands</i> is in Europe. Have you ever been in the <i>Philippines</i>?</p>
<p>names of most countries</p> <p>(c) He lives in Ø <i>France</i>. Ø <i>Brazil</i> is a large country. Have you ever been in Ø <i>Thailand</i>?</p> <p><i>INCORRECT: He lives in the France.</i></p>	<p>names of mountain chains, mountain passes and groups of islands</p> <p>(h) We hiked in the <i>Alps</i>. The <i>Andes</i> are in South America.</p>
<p>names of cities, towns, villages</p> <p>(e) He lives in Ø <i>Paris</i>. Ø <i>New York</i> is the largest city in the United States. Have you ever been in Ø <i>London</i>?</p> <p><i>INCORRECT: He lives in the Paris.</i></p>	<p>names of seas, oceans, rivers, canals</p> <p>(f) The <i>Nile River</i> is long. They crossed the <i>Pacific Ocean</i>. The <i>Yellow Sea</i> is in Asia.</p>
<p>names of single mountains and islands</p> <p>(i) He climbed Ø <i>Mount Everest</i>. Ø <i>Mount Fuji</i> is in Japan.</p>	<p>names of deserts</p> <p><i>the Sahara, the Gobi</i></p>
<p>names of lakes, waterfalls and bays</p> <p>(g) Chicago is on Ø <i>Lake Michigan</i>. Ø <i>Lake Titicaca</i> lies on the border between Peru and Bolivia.</p>	<p>geographical areas</p> <p><i>the Arctic, the Equator, the Middle East, the North Pole, the West</i> But: <i>Central Asia, Lower Egypt, Upper Austria</i></p>
<p>names of peninsulas and capes</p> <p><i>Hindustan, Labrador, Cape Horn</i></p> <p><i>Note: if the noun <u>peninsula</u> is added, the is used.</i> <i>The Hindustan <u>peninsula</u>, the Balkan <u>peninsula</u></i></p>	

ARTICLES WITH SOME SEMANTIC GROUPS OF PROPER NAMES

<i>No article</i> used with proper names of the following semantic groups:	<i>The</i> is used with names of:
<p>names of streets, squares, parks: <i>Broadway, Fleet Street, Wall Street, Trafalgar Square, Central Park, Hyde Park</i></p> <p><i>But:</i> the Strand, the High Street, the Main Street</p>	<p>hotels: <i>the Hilton, the Grand Hotel</i></p>
<p>names of airports and railway stations: <i>London Airport, Kennedy Airport, Victoria Station</i></p>	<p>museums, picture galleries: <i>the National Gallery, the British Museum, the Louvre</i></p>
<p>names of universities and colleges: Oxford University, Harvard University</p>	<p>monuments: <i>the Washington Monument</i></p>
<p>names of magazines and journals: <i>National Geographic</i></p>	<p>newspapers: <i>the Times, the Morning Star, the Daily World</i></p>
<p>names of days of the week and names of months: <i>Monday, April</i></p>	<p>ships and boats: <i>the Titanic, the Queen Mary</i></p>
<p>names of principal buildings, organizations of a town: <i>Buckingham Palace, Westminster Abbey, St. Paul's Cathedral, Bristol Zoo, Manchester City Council</i></p> <p><i>But:</i> <i>the White House, the Tower</i></p>	<p>parties and institutions: <i>the Conservative Party, the Tories, the London City council, the House of Commons</i></p> <p><i>But: Parliament</i> is used without any article, <i>the British Parliament</i> takes <i>the</i>.</p>
<p>names of bridges: <i>Westminster Bridge, Tower Bridge</i></p> <p><i>But:</i> the Golden Gate Bridge, the Brooklyn Bridge, the Bridge of Sighs</p>	<p>theories, effects, devices, scales, and so on modified by a proper noun used as an adjective: <i>the Doppler effect, the Hubble telescope, the Kelvin scale.</i></p> <p>But: <i>when a proper noun is used in <u>possessive form</u>, no article is used.</i> <i>Einstein's theory, Wegener's hypothesis</i></p>

EXERCISES

A. Complete the sentences with *the* or *zero article*.

1. _____ Rome is in _____ Italy.
2. _____ Rhine River flows through _____ Germany.
3. _____ Moscow is the capital of _____ Russia.
4. _____ Yangtze is a famous river.
5. _____ Atlantic Ocean is smaller than _____ Pacific.
6. _____ Rocky Mountains are located in _____ Canada and _____ United States.
7. _____ Lake Victoria is located in _____ Africa.

B. Choose *a*, *b*, *c* or *d* to make the sentence complete.

1. Is Everest the highest mountain in the world?
a. a b. an c. the d. Ø
2. Have you ever gone skiing in Alps?
a. a b. an c. the d. Ø
3. There is Egyptian in my new class.
a. a b. an c. the d. Ø
4. What is the capital of Netherlands?
a. a b. an c. the d. Ø
5. How do you celebrate..... New Year's Day?
a. a b. an c. the d. Ø
6. He graduated from..... Yale University in 1997.
a. a b. an c. the d. Ø
7. They spent two months at..... Lake Ontario last year.
a. a b. an c. the d. Ø
8. The house over there belongs to..... Browns. They moved in last month.
a. a b. an c. the d. Ø
9. Brazil is the largest country in..... South America.
a. a b. an c. the d. Ø
10. Visitors to Guggenheim Museum view paintings from a spiral ramp that goes from the main level to the top of the building.
a. a b. an c. the d. Ø

C. Articles with geographical names. Put in *the* or *zero article*.

1. They visited a village in _____ Andes.
2. They went to _____ Philippines on their honeymoon.
3. _____ Republic of Korea is near Japan and China.
4. Have you ever seen _____ Mount Fuji?
5. _____ Azores are a group of islands in the Atlantic.
6. She went to _____ United Kingdom to study English.
7. They drove round _____ Corsica.
8. _____ Australia is a really enormous place.
9. What countries share a border with _____ Norway?
10. _____ Greece gets very, very hot in the summer.

11. ____ Baffin Island is part of Canada.
12. I've never been to ____ United States.
13. We went to ____ Republic of Ireland and stayed in Dublin.
14. She comes from ____ Netherlands.
15. ____ Mount Everest is the highest mountain in the world.
16. She always loved skiing in ____ Alps.
17. He used to work in ____ India.
18. I often go on holiday to ____ Canary Islands.
19. Does ____ England have many big cities?
20. They loved visiting ____ Serbia.

D. Quiz: Choose the or zero article.

- | | |
|--|---|
| 1. Rivers
a. the b. zero article | 16. Lakes
a. the b. zero article |
| 2. Mountains
a. the b. zero article | 17. Streets
a. the b. zero article |
| 3. Mountain ranges or groups
a. the b. zero article | 18. Cinemas
a. the b. zero article |
| 4. Groups of islands
a. the b. zero article | 19. Theatres
a. the b. zero article |
| 5. Deserts
a. the b. zero article | 20. Museums
a. the b. zero article |
| 6. Continents
a. the b. zero article | 21. Hotels
a. the b. zero article |
| 7. Towns
a. the b. zero article | 22. Ships
a. the b. zero article |
| 8. Cities
a. the b. zero article | 23. Churches
a. the b. zero article |
| 9. Villages
a. the b. zero article | 24. Cathedrals
a. the b. zero article |
| 10. Parks
a. the b. zero article | 25. Airports
a. the b. zero article |
| 11. Zoos
a. the b. zero article | 26. Train stations
a. the b. zero article |
| 12. Seas
a. the b. zero article | 27. Bus stations
a. the b. zero article |
| 13. Oceans
a. the b. zero article | 28. Squares in towns and cities
a. the b. zero article |
| 14. Countries whose name includes
a word like <i>republic</i> or <i>united</i>
a. the b. zero article | 29. Underground or subway stations
a. the b. zero article |
| 15. Countries whose name is a
single word
a. the b. zero article | |

E. Supply the required articles for nouns in the following sentences.

1. ____ Europe
2. ____ Niagara Falls Hotel
3. ____ Hawaiian Islands
4. ____ Main St.
5. ____ Africa
6. ____ Empire State Building
7. ____ Hebrides
8. ____ Italy
9. ____ North Pole
10. ____ English Channel
11. ____ Lake MacBride
12. ____ Sheppard Rd.
13. ____ France
14. ____ Black Forest
15. ____ Coney Island
16. ____ Mexico
17. ____ biology
18. ____ Bolivia
19. ____ Hubble telescope
20. ____ Philippines
21. ____ Bear Mountain
22. ____ Middle East
23. ____ Niagara Falls
24. ____ Malay Archipelago
25. ____ Lake of Lucerne
26. ____ Lake Titicaca
27. ____ Chinese
28. ____ West
29. ____ Netherlands
30. ____ London
31. ____ United States
32. ____ Columbia University
33. ____ mathematics
34. ____ Iberian Peninsula
35. ____ Mount Everest
36. ____ Canary Islands
37. ____ Miami
38. ____ Spanish
39. ____ Dominican Republic
40. ____ Gulf of Mexico
41. ____ Rockies
42. ____ Dominion of Canada
43. ____ Long Island
44. ____ Pacific
45. ____ Strait of Gibraltar
46. ____ Lake Geneva
47. ____ Broadway
48. ____ history
49. ____ Sahara
50. ____ Washington Blvd
51. ____ New York City
52. ____ Oxford University
53. ____ University of Hawaii
54. ____ English
55. ____ Key West
56. ____ Fifth Avenue
57. ____ Doppler effect
58. ____ Russian
59. ____ Nile
60. ____ University of Michigan
61. ____ Great Lakes
62. ____ Andes
63. ____ Near East
64. ____ Einstein's theory of relativity
65. ____ Lake of Constance
66. ____ computer science
67. ____ Yale University
68. ____ Mediterranean Sea
69. ____ Equator
70. ____ Library of Congress
71. ____ Metropolitan museum
72. ____ Kelvin scale
73. ____ Wegener's hypothesis

THE USE OF *SOME* and *ANY*

- **Some** and **any** go before a plural or uncountable noun.

*There was a bowl and **some** cornflakes on the table, but there wasn't **any** milk.*

We can also use **some** and **any** without a noun.

*Trevor wanted **some** milk, but he couldn't find **any**.*

We normally use **some** in positive sentences and **any** in negative sentences or ones with a negative meaning.

POSITIVE	NEGATIVE
<i>There's some milk in the fridge.</i>	<i>I haven't any milk. (= I have no milk.)</i>
<i>I need some stamps. ~ There are some in the drawer.</i>	<i>I haven't got any stamps. Have you got any?</i>
<i>I met some interesting people last night.</i>	<i>I never meet any interesting people nowadays.</i>
<i>We'll have some fun at Disneyland.</i>	<i>We won't have any fun without you.</i>
	<i>She went out without any money. (she didn't take any money with her)</i> <i>He refused to eat anything. (he didn't eat anything)</i> <i>Hardly anybody passed the examination. (= almost nobody passed)</i>

In questions we can use either **some** or **any**, but **any** is more common.

We don't know whether the answer will be yes or no.

*Have we got **any** butter? Will there be **any** food for the guests? Did you buy **any** clothes?*

We can use **some** in questions when we think the answer might be yes.

*Did you buy **some** clothes? (Perhaps I know that you went out to buy some.)*

We use **some** in questions when we offer or ask for things.

*Would you like **some** coffee?*

*Could you post **some** letters for me?*

*Can I have **some** sugar, please?*

We often use **any** after if.

*If you have **any** problems, you can discuss them with your group leaders.*

*If there are **any** letters for me, can you send them on to this address?*

*Let me know if you need **anything**.*

The following sentences have the idea of if:

*I can answer **any** questions. (= If there are any questions,...)*

*I'm sorry for **any** trouble I've caused. (= if I have caused any trouble)*

Anyone who wants to do the exam must tell me by Friday. (=if there is anyone)

We can use **any** in a positive sentence to mean 'it doesn't matter which'.

You can take **any** bus. They all go to the centre. (= it doesn't matter which bus you take)

I'm free all day. Call **any** time you like.

'Sing a song'. 'Which song shall I sing?' '**Any** song. I don't mind.' (=it doesn't matter which song)

You can buy these maps at **any** petrol station. They all have them.

We say *any petrol station* because all petrol stations have the maps. It doesn't matter which one you go to. They are all equally good.

Look at these examples with **anyone**, **anything** and **anywhere**.

It's a very simple puzzle. **Anyone** could solve it. (= It doesn't matter who.)

What shall we have for lunch? ~ Oh, **anything**. I don't mind.

Where do we have to sit? ~ We can sit **anywhere**. It doesn't matter.

• **Someone, anything, etc.**

We choose between **someone** and **anyone**, **something** and **anything**, and **somewhere** and **anywhere** in the same way as between **some** and **any**.

Someone has spilt water everywhere.

Would you like **something** to eat?

Let's go out **somewhere**.

Did **anyone** see what happened?

We haven't got **anything** to eat.

Is there **anywhere** we can go?

Somebody/someone/anybody/anyone are singular words.

But we often use they/them/their after these words:

Someone has forgotten their umbrella. (= his or her umbrella)

If *anybody* wants to leave early, they can. (=he or she can)

EXERCISES

A. Use some or any to complete the sentences.

1. Sue has _____ money.
2. I don't have _____ money.
3. Do you have _____ money?
4. Do you need _____ help?
5. No, thank you. I don't need _____ help.
6. Ken needs _____ help.
7. Anita usually doesn't get _____ mail.
8. We don't have _____ fruit in the apartment. We don't have _____ apples, _____ bananas, or _____ oranges.
9. The house is empty. There aren't _____ people in the house.
10. I need _____ paper. Do you have _____ paper?
11. Vivien can't write a letter because she doesn't have _____ paper.

12. Steve is getting along fine. He doesn't have _____ problems.
13. I need to go to the grocery store. I need to buy _____ food. Do you need to buy _____ groceries?
14. I'm not busy tonight. I don't have _____ homework to do.
15. I don't have _____ money in my purse.
16. There are _____ beautiful flowers in my garden this year.

B. Use *any* or *a*. Use *any* with uncountable nouns and plural countable nouns.

Use *a* with singular countable nouns.

1. I don't have _____ money.
2. I don't have _____ pen.
3. I don't have _____ brothers or sisters.
4. We don't need to buy _____ new furniture.
5. Mr. and Mrs. Kelly don't have _____ children.
6. I can't make _____ coffee. There isn't _____ coffee in the house.
7. Ann doesn't want _____ cup of coffee.
8. I don't like this room because there aren't _____ windows.
9. Amanda is very unhappy because she doesn't have _____ friends.
10. I don't need _____ help. I can finish my homework by myself.
11. I don't have _____ comfortable chair in my dormitory room.
12. I'm getting along fine. I don't have _____ problems.
13. Joe doesn't have _____ car, so he has to take the bus to school.
14. I don't have _____ homework to do tonight.
15. I don't need _____ new clothes.
16. I don't need _____ new suit.

C. Correct the errors.

1. I need ~~an~~ advice from you. (some)
2. I don't like hot weathers.
3. I usually have a egg for breakfast.
4. Sun rises every morning.
5. The students in this class do a lot of homeworks every day.
6. How many language do you know?
7. I don't have many money.
8. John and Susan don't have some children.
9. A pictures are beautiful. You're a good photographer.
10. There isn't a traffic early in the morning.
11. I can't find any bowl for my soup.

D. Put in *some* or *any*.

1. We didn't buy flowers.
2. This evening I'm going out with friends of mine.
3. Have you seen good films recently? No, I haven't been to the cinema for ages.

4. I didn't have money, so I had to borrow
5. Can I have milk in my coffee, please?
6. I was too tired to do work.
7. You can cash these traveller's cheques at bank.
8. Can you give me information about places of interest in the town?
9. With the special tourist train ticket, you can travel on train you like.
10. If there are words you don't understand, use a dictionary.

E. Complete the sentences with some- or any- + -body/ -thing/ -where.

1. I was too surprised to say *anything*.
2. There's at the door. Can y go and see who it is?
3. Does mind if I open the window?
4. I wasn't feeling hungry, so I didn't eat
5. You must be hungry. Would you like to eat?
6. Quick, let's go! There's coming and I don't want to see us.
7. Sarah was upset about and refused to talk to
8. This machine is very easy to use. can learn to use it very quickly.
9. There was hardly on the beach. I was almost deserted.
10. 'Do you live near Joe?' 'No, he lives in another part of town.'
11. 'Where shall we go on holiday?' 'Let's go warm and sunny'
12. They stay at home all the time. They never seem to go
13. I'm going out now. If phones while I'm out, can you tell them I'll be back at 11.30?
14. Why are you looking under the bed? Have you lost
15. The police have asked that who saw the accident should contact them.
16. 'Can I ask you?' 'Sure. What do you want to ask?'
17. Sue is very secretive. She never tells (2 words)

F. Justin Cooper is a radio disc jockey. Complete what he is saying. Put in *some* or *any*.

That was 'I can't find any love' by Arlene Black. Now, I've had some letters asking for something by Express. One listener says she hasn't heard (1) _____ Express songs on this programme for months. Well, I'm going to put that right. And this will be our last track because there isn't (2) _____ more time left. We've had (3) _____ great songs tonight, and I'll be here next week to play (4) _____ more. Now here's (5) _____ music from Express – 'I never have (6) _____ luck'.

G. Complete the conversations. Put in *some, any, anyone, someone, something* or *anything*.

1. Trevor: We haven't got bread.

- Laura: You'd better go to the shop, then. We need tomatoes, too.
2. Claire: Would you like cheese and biscuits?
Sarah: Oh, no thank you. That was delicious, but I couldn't eat else.
3. Harriet: There's at the door.
Mike: Are we expecting visitors?
4. Melanie: Has offered to help you with the tea?
Rita: No, but I'd be very grateful for help you can give.
5. Vicky: I was looking for, and now I can't remember what it was.
Rachel: You said you were looking for matches.

H. Put in *any* + noun, *anyone* or *anything*.

1. The seats aren't reserved. You can have you like.
2. I don't mind what we do today. We can do you want.
3. If it's your party, you can invite..... you like.
4. All the buses go into the town centre. Take that comes along here.
5. This carpet is available in lots of colours. You can have you like.
6. My father has the television on all the time. He'll watch
7. It doesn't matter which day you phone. Ring you like.

THE USE OF *MUCH, MANY, A LOT OF, LOTS OF*

Many, much, a lot of / lots of mean a large amount and number.

*Rob Thomson owns a chain of supermarkets. He's made **a lot of** money.*

We use many with <u>plural</u> nouns	We use much with <u>uncountable</u> nouns	We use a lot of / lots of with both <u>plural</u> and <u>uncountable</u> nouns
<i>many friends</i> <i>a few people</i>	<i>much money</i> <i>a little food</i>	<i>a lot of tourists</i> <i>lots of games</i> <i>lots of fun</i>
<i>many problems</i> <i>a few buildings</i>	<i>much trouble</i> <i>a little sunshine</i>	<i>a lot of sugar</i>

We use these words without a noun if it is clear what we mean.

*I take photos, but not as **many** as I used to. At one time I took **a lot**.*

Note that we say **a lot** without **of**.

Many and **much** is mainly used in questions and negatives.

*How **many** times have you been there?*

*There aren't **many** fish in this lake.*

*How **much** money have you got?*

*I haven't got **much** time left.*

In formal English, we can sometimes use **many** and **much** in a positive statement.

***Many** students have financial problems.*

***Many** people travel to the city centre for work.*

*After **much** discussion we arrived at a decision.*

But this is less usual in conversation, where we normally use **a lot of / lots of**.

We use **a lot of / lots of** in all kinds of sentences:

*We spend **a lot of** money. (informal)*

*Do you know **a lot of** people?*

*There aren't **a lot of** tourists here.*

Note that we say **many years / many weeks / many days** (not a lot of ...)

*We've lived here for **many years**. (not a lot of years)*

We use **many** or **much** (not a lot of) after **too**, **so** and **as**.

*There are **too many** cars.*

*I've got **so much** work.*

*I haven't got **as much** money as you.*

EXERCISES

A. Choose the most appropriate word from those given in brackets.

Michael: Have you got (0) (much / many) work this week?

Monica: Well, I've got (1) (*a lot of* / much) lectures, so I'm not going to make (2) (*much* / many) progress with my project.

Michael: How (3) (*much* / many) time have you got for it?

Monica: Two weeks.

Michael: And how (4) (*much* / many) words do you have to write?

Monica: Three thousand. I'm a bit worried because I can't find (5) (*much* / many) books about the European Union in the library.

Michael: There are (6) (*lots of* / much) websites about it, aren't there?

Monica: Yes, but I can't find (7) (*much* / many) information that is relevant.

Michael: Why don't you ask George? He knows a lot about European politics. He helped my brother with his project last year. I know he borrowed (8) (*a lot of* / much) books from him.

Monica: Really? That would be wonderful! Thanks!

B. Put in much / many with so, as, too.

1. It was nice to have time to talk to you.

2. Are there chairs as people?

3. You can never have love.

4. I don't have friends as you.

5. She's got relatives!

6. Get tickets as you can.

C. Change a lot of to many or much in the sentences below.

1. Tom has a lot of problems. – *Tom has many problems.*

2. I don't have a lot of money. – *I don't have much money.*

3. I want to visit a lot of cities in the United States and Canada.

4. I don't put a lot of sugar in my coffee.

5. I have a lot of questions to ask you.

6. Sue and John have a small apartment. They don't have a lot of furniture.

7. You can see a lot of people at the zoo on Sunday.

8. Monica doesn't get a lot of mail because she doesn't write a lot of letters.

9. Chicago has a lot of skyscrapers. Montreal has a lot of tall buildings too.

10. Mary is lazy. She doesn't do a lot of work.

11. I don't drink a lot of coffee.

12. Jeff is a friendly person. He has a lot of friends.

13. Do you usually buy a lot of fruit at the market?

14. Does Andy drink a lot of coffee?

15. Do you write a lot of letters?

D. Complete the questions using *many* or *much*.

1. How _____ money do you have in your wallet?
2. How _____ roommates do you have?
3. How _____ languages do you speak?
4. How _____ homework does your teacher usually assign?
5. How _____ tea do you drink in a day?
6. How _____ sugar do you put in your tea?
7. How _____ sentences are there in this exercise?
8. How _____ water do you need to cook rice?

E. Complete the conversation. Put in *a lot of*, *many* or *much*. More than one answer may be correct.

Matthew: There are a lot of athletes taking part in the International Games in London. There's been (1) coverage in the papers.

Daniel: Our runners haven't won (2)..... medals, have they?

Matthew: No, not as (3)..... as last time. But there's plenty of time. There are still (4)..... events to come. I'd like to go and see some of the track events, but I haven't got (5)..... time at the moment.

Daniel: No, not with exams coming up. Matthew: I'm hoping to go at the weekend if I can get a ticket. Apparently there aren't (6) seats left.

Daniel: I've heard the cheapest tickets are £25.1 think that's too (7)..... .

F. In some of these sentences *much* is incorrect or unnatural. Change *much* to *many* or *a lot (of)* where necessary. Write 'OK' if the sentence is correct.

1. We didn't spend much money.
2. Sue drinks much tea.
3. Joe always puts much salt on his food.
4. We'll have to hurry. We haven't got much time.
5. It cost much to repair the car.
6. Did it cost much to repair the car?

7. I don't know much people in this town.
8. I use the phone much at work.
9. There wasn't much traffic this morning.
10. You need much money to travel round the world.

G. Put questions using *how many* or *how much*. Use the information in parentheses to form Speaker A's question.

1. A: How many children do the Millers have?
B: Three. (The Millers have three children.)
2. A: How much money does Jake make?
B: A lot. (Jake makes a lot of money.)
3. A: How _____ on a soccer team?
B: Eleven. (There are eleven players on a soccer team.)
4. A: How _____ to do tonight?
B: Just a little. (I have just a little homework to do tonight.)
5. A: How _____ in the baskets?
B: A lot. (There are a lot of apples in the baskets.)
6. A: How _____ in the baskets?
B: A lot. (There is a lot of fruit in the baskets.)
7. A: How _____ in Canada?
B: Ten. (There are ten provinces in Canada.)
8. A: How _____ before you moved to Japan?
B: Just a little. (I knew just a little Japanese before I moved to Japan.)
9. A: How _____ in the world?
B: Approximately 22,000. (There are approximately 22,000 kinds of fish in the world.)
10. A: How _____ ?
B: A lot. (You should buy a lot of cheese.) It looks really good.
11. A: How _____ every day?
B: Two cups. (I drink two cups of coffee every day.)
12. A: How _____ in the chalk tray?
B: Several pieces. (There are several pieces of chalk in the chalk tray.)

H. Correct the mistakes. Some sentences contain no errors. One sentence contains a spelling error.

1. Jack bought several furniture.
2. He bought several chairs.
3. There are a lot of furnitures in Dr. Lee's office.
4. Ted bought a lot of chairs.
5. There is dot of desk in this room.
6. Sue bought a lot of furniture, too.
7. Alice bought too much furniture.
8. She bought too much chairs.
9. He has several new furnitures in his office.

THE USE OF A *LITTLE*, A *FEW*

A few and **a little** mean a small quantity.

I'd better hurry. My bus goes in a few minutes.

We use a few with <u>plural, countable</u> nouns	We use a little with <u>uncountable</u> nouns
<i>a few buildings</i> <i>a few people</i>	<i>a little sunshine</i> <i>a little food</i>

FEW and LITTLE with and without <u>A</u>	
A few and a little have positive meaning	Few and little (without a) are negative ideas
<p>A few = some, a small number</p> <p><i>I enjoy my life here. I have a few friends and we meet quite often.</i> (a few friends = not many but enough to have a good time)</p> <p>A little = some, small amount</p> <p><i>Let's go and have a coffee. We have a little time before the train leaves.</i> (a little time = some time, enough time to have a coffee)</p> <p><i>'Do you speak English?' 'A little.'</i> (so we can talk a bit)</p>	<p>Few = not many</p> <p><i>Vicky doesn't like living in London. She has few friends there.</i> (= not many, not as many as she would like)</p> <p>Little = not much, almost none</p> <p><i>John is very busy with his job. He has little time for other things.</i> (= not much time, less time than he would like)</p> <p><i>We have little money to waste on luxuries.</i> (= almost none)</p>
<p>You can say only a little and only a few:</p> <p><i>Hurry! We only have a little time.</i> (not only little time)</p> <p><i>The village was very small. There were only a few houses.</i> (not only few houses)</p>	<p>You can say very little and very few:</p> <p><i>John has very little time for other things.</i> <i>Vicky has very few friends in London.</i></p>

Note: In everyday English, we do not often use **a little** + noun. We prefer **a bit of** + noun.

'Sit down and have a cup of tea' 'OK, I have a bit of time'

EXERCISES

A. Answer the question with *a little* or *a few*.

1. 'Have you got any money?' 'Yes,
2. 'Have you got any envelopes?' 'Yes,
3. 'Do you want sugar in your coffee?' 'Yes,, please.'
4. 'Did you take any photographs when you were on holiday?' 'Yes,
5. 'Does your friend speak English?' 'Yes,
6. 'Are there any factories in this town?' 'Yes,

B. Put in *a little* or *a few* + one of these words:

air	days	letters	English
chairs	friends	milk	times

1. Last night I wrote to my family and friends.
2. Can I have in my coffee, please?
3. 'When did Julia go away?' '..... ago.'
4. 'Do you speak any foreign languages?' 'I can speak
5. 'Are you going out alone?' 'No, I'm going with
6. 'Have you ever been to Rome?' 'Yes,
7. There wasn't much furniture in the room – just a table and
8. I'm going out for a walk. I need fresh

C. Put in *little* / *a little* / *few* / *a few*.

1. There was food in the fridge. I was nearly empty.
2. 'When did Sarah go out?' '..... minutes ago.'
3. I can't decide now. I need time to think about it.
4. There was traffic, so we arrived earlier than we expected.
5. The bus service isn't very good at night – there are buses after 9 o'clock.
6. 'Would you like some soup?' 'Yes,, please.'
7. I'd like to practise my English more but I have opportunity.

D. Right or wrong? Correct the sentences where necessary. Write OK if the sentence is correct.

1. We're going away ~~for few days~~ next week. (for a few days)
2. Everybody needs little luck.
3. I can't talk to you now – I've got few things to do.
4. I eat very little meat – I don't like it very much.
5. Excuse me, can I ask you few questions?
6. There were little people on the bus – it was nearly empty.

E. Put in *a few*, *few*, *a little* or *little*.

1. I don't think I can lift this box on my own. I need help.

2. tourists visited Northern Ireland in the 1980s because of the terrorism there.
3. The postman doesn't often come here. We receive letters.
4. The snow was quite deep. There seemed hope of completing our journey.
5. Trevor isn't finding it easy to fix the shelves. He's having trouble.
6. Sarah is exhausted. She's having days' holiday next week.
7. David quite likes golf, but unfortunately he has..... ability.
8. I can speak..... words of Swedish, but I'm not very fluent.

F. Complete the paragraph. Put in *many, few, much or little*.

The main town on the island is very small and does not have (1)..... important buildings. The islanders do not have (2)..... money, and they have (2)..... contact with the outside world. There is not (4).....chance of the place attracting large numbers of tourists. The roads are not very good. There are lots of bicycles but not (5)..... cars. And there are hardly any of the modern facilities which visitors expect. There are (6)..... shops, and there is (7)..... entertainment.

THE USE OF *TOO MUCH*, *TOO MANY*, *NOT ENOUGH*

<p>Too much and too many have a negative meaning. They mean ‘<i>more than we need/want</i>’.</p> <p><i>There are too many violent programmes on television these days.</i></p> <p><i>You added too much water.</i></p>		<p>Not enough is the opposite of too many / too much. It means ‘<i>less/fewer than we need/want</i>’.</p> <p><i>Some of us had to sit on the floor because there were not enough chairs.</i></p>
<p>We use too much with <u>uncountable</u> nouns</p>	<p>We use too many with <u>countable</u> nouns</p>	<p>We use not enough with <u>uncountable</u> and <u>plural</u> nouns</p>
<p><i>There's too much furniture in this room.</i></p>	<p><i>There were too many people in the house.</i></p>	<p><i>There's not enough space.</i></p>

EXERCISES

A. Complete the sentences with *too much*, *too many*, *enough*.

1. Ken is always at home. He doesn't go out _____ .
2. I don't like the weather here. There is _____ rain
3. I'm afraid I don't speak English well _____.
4. You drink _____ coffee. It's not good for you
5. I can't wait for them. I haven't got _____ time.
6. There was nowhere to sit on the beach. There were _____ people.
7. Our team didn't play well. We made _____ mistakes.
8. Dear friends, didn't you have _____ to eat?
9. You don't eat _____ fruit, you should eat some more.
10. I hate driving in London. There is _____ traffic.
11. I'm afraid your work is not good _____. Please do it again.
12. I've eaten _____. I feel sick.

B. Choose *a*, *b* or *c* to make the sentence complete.

1. She isn't ___ to enter the university.
 - a. too smart
 - b. smart enough
 - c. too much smart
2. ___ money can do harm to young people. Some advice is always necessary.
 - a. too many
 - b. too much
 - c. enough
3. Lena is not ___ to become a popular actress.
 - a. talented enough
 - b. too talented
 - c. too much talented
4. I don't want to buy it. There are ___ problems with it.
 - a. not enough
 - b. too much
 - c. too many
5. He is not ___ to take this post.
 - a. qualified enough
 - b. too qualified
 - c. too much qualified

6. I know I eat ____, but I need a lot of energy for my job.
 a. too many b. too much c. enough
7. Nick doesn't have ____ to buy a new flat.
 a. too money b. too many money c. enough money
8. Nick wasn't ____ to admit his guilt.
 a. too brave b. brave enough c. too much brave
9. The kid eat ____ sweets and felt sick afterwards.
 a. too much b. not enough c. too many
10. The cat isn't ____ to give a paw.
 a. too clever b. clever enough c. too much clever
11. There isn't ____ in the room to place wall units.
 a. enough space b. too space c. too much space
12. I think I've eaten ____ .
 a. too many b. too much c. enough
13. This place isn't ____ to live in.
 a. too comfortable b. too much comfortable c. comfortable enough
14. The knife isn't ____ to cut meat with.
 a. sharp enough b. too sharp c. too much sharp
15. I don't want to buy it. It costs ____ .
 a. too much b. too many c. not enough
16. The vegetables were not ____ to eat.
 a. too fresh b. too much fresh c. fresh enough

C. Translate into English. Use *too much, too many, not enough*.

1. У неї в цій кімнаті занадто багато меблів.

2. Тут занадто багато людей.

3. У мене занадто багато варіантів, я не можу визначитися.

4. Я недостатньо сильний, щоб підняти ці коробки.

5. Тут недостатньо тепло, щоб плавати.

6. У мене недостатньо часу.

7. Тут недостатньо людей.

8. Цей тур для мене недостатньо дешевий.

9. У мене недостатньо грошей, щоб купити цю машину

10. Тут занадто багато диму, я не можу дихати.

D. Correct mistakes in the use of *too much, too many, not enough*.

1. You look drunk. You've had too many beer.
2. She hated my writing, she said my novel wasn't good too much to win the prize.
3. It's very crowded. There are too much people.
4. I'm not going to the cinema. I'm sure the film isn't interesting too much to watch.
5. We don't earn too much money to buy a mansion in Hawaii.
6. I cannot come out this evening. I've got too many work to do.
7. I'd like to have more friends. I don't have too many.
8. There is too much milk. I will have to buy some more.
9. The dress costs not enough money. I can't afford it.
10. There are too much people on the bus. I can't find a seat.
11. He isn't tall too much to join the army.

THE USE OF *ALL (of)*, *MOST (of)*, *SOME (of)*, *NO/NONE (of)*

People/Things in general	People/Things in a specific group
<p><i>All plants need water.</i></p> <p><i>Most furniture is made in factories.</i></p> <p><i>Some food is bad for you.</i></p> <p><i>No student likes failing exams.</i></p>	<p><i>All/All of her plants are healthy.</i></p> <p><i>Most of my furniture is modern.</i></p> <p><i>Some of the food we ate was nice.</i></p> <p><i>None of the students in our college failed.</i></p>
<p>We can use all, most and some before a plural or an uncountable noun.</p> <p><i>All plants need water.</i> <i>All plants</i> means 'all plants in general/in the world'.</p> <p><i>Most people would like more money.</i> <i>Most people</i> means 'most people in this country/in the world'.</p> <p><i>Some food makes me ill.</i> <i>Some food</i> means 'some food but not all food'.</p>	
<p>All of, most of and some of</p>	
<p>Laura: <i>Why do you keep all of these clothes? You never wear most of them. You've had some of your jackets for ten years. Why don't you throw them all out? This one is completely out of fashion.</i></p> <p>Trevor: <i>Well, I thought if I waited long enough, it might come back into fashion.</i></p> <p><i>All of these clothes</i> has a specific meaning. Laura is talking about Trevor's clothes, not about clothes in general.</p>	
<p>We can use all, most, some, none + of + pronouns:</p> <p><i>Some of us were hungry.</i></p> <p><i>Have all (of) the plants died? ~ No, not all of them.</i></p> <p><i>Most of the people who live around here are students.</i></p> <p><i>I've spent most of my money already.</i></p> <p><i>Some of that food from the party was all right, but I threw some of it away.</i></p>	
<p>We can leave out of after all, but not before a pronoun.</p> <p><i>all of these clothes on all the clothes BUT all of them NOT all them</i></p>	
<p>We can also use all in mid position or after a pronoun.</p> <p><i>These cups are all dirty. I'll have to clean them all.</i></p> <p><i>The guests have all gone now. I think they all enjoyed themselves.</i></p>	
<p>We can use most and some on their own.</p> <p><i>The band sang a few songs. Most were old ones, but some were new.</i></p>	
<p>We use some in affirmative sentences, requests and offers to mean 'not much/many' or 'a certain amount/number of':</p> <p><i>There are some eggs in the cupboard.</i></p> <p><i>Can I have some tea?</i></p> <p>Some can also mean 'a large number / amount of': I will be some time before we're ready.</p>	

<p>We can use all with a clause to mean '<u>everything</u>' or '<u>the only thing</u>'.</p> <p><i>Tell me all you know.</i></p> <p><i>All I did was ask a simple question.</i></p> <p>Here <i>you know</i> and <i>I did</i> are clauses. We do not normally use all without the clause.</p> <p><i>Tell me everything, NOT Tell me all.</i></p>
<p>We use no with a noun.</p> <p><i>We've rung all the hotels, and there are no rooms available.</i></p> <p><i>I'm afraid I've got no money. (= I haven't got any money.)</i></p>
<p>We use none with of or on its own.</p> <p><i>None of my friends will be at the party.</i></p> <p><i>Look at these clothes. None of them are in fashion now.</i></p> <p><i>I wanted some cake, but there was none left, NOT There was no left.</i></p>
<p>We use none of + plural noun + singular or plural verb.</p> <p><i>None of the books is/are expensive.</i></p>

EXERCISES

A. Circle the correct answer.

1. *Some / Some of* my friends go to my college.
2. He's busy *most / most of* the time.
3. I'm going to take *some / some of* my CDs with me.
4. *Most / Most of* families own a television.
5. I don't like these jackets. *No / None of* them fit me.
6. *Not all / None* sports centres have tennis courts.
7. *No / None of* team has ever broken their record.

B. Look at the information about students at a college and complete the sentences. Use *all, most of, some of* and *none of*.

1. _____ the students are aged 19-22.
2. _____ the students come from Britain.
3. _____ the students are married.
4. _____ the students live at home.
5. _____ the students work in the holidays.
6. _____ the students are looking for part-time jobs.
7. _____ them get money from their parents.

C. Put in *all of, most of, some of* or *no/none of*.

- (1) _____ people of my age are pleased when the summer comes and they don't have to go to college.
- (2) _____ students have to spend the summer holidays studying if they've failed their exams, but luckily (3) _____ my friends failed their exams. This means we can spend all our time together, having fun during the holidays!

The trouble is that there are only two other girls from my class who live in my village. (4) _____ of my friends live in the town where our college is. I usually get the bus into town every day and we (5) _____ go to a café or play volleyball in the park. I usually go home on the bus in the afternoon. (6) _____ all the buses go through our village through, so sometimes one of my friends drives me home – (7) _____ them have a car or a motorbike. (8) _____ person would want to walk three miles to my village! (9) _____ us are organizing a surprise birthday party for our friend Kelly this Friday. (10) _____ of my friends will be there and I think we'll have a great time!

D. Read this advertisement for some new flats and then complete the sentences. Put in *all of them*, *most of them*, *some of them* and *none of them*.

Hartley House is an old manor house which has been converted into thirty one-bedroom and two-bedroom flats. All the flats have a fitted kitchen, bathroom and large living-room. Ten of them have a separate dining-room. Twenty-five of the flats have a view of the sea, and fifteen have a private balcony. All thirty flats are still for sale. Ring us now for more details.

1.have two bedrooms.
2. From you can see the sea.
3. have a large living-room.
4. There's also a dining-room in
5. has been sold yet.
6. The flats are modern..... have a fitted kitchen.

E. There was a quiz evening yesterday. Six friends took part, and they all answered twenty questions. Did they get *all*, *most*, *some* or *none of them* right?

Natasha answered all twenty correctly.	<i>She got all of them right.</i>
Daniel's score was fifteen.	<i>He got most of them right.</i>

1. Jessica had only eight correct answers.

2. Matthew got them all right except three.

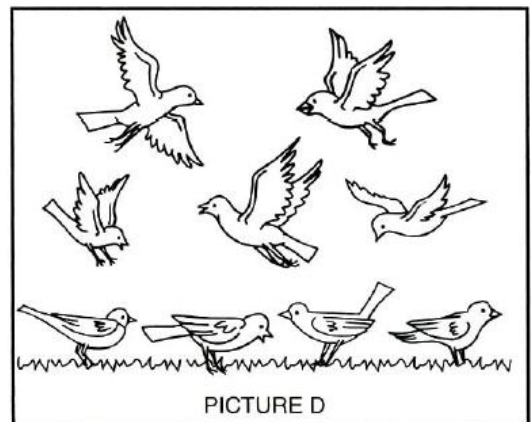
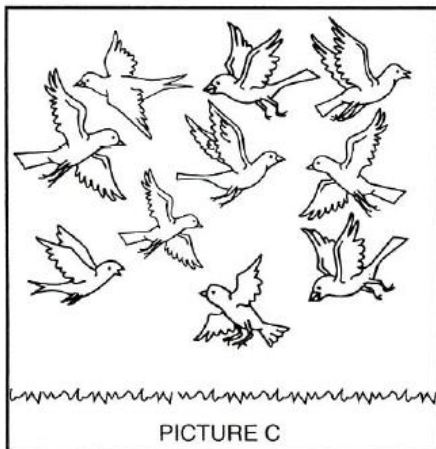
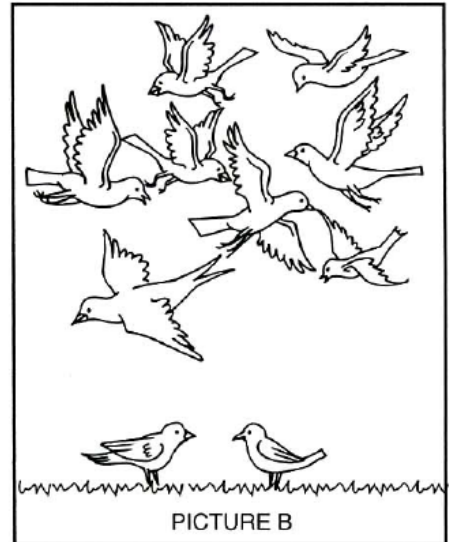
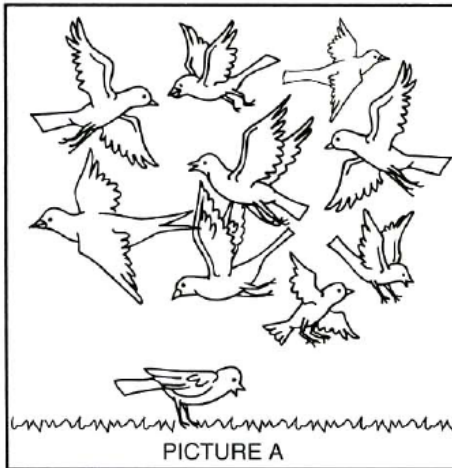
3. Andrew gave twenty correct answers.

4. But poor Vicky didn't get a single one right.

F. Complete the sentences with *all of*, *most of*, or *some of*.

1. 2, 4, 6, 8: All of these numbers are even.
2. 1, 3, 5, 7: _____ these numbers are odd.

3. 1, 3, 4, 6, 7, 9: _____ these numbers are odd.
4. 1, 3, 4, 6, 7, 8: _____ these numbers are odd.
5. 1, 3, 4, 5, 7, 9: _____ these numbers are odd.
6. _____ the birds in Picture A are flying.
7. _____ the birds in Picture B are flying.
8. _____ the birds in Picture C are flying.
9. _____ the birds in Picture D are flying.



10. _____ the students in this class have dark hair.
11. _____ the students in this class are using pens rather than pencils to do this exercise.
12. _____ the students in this class wear glasses.
13. _____ the students in this class can speak English.

G. Complete the conversations. Use the word in brackets with *all*, *all the*, *most*, *most of the*, *no* or *none of the*.

E.g. Andrew: I wonder where they make this milk.

Jessica: It isn't made in a factory, Andrew. *All milk* (milk) comes from animals.

- E.g. Rita: What do you usually do on a Sunday?
 Mike: Not much. We spend *most of the time* (time) reading the papers.
1. Claire: In general, people aren't interested in politics, are they?
 Mark: I think (people) are bored by the subject.
 2. Vicky: These new flats are supposed to be for students.
 Rachel: That's ridiculous.....(student) in the world could possibly afford such a high rent.
 3. Tom: Who's paying for the new ice-rink to be built?
 Nick: Well,(money) will come from the government, but the city has to pay a quarter of the cost.
 4. Melanie: We should ban cars (cars) pollute the air, don't they?
 David: Well, except electric ones, I suppose.
 5. Vicky: What kind of fruit should you eat to stay healthy?
 Natasha: I don't think it matters..... (fruit) is good for you, isn't it?
 6. Tom: I knew there had been a power cut because it was so dark everywhere.
 Harriet: Yes, (lights) in our street went out.

THE USE OF **BOTH**, **EITHER** and **NEITHER**

<p>We use both (of), either (of) and neither (of) to talk about two people or things. <i>I've got two bicycles. Both of them are quite old. I've given up cycling, so I don't ride either of them any more. Neither of them is in very good condition, I'm afraid.</i></p>
<p>Both means '<u>one</u> and <u>the other</u>'. The pattern is: <i>both (of) + plural noun + plural verb</i>: <i>Both shoes have holes in them. Both of my parents are teachers.</i></p>
<p>Either means '<u>one</u> or <u>the other</u>'. The pattern is: <i>either + singular noun + singular verb</i> Or <i>either (of) + plural noun + singular/plural verb</i>: <i>'What shall we go to see tonight?' Either film is fine. / Either of these films is/are fine.</i></p>
<p>Neither means '<u>not one</u> or <u>the other</u>'. The pattern is: <i>neither + singular noun + sing. v. or neither of + plural noun + singular/plural verb</i>: <i>Neither team is winning. Neither of her grandparents is/are alive.</i></p>
<p>We use both, either and neither + <i>of</i> before pronouns: <i>Both of us can help you.</i></p>
<p>We use both (of), either (of) and neither (of) + noun/pronoun after the verb: <i>I bought T-shirts. <i>I don't like either pair of shoes. <i>I called neither of them.</i></i></i></p>
<p>We can use both, either and neither on their own. <i>The store has two lifts, and both are out of order/neither is working. I've got two brothers and both are at college. Neither is married.</i></p>
<p>We can also use both in mid position or after a pronoun. <i>The letters are both bills. I've opened them both.</i></p>

EXERCISES

A. Complete the sentences using **both**, **either** or **neither**.

1. _____ leaders still hope to reach an agreement.
2. _____ answer is correct, I'm afraid.
3. You can park on _____ side of the street. There's plenty of space.
4. I called two hotels, but _____ of them had any rooms.
5. The government received two reports, but they did not accept _____.
6. _____ the cars were badly damaged.
7. They're _____ teachers. Jo teaches French and Tim teaches Biology.
8. You can use blue or green. _____ colour is OK.
9. _____ solution is perfect, but it's better than nothing.

B. Fill in the gaps with words from the list below.

both (of), either (of), neither (of)

Monica: Have you seen these two flats in the paper? They're (1) _____ really cheap.

Kate: Are they here or in the city centre?

Monica: (2) _____ them is in the centre, but they're not far from it.

You could live in (3) _____ .

Kate: Yes, I'll try to see (4) _____ them today – then I can choose one of them.

Monica: You saw (5) _____ those flats, didn't you? What did you think of them?

Kate: I did see them, but I didn't like (6) _____ them. They were (7) _____ on a noisy street and I hate noise. And (8) _____ them got much light – the rooms were really depressing!

C. Complete the conversations using *both (of)*, *either (of)* or *neither (of)*.

1. Kate: Shall we ask Harry or William to make the speech?

John: Well, (1) _____ them is very confident.

Kate: You're right. But (2) _____ them enjoy painting, so let's ask them to make the posters instead.

2. Vivien: Adam's lived in Milan and Rome, but he didn't like (3) _____ city very much.

Kent: Really? I think (4) _____ cities are beautiful! I'd love to live in Rome or Milan.

3. Mary: Which one do you like best?

Tom: Well, you wanted blue and (5) _____ these tops is blue. They're green! But they're really nice. Why don't you buy (6) _____ ?

4. Ella: You (7) _____ watched the game last night, didn't you?

Taras: Yes, we did. But it wasn't very exciting. (8) _____ team played well.

Ella: Does (9) _____ you speak Italian? Can you tell me what these two words mean?

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УДК 811.111(076)
М 57

Мигалець О. І. Методична розробка з навчальної дисципліни «Практичний курс англійської мови» для студентів І курсу денної форми навчання. Ужгород: УжНУ, 2019. 75 с.